

EDUCATIONAL DIAGNOSTICIAN I

DESCRIPTION OF WORK:

This is specialized work within a state institution or mental health clinic in the evaluation of children's behavior problems as applied directly to the education process.

Employees serve as resource persons to a professional staff in relating educational evaluation processes to actual placement in class activities. Techniques used include direct student contact, administration of educational tests, consultation with teachers, and observation of students in the classroom. Duties involve a close working relationship with teachers, psychologists, educational directors, and other mental health professionals and are evaluated through conferences, analysis of written reports, and progress of students. Employees work under the direction of an educational or clinic director.

EXAMPLES OF DUTIES PERFORMED:

Administers standardized educational tests such as Wechsler Intelligence Scale for Children, Peabody Picture Vocabulary test, Wide Range Achievement Test, Diagnostic Reading Test, Illinois of Psycholinguistic Abilities, and Diagnostic Tests and Self-helps in Arithmetic.

Interprets educational tests, writes detailed evaluation reports, and then recommends specific academic placement and classroom activities to teachers.

Participates in admissions, mid-term, and discharge planning conferences to discuss educational diagnostic findings and to make plans for academic program and then return to community schools.

Conducts individual conferences with teachers and administrators to determine progress of diagnostic program and needed improvements.

Consults with other professional personnel such as motor skills teacher, psychiatrist, and ophthalmologists to remove physical or mental disabilities that harm the child's learning ability.

Performs related duties as required.

RECRUITMENT STANDARDS:

Knowledge, Skills, and Abilities

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

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

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

Ability to exercise good judgement in interpreting tests and appraising children's activities thus making sound recommendations and decisions.

Ability to prepare concise narrative summaries on diagnostic findings and to interpret findings to staff planning conferences.

Ability to establish and maintain effective working relationships with children, as well as professionals.

Minimum Training and Experience

Master's degree in special education or psychology; or an undergraduate degree in special education or psychology and two years of experience as a school psychologist; 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.