

COMPETENCY REQUIREMENTS IN THE 21ST CENTURY:
PERCEPTIONS OF PRACTICING SCHOOL PSYCHOLOGISTS

By

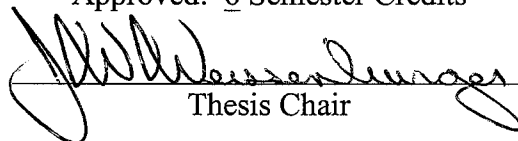
Marlene L. Koch

A Research Paper

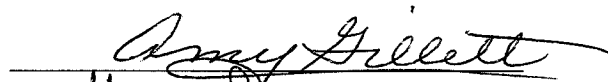
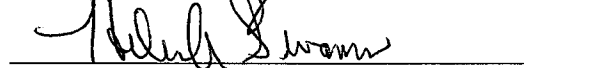
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Education Specialist
With a Major in

School Psychology

Approved: 6 Semester Credits


Thesis Chair

Thesis Committee Members:

The Graduate College
University of Wisconsin-Stout
September, 2003

The Graduate School
University of Wisconsin-Stout
Menomonie, WI 54751

ABSTRACT

(Writer)	Koch (Last Name)	Marlene (First)	L. (Initial)
<u>Competency Requirements in the 21st Century: Perceptions of Practicing School (Title)</u>			
Psychologists			
School Psychology (Graduate Major)	Dr. Jacalyn W. Weissenburger (Research Adviser)	September, 2003 (Month/Year)	67 (No. Pages)
<u>American Psychological Association (APA) Publication Manual (5th Edition) (Name of Style Manual Used in this Study)</u>			

In the past, the role of the school psychologist has been closely tied to assessing and diagnosing children with special needs. The authors of the National Association of School Psychologists' (NASP's) *Blueprint II* (Ysseldyke et al., 1997), however, argue that societal, political, and economic changes have created a need for a further examination of the role and function of school psychologists by university trainers, policymakers, and practicing school psychologists.

The purpose of this study was to examine the perceptions of a national sample of practicing school psychologists regarding the skill and competency domains identified in the National Association of School Psychologists' (NASP's) *School Psychology: A Blueprint for Training and Practice (Blueprint II)* (Ysseldyke et al., 1997) and NASP's *Standards for Training and Field Placement Programs in School Psychology (Standards for Training)* (NASP, 2000). A questionnaire was developed to identify what skills and

competencies school psychologists believe are currently needed for school psychologists to function effectively in today's schools. A second questionnaire was developed to assess what skills and competencies practicing school psychologists believe will be required of school psychologists in the future.

Results of these surveys indicate that practicing school psychologists agree with the importance of most of the domains described in *Blueprint II* and the *Standards for Training*. Also, NASP members generally agree that today's competency requirements differ from the competencies that will be required in the future, and that future school psychologists will be required to be more competent in most domain areas compared to currently practicing school psychologists. Finally, NASP members, in general, agreed that practicing school psychologists will continue to be required to be competent in the functions needed to perform traditional role activities in the future.

ACKNOWLEDGMENTS

I would like to thank the following individuals for their contributions in the completion of this paper. First, I would like to thank Dr. Jacalyn W. Weissenburger for her support and commitment to this research. I would also like to express gratitude to Dr. Helen Swanson and Dr. Amy L. Gillett for their valuable insight and support.

Additionally, I would like to thank the members of the National Association of School Psychologists who participated in this research. The information they provided will be used to help identify the role and function of school psychologists in the future.

I am also grateful to Christine Ness for her assistance with the data analysis and Bonni Falkner for her assistance with the Student Research Fund. Thank you for your contributions related to this project. Finally, to my husband, John, I thank you for all of your encouragement.

TABLE OF CONTENTS

	<u>Page</u>
Abstract.....	ii
Acknowledgments	iv
Table of Contents.....	v
List of Tables.....	vii
Chapter I: Introduction	1
Statement of the Problem.....	4
Research Objectives.....	5
Chapter II: Review of the Literature	6
The History of School Psychology.....	6
The Traditional Role.....	9
Reasons for Keeping the Traditional Role.....	11
The Expanding Role.....	12
Reasons for Expanding the Role of the School Psychologist.....	15
Training Trends.....	21
Chapter III: Methodology	26
Participants.....	26
Survey Instrument.....	27
Procedures.....	28
Data Analysis.....	29

TABLE OF CONTENTS (continued)

Chapter IV: Results	31
Importance of Eleven Domains.....	31
Present vs. Future Competency Requirements.....	32
The Future Need for Competency in a Traditional Role.....	33
Chapter V: Discussion and Conclusions	35
Discussion.....	35
Limitations of the Design.....	36
Implications for Training and Practice.....	37
Implications for Further Research.....	38
Summary.....	39
References	41
Appendices	46
Appendix A: Domains of School Psychology	
Leadership and Function in the Schools.....	46
Appendix B: Summary of Demographic Information.....	49
Appendix C: Cover Letter Current Role.....	51
Appendix D: Myers-Nyen Role Survey-Koch Edition	
Current Role.....	52
Appendix E: Cover Letter Future Role.....	56
Appendix F: Myers-Nyen Role Survey-Koch Edition	
Future Role.....	57

LIST OF TABLES

	<u>Page</u>
Table 1: Relative Importance of the Eleven Domains.....	32
Table 2: Multivariate Analysis of Variance for Current and Future Role.....	33

CHAPTER I

Introduction

School psychology continues to evolve as we enter the twenty-first century. As practitioners enter the new century, they are given an opportunity to examine the past, present, and future of school psychology (Sheridan & Gutkin, 2000). In 1997, the National Association of School Psychologists (NASP) published *School Psychology: A Blueprint for Training and Practice II* (i.e., *Blueprint II*) in an attempt to assist school psychologists and the individuals who train them with the developing practice of school psychology (Ysseldyke et al., 1997).

Blueprint II is a document that advocates for a proactive, preventative, and an expanded role for school psychologists with ten identified domains of leadership and competency. The purpose of *Blueprint II* was to define and describe the competencies required by school psychologists to improve the functioning of these practitioners as they serve agencies, institutions, families, and individuals in the twenty-first century (Ysseldyke et al., 1997).

In 2000, NASP also published *Standards for Training and Field Placement Programs in School Psychology*. This publication provides standards for graduate programs in school psychology. These training standards incorporated the ten domains identified in *Blueprint II* and included an additional domain, technology. The *Standards for Training* further refined the previous standards outlined in *Blueprint II* by providing expanded descriptions of the domains of school psychology training and practice (NASP, 2000).

As indicated, *Blueprint II* identified ten skill and competency domains related to the role and function of school psychologists. These domains included: 1) data based decision making and accountability; 2) interpersonal communication, collaboration, and consultation; 3) effective instruction and development of cognitive/academic skills; 4) socialization and development of life competencies; 5) student diversity in development and learning; 6) school structure, organization, and climate; 7) prevention, wellness promotion, and crisis intervention; 8) home/school/community collaboration; 9) research and program evaluation; and 10) legal, ethical practice, and professional development (Ysseldyke et al., 1997). The *Standards for Training* further delineated the components of *Blueprint II's* domain and identified one additional skill and competency domain pertaining to information technology (NASP, 2000).

The authors of *Blueprint II* claimed that attaining a high level of expertise in all ten domains may be unrealistic, but they stated that all school psychologists should have a high level of expertise in four domains: data based decision making and accountability; interpersonal communication, collaboration, and consultation; effective instruction and development of cognitive/academic skills; and socialization and development of life competencies (Ysseldyke et al., 1997).

As stated in *Blueprint II*, every generation of students attends schools overwhelmed with problems caused by political, economic, and social influences. For this reason, the role of educators, including school psychologists, is changing. According to *Blueprint II*, there is an increasing emphasis on collaboration and a decreasing need for psychometrics and labeling. Further, the authors asserted that there is an increasing focus on success for

all students, and an expanded involvement or broader role for school psychologists (Ysseldyke et al., 1997).

The role of the school psychologist has been identified primarily with assessing and diagnosing children with special needs ever since the passage of Public Law 94-142 (Education of All Handicapped Children Act, 1975) (Murray, 1996). According to Reschly (2000), school psychologists continue to spend approximately 50% to 55% of their time in psychoeducational assessment activities. The remainder of their time is devoted to direct intervention, problem-solving consultation, systems/organizational consultation, applied research and program evaluation (Reschly, 2000).

Many school psychologists and professionals within the field of education, however, indicate that providing primarily assessment-related tasks results in a cycle of reactive responding. The result of reactive responding can cause school psychologists to focus on problem identification rather than problem prevention (Bardon, 1994; Murray, 1996; Reschly & Wilson, 1995).

In *Blueprint II* (Ysseldyke et al., 1997), the authors encourage school psychologists to assume a proactive and preventive role within the schools. This publication states that delivery of school psychology services should be based upon a broad-based model versus an indirect service intervention model through traditional assessment (Ysseldyke et al., 1997).

The National Association of School Psychologists (NASP) is aware of the controversy and apprehension related to modifying the more traditional role of the school psychologist. The task force members responsible for the development of *Blueprint II* encouraged professionals and trainers to discuss the issues related to both the traditional

and broad-based role. *Blueprint II's* authors attempted to provide direction in the field of school psychology by making a case for a variety of role functions in our nation's changing schools (Ysseldyke et al., 1997).

According to many, the challenge for the twenty-first century is for the field of school psychology to make widespread efforts to change the role of the school psychologist to meet the ever-changing needs of the schools (Bradley-Johnson & Dean, 2000). As it enters the new millennium, school psychologists have an opportunity to reflect upon the past and identify unique and proactive roles. Establishing relevant and contemporary research directions, reexamining empirically supported service domains, and identifying optimal and essential practices to become situated strategically in core preventive health, mental health, and educational programs for children, youth, and families are other role functions under consideration (Sheridan & Gutkin, 2000).

The disciplinary roles, functions, and services of most professions must continually evolve to better meet the needs of the society (Woody & Davenport, 1998). School psychology is one profession that will profit from a reexamination of its role as it relates to the current educational needs of our nation's children, and it is important to incorporate the views of the "front-line workers," or practicing school psychologists (Ysseldyke et al, 1997, p. 3).

Statement of the Problem

The role of the school psychologist has been traditionally tied to assessing and diagnosing children with special needs. In *Blueprint II*, however, the authors assert that societal, political, and economic changes have created a need for a further examination of the role and function of current and future school psychologists. Much has been written

about the role of the school psychologist by university trainers and other policy makers. However, limited research has been conducted to examine the perceptions of practicing school psychologists.

The purpose of this research was to determine if practicing school psychologists, who are members of the National Association of School Psychologists, agree with the competency areas identified in NASP's *Blueprint II* and *Standards for Training*. This study also examined what school psychologists believe about the traditional role and compared it to the competencies many believe are necessary to practice effectively in today's and tomorrow's schools.

Research Objectives

The first objective of this study was to examine whether practicing school psychologists agree with the importance of the competencies identified in the eleven domains of *Blueprint II* and the *Standards for Training* and whether they perceive the need to become competent to perform a broad-based role in the twenty-first century. The second objective was to examine whether practicing school psychologists believe today's competency requirements differ from the competencies required of future school psychologists. The third objective was to examine whether practicing school psychologists believe they will be required to be competent in the functions needed to perform traditional role activities in the future.

CHAPTER II

Review of the Literature

The following review of literature includes the historical and traditional role of the school psychologist. It also addresses the trend toward a more broad-based service provision model. In addition to the role of the school psychologist, related educational reform efforts, *Blueprint II*, and the *Standards for Training* will be reviewed.

The History Behind School Psychology

To gain a clearer understanding of the role and function of the school psychologist, it is important to understand the history of the field. Preceding the late 1800's, the care and treatment of handicapped children was deplorable to nonexistent (Bradley-Johnson, Johnson, & Jacob-Timm, 1995). There was no programmatic provision of services for children with special needs. In the 1870's, special classrooms began to remove "problem children" from regular classrooms. Educators, then, prepared children who were mentally retarded for future placement in institutions. In the early 1920's, the Council for Exceptional Children was established to advance educational opportunities for children with disabilities. Many activities were carried out as a result of the efforts of various groups to develop individualized educational programs within the public schools. From 1953 to 1963, student enrollment in special education classes increased. However, no data existed to demonstrate the effectiveness of special education (Bradley-Johnson, Johnson, & Jacob-Timm, 1995).

During the period of 1890 to 1930, school psychology and other applied psychology fields lacked specialized training, credentials, and organizational recognition. The title "clinical psychologist" was used to describe those who practiced in many settings such as

schools. The acceptable role of early practitioners was testing, and schools wanted to use tests to assist in the classification of students. The predominant role of school psychologists developed during this period, and this restriction of the role to that of test administrator, has continued to characterize much of school psychology to this day (Fagan, 1986).

From 1930 to 1950, there was an increase in professional organizations with the establishment of the American Association of Applied Psychologists (AAAP). The Division of School Psychologists (Division 16) was established within the American Psychological Association (APA) in 1945. During this time, there were also developments in the training, certification, and growth in the number of school psychology practitioners (Fagan, 1986).

Between 1960 and 1970, there was rapid growth in the demand for training school psychologists. The field of school psychology was examined by survey research, which considered descriptions of practitioner training and credentialing, the role and function of the school psychology that was practiced and preferred, in addition to demographic characteristics (Fagan, 2002).

In 1975, Congress passed the Education of All Handicapped Children Act (now the Individuals with Disabilities Education Act, IDEA, 1997), which allocated funds to the states so they could provide a free and appropriate public education to all children with disabilities. Along with this law, subsequent amendments and related civil rights legislation drove the growth of special education services and classes (Bradley-Johnson, Johnson, & Jacob-Timm, 1995).

In the 1970's and 1980's, economic factors became a concern. The increasing costs of special education programs drove people to question their effectiveness. In addition, research and federal policy statements in the 1980's called for changes in educational service delivery systems, with an emphasis on interventions in the general education classroom (Bradley-Johnson, Johnson, & Jacob-Timm, 1995).

Over the past 30 years, there has been growth and change in school psychology. The National Association of School Psychologists (NASP), established in 1969, helped to initiate development and advancement of the field. Through NASP's establishment of standards for training, standards for credentialing, and guidelines for professional conduct, school psychology has become more clearly defined (Curtis & Zins, 1989).

Until recently, there were few historical accounts of the field of school psychology. Some earlier sources claimed that major developments in school psychology occurred during the period of 1890-1970, or the "hybrid years" (Reynolds & Gutkin, 1999). There has been no in depth review of how school psychologists were trained in the twentieth century (Reynolds & Gutkin, 1999).

Most trainers would assert that the current status of training in school psychology is substantially different from earlier times (Reynolds & Gutkin, 1999). For most of the period from 1890 to 1930, there were no state or national standards for training or practice. Further, no state associations of school psychologists were formed, although there were a few local or regional groups in larger cities. In the early 1900's, practitioners began using standardized, published tests of ability and achievement. The term "school psychologist" was introduced and used in practice by the middle of the period; however, the term was not used widely until the end (Reynolds & Gutkin, 1999).

The origins of school psychological services at the end of the nineteenth century were related to the circumstances and conditions at that time. These circumstances dealt with the changing status of children in America, a focus on developmental stages and child study, and the need for formal and compulsory schooling (Reynolds & Gutkin, 1999).

Many early school psychology practitioners had teacher training and/or experience, which led to the importance of exploration of that training (Reynolds & Gutkin, 1999). There was little formal training of special education teachers during this time. Today, many practitioners continue to receive training in school psychology, as well as teacher preparation. However, the nature of teacher training is different from earlier decades (Reynolds & Gutkin, 1999).

The Traditional Role

Practicing school psychologists are often used for problem identification (Bardon, 1994; Murray, 1996; Reschly & Wilson, 1995). The traditional assessment role continues to be emphasized because many school psychologists claim that valuable information can be derived from the administration of norm-referenced tests (Reynolds & Kamphaus, 1990). The traditional assessment role has relied on the medical model. This model has led professionals in the field to focus their attention on assessing, diagnosing, and treating the students who are referred for services (Sheridan & Gutkin, 2000).

In order to successfully function in any role, practitioners need to have a clear picture of the role's purpose (Thomas & Grimes, 1995). Deno (1995) states that the field of school psychology does not have a clear role, although many can easily identify their primary activity as assessment. This "gate keeping" function of providing test scores to

make decisions about placement has been the primary activity (Thomas & Grimes, 1995). Previous research has indicated school psychologists tend to collect data on the problem and monitor progress towards goals without using the data to modify the interventions that are unsuccessful. One solution to this issue is to spend more time to effectively use progress-monitoring data to solve problems. According to some, school psychologists should learn to effectively use data based problem solving as “best practice” (Thomas & Grimes, 1995).

Many practitioners believe that standardized, criterion-based and informal measures are necessary to understand individual differences (Hyman & Kaplinski, 1994). According to Hyman and Kaplinski (1994), ecological data is needed to describe the individual within the setting, and psychodynamic theory helps define the existential aspects of the individual. Further, behavioral approaches suggest some of the best remediation techniques. These are all known to fit within the medical model, which emphasizes identifying presenting problems, diagnosing the cause, and remediating and/or treating both the causes and the symptoms (Hyman & Kaplinski, 1994).

Many school psychologists are occupied with determining a diagnostic label for a referred student. Traditionally, the role of the school psychologist has resulted in determining the special education placement of students with disabilities. The assumption has been that special education is an effective approach for children who are struggling educationally and/or behaviorally. However, some research has suggested that special education placement can be harmful (Sheridan & Gutkin, 2000). Thus, the medical model does not always lead to effective interventions or problem solving. Many believe that a

label has little to do with effective treatments or placements for children (Sheridan & Gutkin, 2000).

With increasing knowledge related to the diagnosis and treatment of psychopathology, many argue that we do not need to give up the medical model completely. Hyman and Kaplinski (1994) assert that practitioners need to learn how to promote and utilize the medical model more effectively by using their treatment, remediation, and consultation roles.

Reasons for Keeping the Traditional Role

Many school psychologists argue that the traditional assessment role is often utilized because of the special education qualification criteria used at local, state, and federal levels. Traditional norm-referenced tests typically are required to identify students with learning, cognitive, and emotional disabilities (Hyman & Kaplinski, 1994). According to Wilson and Reschly (1996), there has been little change regarding the system of service delivery for children with learning disabilities and behavior problems. Most states define learning disabilities and mental retardation in ways that essentially mandate the use of individually administered norm-referenced tests of current intellectual functioning (Wilson & Reschly, 1996).

It is known that changes in assessment practices are occurring at a slow pace (Wilson & Reschly, 1996). Almost every practitioner is trained in the Wechsler scales, and most of those practitioners are administering them frequently (Wilson & Reschly, 1996). Some have said that the practice of school psychology has moved from the medical model of “test-diagnose-label-place” to a model of prevention and positive change for all children during the last decade (Dwyer, 2001). However, other

professionals in the field disagree. For example, there are school systems that support the traditional role for the school psychologist, and some see no role for the school psychologist when it comes to school reform (Dwyer, 2001).

There are other problems regarding the traditional role. School psychologists cannot ignore the systemic forces that shape the profession. The legislative and policy mandates can influence the kinds of services school psychologists provide to students. School psychologists often are mandated by policy or by law to use many of the standardized evaluation procedures that go along with the traditional role. According to many, school psychologists often do not create the structure of school psychology services. This can make it difficult for school psychologists to influence school administrators or state legislators to change policies (Sheridan & Gutkin, 2000).

The Expanding Role

Many believe school psychologists should assume a broader role than that of psychoeducational assessor. The data indicates that school psychologists continue to spend approximately 50% to 55% of their time in psychoeducational assessment activities (Reschly, 2000). The remainder of the time is spent providing direct intervention (20%), problem-solving consultation (17%), systems/organizational consultation (6%), and applied research/program evaluation (2%). Research also suggests that many practitioners would like to change their role (Reschly, 2000). When performing a more traditional role, school psychologists have limited impact beyond the assignment of diagnostic labels for special education (Gutkin & Conoley, 1990).

As mentioned before, *Blueprint II* (Ysseldyke et al., 1997) is a document that advocates for a proactive, preventative, and an expanded role for school psychologists. It

has been said that every generation of students attends schools with problems that are created by political, economic, and social forces according to the times. Now, in the new millennium, the authors of *Blueprint II* argue that school psychologists have the opportunity to help schools through the difficulties to affect positive change. According to Ysseldyke et al. (1997), new challenges include the changing population trends, a decline in local governmental support due to economic conditions, and geographic or economic disparities.

Even with all the challenges that school psychologists are facing in the schools, there are successes. As a nation, all children regardless of race, creed, national origin, or disability have the right to a free and appropriate education (Individuals With Disabilities Education Act (IDEA), 1997; PL94-142, PL98-199, PL101-476; and the American with Disabilities Act (ADA)). Although it has been said that test scores of students have been on a decline and our students rate poorly compared to those in other countries (Ysseldyke et al., 1997), recent research has shown that many students are getting higher test scores (Jehlen, 2001). According to Ysseldyke et al. (1997), there have been many improvements in the schools, more so than any other time in history.

In *Blueprint II*, Ysseldyke et al. (1997) claim that school psychologists are the “front-line workers” affected by school reform and change. Changes in the schools have led to the change in the role of the school psychologist. *Blueprint II*'s authors identify role expectations. These include increasing collaboration with parents and community agencies, decreasing the use of simple psychometrics and labeling, and focusing on success for all students. In addition, according to the authors of *Blueprint II*, the role of the school psychologist needs to be changed to offer a more broad and expanded

involvement. With these changes, training and professional practice are affected (Ysseldyke et al., 1997).

According to Ysseldyke, et al. (1997), resources for training need to be increased in order to maintain quality training. They also argue that interdepartmental and intersystem collaboration is needed to maximize resources, provide a variety of training perspectives, and build inter-professional collaboration and problem solving (Ysseldyke et al, 1997).

Ysseldyke et al. (1997) make the case that as the nation becomes even more culturally diverse, the need for the recruitment and retention of multicultural and ethnically diverse school psychologists expands. Finally, instructional validity is important to provide feedback and supervised experiences to school psychologists in training. According to *Blueprint II* (Ysseldyke et al., 1997), practitioners in the field should acquire and become more proficient in new skills, understand their role, and demonstrate accountability in order to reassert school psychology as a necessary profession. Finally, according to *Blueprint II*, school psychologists in practice may need to serve in multiple service delivery systems and prevent work-related stress, leading to professional burnout (Ysseldyke et al., 1997).

As stated before, *Blueprint II* identifies ten skill and competency domains related to the role and function of the school psychologists (Ysseldyke et al., 1997). The first domain is the foundation for the training and practice of school psychology. This domain describes skills such as good problem solving ability and the ability to assess educational outcomes. Also, according to *Blueprint II*, school psychologists also must have the necessary positive interpersonal skills to effectively communicate with students, parents, and other school personnel. Another domain identifies the need to be aware of diversity

in the development of learning because students come from many different backgrounds. They also need the skills to promote learning and prevent problems in the school setting, as well as several other areas of skills and competencies (Ysseldyke et al., 1997) (See Appendix A).

Reasons for Expanding the Role of the School Psychologist

During the 1970's and 1980's, major reform reports brought about public inquiry concerning the effectiveness of America's schools. One report was *A Nation at Risk*, written by the National Commission on Excellence in Education (1983). This document turned the public's attention to the poor status and condition of many of the nation's schools in the early 1980's. A series of major legislative efforts also served as a drive for change. For example, PL94-142, PL98-199, PL101-476, and the American with Disabilities Act (ADA) all have been passed since 1975. These laws have brought special education reforms that have impacted the role and function of all educators (Myers, Weissenburger, & Myers, 1998). In their study of Wisconsin school psychologists, Myers, Weissenburger, and Myers (1998) made the following statement:

Alongside reports calling for strident change and the passage of landmark legislation, general shifts in thinking also have occurred. For example, language in the Regular Education Initiative (REI) proposed that special education and regular education should merge. The inclusion movement expanded this idea further, asserting that all children with disabilities be educated in the classroom they would regularly attend to the maximum extent possible. These changes and paradigm shifts, along with substantial societal changes, have had important effects on the roles of educators, including school psychologists (p. 11).

According to *Blueprint II*, in every generation there will be students who attend schools overwhelmed with problems created by political, economic, and social forces. The National Association of School Psychologists (NASP, 1997) reported grim statistics such as a child commits suicide every 90 minutes and 50 percent of adolescents are at moderate to high risk for mental health problems. The Children's Defense Fund (2000) further reported that 31 percent of America's fourth-graders are at or above basic reading proficiency, and 33 percent of children are behind one or more years in school. As we begin the new millennium, more than ever, school psychologists and other educators will need to be ready to help schools through these difficulties by using innovative, long-term solutions and by turning challenges into opportunities for positive change. School psychologists act as front-line workers as they are called upon to respond to these changes and challenging school situations (Children's Defense Fund, 2000; NASP, 1997; Ysseldyke et al., 1997).

Toward the end of the 1980's, educational reform efforts began calling for a restructuring of the entire educational system rather than repairing existing problems within individual students. Restructuring efforts have included major systematic changes related to the decentralization of the organization and governance of schools. Efforts have been made to empower those closest to students in the classroom, create new roles and responsibilities of educators and parents, and transform the teaching-learning process (Huebner, 1993).

Changes in special education also are rapidly gaining momentum. Among the reforms that have moved from proposal to policy to implementation, an emphasis on the inclusion of students with disabilities in general education classrooms, the provision of

special instruction and services without the use of labels, and an increasing emphasis on outcome-based education have occurred in many districts. Further, some pullout special education programs are being phased out in certain schools (Bradley-Johnson, Johnson, & Jacob-Timm, 1995).

A revolution in the nature and purpose of school psychological services is expected as a result of the special education reform movement. The movement is expected to influence the educational services provided to the mildly handicapped, or those groups of students with whom school psychologists spend the majority of their time. The major reasons for a reform of the current system involve questions about the reliability, validity, efficiency, and effectiveness of the current classification system and the educational programs for students classified as mildly handicapped. Each of these criticisms affects school psychology, directly or indirectly (Reschly, 1988).

For some time, school psychologists have recognized they can be more effective in meeting students' needs and solving problems in the schools (Bradley-Johnson & Dean, 2000). The traditional role of the school psychologist often leaves strategies and classroom interventions to teachers. There are many needy children who do not qualify for formal services. These children can benefit from the expertise and direct-service interventions provided by school psychologists. In addition to these issues, the cost for a special education evaluation is high. Further, it has been argued that effective interventions are not usually created from norm-referenced testing (Bradley-Johnson, Johnson & Jacob-Timm, 1995).

According to the previous literature, there appears to be a need for a broader role of the school psychologist. Much has been written regarding the changing role and the opinions of school psychologists related to their roles.

In a study carried out by Smith (1984), the characteristics, activities, and populations served by practicing school psychologists were examined. In the Smith study, a questionnaire (The National School Psychology Questionnaire) was sent to a nationwide, random sample of practicing school psychologists. Smith found that the overall ranking of professional activities from most time spent to least time spent was assessment, intervention, consultation; and, finally, research. Cheraime and Sutter (1993) found supportive results in a survey given to special education directors regarding the functions of the school psychologist. According to these educational administrators, school psychologists spent most of their time on assessment and consultation. They spend the least amount of time on research, program evaluation, and in-service presentations (Cheraime & Sutter, 1993).

Levinson (1990) found that assessment was the primary activity of school psychologists. Also investigated was the relationship of job satisfaction and the actual and desired role of the school psychologist. The study showed that school psychologists who were most dissatisfied in their job roles were likely to be the school psychologists who had less control over their role function. According to Levinson (1990), this lack of control was usually due to school system policies and procedures.

Jerrell (1984) found that school psychologists generally engage in more functions when the work environment is diverse and the school psychologist exerts pressure on the schools. Usually the function of the school psychologist is left to the school

administrators. However, when school psychologists engaged in broader functions, there was a higher level of job satisfaction and perceived influence within the school system (Jerrell, 1984).

Fisher, Jenkins, and Crumbley (1986) carried out a study that showed there was more congruence between the training and the practice of school psychology than in the past. One of the findings showed that school psychologists would prefer to do more consultation, although these practitioners believed training in consultation was inadequate in their training programs. This survey helped provide direction for the trainers of school psychologists, which is important to the role and function of practitioners (Fisher et al., 1986).

Reschly and Wilson (1995) found that role preferences were consistent among those who practice school psychology and those who train school psychologists. Both of the groups expressed the desire to reduce the time school psychologists spent on psychoeducational assessments. The results included an emphasis on direct and indirect interventions with less emphasis on eligibility determination through the use of standardized tests (Reschly & Wilson, 1995).

Although traditional roles will continue to be well known, variations in the roles can be expected to emerge during the next decade as alternative roles are accepted. School psychologists likely will continue to spend more than one-half of their time with at-risk students or students with disabilities. However, according to many, a change toward less standardized testing to more intervention-oriented assessment, a greater involvement with direct interventions, and more time spent in problem solving consultation is necessary (Reschly, 2000).

According to Cheraime and Sutter (1993), the role of the school psychologist is changing, although a majority of school psychologists' time continues to be spent on assessment and diagnostic evaluation. There is pressure to provide more counseling, crisis intervention, and teacher consultation services. Overall, direct intervention activities are rising in importance. Huebner (1993) found that providing direct intervention services appears to increase the job satisfaction of school psychologists. Many school psychologists report a desire to broaden their role beyond assessment services. Desired role activities include consultation, counseling, research, and designing early intervention programs (Levinson, 1990; Reschly & Wilson, 1995).

Bardon (1994) states that it would be unnecessary for school psychologists to give up their assessment role, but they must define assessment in broader terms (Bardon, 1994). Until recently, there have been no consequences powerful enough to cause school psychologists to make attempts to change their role, even with the suggestions from leaders in the field. However, the educational environment is changing and producing new consequences for school psychologists. These circumstances may be strong enough to bring about change. If change does not occur, then the field of school psychology may be in danger. Education is clearly moving in the direction of inclusion, with effective assistance teams. Referrals are decreasing, thus reducing the need for the testing services that school psychologists provide (Bradley-Johnson, Johnson, & Jacob-Timm, 1995). School psychologists have an opportunity to change their role in order to help make certain the future of the profession. More importantly, the role needs to expand to improve services for all children (Bradley-Johnson, Johnson, & Jacob-Timm, 1995).

Sheridan and Gutkin (2000) proposed an “ecological” theory that looks at human behavior as a function of ongoing interactions between the characteristics of individuals and the multiple environments within which they function. These authors believe that this theory holds that greatest potential as an effective orientation in school psychology. Using this ecological model, school psychologists would be substantially less concerned with identifying what is wrong with a child, measuring problems, and delivering remedial services. Practitioners would be substantially more concerned with prevention and promoting wellness. Thus, practitioners would engage in and conduct research on services that allows students to succeed in life (Sheridan & Gutkin, 2000).

In a study by Reschly and Wilson (1995), 1,089 practitioners’ self-reports were examined to determine their current and preferred allocations of time to five roles. They found a significant difference between current and desired roles. Most of the school psychologist’s time was spent on psychoeducational assessment, then direct interventions, followed by problem-solving consultation. Many of the practitioners indicated that they would like to decrease the time they spend on assessment-related activities and increase the time they spend on other activities (Reschly & Wilson, 1995).

Training Trends

It is important to note that the field of school psychology in the twenty-first century will likely expand to meet the needs of students, parents, teachers, and administrators within employment settings such as schools, clinics, hospitals, and private practice. To meet these needs, training programs in school psychology will face the challenge of working with current and future trends in the field. Some of the factors influencing the training are credentialing issues and the professional organizations of NASP and the American Psychological Association (APA). Professional organizations have instituted

change within school psychology training programs through the identification of domains, or areas of competence and levels of training. Program accreditation and approval will assure that training programs are current according to the *Blueprint II* and *Standards for Training* domains of competency (Swerdlik & French, 2000).

According to the *Standards for Training* (NASP, 2000), candidates from school psychology programs should demonstrate entry-level competence in each of the domains of professional practice, and school psychology programs should ensure that candidates have a foundational knowledge base in psychology and education. This foundation should include theories, empirical findings, and techniques related to each domain (NASP, 2000).

The past, present, and future of school psychology has witnessed some changes in demographics of its students, faculty, and practitioners. Along with these changes in demographics, there are patterns of change in the practice and role of the school psychologist. While some trends in school psychology have undergone large changes, others have not. According to Reschly (2000), one of the clearest changes in school psychology is gender. Women are increasingly taking part in school psychology as students, practitioners, and faculty.

Individuals of color are underrepresented in the field of school psychology. Although there has been an increase in the diversity of school psychology graduate students, Caucasian individuals are still overwhelmingly prominent in the field (Reschly, 2000). Approximately 5.5% of practitioners report being in the non-Caucasian group, with 1% being African American and 1.7% as Hispanic (Curtis, Hunley, Walker, & Baker, 1999). Even with the slight increase in ethnic diversity, the school psychology

population, like most professions, will not equal the ethnic diversity of the individuals they serve in the near future (Reschly, 2000).

According to a study carried out by the National Association of School Psychologists (NASP) (2002), 3,022 school psychologists indicated that professional practice is related to demographic characteristics. The data was based on a recent NASP national survey during the 1999-2000 school year. The survey research indicated that the majority of school psychologists are female, with a limited representation of minority groups. The study also indicated that school psychologists with more experience and a higher level of preparation tend to provide more direct intervention, indirect intervention, and prevention services. It also indicated that school psychologists who are responsible for serving more students are likely to spend more time in special education activities. Finally, a lower ratio of a school psychologist to students may allow school psychologists to take part in preferred activities (Curtis, Hunley, & Grier, 2002).

The demographic make-up of the school psychologists has not been the only change in school psychology. Regional differences in the United States also have had an impact on the role of the school psychologist. Reschly (2000) states that the use of projective assessment procedures is higher in eastern coastal states than in other areas. Also, other areas tend to use behavioral assessment techniques more often than those in the eastern regions. However, individually administered standardized achievement and intelligence tests are used in all areas of the country (Reschly, 2000).

In a study carried out by Hosp and Reschly (2002), practicing school psychologists were surveyed to determine if differences exist among practitioners in various United States Census regions. The study examined how recent changes in legislation and the

effect of school psychology training programs can affect the practice of school psychology in different parts of the region. Among 1,506 school psychologists' responses, a significant difference was indicated between regions with regard to the number of hours spent in psychoeducational assessment. A significant difference was also found between regions for hours spent providing direct interventions. No regional differences were found with regard to problem-solving consultation, systems/organization consultation, or research/evaluations. According to the study, preferred roles have changed very little, with school psychologists reporting they would prefer to do less assessment and more direct intervention, consultation, and research from every region (Hosp & Reschly, 2002).

Curtis, Grier, Abshier, Sutton, and Hunley (2002) report that school psychologists generally spend over two thirds of their time in activities related to students who have identified disabilities, with services oriented toward assessment and less emphasis on direct intervention and consultation. To gain a further understanding about the discrepancy between preferred and actual roles, Curtis, et al. (2002) investigated those factors associated with professional practice. Their survey research indicated that the level of preparation, years of experience as a school psychologist, and the ratio of students to school psychologists were found to be associated with the type of service delivery. It was reported that school psychologists with higher levels of training, more experience in the field, and who serve a lower number of students were found to be more likely to take part in consultation, counseling, and in-service training programs. School psychologists with less training, less experience, and who work with higher ratios were

more likely to take part in activities related to special education (Curtis, Grier, Abshier, Sutton, & Hunley, 2002).

In the twenty-first century, a new paradigm for school psychology is emerging, influencing our field to progress. One important aspect to remember is that all school psychologists are influenced by multiple systems. School psychologists must be reflective, responsive, and proactive toward meeting the needs within the multiple and changing systems within which they operate. School, family, societal, and legislative systems also need to be considered. In addition, school psychologists need to be mindful of the diverse populations they serve, such as children, families, educators, and administrators (Sheridan & Gutkin, 2000).

CHAPTER III

Methodology

Participants

The participants for this study were practicing school psychologists within the United States. The school psychologists were members of the National Association of School Psychologists (NASP). Each participant was randomly assigned to one of two research groups. The first group responded to a questionnaire related to what practicing school psychologists are currently doing in the schools. The second group responded to a questionnaire designed to assess what practicing school psychologists believe they will be doing in the future. Out of the 500 questionnaires distributed, 189 surveys were returned. From the returned surveys, 182 were completed, resulting in a 36.4% return rate. Six surveys were returned and not completed, and one survey was returned due to an incorrect address.

The participants were asked to provide demographic information regarding their years of experience, certifications held, state of employment, gender, ethnicity, and age. The participants were also asked to provide information pertaining to the type of school district in which they work, size of school district, psychologist to student ratio, level of educational degree, and training university. The average age reported for participants was 45 years. The average number of years of experience reported was 13 years. There were more female than male respondents, with 77% and 23%, respectively. In terms of ethnicity, 93% of the participants indicated that they were White/Caucasian. The most frequently reported degree held was a Masters (i.e., 34%). The average student to psychologist ratio was reported to be one for 1,001 to 1,500 students. Of the participants,

26% reported to be certified as a licensed psychologist, 90% reported to have a state certification, and 53% reported to be Nationally Certified School Psychologists. The most common type of school district was reported to be in a suburban area and the average size of the school district was reported to be 10,000 to 19,999 students (see Appendix B for further information about the demographic makeup of the respondents).

Survey Instrument

Two questionnaires were developed from a review of the literature related to the role and the function of the school psychologist and the domains identified in the publications, *Blueprint II* (Ysseldyke et al., 1997) and the *Standards for Training* (NASP, 2000). The surveys used in this study were based on two previous surveys, the Myers-Nyen Pupil Services Survey I and the Myers-Nyen Pupil Services Survey II. The two 36-item questionnaires were developed by Koch and Weissenburger (2002).

The first questionnaire used in the current study (Myers-Nyen Role Survey-Koch Edition: Current Role) (see Appendix D) was developed to assess what practitioners believe are areas of skill and competency needed by currently practicing school psychologists. The second questionnaire (Myers-Nyen Role Survey-Koch Edition: Future Role) (see Appendix F) was developed to assess what competencies school psychologists believe practitioners will need in the future.

All of the non-demographic items on the questionnaires were formatted on a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree. Both questionnaires contained twelve subparts. The first part consisted of three questions related to the traditional role of the school psychologist (i.e., assessment, diagnosis, and placement activities). The remaining eleven parts consisted of thirty-three questions

derived from the ten domains identified in *Blueprint II* and the additional domain identified in *Standards for Training*. Each subpart or domain area contained one item with reverse wording to discourage response set bias.

Procedure

The questionnaires were mailed from the University of Wisconsin-Stout to practicing school psychologists in the United States ($n = 500$) who were members of the National Association of School Psychologists (NASP). The participants were randomly assigned to receive one of the two questionnaires. Those chosen to complete the first questionnaire were told that the purpose of the study was to examine the activities and skills required in their current roles as school psychologists. Participants completing the second questionnaire were told that the purpose of the study was to examine their perceptions regarding the skills and activities needed by school psychologists in the future.

Although the survey for this study was developed to match NASP's *Blueprint II* and *Standards for Training*, respondents were not informed of the survey's link to NASP in order to avoid surveyor bias or false positive results due to potential "social desirability" effects. The survey group of school psychologists was provided with an Informed Consent Form (see Appendix C and E) advising them of the requirements, risks, and benefits of the study. This form also described the confidentiality limits and protections for participants.

Data Analysis

Prior to data analysis, the questionnaire items containing reverse wording were reverse coded so that the ratings of each item were consistent. The demographic

information of the questionnaires was analyzed by obtaining frequency counts, percentages, means, medians, and standard deviations, when applicable, for each variable. Descriptive statistics were obtained for the school psychologists' ratings of the thirty-six items and twelve areas.

The first research question addressed whether practicing school psychologists agree with the importance of the competencies identified in the eleven domains of *Blueprint II* and the *Standards for Training*. To examine the importance of the competencies, a mean and standard deviation for each domain area were calculated, and means greater than 3.5 were determined to indicate general agreement with the importance of the domain area.

The second research question addressed whether practicing school psychologists believe today's competency requirements differ from the competencies required of future school psychologists. To answer this question, a multivariate analysis of variance (MANOVA) was used to determine whether the effect of time (current or future) had an effect on the several (i.e., twelve) area or domain scores. Further, to investigate the impact of each main effect (current or future) on the individual subparts or domains, univariate ANOVA analyses were conducted. An alpha level of .05 was chosen to determine whether the MANOVA and ANOVA results were statistically significant.

The third research question addressed whether practicing school psychologists believe they will need to remain competent in the functions needed to perform a traditional role in the future. To answer this question, the item means from the future survey for this traditional domain area were calculated, and means greater than 3.5 were

determined to indicate general agreement with the importance of those traditional role functions for the future.

CHAPTER IV

Results

This chapter includes a report of the results of the analyses addressing each research question. The chapter begins by addressing the importance of the eleven domains and the need for a broad-based role. It follows with a discussion of the results related to current versus future competency requirements. Finally, results addressing the future need for competency in the traditional role functions are reported.

Importance of the Eleven Domains

According to the data, school psychologists in the United States generally agree with the importance of all eleven domains identified in *Blueprint II* and the *Standards for Training*. As shown in Table 1, all domains from the two groups generated mean scores ranging from 3.76 to 4.88, with the current role participants generating mean scores ranging from 3.76 to 4.85, and the future role participants generating mean scores ranging from 4.01 to 4.88. These mean ratings indicate that the school psychologists perceive that the skills and competencies related to each domain are important for both current and future school psychologists.

Table 1

Current Role versus Future Role

Domain	Current Role		Future Role		<i>F</i> value
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
1	4.3740	0.858	4.6452	0.600	5.98*
2	4.3943	0.574	4.4803	0.530	1.06
3	4.1992	0.675	4.3333	0.527	2.17
4	4.4512	0.527	4.5376	0.482	1.28
5	4.1585	0.679	4.3978	0.590	6.22*
6	3.9675	0.858	4.1183	0.770	1.50
7	4.5854	0.467	4.6452	0.450	0.74
8	4.1545	0.768	4.0896	0.811	0.29
9	3.7561	0.848	4.0108	0.778	4.29*
10	4.8496	0.252	4.8781	0.268	0.52
11	4.1911	0.673	4.3441	0.574	2.64

Note. For all domains, $n = 82$ for current respondents and $n = 93$ for future respondents
* $p < .05$

Present Versus Future Competency Requirements

According to the MANOVA results, practicing school psychologists believe today's competency requirements differ from the competencies that will be required of future school psychologists. The results, using Pillais' criterion, are displayed in Table 2. MANOVA results reveal that the combined domains were significantly affected by

whether or not the respondents were responding to the current or future role, $F(12, 162) = 2.26, p < .05$.

Table 2

Multivariate Analysis of Variance for Current and Future Role

Effect	Pilliais Value	F	p
Current/Future Role	.144	2.264	.011

Note. For all F tests, hypothetical $df = 12$ and error $df = 162$, and α of .05 was chosen to determine significance.

To investigate the impact of each main effect on the individual domains, univariate ANOVA analyses were conducted to assess for current/future effects. The univariate ANOVA results for the current versus future respondents indicate that Data Based Decision Making and Accountability, $F(1, 173) = 5.98, p < .05$, Student Diversity in Development and Learning, $F(1, 173) = 6.22, p < .05$, and Research and Program Evaluation, $F(1, 173) = 4.29, p < .05$, results were affected by whether or not the respondents were responding to the current or future role. All three of these domains received higher ratings by the school psychologists responding to the future role.

The Future Need for Competency in a Traditional Role

According to the data, practicing school psychologists who completed the future role questionnaire agreed with the importance of the traditional role functions for the future. A mean score of 4.13 ($SD = .72; n = 93$) was generated from the three questions related to the traditional role of the school psychologist. The items included the need to emphasize the documentation and completion of reports related to special education ($M = 4.25, SD =$

.94), the need to be actively involved in testing and identifying special needs students ($M = 4.27, SD = .92$), and having the responsibility to determine which students are in need of special education services ($M = 3.86, SD = 1.03$). The mean ratings indicate that the school psychologists perceive that traditional skills and competencies will continue to be important for future school psychologists.

CHAPTER V

Discussion and Conclusions

Discussion

There have been numerous calls for school psychologists to move beyond the gate keeping function of assessing individual students for special education eligibility. Ideas include greater emphases on indirect service, the application of the science of psychology to define problems, program design, prevention of problems, systematic evaluation involving various stakeholders in the development, and evaluation of services, and consideration of diversity from a broad perspective (Bradley-Johnson & Dean, 2000).

It can be argued that the role, function, and services of a profession must constantly evolve to better meet the needs of the society (Woody & Davenport, 1998). Societal and educational changes also provide motivation and opportunities to change the role of the school psychologist (Conoley & Gutkin, 1995). Regardless of the constraints imposed by state and federal regulations, many school psychologists support change related to their role in the schools (Levinson, 1990; Reschly & Wilson, 1995; Reschly, 2000).

To determine practicing school psychologists' perspectives of the skills and activities related to the current and future role of school psychology, the importance of the domains from *Blueprint II* and the *Standards for Training* were examined through survey research. The results suggest that school psychologists in the United States generally agree with the importance of all eleven domains identified in *Blueprint II* and the *Standards for Training* for both currently practicing and future school psychologists. The participants further indicated that proficiency in the eleven domains will become more important to the role and function of school psychologists in the future, but results also reveal that traditional role functions will remain important.

In addition, the ratings of practicing school psychologists indicate that future school psychologists will likely find they will be required to have more skills or expertise related to Data Based Decision Making and Accountability, Student Diversity in Development and Learning, and Research and Program Evaluation compared to currently practicing school psychologists. These results suggest that practicing school psychologists believe that practitioners of the future will need to become even more knowledgeable and competent in making data based decisions, understanding the effects of diversity, conducting research, and evaluating education programs. The results of this study are consistent with previous studies that found that the role and function of the school psychologist is changing, and school psychologists should assume a broader role than that of psychoeducational assessors (Gutkin & Conoley, 1990; Sheridan & Gutkin, 2000).

Limitations of the Design

There is a need to interpret this study's results with caution based on the limitations due to the use of survey methodology. The participants were not truly representative of the total population of school psychologists, as this study solicited only participants who were members of the National Association of School Psychologists. Thus, the findings may not accurately reflect the perceptions or beliefs of all school psychologists. Previous research (Myers et al., 1998, for example) found significant differences between NASP members and non-members regarding their perceptions related to the role of the school psychologist.

Further, there may be differences between the participants who responded to the questionnaire and school psychologists who elected to not respond. Also, the results are based on self-reports by the respondents, rather than on verifiable sources of data. It is

possible, for example, that practicing school psychologists actually perform a more limited role in the schools than is implied by their responses to a survey.

Finally, only practicing school psychologists responded to these questionnaires. The role of the school psychologist may vary from each school and district due to the perceptions and influence of administrators, teachers, parents, and students. Therefore, a more comprehensive study would involve collecting data from other influential stakeholders.

Implications for Training and Practice

The results of this study indicate that practicing school psychologists generally agree with the need to provide diverse services within the schools. Overall, practitioners in the United States agreed with the eleven domains identified in *Blueprint II* and the *Standards for Training*. Furthermore, the respondents generally believed that the skills and activities derived from *Blueprint II* and the *Standards for Training* will become important in the future.

The results imply that professional organizations, training programs, and institutions of higher education will need to develop courses, publications, and other staff development opportunities to address many of the skills and activities identified in *Blueprint II* and the *Standards for Training*. This study indicates that the domains described in *Blueprint II* and the *Standards for Training* will provide needed direction and structure to a profession that is adapting to change and role expansion.

Based on the aforementioned information, it is important that school psychology training programs prepare students for a broad role within the schools. Interdepartmental collaboration can assist programs in emphasizing training related to the domains

identified in *Blueprint II* and the *Standards for Training*. Practicum-based training opportunities also become essential when preparing students for a more diverse role within the schools.

Additionally, results from this study suggest that school psychology programs should provide training related to initiating and responding to organizational change. Too often, educational experiences are limited to providing services for individual children. School psychology students would benefit from education related to the function of schools as an organizational system. School psychologists need to consider the trend of services provided because of the state and federal mandated requirements related to special education (Sheridan & Gutkin, 2000). School psychologists do not function in isolation. Their job roles are influenced by many systems (Sheridan & Gutkin, 2000). Mandated policies and laws often make it difficult for school psychologists to influence school administrators to change policies (Sheridan & Gutkin, 2000), but further education and training on organization systems and methods to affect change can assist school psychologists in providing leadership within their individual schools and districts to meet the ever-changing demands of the profession.

Implications for Further Research

Research related to the role and function of the school psychologist in the twenty-first century should continue. In order to alleviate the discrepancies found in past research, future research should be conducted that considers using quantitative methods with a national sample of both practicing and non-practicing school psychologists. This would enhance the results for possible generalization. A national study also should

include a population of school psychologists that would be more representative of ethnic differences, as well as involve both members and nonmembers of NASP.

Further, future research should differentiate the school psychologists' views between the various regional areas of the United States related to the domains in *Blueprint II* and the *Standards for Training*. The proposed study is significant in that there is a lack of current information regarding school psychologists' regional perceptions of the changing role as we enter the twenty-first century. Further, available information has been derived from particular populations of school psychologists and policy makers. Most prior research has not included practicing school psychologists representing the entire United States. Conducting research from a more comprehensive sample would contribute new information for a more complete understanding of the changing role and function of school psychologists as we enter the twenty-first century.

Summary

In summary, school psychologists continue to face challenges regarding their service delivery. The authors of the National Association of School Psychologists' (NASP's) *Blueprint II* (Ysseldyke et al., 1997) argue that societal, political, and economic changes have created a need for a further examination of the role and function of school psychologists by university trainers, policy-makers, and practicing school psychologists.

This study provides valuable information regarding the perceptions of a national sample of school psychologists regarding the competencies needed to provide services to children, families, and educators. First, it provides a strong empirical base that supports the need for those skills and activities identified in *Blueprint II* and the *Standards for Training*. Second, this research provides preliminary evidence that currently practicing

school psychologists believe proficiency in many of the domains will become more important to the role and function of school psychologists in the future. Finally, the research provides data substantiating the importance of traditional role functions for future school psychologists.

These results provide needed information to university trainers and professional organizations as they adjust to meet the needs of the twenty-first century. This study also provides evidence supportive of a broad-based model of service delivery for school psychologists in today's and tomorrow's schools. It has been said that the role, function, and services of a profession must constantly evolve in order to better meet the needs of the society (Woody & Davenport, 1998). The opportunity for change in the role of the school psychologist is emerging (Conoley & Gutkin, 1995). In the twenty-first century, a new paradigm for school psychology is under formation and influencing our field to meet the needs of students and schools. Changing the role of the school psychologist can create improved job satisfaction and enhance the service delivery for all of the children in our nation's schools.

References

- Bardon, J. I. (1994). Will the real school psychologist please stand up: Is the past a prologue for the future of school psychology? *School Psychology Review*, 23 (4), 584-588.
- Bradley-Johnson, S., & Dean, V. J. (2000). Role change for school psychology: The challenge continues in the new millennium. *Psychology in the Schools*, 37 (1), 1-5.
- Bradley-Johnson, S., Johnson, C. M., & Jacob-Timm, S. (1995). Where will-and where should-changes in education leave school psychology? *Journal of School Psychology*, 33 (3), 187-200.
- Cheramie, G. M., & Sutter, E. G. (1993). Role expansion in school psychology: The need for primary and secondary prevention services. *Psychology in the Schools*, 30, 53-59.
- Children's Defense Fund. (2000). *The state of America's children: Yearbook 2000*. Washington, DC: Author.
- Conoley, J. C., & Gutkin, T. B. (1995). Why didn't-why doesn't-school psychology realize its promise? *Journal of School Psychology*, 33 (3), 209-217.
- Curtis, M.J., Grier, J.E. Chesno, Abshier, D. W., Sutton, N.T., & Hunley, S. (2002). School psychology: Turning the corner into the twenty-first century. *Communiqué*, 30 (8), 1-6.
- Curtis, M. J., Hunley, S.A., & Grier, J.E. Chesno. (2002). Relationships among the professional practices and demographic characteristics of school psychologists. *School Psychology Review*, 31 (1), 30-42.

- Curtis, M. J., Hunley, S. A., Walker, K. J., & Baker, A. C. (1999). Demographic characteristics and professional practices in school psychology. *School Psychology Review, 28*, 104-116.
- Curtis, M. J., & Zins, J. E. (1989). Trends in training and accreditation. *School Psychology Review, 18* (2), 182-192.
- Dwyer, K. (2001). Viewpoints: School psychologists: Innovators or bean counters? *Communiqué, 29* (7), 20-21.
- Fagan, T. K. (1986). School psychologist's dilemma: Reappraising solutions and directing attention to the future. *American Psychologists, 41* (8), 851-861.
- Fagan, T. K. (2002). School psychology: Recent descriptions, continued expansion, and an ongoing paradox. *School Psychology Review, 31*, 5-10.
- Fisher, G. L., Jenkins, S. J., & Crumbley, J. D. (1986). A replication of a survey of school psychologists: Congruence between training, practice, preferred role, and competence. *Psychology in the Schools, 23*, 271-279.
- Gutkin, T. B., & Conoley, J. C. (1990). Reconceptualizing school psychology from a service delivery perspective: Implications for practice, training and research. *The Journal of School Psychology, 28*, 203-223.
- Hosp, J. L., & Reschly, D. J. (2002). Regional differences in school psychology practice. *School Psychology Review, 31* (1), 11-29.
- Huebner, E. S. (1993). Psychologists in secondary schools in the 1990's: Current functions, training, and job satisfaction. *School Psychology Quarterly, 8* (1), 50-56.

- Hyman, I. A., & Kaplinski, K. (1994). Will the real school psychologist please stand up: Is the past a prologue for the future of school psychology? *School Psychology Review, 23* (4), 564-583.
- Jehlen, A. (2001). A nation at risk? *NEA Today, 19* (4), 29.
- Jerrell, J. M. (1984). Boundary-spanning functions served by rural school psychologists. *Journal of School Psychology, 22*, 259-271.
- Koch, M. L., & Weissenburger, J. W. (2002). *Myers-Nyen Role Survey-Koch Edition*. Unpublished survey, University of Wisconsin-Stout, Menomonie, WI.
- Levinson, E. M. (1990). Actual/desired role functioning, perceived control over role functioning, and job satisfaction among school psychologists. *Psychology in the Schools, 27*, 64-74.
- Murray, B. A. (1996). The principal and the school psychologist: Partners for students. *The School Psychology Bulletin, 95-99*.
- Myers, S. K., Weissenburger, J. W., & Myers, R. C. (1998). *Perceptions of practicing school psychologists: Blueprint II-Do we share the same vision?* Unpublished manuscript, University of Wisconsin-Stout, Menomonie, WI.
- National Association of School Psychologists. (1997). *School psychologists as health-care providers: Training packet*. Bethesda, MD: Author.
- National Association of School Psychologist. (2000). *Standards for training and field placement programs in school psychology*. Bethesda, MD: National Association of School Psychologists.
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: Author.

- Reschly, D. J. (1988). Special education reform: School psychology revolution. *School Psychology Review*, 17 (3), 459-475.
- Reschly, D. J. (2000). The present and future status of school psychology in the United States. *School Psychology Review*, 29 (4), 507-522.
- Reschly, D. J., & Wilson, M. S. (1995). School psychology practitioners and faculty: 1986 to 1991-92. Trends in demographics, roles, satisfaction, and system reform. *School Psychology Review*, 24 (1), 62-80.
- Reynolds, C. R., & Gutkin, T. B. (Eds.). (1999). *The handbook of school psychology*. New York: J. Wiley & Sons.
- Reynolds, C. R., & Kamphaus, R. (Eds.). (1990). *Handbook of psychological and educational assessment of children: Intelligence and achievement*. New York: Guilford Press.
- Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the twenty-first century. *School Psychology Review*, 29 (4), 485-502.
- Smith, D. K. (1984). Practicing school psychologists: Their characteristics, activities, and populations served. *Professional Psychology: Research and Practice*, 15 (6), 798-810.
- Swerdlik, M. E., & French, J. L. (2000). School psychology training for the twenty-first century: Challenges and opportunities. *School Psychology Review*, 29 (4), 577-588.
- Thomas, A., & Grimes, J. (Eds.). (1995). *Best practices in school psychology (3rd ed.)*. Washington, DC: National Association of School Psychologists.

- Wilson, S. M., & Reschly, D. J. (1996). Assessment in school psychology training and practice. *School Psychology Review, 25*, 9-23.
- Woody, R. H., & Davenport, J. (1998). The Blueprint I revisited: Training and practicing in school psychology. *Psychology in the Schools, 35* (1), 49-55.
- Ysseldyke, J., Dawson, P., Lehr, C., Reschley, K., Reynolds, M., & Telzrow, C. (1997). *School psychology: A blueprint for training and practice II*. Bethesda, MD: National Association of School Psychologists.

Appendix A

Domains of School Psychology Leadership and Function in the Schools

Domains	Competencies
Data Based Decision Making And Accountability	School psychologists must be able to define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment, and measure the effects of the decisions that result from the problem solving process.
Interpersonal Communication, Collaboration, and Consultation	School psychologists must have the ability to listen well, participate in discussions, and convey information and work together with others at an individual, group and systems level.
Effective Instruction and Development of Cognitive/Academic Skills	School psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.
Socialization and Development Of Life Competencies	School psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.

Appendix (continued)

Student Diversity in Development and Learning	School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.
School Structure, Organization, And Climate	School psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places for members of the school community.
Prevention, Wellness Promotion, and Crisis Intervention	School psychologists must have the knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.
Home/School/Community Collaboration	School psychologists must have the knowledge of family influences that affect students' wellness, learning, and achievement, and be able to form partnerships between parents, educators, and the community.

Appendix (continued)

Research and Program Evaluation	School psychologists must know current literature on various aspects of education and child development, be able to translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work.
Legal, Ethical Practice and Professional Development	School psychologists must take the responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and protect the rights of all parties.
Information Technology	School psychologists must have knowledge of information sources and technology relevant to their work. School psychologists must access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Note. From *School Psychology: A Blueprint for Training and Practice II*, (p. 15) Ysseldyke, J. et al., 1997, Bethesda, MD: National Association of School Psychologists and *Standards for Training and Field Placement Programs in School Psychology* [Brochure]. (2000), Bethesda, MD: National Association of School Psychologists.

Appendix B

Summary of Demographic Information

Demographic	<i>n</i>	Percentage
Gender		
Male	42	23.0
Female	140	76.5
Certification (s) Held		
NCSP	97	53.0
State Certification	165	90.2
Licensed Psychologist	48	26.2
Other	13	7.1
Type of School District		
Inner City	35	19.1
Suburban	79	43.2
Rural	36	19.7
Other	31	16.9
Size of School District		
0 to 499	6	3.3
500 – 999	4	2.2
1,000 - 1,499	10	5.5
1,500 – 1,999	8	4.4
2,000 – 4,999	30	16.4
5,000 – 9,999	29	15.8
10,000 – 19,999	31	16.9
20,000 – 49,999	20	10.9
50,000 – 69,999	7	3.8
70,000 +	25	13.7
Other	5	2.7

Appendix B (continued)

Demographic	<i>n</i>	Percentage
Psychologist to Student Ratio		
1 – 500	19	10.4
501 – 1,000	32	17.5
1,001 – 1,500	56	30.6
1,501 – 2,000	32	17.5
2,001 – 2,500	23	12.6
2,500 +	10	5.5
Ethnicity		
White/Caucasian	170	92.9
Asian American	2	1.1
Native American	0	0
Black/African American	2	1.1
Pacific Islander	0	0
Hispanic/Latino	5	2.7
Other	1	0.5
Highest Degree		
M.S./M.A.	62	33.9
Ed.S.	39	21.3
Ph.D.	37	20.2
Other	44	24.0

Note. Demographics include both current and future role respondents. Each respondent may have endorsed more than one credential and organization.

April 20, 2002

Dear School Psychologist:

We are writing to request your participation in a survey of your perceptions regarding the **current role and function of school psychologists**. The survey is designed to be completed in about ten minutes. It should be returned in the enclosed, self-addressed envelope at your earliest convenience and no later than **June 15, 2002**.

While your participation in this research is entirely voluntary, we hope that you will choose to participate in the study. Your responses will provide essential information to help school psychology training programs develop appropriate program objectives and curricula. The surveys are coded to avoid sending out duplicate surveys to those who respond to the initial mailing. If you choose not to participate, please indicate such on the survey and return it to avoid follow-up requests. All responses will be treated with confidentiality and the data will be entered so that no respondent is identifiable. Only group results will be reported.

Thank you in advance for your participation. Please feel free to call us at (715) 232-1326 if you have any questions regarding this study.

Sincerely,

Marlene L. Koch
UW-Stout Graduate Student

Jacalyn Weissenburger
UW-Stout Assistant Professor

Informed Consent:

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to complete this survey and to withdraw my participation at any time during the study. Additionally, I understand that the results of the study will be reported on a group basis only.

Questions or concerns about participation in the study should be addressed first to the research advisor, Jacalyn Weissenburger (715) 232-1326, and second to:

Janice Coker
Chairperson, UW-Stout Institutional Review Board for the Protection of Human Subjects
11 Harvey Hall
UW-Stout
Menomonie, WI 54751

Myers-Nyen Role Survey-Koch Edition

Please rate the following statements related to your current role and function as a school psychologist. Indicate your choice by circling a number from 1-5:

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion Or Neutral	Agree	Strongly Agree

In my current role, I:

1. do not need to emphasize the documentation and completion of reports related to special education.	1	2	3	4	5
2. need to be actively involved in testing and identifying special needs students.	1	2	3	4	5
3. have the responsibility to determine which students are in need of special education services.	1	2	3	4	5
4. need to be able to collect data using a variety of methods including formal and informal testing, behavioral assessments, and/or curriculum-based measurement.	1	2	3	4	5
5. need to use assessment methods as part of a systematic process to collect data, translate assessment results into empirically-based decisions, and evaluate the outcomes of services.	1	2	3	4	5
6. do not need to be able to collect data related to individual students and their school environments.	1	2	3	4	5
7. am not required to have strong interpersonal skills to communicate effectively with students, parents, school personnel, and community members.	1	2	3	4	5
8. need to be proficient in case and systems consultation (e.g., working with others to develop programs and positive school environments).	1	2	3	4	5
9. need to be able to promote change to enhance programming for individual students, classrooms, buildings, districts, and/or other agencies.	1	2	3	4	5
10. need to be able to help develop appropriate cognitive and academic goals for children, with variations in standards and expectations for individual students. (e.g., assist in writing IEP's)	1	2	3	4	5
11. do not need to understand learning theory and the prevailing research related to the instructional process.	1	2	3	4	5
12. need to understand a variety of instructional methodologies such as direct instruction, peer tutoring, and cooperative learning.	1	2	3	4	5

In my current role, I:

13. do not help educators develop goals that enhance appropriate pupil behavior.	1	2	3	4	5
14. need to have knowledge of sound principles of behavioral, affective, adaptive, social assessment, and behavior change.	1	2	3	4	5
15. need to be proficient at skills related to ecological and behavioral approaches to classroom management.	1	2	3	4	5
16. need to be able to help schools determine successful instructional programs for students from diverse backgrounds.	1	2	3	4	5
17. do not need to recognize my own subtle racial, class, gender, or cultural biases which may influence my decision-making.	1	2	3	4	5
18. need to incorporate my knowledge of diversity when designing and implementing academic and social/behavioral interventions.	1	2	3	4	5
19. need to know how to organize schools in ways that promote learning and prevent problems.	1	2	3	4	5
20. need to have a knowledge of systems organization, policy development, and educational climate.	1	2	3	4	5
21. do not need to be involved in the design of school-wide programs that offer support, intervention, training, communication, and discipline.	1	2	3	4	5
22. need to be involved in both the prevention and intervention of academic, behavioral, and personal difficulties.	1	2	3	4	5
23. do not need to be knowledgeable regarding behaviors and precursors of conduct and internalizing disorders.	1	2	3	4	5
24. need to be involved in working with school personnel, students, parents, and/or the community in crisis situations.	1	2	3	4	5
25. do not need to be involved in promoting those home factors that work to support learning and achievement in school.	1	2	3	4	5
26. need to be able to design, implement, and evaluate programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.	1	2	3	4	5
27. need to facilitate collaboration between parents and educators to design curricula and interventions for students.	1	2	3	4	5
28. do not need a working knowledge of research design.	1	2	3	4	5
29. need to have the ability to evaluate published research and/or conduct investigations relevant to my work.	1	2	3	4	5
30. need to be able to evaluate and interpret the effects of local school programs.	1	2	3	4	5

In my current role, I:

31. need to continue my professional development through attending conferences, workshops, and classes.	1	2	3	4	5
32. need to maintain ethical, professional, and legal standards.	1	2	3	4	5
33. do not need to recognize my own limitations, biases, and areas of strength.	1	2	3	4	5

34. do not need to have knowledge of current information sources and technology to enhance services.	1	2	3	4	5
35. need to have knowledge and skills in using word processing, spread sheets, test scoring software, and other computer resources to function effectively and efficiently.	1	2	3	4	5
36. need to use technology when designing, implementing, and evaluating instructional programs or interventions for infants, children, and youth.	1	2	3	4	5

Demographic Information

Number of years as a school psychologist: _____ years

Certification (s) held:

- | | |
|--|--|
| <input type="checkbox"/> NCSP | <input type="checkbox"/> Licensed psychologist |
| <input type="checkbox"/> State certification | <input type="checkbox"/> Other: _____ |

State of employment: _____

Gender:

- Male
 Female

Age: _____ years old

Type of school district:

- | | |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Inner City | <input type="checkbox"/> Rural |
| <input type="checkbox"/> Suburban | <input type="checkbox"/> Other: _____ |

Size of school district:

- | | |
|---|--|
| <input type="checkbox"/> 0 to 499 students enrolled in the district | <input type="checkbox"/> 5,000-9,999 |
| <input type="checkbox"/> 500-999 | <input type="checkbox"/> 10,000-19,999 |
| <input type="checkbox"/> 1,000-1,499 | <input type="checkbox"/> 20,000-49,999 |
| <input type="checkbox"/> 1,500-1,999 | <input type="checkbox"/> 50,000-69,000 |
| <input type="checkbox"/> 2,000-4,999 | <input type="checkbox"/> 70,000+ |
| | <input type="checkbox"/> Other: _____ |

What is the approximate psychologist to student ratio of your district (approximately how many students per school psychologist)?

- 1-500 students per school psychologist
- 501-1,000
- 1,001-1,500
- 1,501-2,000
- 2,001-2,500
- 2,500+

Your Ethnicity:

- White/Caucasian
- Asian American
- Native American
- Black/African American
- Pacific Islander
- Hispanic/Latino
- Other: _____

Highest Degree Held:

- M.S./M.A.
- Ed.S.
- Ph.D.
- Other: _____

School of training: _____

Comments:

April 20, 2002

Dear School Psychologist:

We are writing to request your participation in a survey of your perceptions regarding the **future role and function of school psychologists**. The survey is designed to be completed in about ten minutes. It should be returned in the enclosed, self-addressed envelope at your earliest convenience and no later than **June 15, 2002**.

While your participation in this research is entirely voluntary, we hope that you will choose to participate in the study. Your responses will provide essential information to help school psychology training programs in develop appropriate program objectives and curricula. The surveys are coded to avoid sending out duplicate surveys to those who respond to the initial mailing. If you choose not to participate, please indicate such on the survey and return it to avoid follow-up requests. All responses will be treated with confidentiality and the data will be entered so that no respondent is identifiable. Only group results will be reported.

Thank you in advance for your participation. Please feel free to call us at (715) 232-1326 if you have any questions regarding this study.

Sincerely,

Marlene L. Koch
UW-Stout Graduate Student

Jacalyn Weissenburger
UW-Stout Assistant Professor

Informed Consent:

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to complete this survey and to withdraw my participation at any time during the study. Additionally, I understand that the results of the study will be reported on a group basis only.

Questions or concerns about participation in the study should be addressed first to the research advisor, Jacalyn Weissenburger (715) 232-1326, and second to:

Janice Coker
Chairperson, UW-Stout Institutional Review Board for the Protection of Human Subjects
11 Harvey Hall
UW-Stout
Menomonie, WI 54751

Myers-Nyen Role Survey-Koch Edition

Please rate the following statements related to the future role and function of school psychologists. Indicate your choice by circling a number from 1-5:

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion Or Neutral	Agree	Strongly Agree

In the future, school psychologists will:

1. not need to emphasize the documentation and completion of reports related to special education.	1	2	3	4	5
2. need to be actively involved in testing and identifying special needs students.	1	2	3	4	5
3. have the responsibility to determine which students are in need of special education services.	1	2	3	4	5
4. need to be able to collect data using a variety of methods including formal and informal testing, behavioral assessments, and/or curriculum-based measurement.	1	2	3	4	5
5. need to use assessment methods as part of a systematic process to collect data, translate assessment results into empirically-based decisions, and evaluate the outcomes of services.	1	2	3	4	5
6. not need to be able to collect data related to individual students and their school environments to identify strengths and needs.	1	2	3	4	5
7. not be required to have strong interpersonal skills to communicate effectively with students, parents, school personnel, and community members.	1	2	3	4	5
8. need to be proficient in case and systems consultation (e.g., working with others to develop programs and positive school environments).	1	2	3	4	5
9. need to promote change to enhance programming for individual students, classrooms, buildings, districts, and/or other agencies.	1	2	3	4	5
10. need to help develop appropriate cognitive and academic goals for children, with variations in standards and expectations for individual students. (e.g., assist in writing IEP's)	1	2	3	4	5
11. not need to understand learning theory and the prevailing research related to the instructional process.	1	2	3	4	5
12. need to understand a variety of instructional methodologies such as direct instruction, peer tutoring, and cooperative learning.	1	2	3	4	5

In the future, school psychologists will:

13. not need to help schools develop goals that enhance appropriate pupil behavior.	1	2	3	4	5
14. need to have knowledge of sound principles of behavioral, affective, adaptive, social assessment, and behavior change.	1	2	3	4	5
15. need to be proficient at skills related to ecological and behavioral approaches to classroom management.	1	2	3	4	5
16. need to help schools determine successful instructional programs for students from diverse backgrounds.	1	2	3	4	5
17. not need to recognize their own subtle racial, class, gender, or cultural biases which may influence their decision-making.	1	2	3	4	5
18. need to incorporate their knowledge of diversity when designing and implementing academic and social/behavioral interventions.	1	2	3	4	5
19. need to know how to organize schools in ways that promote learning and prevent problems.	1	2	3	4	5
20. need to have knowledge of systems organization, policy development, and educational climate.	1	2	3	4	5
21. not need to be involved in the design of programs that offer support, intervention, training, communication, and discipline.	1	2	3	4	5
22. need to be involved in both the prevention and intervention of academic, behavioral, and personal difficulties.	1	2	3	4	5
23. not need to be knowledgeable regarding behaviors and precursors of conduct and internalizing disorders.	1	2	3	4	5
24. need to be involved in working with school personnel, students, parents, and/or the community in crisis situations.	1	2	3	4	5
25. not need to be involved in promoting those home factors that work to support learning and achievement in school.	1	2	3	4	5
26. need to be able to design, implement, and evaluate programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.	1	2	3	4	5
27. need to facilitate collaboration between parents and educators to design curricula and interventions for students.	1	2	3	4	5
28. not need a working knowledge of research design.	1	2	3	4	5
29. need to have the ability to evaluate published research and/or conduct investigations relevant to their own work.	1	2	3	4	5
30. need to evaluate and interpret the effects of local school programs.	1	2	3	4	5

In the future, school psychologists will:

31. need to continue their professional development through attending conferences, workshops, and classes.	1	2	3	4	5
32. need to maintain ethical, professional, and legal standards.	1	2	3	4	5
33. not need to recognize their own limitations, biases, and areas of strength.	1	2	3	4	5

34. not need to have knowledge of information sources and technology to enhance services.	1	2	3	4	5
35. need to have knowledge and skills in using word processing, spread sheets, test scoring software, and other computer resources to function effectively and efficiently.	1	2	3	4	5
36. need to use technology when designing, implementing, and evaluating instructional programs or interventions for infants, children, and youth.	1	2	3	4	5

Demographic Information

Number of years as a school psychologist: _____ years

Certification (s) held:

- NCSP

 Licensed psychologist
 State certification

 Other: _____

State of employment: _____

Gender:

Age: _____ years old

- Male
 Female

Type of school district:

- Inner City

 Rural
 Suburban

 Other: _____

Size of school district:

- 0 to 499 students enrolled in the district

 5,000-9,999
 500-999

 10,000-19,999
 1,000-1,499

 20,000-49,999
 1,500-1,999

 50,000-69,000
 2,000-4,999

 70,000+

 Other: _____

