

ROLE AND REQUIRED TEACHER CERTIFICATION
OF SCHOOL PSYCHOLOGISTS: A STUDY
OF PERCEIVED EFFECTIVENESS

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PREFACE

The perceived effectiveness of school psychologists was examined according to two dimensions of interest. First, psychologists with prior teacher training/experience were compared with psychologists who had none. Second, two school psychological service delivery models were identified and labeled as (1) specialist and (2) generalist. Psychologist functioning as generalists were compared with psychologists functioning as specialists.

Each subject was rated by two classroom teachers, an administrator and their supervisor. No differences in perceived effectiveness were found for either the dimension of teacher training/experience or type of role.

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CHAPTER I

INTRODUCTION

Fagan and Delugach (1978) note that Arnold Gessell was the first person in the United States to hold the title "school psychologist" when he was appointed to that position in 1915 with the state of Connecticut. The term "school psychologist" seems to have first appeared in a 1910 article by Stern printed in Germany (Fagan and Delugach, 1978). In the ensuing three-quarters of a century, the term has yet to be blessed with a universally acceptable definition. Fagan and Delugach report that Stern later used the term "school psychologist" while discussing the need for qualified personnel to administer psychological tests. Thus were set the fetters against which those who would expand the traditional (quite literally) role of school psychologists would struggle for the next 75 years.

The profession of school psychology has been the eye of a number of controversies (Bardon, 1964; Bardon, 1978; Mullen, 1958; and Trachtman, 1966). The role, function and training of school psychologists has been debated quite often (Bardon, 1964; Brantley, 1977; Sewall and Brown, 1976; Trachtman, 1966). Brown and Horn (1980) hypothesize that the reason controversy has been part and parcel of the profession is that school psychology has historically been a profession in search of an identity.

One issue that continues to plague school psychology is that of the proper professional role (Brown, 1979). The Hotel Thayer at West Point, N.Y. in 1954 was host to a conference on function, training and qualifications of school psychologists. In reporting on this conference, Cutts (1955) notes the ambitious guidelines proposed by the Division of School Psychology of the American Psychological Association at the Thayer Conference urged that school psychologists become involved in a wide variety of service activities helping schools with the mental health and educational problems of children. This richly broadened role would be a clear demarcation from the previous simplistic concept of tester (Cutts, 1955). The guidelines also anticipated the need for appropriate course work and training in psychology as well as in education and for raising of standards so that those holding the title could deliver the services promised in the expanded role. Progress toward the goals established by these guidelines has been achieved only with considerable struggle and controversy (Brown, Sewall, & Lindstrom, 1977).

While the proponents of an expanded role model argue for movement away from the narrow role of tester, little is known about the desires or needs of the consumers of school psychological services. If a choice of role offerings were made available, the traditional testing model versus the broad, expanded model, which would be in the consumer's model of choice? A possibility such as this would indeed be interesting. It would, at the very least, move the question away from the area of conjecture and toward the realm of hypothesis testing. One would, of course, be required to find school psychologists who represented both models. Having done this, it would merely be necessary to evaluate the

services received. After comparing the evaluations of both psychologist types, the group of psychologists receiving the highest ratings would be declared the winner. If not the end of the dispute, it would at least be a step in that direction. Certainly new facets of the argument would now develop. The raters ability to "know what they need" would, for example, be called into question, regardless of the outcome.

In Oklahoma, this intriguing question is far from being a flight of fancy. Due to a unique set of circumstances, it is altogether possible to explore this question. School psychologists are employed in a variety of settings performing an array of tasks. However, those that are employed directly as school psychologists, in Oklahoma, are generally employed in one of two settings: the various public school systems or Regional Education Service Centers (RESC) (Folks, 1984). Those school psychologists employed by RESC's are limited to narrowly defined testing roles. They are, in fact, restricted by legislative process from engaging in any activity beyond psychoeducational assessments for special education placements, teacher consultations and placement team activities. They are specifically prohibited from behavioral/emotional evaluations or interventions. On the other hand, school psychologists employed by public schools are not restricted by legislative process from the affective realm. The resultant dichotomy clearly provides the sharp contrast that would be necessary to draw the sort of distinctions under discussion. One employment setting mandates the rigidly defined role of tester, while the other allows for a deeper involvement in the schools. The literature is replete with citations written by school psychologists reporting a need for the broadened professional model (Gerken & Landau, 1979), yet little is known about

how the consumers view this question.

While there exist ultimately many consumers of school psychological services, those that are most frequently cited are the teacher, the school administrator and the school psychological supervisor (Gilmore & Chandy, 1973). This study will focus, in part, on these consumers and their stance on the issue of school psychologist role.

Another major issue raised at the Thayer Conference that has yet to be laid to rest is the requirement of teacher certification/experience for school psychologists (Cutts, 1955). Since the conference, this issue has been the frequent subject of debate (Traxler, 1967). As recently as 1983, the Oklahoma State Department of Education proposed that teaching experience be made a requirement for certification in school psychology (Folks, 1984). This would have profound implications for those in school psychology training and for the training programs themselves.

To begin with, it is of interest to note that this revision comes at a time when, on a national level, the practice of mandating teaching experience for school psychologists would appear to be declining. At the time of the Thayer Conference, of the twenty states certifying school psychologists, twelve required a teaching certificate. Seven of those twelve required from one to three years teaching experience. Currently, of the 49 certificating states and the District of Columbia, 44 required no teacher certification or eligibility (Brown, Sewall, & Lindstrom, 1977).

If the studies by Farling and Hoedt (1971) and Ramage (1979) are any indication, there would appear to be a trend of going directly into the field of school psychology as opposed to earlier practices of recruiting

school psychologist from teacher ranks. Farling and Hoedt (1971) reported from their sample that those currently engaged in the profession of school psychology were certified in the following categories: 39% elementary, 50% secondary, 43% counselor, 21% advisor, 3% visiting teacher, 91% school psychology, 2% speech therapy, and 2% none. Later, respondents in Ramage's (1979) study reported the following percentages: 32% elementary, 36% secondary, 33% counselor, 21% administrator, 5% social worker, 95% school psychology, 2% speech therapy, and 15% special education. Due to certification in more than one area, totals exceed 100 percent.

Siegel, Klein, and Ritigstein (1968-1969) surveyed 86 school psychologist training programs regarding admission criteria. No respondent program required teaching experience for admission. They concluded that, although many teachers become school psychologists, teaching experience seems to have, at that time, completely disappeared as a requirement for training as a school psychologist.

Stated differently, this particular question seems to revolve around the issue of whether the school psychologist is an educator with psychological skills operating in an educational setting or is a psychologist dispensing psychological services in a school environment. The second focus of this study will be upon the issue of requiring teacher certification.experience for school psychologists.

Statement of the Problem

Are there differences in the perceived effectiveness of school psychologists with teaching experience/certification compared to school

psychologists without teaching experience/certification? One of the two purposes of this study was to attempt to determine the perceived comparative effectiveness of school psychologists with teacher training/experience versus school psychologists without teacher training/experience.

Do school psychologists' job descriptions and related services provided (role) influence the perceived effectiveness of school psychologists? The second focus of this study was to attempt to determine the influence of services provided upon the perceived effectiveness of school psychologists.

Statement of the Hypotheses

Hypothesis 1:

The continuing controversy surrounding the issue of required teacher certification/experience for school psychologists and the recent decision by the Oklahoma State Department of Education to Require such certification/experience for school psychologists and the recent decision by the Oklahoma State Department of Education to require such certification/experience indicates the need to add to the body of information in this area. In view of the national trend of going away from required teacher certification/training for school psychologists, it was hypothesized that non-teacher certified/experienced school psychologists would be perceived to be equally as effective as teacher certified/experienced school psychologists.

Stated in the null form:

Ho: Teacher certified/experienced school psychologists will receive

ratings which will not be significantly different from ratings of school psychologists who are not teacher certified/experienced.

Hypothesis 2:

In view of the proceedings of the Thayer Conference calling for an expanded role for school psychologists, it was hypothesized that psychologists operating in the expanded role would be perceived to be equally effective as restricted role school psychologists.

Stated in the null form:

Ho: Ratings received by restricted service model school psychologists will not be significantly different from ratings received by school psychologists providing services based upon a non-restrictive service model.

Definition of Terms

For purposes of this study, effectiveness is defined as the rating obtained on the School Psychologist Rating Scale developed by Gerken and Landau (1979) to obtain effectiveness ratings of school psychologists.

School psychologists are defined as holders of standard certificates in school psychology issued by the Oklahoma State Department of Education. Their principle employment activity involves the delivery of school psychological services to public schools within the state of Oklahoma.

Teacher certification is defined as a standard teaching certificate issued by the Oklahoma State Department of Education. Teacher certified school psychologists will hereafter be referred to as TCSP. School

psychologists who are not also certified as teachers will be referred to hereafter as NTCSP.

School psychologists employed by RESC's, and operating in the restricted role, will be referred to as RRSP. Restricted role service delivery model includes activities such as psychoeducational assessments for special class placement, teacher consultation, and placement team conferences. School psychologists employed in public schools will be referred to as NRRSP (non-restricted role). Non-restricted role models include these activities as well as behavioral-emotional interventions, development of prevention strategies, and research activities. Although there may often be some overlap of activities, restricted role school psychologists are restricted from the affective realm while non-restricted role psychologists are not.

Scope of the Study

This study was concerned with the comparative perceived effectiveness of 1) TCSP versus NTCSP and 2) RRSP versus NRRSP. The School Psychologist Rating Scale developed by Gerken and Landau (1979) was used to record the ratings of psychologists by both teachers and supervisors on the perceived effectiveness of the services they deliver.

Controls, Assumptions and Limitations

Controls

The term controls, as used here, refers to restraints on experimental conditions.

1. All subjects were delivering services to public schools within the state of Oklahoma during the 1983-1984 school year.
2. All subjects had at least one year of experience within their respective setting.
3. Those teachers selected as raters were chosen because they had referred a child for evaluation during the school year who was not subsequently removed from the classroom for special placement.

Assumptions

Since all subjects held valid Oklahoma State Department of Education credentials in school psychology, all subjects were assumed to have met the minimum requirements for certification in school psychology under the standards and guidelines promulgated by the Oklahoma State Department of Education.

Limitations

It is possible that the level, type and quality of training for school psychologists will have an influence on the outcome of this study. It must also be acknowledged that effectiveness ratings can be contaminated by a variety of uncontrollable variables such as response set, rater bias and others. Lastly, the results of this study cannot, of course, be generalized beyond the state of Oklahoma.

Organization of the Study

The focus of this study was introduced in Chapter I. After providing a background for the study, the problem and the hypotheses to

be tested, and the terminology used in the study was stated. The scope of the study was delineated and all controls, assumptions and limitations were noted.

A review of the literature pertinent to the two hypotheses under question is outlined in Chapter II. The methodology and design of the study is detailed in Chapter III. The population, subject selection, and instrumentation are discussed in detail. Chapter III also provides an analysis of the study design and the statistical design. All hypotheses testing is reported in Chapter IV. Finally, a summation of the study, a synthesis of the findings, and a treatise on recommendations for further studies is provided in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

The literature presented for review is separated according to the research question being considered. Each of the two research questions has a body of literature relating to the respective area.

Review of the Literature Supporting Required Teacher Training Experience

Ashbaugh (1970) remarks that quite possibly the only thing worse than a school psychologist with no teaching experience is a school psychologist with a rushed and poor teaching experience.

Bardon and Bennett (1966) write that proponents of including teaching experience as prerequisite to certification as a school psychologist often point out that familiarity with and knowledge of the school, the classroom, teacher-pupil interaction are best achieved by direct experience as a teacher. They conclude that the question may be distilled into whether teacher training or background has any effect upon school psychologists' toward an understanding of the educational environment. In an attempt to answer this question, they surveyed 88 post master's school psychology students at Rutgers University. Not surprisingly, educational training and experience were found to be related to concern with teacher oriented functions such as administering

discipline, organizing orientation programs, group testing, and lecturing on social or psychological topics. Bardon and Bennett (1966) close by suggesting the data do not answer the question, but do propose that teaching experience or background may provide for more empathy for the teacher and sensitivity to broad educational functions.

Clair (1970), a proponent of teaching experience, has developed a school psychology training program at the University of Iowa. Those students without teaching experience spend time in a student teaching program at the University Hospital school. During their first semester of graduate study, students spend two hours per day in the classroom working with educable and trainable mentally retarded children. The trainees observe the teaching process, note the particular characteristics of the children, participate in classroom management, and help select teaching materials. Trainees also study students' cumulative folders, medical and psychological reports in order to provide greater understanding of the children in their classes. Through talks with the teacher regarding individual progress, the trainee develops individualized lesson plans which could be used with the child. Small group learning activities are developed, based on profiles of children needing similar types of instruction. Eventually, the trainee would spend short periods of time each day teaching the entire class.

Trainees receive periodic feedback and suggestions from teachers, school administrators and university professors regarding their handling of youngsters, their interaction with them and new approaches to teaching. They are given assigned readings and encouraged to apply this knowledge to the diagnosis of learning problems. It is anticipated a philosophy of education will be developed which will be useful in the

application of professional skills in the school.

In a position paper, Forness (1970) calls for upsetting the supposed equilibrium between psychology and education training by increasing the amount of training and practice in education. Forness accuses school psychology of being unable to move beyond the analysis of a child's problem to the recommendations for remediation. Further, that when recommendations are made, they are oftentimes outside the reality of the classroom. According to Forness (1970), it is not possible for school psychologists to make meaningful recommendations without having had substantial exposure to the classroom. Classroom management, educational terminology, and curriculum materials are the specific requirements called for by Forness. "The school psychologist", says Forness, "must be thoroughly familiar with the teachers's perspective and must be willing periodically to forsake the office for the classroom" (p. 98).

Chartoff and Bardon (1974), in an attempt to survey all the graduates of all known doctoral school psychology training programs, reported on the professional characteristics and backgrounds of 324 questionnaire respondents. After receiving bachelors degrees, but prior to enrolling in a doctoral program, 115 or 35.5% of all respondents were employed as teachers. Another 7.4% were employed as counselors. Surprisingly, only 21% felt a background of teaching experience was essential to the practice of school psychology, 61.7% did not think it was essential, and 17% thought teaching experience was unnecessary for successful functioning. At the time of this study, 35.0% were teaching at the university/college level.

Poor communication has plagued teacher-psychologist relationships

for some time according to Hayes and Clair (1978). They note that teachers often complain about unrealistic or impossible recommendations. Furthermore, teachers often negatively rate the value of psychological professionals who are seen as far removed from the child and the classroom and have less than average knowledge about teaching in general or about classroom management. Hayes and Clair conclude, "the profession must have school psychologists who, possessing teaching experience, especially with exceptional and normal children, can combine this knowledge with diagnostic and therapeutic prescriptive techniques to ameliorate the cognitive and affective problems of children" (p. 519).

Review of the Literature Not Supporting Required
Teacher Training/Experience

Schowengerdt, Fine and Poggio (1976) report that the majority of the literature consists of untested models and opinions lacking in empirical evidence. Schowengerdt, Fine and Poggio investigated teacher and psychologist characteristics which facilitate teacher satisfaction. A modification of the Barrett-Lennard Relationship Inventory was used to determine what variables contributed to the prediction of teacher satisfaction with psychological consultation. Of the nine variables examined, the only variable making a significant ($p < .05$) increment in the prediction was facilitative characteristics of the psychologist ($r = .77$). Academic degrees, chronological age, number of contacts, years of psychological experience, and psychologist's theoretical orientation were not found to contribute to the equation. Years of teaching

experience was negatively correlated with teacher satisfaction ($r=-.57$). Stated differently, the more teaching experience psychologist's accrued, the less facilitative they seemed to be. In summary, the researchers felt that the teacher's perceptions of the psychologist determined their perceptions of the professional interaction much more so than what the psychologist did or did not do during the interchange.

The authors note that facilitative characteristics emerged as the critical variable in predicting teacher satisfaction. Psychologists exhibiting warmth, understanding, and empathy had significant impact on the teacher. The researchers conclude that these findings suggest a need for training in interpersonal communication skills, human relations and approaches to consultation in school psychology programs.

Gerken and Landau (1979) examined the influence of level of training, length of professional experience and prior teaching experience upon the perceived effectiveness of school psychologist services. The Chi Square analysis was used to analyze the ratings of 149 teachers and 44 building principals in 162 school psychologists. The results of the analysis indicated that classroom teachers rated school psychologists without teaching experience more favorably. Building principals favored psychologists with teaching experience in only one area, consultation.

Gerken and Landau (1979) note that teaching experience, as either a prerequisite for acceptance into a school psychology training program or as a requirement for certification in school psychology, did not receive support in this study. They conclude, a practicum or internship experience in teaching might aid in developing consultative skills.

Rudnick and Berkowitz (1968) suggest a program that would combine

the experience of observing teachers and children and the opportunity to discuss their observations. Observations should focus upon management, instructional styles and teacher responses to student demands. Emphasis would also be placed upon observing what the child brings to the situation and how he or she reacts to various teacher styles. A final recommendation is to develop a course which provides the theoretical background necessary to integrate these observations in terms of the effects of teacher styles upon the child.

Most recently, Gerner (1981) investigated the necessity of a teacher background for school psychologists. A 30 item questionnaire was used to gather ratings on 93 school psychologists in the five general areas of communication, educational understanding, consultation, quality of recommendations and general satisfaction. After obtaining ratings from both principals and teachers, a one-way analysis of variance performed on the principal ratings indicated no differences in any of the areas when different amounts of teaching experience was considered. When the teacher ratings were examined, some differences were found between the areas of consultation, educational understanding, and general satisfaction. The results of a Scheffe test indicated the difference to be significant and to be in favor of fewer years of teaching experience. When teacher ratings of school psychologists with no teaching experience were compared with teacher ratings of school psychologists with one or more years of teaching experience, no significant differences were revealed with a t-test. Principal ratings which were compared in the same manner resulted in a difference in the category of role performance which favored teacher-certified school psychologists. Gerner notes that the results of the one-way analysis of variance indicate that teacher

and principal ratings of school psychologists with absolutely no teaching experience were not significantly different from teacher and principal ratings of school psychologists with one to two years of teaching experience were significantly lower than those with one to two years teaching experience.

Review of the Literature Related to School Psychologist Role

The second question under consideration is related to role or service model. It can be anticipated that the type or variety of services rendered is at least as instrumental in influencing effectiveness ratings as the perceived ratee's abilities. One of the specific concerns regarding proper role of school psychologists is that the scope of services should not be restricted to the role of origin, testing, and should move into other areas of wider scope and influence (Hunter and Lambert, 1974; Miller, 1978; Schneider, 1978; Osguthorpe, 1979).

While Farling & Hoedt, 1971; Kirshner, 1971; Barbanel & Hoffenberg-Rutman, 1974; Goh, 1977; Brown, 1978; Meacham & Peckham, 1978; Brown, 1979; Dean, 1980; Martin & Meyers, 1980; and Brown, 1982 conclude that the school psychologist's role should be allowed to move beyond the restricted role in order to utilize the training and experience of the school psychologist, little movement has been observed in this direction. Farling & Hoedt, 1971; Gilmore & Chandy, 1973; Reilly, 1973; Cook & Patterson, 1977; Lesiak, 1977; Medway, 1977; Martin & Meyers, 1980; Stevenson-Hicks, 1980; & Reilly, 1984 report that the majority of the psychologist's professional time is dedicated to

psychodiagnostic activities, and the majority of school psychologists are operating in the restricted service model.

While little is known about the impact of role or type of services delivered upon the perceived effectiveness of school psychologists, some inferences can be drawn from related research. Schowengerdt, Fine and Poggio (1976), for example examined a variety of psychologist characteristics which held potential for predicting teacher satisfaction with school psychologist services. The 72 teacher subjects responded to the instrument on the basis of the psychologist/teacher interaction. Nine variables were examined for their ability to predict teacher satisfaction when analyzed with a multiple stepwise regression. The facilitative characteristics of the psychologist were found to be the single positive, straightforward predictor of teacher satisfaction. The more facilitative the psychologist was perceived as being, the more likely a teacher would be satisfied with the interaction.

Most school psychologists support consultation as one of their most important functions, giving it about equal weight with child study and psychoeducational diagnosis (Dansinger, 1969; Farling and Hoedt, 1971; Barbanel and Hoffenberg-Rutman, 1974; Cook and Patterson, 1977; Martin and Meyers, 1980). These surveys measuring school psychologists' perception and attitudes toward their role consistently rejected the psychometric role model on philosophical grounds.

Rudnick and Berkowiz (1968) report that teachers want assistance in dealing with and helping children who present problems in the areas of motivation, emotional adjustment, classroom behavior, and academic achievement. Therefore, those psychologists who are most able to provide clarification and advice are those who are in greatest demand.

Forness (1970) states that assessment in a school context should include much more than tests themselves. Learning rates or time required to achieve measurable criteria, behavioral evaluation including a part of the evaluation if it is to be of practical classroom use for the teacher. Forness, in speaking for teachers as consumers of school psychologist services, concludes that mere testing might have served useful in the past, but, beyond providing the legal criteria required to admit a child to a special class, reporting test scores and elaborating on test behavior is purposeless.

Gilmore and Chandy (1973) studied the perceptions of teachers, psychologists, and school administrators regarding the school psychologist's role. They sought answers to the following questions: 1. Does the psychologist possess a broad range of skills in the psychoeducational domain or is he seen mainly as a tester? 2. Before the psychologist becomes involved, how serious should a problem be? 3. How helpful to themselves and to the children do teachers find the psychologist? These three questions were assessed in a 37 item questionnaire which was completed by 211 respondents. Teachers were grouped according to experience levels (inexperienced, moderately experienced, and experienced) and according to the degree of contact (no contact, moderate and high contact). Regardless of level of experience, teachers agreed that the behavior problem was the type of child who most needs referral. Again, regardless of level of experience, teachers agreed that the psychologist was rarely involved in treatment. The moderately experienced teachers expected the psychologist to test and talk with the principal more often than inexperienced teachers. Similarly, the moderately experienced and experienced teachers expected

a recommendation from the psychologist that the child should be placed outside of the regular classroom more often than did inexperienced teachers. The experienced teacher less frequently expected the psychologist to be helpful to the child than did moderately experienced or inexperienced teachers. Upon considering the grouping of degree of psychologist contact, teachers with no contact considered the psychologist a greater help to children than did either the moderate or high-contact teachers. Both moderate- and high-contact teachers viewed the psychologist in the more general role of psychoeducational consultant.

Gilmore and Chandy (1973) report that principals and psychologists viewed the psychologist as a consultant more frequently than did teachers. Psychologists saw themselves discussing problems with teachers more frequently and understanding a child's emotional development better than teachers gave them credit for. Principals and psychologists attributed more knowledge to the psychologist concerning classroom management than did teachers. Interestingly, principals and teachers perceived the psychologist as being more knowledgeable about teaching than did psychologists themselves.

Clearly, teachers viewed the psychologist as less skillful and more narrowly useful than principals and psychologists themselves. Gilmore and Chandy (1973) recommend short-term joint training programs for psychologists, teachers and principals. These programs would allow an avenue for discussion of complimentary and contradictory needs, expectations and skills.

Operating on the assumption that most psychologists' referrals are from elementary schools and are processed through the school principal,

Lesiak (1977) reported on the differences among elementary school principals' views of school psychological services. Data were collected from 98 elementary principals in Michigan and compared to the data collected from supervisors of psychological services by Kirschner (1971). The same instrument was used in both surveys. The first twelve survey items represent specific functions the school psychologist might engage in. The final item asks for a preference for school psychologists to function as specialists or generalists. Each item is rated on a four point Likert-type scale regarding the degree of importance.

Lesiak (1977) reports that principals placed more value on counseling with parents, serving as liaison agent between schools and community, and screening for special class placement than did supervisors. Supervisors in turn, placed more emphasis on the psychologist's establishing preventive programs, conducting research and in-service workshops. Both groups rated individual diagnostic studies and consultation with teachers as extremely important. Remedial instruction was considered unimportant by both groups. Regarding the last item, both principals and supervisors indicated a preference for the psychologist who was a generalist as opposed to the specialist capable of focusing in one or two areas of psychological services.

In a study designed to assess teacher's knowledge of school psychologists involvement in a variety of professional activities, Medway (1977) collected data on the judged frequency of activities by teachers of fifteen psychologists with whom the teachers were familiar. Medway observed that previous studies in this area lacked documentation with which to compare the degree to which various psychological services

are performed and the perceived degree of performance by teachers.

Drawing from the psychologists' log of activities, seven activities were identified as being performed most frequently and which teachers could directly observe. In order to enhance reliability and assess teacher's inconsistencies, a paired comparison procedure was employed in the construction of the 42 item true-false instrument. Notified in advance of the seven activities which would be rated, teachers observed psychologists for a six week period prior to completing the instrument.

In ranking psychologists' responsibilities, teachers saw teacher consultation, diagnostic interviewing, and student counseling as occurring most frequently. Testing, report writing, and principal consultation were seen as occurring least frequently. In reality, teachers were only somewhat accurate in their estimates of time spent report writing and in teacher consultation. Overall, however, the findings indicate teachers are unfamiliar with the service priorities of school psychologists in general as well as of the particular psychologist assigned to their school.

Severson, Pickett, and Hetrick (1985) found that teachers were unfamiliar with the psychologist's professional activities. More specifically, this study reported that many teachers believed school psychologists to be qualified to give neurological examinations, determine whether a child could be labeled psychotic, conduct prolonged psychotherapy, report to administration evaluations of the mental health of teachers, and prescribe medication for nervous and distractible children.

The passage of Public Law 94-142, The Education for All Handicapped Children Act, created an increased demand for diagnostic/assessment

services. Kabler (1977) and others expressed concern that the addition of this increased demand to the already overburdened testing schedule of school psychologists would further entrench the school psychologist in the narrow role of tester, and would move the school psychologist further away from the broader, richer, more desirable professional roles sought. While only a few studies have examined the impact of PL 94-142 upon the school psychologist's role, none have examined how these possible role changes have influenced the perceived effectiveness of the school psychologist.

Shortly after PL 94-412 was signed into law, Stevenson-Hicks (1980) surveyed 169 members of the National Association of School Psychologists regarding the overall effects of the law. A multiple choice questionnaire was used to investigate the potential changes in the practice of school psychology as perceived by practicing school psychologists which will be affected as a result of implementing PL 94-142. Regarding the overall effects of the law, 41.4% of the respondents predicted that the field of school psychology would become much more closely tied to the field of special education and psychologists would become largely responsible for determining the eligibility of individual students for special programs. Stevenson-Hicks concludes that by placing a particular emphasis on the testing role, PL 94-142 assures a continuance of the role of diagnostician as primary.

Goldwasser and Meyers (1983) investigated perceptions of the impact of PL 94-142 on a national sample of 856 practicing school psychologists. Specific evaluation procedures, team decision making, due process, future training, and role and function were examined for

perceived change. School psychologists reported they now spent 70% of their time in testing activities. In addition they spend 20% of their time doing consultative work and 10% providing direct intervention to children. The majority of their time, 71%, is spent with handicapped children, while only 29% of their time is spent with non-handicapped children. Consistently, psychologists reported spending an increased amount of time across all activities with handicapped children.

In a question directly assessing the impact of PL 94-142, psychologists were asked whether their practice of school psychology had changed, whether the change had been positive and whether the scope of their practice had been altered. A significant change was reported by 57% of the psychologists with only 1% reporting no change. Sixty-eight percent of those reporting a change felt it had been positive. Fifty-three percent felt the scope of their practice had been enlarged as a result of PL 94-142.

Goldwasser and Meyers (1983) found psychologists most frequently complained about a restricted role overemphasizing testing, the psychometric model, and special education. Psychologists were next most frequently concerned that professionals who were not trained as school psychologists should not be permitted to perform evaluations for placement purposes.

Goldwasser and Meyers (1983) report two findings which have negative implications for the psychological services that might be provided to school children. First, the handicapped child has commanded an increased focus, thus reducing opportunities for a broader prevention orientation and restricting the psychologists role. Second, the available time for professional services has been eroded by a related

increase in paperwork and reporting. School psychologists in this investigation report spending 70% of their professional time in the psychodiagnostic role.

Summary

The literature regarding required teacher certification for school psychologists is heavily weighted with discursive papers favoring the requirement. Bardon and Bennett (1966), Rudnick and Berkowitz (1968) and others would like to see teacher training/experience as a prerequisite to certification.

The literature presented in review of those opposing required teacher certification is of a research rather than opinion nature. Schowengerdt, Fine and Poggio (1976) and Gerner (1981) present findings which do not support this requirement. Gerken and Landau (1979) report that, not only is this requirement unnecessary, teaching experience may be detrimental to the school psychologist's effectiveness.

The second issue for which literature was reviewed is related to the school psychologist's role. Gilmore and Chandy (1973) and Lesiak (1977) and others report that teachers view psychologists as offering limited assistance when operating in a restricted role. Medway (1977) found that teachers were not very knowledgeable about the psychologists' activities in general. Goldwasser and Meyers (1983) and Stevenson-Hicks (1980) report that the passage of Public Law 94-142 increased the demands for testing related activities on the psychologist's time. It was noted that the majority of contacts with children were with the handicapped. The consensus was that the psychologist's role would more

clearly be directed toward the traditional restricted role.

While Hunter and Lambert, (1974), Miller (1978), Schneider (1978), Osguthorpe (1979) and others (Farling & Hoedt, 1971; Kirshner, 1971; Barbanel & Hoffenberg-Rutman, 1974; Goh, 1977; Brown, 1978; Meacham & Peckham, 1978; Brown, 1979; Dean, 1980; Martin & Meyers, 1980; and Brown, 1982) conclude that the school psychologist's role should be allowed to move beyond the restricted role in order to utilize the training and experience of the school psychologist, little movement has been observed in this direction. Dansinger (1969) and Goldwasser and Meyers (1983) and others (Farling & Hoedt, 1971; Gilmore and Chandy, 1973; Reilly, 1973; Cook & Patterson, 1977; Lesiak, 1977; Medway, 1977; Martin & Myers, 1980; Stevenson-Hicks, 1980; and Reilly, 1984) report that the majority of the psychologist's professional time is dedicated to psychodiagnostic activities, and the majority of school psychologists are operating in the restricted service model.

Finally, it was observed that there is a paucity of data regarding the notion of required teacher training/experience for school psychologist certification. Furthermore, while previous investigations have examined the efficacy or desirability of each of the prevailing school psychology service models, none have compared the restricted "testing" model and the non-restricted, expanded model in regard to their perceived effectiveness.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

In this chapter, the population of the study is described and the subject selection process is outlined. The instrumentation utilized in the study is discussed. Finally, the design of the study and statistical methodology is presented.

Population

In 1984 the Oklahoma State Department of Education identified the holders of certificates in school psychology issued by this agency. From this list, 99 school psychological services within the state of Oklahoma.

Selection of Subjects

Regional Education Service Centers and identified public schools employing the above described psychologists were contacted by mail, then by telephone, and, finally, by personal visit. Those individuals charged with primary supervision responsibility of school psychologists (supervisors) were the initial contact point for subject selection.

Supervisors of the school psychologists were given a brief description of the background and purpose of the study and their potential involvement in terms of time and effort required to participate. Although the final decision to participate was entirely voluntary, supervisors did receive a letter from the superintendent of the state department of education endorsing the research.

A total of 59 subjects volunteered for participation. Due to attrition, the final number of subjects available for analysis was 51. Incomplete or inadequate score data reduced this number to 22 usable data sets. There were 16 TCSP and six NTCSP subjects for the question related to teacher certification/experience. For the question regarding role, there were 17 RRSP and five NRRSP.

Instrumentation

Gerken and Landau (1979) developed the School Psychologist Rating Scale, now in use at the University of Iowa to evaluate school psychologist trainees during practicum and internship experiences. This Likert-type rating scale provides a four point value range for each item. Operational definitions are supplied for all terms used in the questionnaire. The scale provides a means by which raters can apply the dimensions of "very well" (four points) to "badly" (one point) on nine functional skill areas and one question on overall effectiveness. A fifth response possibility was "I don't know". These responses were given a value of zero. Missing data was given a value of zero. In order to maintain reliability, 75% of the questionnaire items must have been answered. Accordingly, questionnaires were considered incomplete

if more than two items were unanswered. Average rating scores were calculated for the nine skill area items and were used to compare ratings of each sub-sample grouping of TCSP versus NTCSP and RRSP versus NRRSP.

The School Psychologist Rating Scale was chosen due to its overall compatibility with the purpose of this research. No other instrument was believed to be as closely matched to the purposes of this study or as directly usable as the School Psychologist Rating Scale without extensive developmental work. Gerken and Landau report a coefficient of stability of .93. On the basis of the review by a group of supervisors of school psychological services, this instrument was deemed to have obvious face validity. The aptitudes, skills and content areas surveyed in the instrument are precisely those which may be logically viewed as appropriate and important. Beyond face validity, Isaac and Michael (1983) point out that evaluating the content validity of a test for a particular purpose is tantamount to subjectively recognizing the adequacy of the test items as a definition of that which is to be measured. In that there is inter-subjective agreement as to the definition of that being measured and of those items which measure it, according to Isaac and Michael, this instrument could logically be said to have content validity.

Design of the Study

School psychologists' supervisors were asked to identify two classroom teachers for each school psychologist who had referred a child for assessment who was not subsequently removed for placement in a

special class. Since this type of interchange involves the greatest number of contacts, it was felt this would insure the familiarity necessary to obtain a knowledgeable rating. Supervisors were then asked to identify a building principal familiar with the school psychologists' abilities. Rating scale packets were distributed to the supervisors who then hand delivered them to individual raters. In this manner, each subject was rated by two classroom teachers, an administrator and their supervisor for a total of four ratings. Upon receipt, ratings scales were examined for completeness and coded for sorting into the variable groupings of TCSP/NTCSP and RRSP/NRRSP. After the two teacher ratings were averaged, the three groups of teacher, administrator and supervisor were formed.

Statistical Design

The nature of this study dictates the use of an "ex post facto" design. While lack of randomization, manipulation, and control are all threats to validity in a causal-comparative study, this type of investigation does permit queries into areas where true experimental designs are impractical or impossible (Gay, 1981). This particular design isolates the TCSP/NTCSP variable on the three different groups of teacher, principal and supervisor raters. The groupings are then restructured according to the RRSP/NRRSP variable and again isolated on the three different rater groups.

The statistical method used to analyze the "effectiveness" ratings was the two factor mixed design as outlined by Linton and Gallo (1975). A mixed design is appropriate whenever it is desirable or necessary to

make one or more comparisons between different subjects and one or more comparisons within the same group of subjects. Huck, Cormier and Bounds (1974) refer to this design as the Lindquist Type I ANOVA.

In the present study two separate analyses were run. The computer package Statistical Package for the Social Sciences (x) Multivariate Analysis of Variance (SPSS, 1981) was used to analyze the data collected in this study. First, after all rating scales were sorted by type of rater (teacher, administrator and supervisor), subjects were grouped by the TCSP/NTCSP variable. The analysis employed certification level as the fixed factor and rater category as the repeated dimension. Subjects were then grouped according to the RRSP/NRRSP factor to form the second of the two factor mixed designs. This second analysis employed role level as the fixed factor and rater category as the repeated factor.

Summary

Gerken and Landau's (1979) School Psychologist Rating Scale was the most closely compatible instrument with the highest reliability available for the purposes of this study. Ratings on this instrument were obtained on 16 TCSP and six NTCSP and on 17 RRSP and five NRRSP. Subjects were rated by two classroom teachers, an administrator and their supervisor.

The two factor mixed design was applied to the 22 subjects in the grouping related to the question regarding teacher training/certification and to the 22 subjects in the grouping related to role service model. In Chapter IV, the findings of these two analyses are presented.

CHAPTER IV

RESULTS

Introduction

This chapter presents the results of the analyses and a comparison of the results to the hypotheses. This study sought to answer two questions:

1. Are the effectiveness ratings of teacher certified/experienced and non-teacher certified/experienced school psychologists significantly different?
2. Are the effectiveness ratings of restricted role and non-restricted role school psychologists significantly different?

Effectiveness was measured by the mean value of the school psychologists' rating on the instrument. The two factor mixed design as outlined by Linton and Gallo (1975) was used to answer each of the two research questions. Regarding the first question, the design had two levels of the fixed factor (teacher certified and non-teacher certified). There were two levels of the fixed factor in the analysis of the second question as well (restricted role and non-restricted role). The repeated factor or dimension was the same for both questions (teacher, principal and supervisor).

Tests of the Research Hypothesis Related to Teaching Experience

It was hypothesized that non-teacher certified/experienced school psychologists would be perceived to be equally as effective as teacher certified/experienced school psychology. Stated in the null form, the hypothesis tested was:

Ho: Teacher certified school psychologists will receive ratings which will not be significantly different from ratings of school psychologists who are not teacher certified.

The mixed model analysis was used to examine the data where the independent variables were one fixed categorical factor (level of certification: TCSP/NTCSP) and one categorical, repeated dimension (category of rater: teacher, principal, and supervisor). Table I reports the means and standard deviations from this analysis. A test for the interaction between level of certification and category of rater was found to be not significant ($F=0.57$, $df=2,40$; $p>.05$). The tests for main effects indicated neither level of certification ($F=0.78$, $df=1,20$; $p>.05$) nor category of rater ($F=2.25$, $df=2,40$; $p>.05$) were significant. See Table II.

Tests of the Research Hypothesis Related to Role

It was hypothesized that expanded role school psychologists would be perceived to be equally effective as restricted role school psychologists. Stated in the null form, the hypothesis tested was:

Ho: Restricted service model school psychologists will receive ratings which will not be significantly different from ratings

TABLE I
 MEANS AND STANDARD DEVIATIONS
 OF THE RATINGS BY LEVEL
 OF CERTIFICATION

Certification		RATER CATEGORY					
Level	n	Teacher		Principal		Supervisor	
	x	SD	x	SD	x	SD	
TCSP	16	3.91	.16	3.97	.14	3.89	.16
NTCSP	6	4.00	.00	4.00	.00	3.89	.17
Total Sample	22	3.93	.14	3.97	.12	3.89	.16

TABLE II

SUMMARY OF THE ANALYSIS OF VARIANCE
OF THE RATINGS BY LEVEL
OF CERTIFICATION

Source	df	MS	F
Certification Level	1	0.02	0.78
Error	20	0.03	
Rater Category	2	0.04	2.25
Certification Level X			
Rater Category	2	0.01	0.57
Error	40	0.02	

received by school psychologists providing services based upon a non-restricted service model.

The mixed model was again used to analyze the data. The independent variables were role level (restricted/non-restricted) and rater category (teacher, principal and supervisor).

A test for the interaction between role level and rater category was found to be not significant ($F=0.70$, $df=2,40$; $p>.05$). Table III reports the means and standard deviations from this analysis. The tests for main effects indicated neither role level ($F=1.58$, $df=1,20$; $p>.05$) nor rater category ($F=2.27$, $df=2,40$; $p>.05$) was significant. See Table IV.

Summary of the Hypothesis Testing

Hypothesis 1:

In view of the national trend of going away from required teacher certification/training for school psychologists, it was hypothesized that non-teacher certified/experienced school psychologists would be perceived to be equally as effective as teacher certified/experienced school psychologists. Stated in the null form, the following hypothesis was tested:

Ho: Teacher certified school psychologists will receive ratings which will not be significantly different from ratings of school psychologists who are not teacher certified.

The analysis of the hypothesis related to teacher training/certification failed to show a significant ($p>.05$) difference in the ratings on the basis of either level of certification or rater

TABLE III

MEANS AND STANDARD DEVIATIONS OF THE
RATINGS BY ROLE LEVEL

Role	n	RATER CATEGORY					
		Teacher		Principal		Supervisor	
Level		x	SD	x	SD	x	SD
RRSP	17	3.93	.15	4.00	.00	3.91	.13
NRRSP	5	3.93	.15	3.89	.25	3.84	.25
Total Sample	22	3.93	.14	3.97	.25	3.89	.16

TABLE IV

SUMMARY OF THE ANALYSIS OF VARIANCE
OF THE RATINGS BY ROLE LEVEL

Source	df	MS	F
Role Level	1	0.04	1.58
Error	20	0.03	
Rater Category	2	0.04	2.27
Role Level X Rater Category	2	0.01	0.70
Error	40	0.02	

category. A test for the interaction between certification level and rater category was found to be not significant. The hypothesis was accepted on the basis of these findings.

Hypothesis 2:

In view of the interest in expanding the role of the school psychologists, it was hypothesized that expanded role school psychologists would be perceived to be equally effective as restricted role school psychologists. Stated in the null form, the following hypothesis was tested:

Ho: Restricted service model school psychologists will receive ratings which will not be significantly different from ratings received by school psychologists providing services based upon a non-restricted service model.

The analysis of the hypothesis related to role failed to show a significant difference ($p < .05$) in the ratings of either of the main effects of role or rater category. A test for the interaction between role level and rater category was not significant. The hypothesis was accepted on the basis of these findings.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

The present study was equally concerned with two major questions:

1. Are there differences in the perceived effectiveness of school psychologists with teacher training/experience compared to school psychologists without teacher training/experience?
2. Do school psychologists' job descriptions and associated services provided (roles) influence the perceived effectiveness of school psychologists?

This study sought to determine the extent to which two isolated variables contributed to the functioning of school psychologists along the single continuum of perceived effectiveness.

This chapter is presented in two sections. First, a general summary discussion of this investigation, the findings described in Chapter IV, and an integration of the present findings with previous research detailed in Chapter II is presented. Second, the conclusions which may be drawn from this study and the implications and suggestions for further research are discussed.

General Summary and Discussion

The report of the Thayer conference in 1954, School Psychologists at Mid-Century (Cutts, 1955), has twice gone out of print, yet its discussion of the functions, qualifications, and training of the school psychologist raised issues in the field that are still unresolved. The role of the school psychologist is defined by a variety of agents and/or agencies (Brantley, 1977). There are internal forces that impinge upon the role as well as external forces present at the national, state and local level. The external forces are of primary concern as the influences generated but these forces yield some trends and disparities. There are still questions concerning the necessary prerequisites for school psychologist certification. There have been some investigations and many opinions concerning school psychologists' need to have teaching experience (Bardon and Bennett, 1966; Handler, Gerston, and Handler, 1965; Clair, 1970; Forness, 1970; Chartoff & Bardon, 1974). The small number of investigations which have attempted to research the efficacy of a teacher background for school psychologists have not found for the support of required teacher training/experience.

All of the subjects in this study were school psychologists certified by the State of Oklahoma. Each subject received a rating on the School Psychologist Rating Scale by two classroom teachers, one principal and the subjects's supervisor. Mean rating scores were used in all comparisons. The total initial sample was 59 subjects. Incomplete score data, however, reduced this number to 22. There were sixteen teacher certified school psychologists and six non-teacher certified school psychologists, seventeen restricted role school

psychologists and five non-restricted role school psychologists. The data derived from these groupings were examined through the mixed model analysis of variance technique (one fixed factor and one repeated dimension).

The two research questions answered by this analysis were:

1. Are there differences in the perceived effectiveness of school psychologists with teacher training/experience compared to school psychologists without teacher training/experience?
2. Do school psychologists providing services based upon a restricted service model receive perceived effectiveness ratings which are different from the ratings of school psychologists providing services based upon a non-restricted model?

Upon considering the question regarding teacher training/experience, no significant differences were found in either the fixed factor of certification level (TCSP or NTCSP) or the repeated factor of rater category (teacher, principal and supervisor). A test for the interaction was found to be not significant.

While Schowengerdt, Fine and Poggio (1976) found teaching experience in school psychologists to be inversely related to teacher satisfaction, the findings of the present study are dissimilar. The report of Gerner (1981) is much more compatible with the current findings of no difference.

When considering the question regarding school psychologists' role, the findings of the present study indicate there were neither differences in the ratings of RRSP and NRRSP nor among the various raters. A test for the interaction between role level and rater

category was not significant.

Conclusions

Within the limits and findings of the present study, there was no difference between the perceived effectiveness ratings of teacher certified/experienced school psychologists and non-teacher certified/experienced school psychologists. Also, there was no difference between the perceived effectiveness ratings of restricted role school psychologists and non-restricted role school psychologists.

Some general conclusions may be drawn from these findings. First, regarding the question of required teacher certification, there are some disparities to be noted and inferences to be drawn. It is of interest that previous research and discussion has been of the nature of favoring one course over the other, i.e., either teacher certified school psychologists are more effective than non-teacher certified school psychologists or the opposite. The present study found, generally, no difference.

An interesting phenomenon was observed while recruiting subjects for the present study. It was necessary to discuss the basic framework of this investigation with many supervisors of psychological services. The majority (60%) agreed to participate in the study. It was noted, however, that upon hearing the major research questions, fully 100% were moved to voice their own position on the subject. This is apparently not an issue about which one does not have an opinion. Nor is it one which is void of some degree of emotion. For other purposes, initially, notes were made of conversations. An early trend was quickly confirmed

to be invariant. Virtually every supervisor who had a teaching background preferred, for many reasons (because they were generally better, caught on faster, got along better, fit in better, understand the system, have a better feel, know what is expected, etc.) the school psychologist with a teaching background. Conversely, every supervisor who did not have a teaching background held a preference for school psychologists who were just like them (no teaching background) for many reasons (better able to stick to the task at hand, generally better, more adaptive, fit in better, don't allow the system to engulf them, more objective, are child advocates rather than system advocates, etc.). It can be expected that this sort of response set directly affected and colored the rating instrument responses.

It would be logical to assume that pre-determined conclusions such as observed here are likely instrumental in keeping the fires of this controversy raging for so long. It would, furthermore, be illogical to assume that the present findings of no difference would be sufficient to quell these position polarities. It would seem, however, that continued discussion and research would be of marginal value at best and, at worst, inane. It is difficult to imagine a final decision on this issue whether state or national in scope. It is far more likely that the beliefs of those in positions of influence or with the ability to influence others will determine whether or not a required teacher background is among the criteria for school psychologist certification.

The findings in the question of role are straightforward, but not easily understood. Opinion research indicates that teachers, principals and supervisors prefer school psychologists who are generalists rather than specialists. Similar surveys indicate that psychologists prefer

operating as generalists rather than in restricted roles. The comparisons made in this study have resulted in a finding of no difference in terms of effectiveness ratings. Based on previous survey information, NRRSP could have been expected to have been rated significantly higher than RRSP.

It is possible that what may best be described as a measurement problem was operating here with respect to both research questions. What follows is a discussion of these observations.

First, survey instruments and the survey themselves are fraught with a number of inherent weaknesses. Isaacs and Michael (1981) point out that surveys tap only those respondents who are accessible and cooperative. They may illicit something like the "Hawthorne effect", producing artificial or slanted responses. Surveys are also vulnerable to "response sets" and over- or under-rater bias. The SRPS is, of course, susceptible to any or all of these deficits. It should be stated that the findings of the present study may well have been influenced by these types of measurement problems.

Next, some of the individual responses to the SPRS are of particular interest. From some of the remarks written on the instrument forms, it is evident that a number of raters felt they did not have enough information to respond to certain items. Still other responses show evidence of response set or, more likely, rater bias. For example, one of the items on the SPRS asks about the psychologist's ability to design, implement and evaluate group preventive programs. A significant number of RRSP, who under no circumstances would be involved in preventive programs, received the highest possible rating of "very well" on this item. Another item asks about ability to utilize

preschool/kindergarten screening instruments. A group of NRRSP received ratings of "very well" on this item. Each member of this group was employed in a secondary school setting. Obviously, something other than objectivity was reflected here. The finding of Schowengerdt, Fine and Poggio (1976) are supported in that teachers could not have been responding to observations but, more likely, to global impressions. They seem to adjust the content and outcome of their observations to fit their expectations.

Recommendations

Without doubt, the feasibility of required teacher training/background will be debated time and again in the coming years. Unquestionably, nothing contained herein will likely deter a continued struggle over school psychologists' role restrictions. With this in mind, the following suggestions are made:

Perceived effectiveness is an innocuous enough appearing phrase that, in the end, provides sanctuary for a legion of complicating factors. How well liked one is or protecting one's own (or another's) interests are integral components of this notion. Difficult to objectify, future research would do well to avoid such enigmatic constructs. The variety of irrelevant and uncontrollable variables that can contaminate effectiveness ratings is overwhelming. The most narrowly defined criteria are breached by the rater's global impressions. So much so, that it would appear the psychologists' effectiveness is determined as much by the perceptual set of the rater as by the psychologist's skills or service delivery.

Direct observation of the interaction between psychologist and teacher/principal and of the psychologist during service delivery may be a more fruitful course for future research. Examination of psychological reports by a panel of judges might provide a measure of comparability. Evaluation of case notes and interviews with consumers might help objectify future studies.

The present findings do have implications for what was examined. A major argument of those proponents of teaching experience is that school psychologists with teaching experience "fit in" better. That argument has not found support in this study. Another argument is that recommendations coming from teacher certified school psychologists are more germane and meaningful. That too has not found support.

Important also are the impressions of consumers of a service. School psychologists, as providers of a consumed service, are well advised to monitor the flavor of their interactions with others. These interactions are of paramount importance in shaping the resultant impact on the educational environment.

Although the relationship between school psychologists' role and perceived effectiveness is, beyond doubt, a strong one, it has proved somewhat mercurial in the attempt to isolate and measure it. Generalized services are, according to consumers of school psychological services, more desirable than narrowly defined roles. Yet, this seemingly straightforward relationship was, like mercury, easy to see, but quite difficult to grasp.

Obviously, an important task facing school psychology is in educating their present and future consumers. Teachers, especially, would benefit from an ongoing effort to help them become knowledgeable

and sophisticated consumers of psychological services in the schools. Future research in this area might focus on evaluating educational efforts aimed at teachers' knowledge of the role of school psychologists in an educational environment.

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APPENDIX A
INSTRUMENTATION

SCHOOL PSYCHOLOGIST RATING SCALE

Directions: Role descriptions for school psychologists usually include many functional skill areas. Please rate the psychologist on each of the nine functional skill areas below by using the following scale:

Very well, no problems
 All right, some problems
 Not well, several problems
 Badly, many problems
 Do not know

Check the Appropriate Box:

	Very well	All right	Not well	Badly	Do not know
1. <u>Individual Psychoeducational Studies</u> Is able to conduct assessment by using some but not all, of these procedures-review of historical data, interview, observation, sensitivity to relevant environmental variables, and formal and informal tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Screening</u> Has knowledge of and is able to utilize pre-school/kindergarten screening instruments to identify high risk children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Remedial Prescriptions</u> Has knowledge of current procedures and strategies in remedial instruction and is able to apply this knowledge when planning a procedure or strategy for a specific student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Dissemination of Information</u> Is able to interpret and share, with parents, teachers, and other appropriate school personnel, information from psychoeducational assessment in a meaningful manner. Exhibits sensitivity to the needs of the individuals involved in the parent/teacher conferences. Provides adequate follow-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <u>Consultation</u> Is able to serve as a system level consul-					

Check the Appropriate Box:

- | | Very well | All right | Not well | Badly | Do not know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| tant by offering pertinent inservice workshops to school personnel; by being an effective contributor to the function of the interdisciplinary team; by being available to administrators and staff for consultation; and by serving to enhance the general educational environment of the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. <u>Intervention/Prevention</u>
Is able to design, implement, and evaluate group preventative programs in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. <u>Counseling</u>
Knows when counseling is appropriate; has skill in utilizing counseling techniques and provides a counseling service consistent with level of prior training; knows when to terminate counseling relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. <u>Liaison Agent</u>
Serves as a liaison for the school and community services; has knowledge of resources, policies, and procedures for referral; demonstrates professional judgment as to when and where the referral should be made; provides necessary follow up for all referrals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. <u>Research</u>
Demonstrates skills in designing, conducting, and evaluating applied research. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. How would you rate this psychologist in terms of overall effectiveness?
Circle the appropriate choice. | | | | | |
| a. Very effective | | | | | |
| b. Moderately effective | | | | | |
| c. Not very effective | | | | | |
| d. Counter-productive | | | | | |

APPENDIX B

CORRESPONDENCE FROM STATE DEPARTMENT OF EDUCATION TO
REGIONAL EDUCATION SERVICE CENTER SUPERVISORS

State Department of Education

Associate
Deputy Superintendents
JACK STRAHORN
TOM CAMPBELL
JOHN FOLKS

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Assistant Superintendents
MURL VENARD, Finance
J. D. GIDDENS, Instruction
FRED JONES, School Lunch

In the course of academic research, it is a somewhat rare and happy occasion when the issue being investigated is of real and immediate concern. I am pleased to advise you of just such a study.

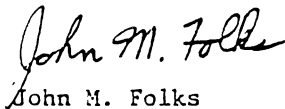
Tom Jones, a student in the Applied Behavioral Studies Department at Oklahoma State University has received our approval regarding an examination of an area currently undergoing scrutiny by the State Department of Education. Changes to certain certification requirements have recently been proposed; however, before these changes may adequately be evaluated, some substantive information is needed.

For the purpose of providing data upon which to base an appropriate decision (and to fulfill the requirements of his doctoral studies), Mr. Jones proposes to examine the comparative effectiveness of certified school psychologists with teacher certification versus certified school psychologists with no teacher certification. These individuals may be employed as psychometrists or school psychologists in Regional Education Service Centers or in public schools.

The subjects will be rated on a brief, easily completed scale by their supervisor, two different classroom teachers, and the teachers' principal. The actual time required of those who participate in this study will be minimal; however, the results may be beneficial to future planning and needs assessment.

I believe this is an opportunity we would do well to take advantage of, and I would like to urge you to cooperate with Mr. Jones when he contacts you in the next few days.

Sincerely,



John M. Folks
State Superintendent-designee

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VITA

Thomas E. Jones

Candidate for the Degree of

Doctor of Education

Thesis: ROLE AND REQUIRED TEACHER CERTIFICATION FOR SCHOOL
PSYCHOLOGISTS: A STUDY OF PERCEIVED EFFECTIVENESS

Major Field: Educational Psychology

Biographical:

Personal Data: Born in Seminole, Oklahoma, November 7, 1943, the son of Thomas B. and Orla Lea Jones.

Education: Received Bachelor of Arts degree in Psychology from Central State University in July, 1974; received Master of Education degree from Central State University in December, 1975; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1986.

Professional Experience: Classroom teacher, Dover Public Schools, Dover, Oklahoma, August, 1975 to May, 1977; Instructor, Department of Applied Behavioral Studies, Oklahoma State University, August, 1977 to May, 1978; Coordinator, Kingfisher County Guidance Center, Kingfisher, Oklahoma, June, 1978 to May, 1980; Director of Educational Services, A Chance to Change, Inc., Oklahoma City, Oklahoma, October, 1984 to present.