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Handouts for “Pediatric school psychology service delivery: Benefits and barriers”

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“Pediatric school psychology service delivery: Benefits and barriers”

Presented at the annual meeting of the
National Association of School Psychologists,
New York City, NY. (2007, March)

Table 2

Quantitative Data

	Parent			Pediatric School Psychologist		
	High (N = 10)	Medium (N = 4)	Low (N = 2)	High (N = 23)	Medium (N = 15)	Low (N = 11)
Understanding the Child's Needs						
Helped the Parent	4.9	4.0	6.0	4.91	4.43	3.56
Helped the Teacher				5.0	4.08	3.67
Developed a Useful Plan at Home	5.1	3.5		4.52	4.0	
Developed a Useful Plan	4.9	4.75		5.04	4.3	
Improved Communication	4.4	4.25	6.0	5.3	4.57	3.9
Adequate Time to Collaborate	5.1	4.75		4.26	3.79	
Similar Ideas to Others Involved	4.8	4.5		4.57	4.5	
Unique Service	5.7	4.75	6.0	5.78	5.0	4.5
Recommending Services	5.1	5.0	6.0			

Note.

Ratings were made on a 6-point Likert scale, ranging from 1 to 6: 1 (strongly agree); 2 (disagree); 3 (somewhat disagree); 4 (somewhat agree); 5 (agree); to 6 (strongly agree).

Table 3
Parent Benefits

Type of Benefit	Number of Responses for level of Service		
	High	Med	Low
Positively influenced child self-perceptions	3	0	0
Positively influenced child behavior	8	1	1
Psychologist provided individual attention	5	2	1
Psychologist provided useful recommendations	3	4	4
Psychologist was supportive and responsive to parents and/or teachers	7	2	5
Other	1	0	1
Total (48 responses)	27	9	12

Table 4
Parent Barriers

Type of Barrier	Number of Responses for Level of Service		
	High	Med	Low
Time restraints	9	1	0
Teacher/school resistance	4	0	2
Scope of services did not meet parents' expectations	3	3	0
Other	1	0	0
Total (23 responses)	17	4	2

Table 5
 Pediatric School Psychologist Benefits

Type of Benefit	Number of Responses for Level of Service		
	High	Med	Low
Improved communication and collaboration between home and school	21	6	1
Psychologist assisted physician with treatment planning	9	5	7
Psychologist developed useful intervention plans	11	2	3
Psychologist provided useful information regarding the child's behavior to parents and/or teachers	3	3	6
Positively influenced child behavior	14	2	0
Psychologist helped identify needed resources/services to parents and/or teachers	5	3	4
Psychologist was supportive and responsive to parents and/or teachers	6	3	2
Psychologist facilitated skill development in parents and/or teachers	5	1	0
Other	3	1	0
Total (126 responses)	77	26	23

Table 6
 Pediatric School Psychologist Barriers

Type of Barrier	Number of Responses for Level of Service		
	High	Med	Low
Time restraints	14	7	3
Scheduling/coordination difficulties	5	0	1
Teacher/school resistance	1	3	0
Poor treatment integrity	6	0	0
Communication difficulties with parents	0	0	4
Strained home-school relationship	3	0	0
Scope of services were not appropriate for child's needs	0	3	1
Other	5	1	1
Total (58 responses)	34	14	10