

EDUCATIONAL DIAGNOSTICIAN II

DESCRIPTION OF WORK:

This is advanced diagnostic work in the evaluation of children's behavior problems as applied directly to the education process.

Employees serve as evaluation specialists and resource persons to a professional staff who works with severely disturbed children. Work includes relating evaluation processes to specific educational placement, supervising lower level personnel in the more routine phases of the diagnostic work, and planning the overall diagnostic program in the institution. Duties involve close coordination with teacher-counselors, unit supervisors, media specialists and technicians and program administrators. Work is directed by a higher level administrator and is evaluated through conferences, analysis of the program and success of evaluation processes.

EXAMPLES OF DUTIES PERFORMED:

Interprets standardized educational tests, correlates these results with class observations, and recommends specific academic placement and classroom activities to professional staff.

Organizes and coordinates the administration of such educational tests as Wechsler Intelligence Scale for Children, Peabody Picture Vocabulary Test, Wide Range Achievement Test, Diagnostic Reading Test, Illinois Test of Psycholinguistic Abilities, and Diagnostic Tests and Self-Help in Arithmetic.

Provides intensive evaluation and develops an individualized remedial work program for children exhibiting severe learning problems and in need of one to one tutorial-remedial assistance.

Presents diagnostic findings and refines behavioral goals for the children by playing a primary role in admission, mid-term, and discharge planning conferences.

Confers with unit teams and teacher-counselors on role of educational diagnostic program and means of evaluating and improving these services.

RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities

Thorough knowledge of educational measurements for children with special learning problems.

Thorough knowledge of the behavioral and psychosocial problems and their effects on learning processes.

Thorough knowledge of the principles, theories, and practices of psychology as applied to children with special problems.

Considerable knowledge of classroom techniques and academic activities at each educational level.

Ability to organize and develop an evaluation program which can meet the needs of emotionally disturbed children either on a group or individual basis.

Ability to analyze learning situations and educational measurements and make recommendations for placement based on sound criteria.

Ability to communicate effectively with emotionally disturbed children, educational professionals, and others who work with this special clientele.

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Minimum Education and Experience

Master's degree in special education or psychology and two years of experience in educational testing; or an undergraduate degree special education or psychology and three years of experience in educational testing; or an equivalent combination of education and experience.

Special Note

This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.