

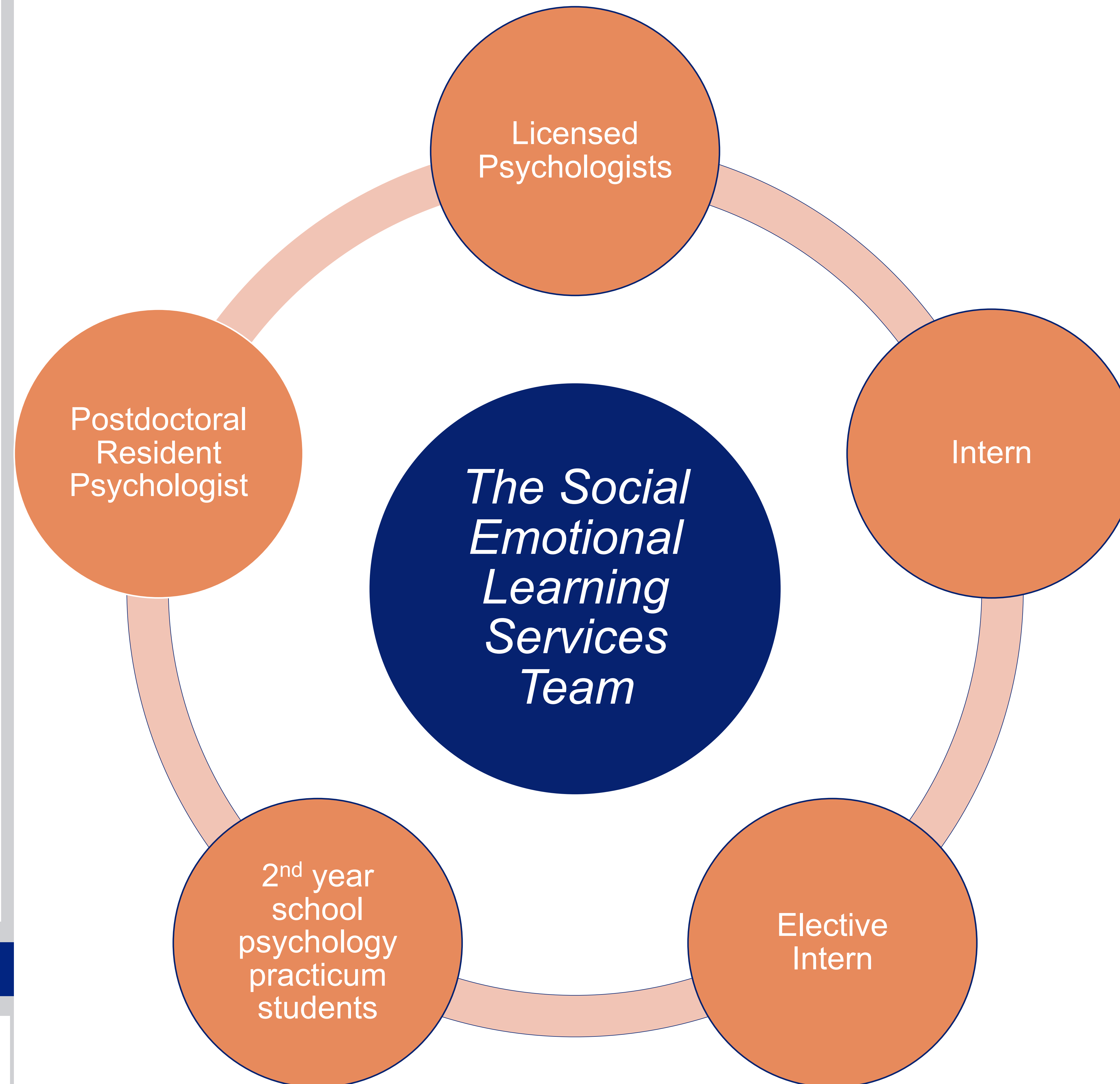
Roles & Responsibilities of the Social-Emotional Learning Services Department in a Florida Private School Setting

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Abstract

Abstract: While the majority of school psychologists find employment within public school settings, an expanding network of charter and private schools presents our profession with new opportunities and challenges. The purpose of this poster presentation is to discuss the roles and responsibilities of the Social Emotional Learning Services team in a university based private school setting. A multitiered model of support illustrates how a School Psychology training program can be effectively implemented. Specifically, this poster demonstrates the roles and responsibilities of the licensed psychologists, post-doctoral residents, interns, elective interns, and practicum students working as a team. These services include individual and group supportive counseling, psychoeducational presentations, educational consultation, and screenings.

The Social Emotional Learning Services Team



Licensed Psychologist

Responsibilities include meeting with top University School officials to identify and address the needs of the school, specifically teachers and students' needs. Educational enhancement services provided include classroom observation, educational consultation, psychoeducational screeners as well as preventive and supportive activities at the group and individual levels as customary in K-12 schools. Risk assessments are conducted, when needed as well as crisis responses. The licensed psychologist provides supervision and guidance to all members of the SELS office such as the post-doctoral resident psychologist(s), school psychology intern(s), elective intern(s), and 2nd-year doctoral practicum students.

Post Doctoral Resident

Share similar roles and responsibilities with the licensed psychologist, however, due to not being licensed at the they are under the supervision of the licensed psychologist.

Intern/ Elective Interns

School Psychology intern provides educational enhancement services such as psychoeducational screeners, educational consultation, classroom observations, preventive/supportive activities at the individual and group level and peer supervision.

2nd year practicum students

School psychology practicum students provide educational enhancement services such as psychoeducational screeners, educational consultation, classroom observations, preventive/supportive activities at the individual and group level.

Referral Process

The referral process consists of referrals from administrators, guidance counselors, teachers, or parents and from students themselves. The Social-Emotional Learning Services Department works in close collaboration consulting with the guidance department, from which most referrals originate.

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