

CURRENT STATUS AND DESIRED DIRECTION OF SCHOOL
PSYCHOLOGICAL SERVICES AS PERCEIVED
BY SUPERINTENDENTS

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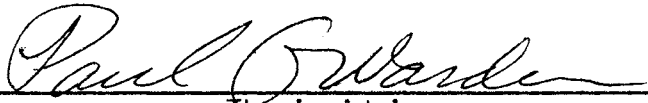
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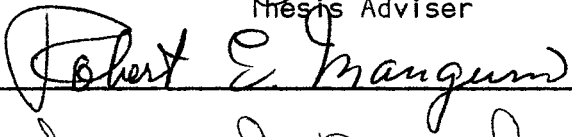
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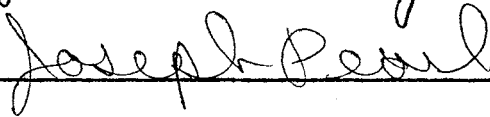
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CHAPTER I

INTRODUCTION

The public schools and the practice of psychology have a very close relationship, and it is within the public schools that psychological practice in the future shows one of its greatest promises. The history of school psychological services, however, has been one of isolated islands of development around the country with virtually no intercommunication. A very incisive summary of the condition of school psychology is presented by Michael (1965) in his delineation of the myths of school psychology. The net result of Michael's comments and queries is to indicate that school psychology is in a bit of a bind, and his view is representative of much of the critical comment in the field.

While there has been rapid increase in the number of school psychologists working in the field, lack of adequate communication and information has had serious ramifications. One ramification has been the numerous debates concerning the role and function of the school psychologist which has never been resolved. This particular issue was brought out at the Thayer Conference (1955) and again at the Bethesda Conference (1964). At neither of these conferences was the issue of role and function of the school psychologist resolved.

There is a limited amount of information, research data and articles relating to role and function of the school psychologist. Researchers have concentrated their efforts in the areas of professional competencies,

professional role and function, salaries, psychologist-student service ratios and perceptions of various roles of the school psychologist as reported by teachers. Herron (1970) suggested that the relative newness of the profession of school psychology has made it difficult for administrators and other public school personnel to have any clear perception of the school psychologist's role. Only a few isolated surveys have dealt with views of administrators concerning the present status and desired direction of school psychological services. This type of survey is vital because in organizing school psychological services, the cooperation of the administration is essential. There is need for agreement and understanding among administrators, State Departments of Education, School Psychometrists, School Psychologists and University Training programs as to roles and functions of the school psychometrist and school psychologist.

Statement of Problem

Most psychological services in the schools has grown on the basis of opinion rather than as a result of fact-finding approaches (Holt and Kicklighter, 1972). In a summary of a conference on New Directions in School Psychology held at Bethesda, Maryland (1964), it was reported that the users of school psychological services wanted to change the image and function of school psychologists (Bardon, 1964-65). There is no consensus specifying which services are most desirous.

A review of literature indicated that regional and state surveys have not yielded information which would be generalizable to the state of Oklahoma in assessing pupil personnel services. In addition, the national survey (Farling and Hoedt, 1971) provides no information

regarding manpower needs, current psychological services, future salary scales and desired role and function of the school psychologist in the state of Oklahoma.

Purpose of Study

The purpose of this study is to assess the current status of pupil personnel services in the state of Oklahoma, and the current and desired direction of school psychological services as seen by school superintendents in the state of Oklahoma. It is of grave importance that we seek superintendents' views of needs as they decide the amount of support, the source of services, and in some cases the direction of psychological services in their school district.

To assess the current and future needs of school psychological services in the state of Oklahoma, a questionnaire was sent to all superintendents of public schools. Superintendents were asked to respond to questions which reflect their views as they perceive psychological services in their school districts. The results of these responses were tabulated in order to assess the current and desired direction of psychological services in the state of Oklahoma as perceived by superintendents.

Definition of Terms

The following are definitions needed for this study.

Rural school district--Student enrollment of 1-500 students in grades K-12.

Town school district--Student enrollment of 501-1,500 students in grades K-12.

City school district--Student enrollment of 1,501-10,000 students in grades K-12.

Metropolitan school district--Student enrollment of over 10,000 students in grades K-12.

Areas of Inquiry

The following major comparisons are necessary for the research survey:

1. Percent of education specialists employed in each type of district.
2. Percent of special education programs in each type of district.
3. Percent of differing types of professionals doing testing in each type of district.
4. Percent of school psychometrists and school psychologists currently servicing each type of school district.
5. Percent of school psychometrists and school psychologists desired to service each type of school district.
6. Percent of school psychometrists and school psychologists currently servicing each type of district to percent of desired services of school psychometrists and school psychologists in each type of district.
7. Current roles and functions of school psychometrists and school psychologists servicing in each type of school district.
8. Desired roles and functions of school psychometrists and school psychologists in each type of school district.

9. Current roles and functions of school psychometrists and school psychologists to desired roles and functions of school psychometrists and school psychologists in each type of district.

The following minor comparisons are necessary for this research survey:

1. Current funds available for school psychometrists and school psychologists in each type of district.
2. Projected funds available for school psychometrists and school psychologists in each type of district.
3. Current funds available for school psychometrists and school psychologists to projected funds available for school psychometrists and school psychologists in each type of district.

Assumptions

The following are assumptions necessary for the study:

1. Superintendents' perceptions of current and desired psychological services in the state of Oklahoma are measureable by the questionnaire.
2. The school districts can be classified as Rural, Town, City and Metropolitan according to school population.
3. That the methods used in and results of this study are valid.

Limitations of Study

The following are considered as limitations in this study.

1. The generalizability of this study is limited to the superintendents who responded to the questionnaire.

2. The credibility as to number of certified school psychometrists and school psychologists currently providing services is questioned because the superintendents may have classified specialists as school psychometrists and school psychologists when they may not have been certified.
3. The analysis of superintendents' perception to current and desired psychological services in the state of Oklahoma is limited to their responses to the questionnaire.
4. The sample consisted of only a 57 percent return.

Organization of Remaining Chapters

Chapter II is a review of selected related literature and research and a summary of that literature and research. Chapter III presents methodology, procedures, instrumentation and analyses of data used in the study. Chapter IV includes the results of the investigation, analysis, discussion of the data and conclusions.

CHAPTER II

REVIEW OF LITERATURE

Public awareness of the importance of education is at an all time peak. Administrators, educators, and state departments of education are turning to the school psychologist for help in diagnosis and referral, learning and mental health endeavors that focus on remediation and prevention, and on curriculum improvement. However, at this point, there is little data to support emphasis of one role and function of the school psychologist over another. Most psychological services in the schools have grown on the basis of opinion rather than as a result of fact-finding research.

Major issues brought out at the Thayer Conference (1955) and the Bethesda Conference (1964) dealt with the areas of role and function of the school psychologist, areas of responsibility, and direction of school psychologists in the future. At neither of these conferences were these issues resolved.

Writers in the field have attempted to assess the role and function of the school psychologist, but no consensus of opinion has emerged. Fine and Thayer (1971) found that the major concerns of school psychologists were psychological reports, prescriptive teaching, and behavior modification. Psychological assessment was found to be the dominant role as seen by both psychologists and teachers. Styles (1965) found that teachers' perceptions of the school psychologist's dominant

role was working in the area of emotionally disturbed children. Teachers tend to credit the school psychologist in the school systems with more intensive training in clinical psychology rather than educational psychology.

A confusion involving role and function as perceived by psychologists and teachers became evident in the research done by Roberts and Solomons (1970). Teachers and psychologists again did not agree on role and function. Pielstick (1970) found that the role and function of the school psychologist is determined by factors such as the demands and expectations of the school personnel with whom he works, the problems confronting the school personnel, the physical facilities, and the resources available to the school psychologist. In a comparison of the roles of school counselors, school social workers, and school psychologists, Shaw (1967) found disagreement within professions and among professions as to role. Overlap in function was sizable.

In the areas of responsibility, psychologists and teachers reported considerable diversity in the perceived responsibilities assumed by the school psychologist (Roberts, 1970). Perkins (1963-64) asked administrators, teachers, school nurses and school psychologists to rate in order of importance five categories of school psychological services. The child study function was considered most important by the school staff and by the psychologists. However, the psychologists in this study overestimated their role as consultants.

A study reflecting the views of teachers toward psychological services in the school found that the lack of contact with the psychologist appeared to be the major source of dissatisfaction (Lucas and Jones, 1970). Baker's research on the school staff's

perception of psychological services indicates teachers wanted faster service with a better follow-up program, and that relatively poor communication existed between teachers and school psychologists.

Bower (1958) found that the school personnel saw the school psychologist as threatening, promoting permissiveness, and interested in the needs of the individual to the disregard of the needs of the school.

Reflections of the literature indicates there is a diversity of opinion regarding role and function of school psychologists which has not been resolved.

School Psychologist as a Consultant

One of the emerging roles of the school psychologist is that of consultant in the school system. Tindall (1964) in discussing this emerging role, points out that time which had been previously spent with individual students was being used to work with members of the school staff around educational problem situations in an attempt to benefit more students. Tindall suggests that one way this could be achieved would be by the school psychologist serving as a consultant to the faculty of the school system. The necessity for a shift of emphasis away from diagnostician-therapist to consultant has also been advanced by McDaniel and Ahr (1965) and Bergan and Caldwell (1967). Trachtman (1961) found that the traditional approach of the school psychologist dealing on an individual basis with referred children had not worked and would not work. A change is seen in school psychology from preoccupation with individual diagnoses by the school psychologist to greater participation in the total education program (White and Harris, 1961; Valett, 1963); Hirst, 1963; Derner, 1965;

Itkin, 1966; Fifield, 1967; and Wolman, 1967).

Time consumed in psychometric evaluation, behavioral diagnosis and individualized remedial measurement has in most instances seriously limited the opportunity of the school psychologist to serve as a consultant (Gottsegen and Gottsegen, 1960 and Sternlicht, 1965). Kerschner (1971), Flax and Anderson (1966) and Berkowitz (1968) viewed the school psychologist's role as a consultant as the most important. Losen (1964) sees the primary function of the school psychologist as that of a consultant to teachers and administrators in developing a preventive approach to problem children.

Examination of the literature reveals that functions of the school psychologist as a consultant appear to be an emerging role as perceived by professionals in the field of school psychology.

Administrators' Perception of School Psychologist

A few isolated studies related to administrators' perceptions of the school psychologist have been conducted; however, it appears that the relative newness of the profession makes it difficult for administrators to perceive clearly the role and function of the school psychologist. A 1972 study revealed that school psychologists as seen by principals are most valued in the traditional roles of psychological testing, personality assessment, consultation, and screening (Senft and Nat Clair, 1972). Administrators reported that they found the services of the school psychologist useful in providing insight yet they did not make comparable use of school psychologist's recommendations (Baker, 1965). A study by O'Shea and Lee (1963) of twenty superintendents of

schools concluded that all superintendents want pupil personnel generalists with many skills. The conference on New Directions in School Psychology (Bardon, 1964-65) noted the differences in viewpoint between administrators, trainers, and the school psychologists who are usually caught in the middle. Administrators wanted clinically oriented psychologists serving immediate needs of the school system while the trainers were more interested in future needs and undecided as to the degree of clinical orientation they wanted in their programs.

Copobianca (1967) points to the fact that the school psychologist functioning as a consultant might involve conflict between administrators and psychologists because the broader duties of the consultant might be perceived by the administrator as usurping his responsibilities.

The literature reveals that administrators seem to lack understanding of the school psychologist's role and function and of the proper utilization of his services.

The School Psychologist in Urban, Suburban and Rural Areas

The school psychologist has many diversified roles and functions depending on the type of school community in which he is employed.

Mullen (1967) outlines the functions of an urban school psychologist as including work with other school staff on problems of individual children, working with other school staff on positive mental health programs, working to improve psychological services and contributing to advancement of knowledge and understanding of the educational process.

The functions of a suburban school psychologist are somewhat different than those of the psychologist working in cities. Chickering (1965) found that their work involved conferences with teachers, guidance personnel, and other school staff as well as staff of outside agencies, direct contacts with parents and pupils, office activities, attendance at meetings, work with special education programs and supervision of graduate students.

In the rural areas, the school psychologist often functions as a one-man operation. The activities engaged in by the rural psychologist include case studies, supervisory duties, dictation, in-service training with teachers, individual teacher conferences, staff conferences, public relations, normative research, group testing, review of curriculum and travel (Meacham and Trione, 1967).

The role and function of the school psychologist is often determined by the type of community in which he is employed.

Summary

While the psychologist's place in today's accelerated educational process is being increasingly accepted, there still remains a wide diversity of opinion regarding the role and function the school psychologist can best perform. If examinations into psychological services have drawn some opposing conclusions, they at least have pointed to the fact that the field is exploring its profession in search of unequalled services to the schools.

Obviously, based on recent findings, school psychology may direct its services into several worthwhile areas. Which service is most essential, perhaps, cannot be easily ascertained, yet literature reveals

that service as a school consultant has emerged as a strong focal point in the profession's increasing public acceptance.

In the overall spectrum, the administrator, in the final analysis, possesses the key which must determine the success or failure of the school psychologist. Unfortunately, administrative ability all too often is mistaken as a tool to chart all courses and put down guidelines in areas which in essence may be foreign in nature to the administrator. Such perception may not only be faulty, but prove to be a serious deterrent in today's educational process.

Recent studies indicate that many administrators are willing to accept psychologists on their staffs, even if remaining confused about how to utilize them. Compounding the problem is the fact that many school leaders look upon the school psychologist as clinically rather than educationally oriented.

To define a psychologist's primary role without consideration of the type of community which he is servicing may not provide the answer. What might be good for one community or school might necessarily be bad for another. Flexibility should become a rich ingredient, and the trained psychologist who is quick to recognize this will change his stance to adequately administer to the needs as they might differ depending on whether his services are directed at urban, suburban, or rural areas.

Confusion as to role and function of the school psychologist should be resolved. Lebovita (1968-69) suggests that the public school system is becoming a powerful change instrument for the society, and this forces school psychologists into a new kind of involvement with the school.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The review of literature reflects that there is no data concerning status and direction of school psychological services in the state of Oklahoma. In order to assess this, a questionnaire was devised to solicit this information from all superintendents of public schools in Oklahoma. This chapter contains the plan or overall scheme for the execution of this survey research project from the selection of the sample to the analysis of the data.

Kerlinger (1964) defines survey research as that branch of social scientific investigation that studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables.

Description of Sample

The sample was originally defined as all 457 superintendents of public schools in the state of Oklahoma, the entire population. The final sample, however, consisted of those 261 superintendents who responded to the questionnaire.

This sample population represents superintendents from different

geographic and populus areas of Oklahoma. These populus areas being defined as metropolitan, city, town, and rural.

Although the original research sample contained a number of school districts comparable to metropolitan areas, only three of these districts responded to the questionnaire. It is not known what possible effect this small sample of metropolitan districts may have on the character of the data. Because the metropolitan sample consisted of only three respondents, it will be dealt with in a separate section and not included in the comparisons with the other three types of districts.

The final population in this sample consisted of three metropolitan districts, 42 city districts, 97 town districts and 119 rural districts. The total number of districts and superintendents responding was 261.

Development of Instrument

A survey of literature indicated that there was no known questionnaires by which data could be collected to meet the objectives of this study. The questionnaire is an instrument which is widely used by educational researchers to obtain data about current conditions and practices, and to make inquiries concerning attitudes and opinions (Van Daylen, 1962).

A survey instrument based on information needed to conduct this survey was designed. This instrument included twenty questions which required a check or a short answer (see Appendix B). This instrument included the following areas of inquiry.

1. Current enrollment and number of schools in each district.
2. Special services offered by school districts.

3. Current duties performed by specialists.
4. Types of services currently performed by school psychometrists and school psychologists.
5. Desired direction of services of school psychometrists and school psychologists.
6. Current funds available for school psychometrists and school psychologists.
7. Projected funds available for school psychometrists and school psychologists.

Data Collection Procedure

The survey with an introductory letter and postage-paid envelope was mailed to all 457 state superintendents of public schools in the state of Oklahoma. Four weeks after the initial mailing, a follow-up questionnaire was sent to a random selection of one-half of those superintendents who did not respond to the original questionnaire. The initial questionnaire was coded before mailing to determine those superintendents who did not respond to the first mailing. A table of random numbers was used to select those superintendents for the follow-up mailing.

A total of 261 superintendents responded to the questionnaire. This represents a 57 percent return of the original sample of the 457 superintendents of public schools in the state of Oklahoma.

Analyses of Data

The data of analyses used in this study was percentage analyses by using crossbreaks in which the variables are juxtaposed in order to

compare by inspection the relations among them. A crossbreak as defined by Kerlinger (1964) is a numerical tabular presentation of data, usually in frequency or percentage form, in which variables are juxtaposed in order to study relations between them. A crossbreak may be used in descriptive ways when the investigator wants only to describe a situation that exists. Tabulation in this study refers to the recording of the numbers of types of responses made by the superintendents in the appropriate categories and the conversion of responses to percentages, after which analysis of data followed.

All responding districts were classified into four categories according to student school enrollment population. These four categories were:

1. Rural school district--Student enrollment of 1-500 students in grades K-12.
2. Town school district--Student enrollment of 501-1,500 students in grades K-12.
3. City school district--Student enrollment of 1,501-10,000 students in grades K-12.
4. Metropolitan school district--Student enrollment of over 10,000 students in grades K-12.

School districts were broken into four types of districts as determined by using school enrollment size found in the Education Directory: 1972-73 Public School Systems. Although the respondents were categorized and placed into four types of districts, the metropolitan school districts were not compared to the other three types of school districts because only three districts in this category responded. Metropolitan school districts will be dealt with in a

separate section.

Areas of Inquiry

The following major comparisons were made from the responses to the questionnaire.

1. Compare the percent of the following educational specialists within each type of district as well as compare the percent of the following educational specialists across each of the types of districts.
 - a. Reading Specialist
 - b. Speech Therapist
 - c. Elementary Counselor
 - d. Secondary Counselor
2. Compare the percent of the following special education programs within each type of district as well as compare the percent of the following special education programs across each of the types of districts.
 - a. Educational Mentally Handicapped
 - b. Trainable Mentally Retarded
 - c. Learning Disabilities
3. Compare the percent of professionals doing testing within each type of district as well as compare the percent of professionals doing testing across each of the types of districts.
4. Compare the percent of school psychometrists currently servicing each type of district to the percent of school psychometrists servicing each of the other types of districts.

5. Compare the percent of the desired amount of school psychometrists services of each type of district to the percent of the other types of districts.
6. Compare the percent of school psychometrists currently serving each type of district to the percent of desired amount of school psychometrist services in each of the other types of districts.
7. Compare the percent of school psychologists currently servicing each type of district to the percent of school psychologists servicing each of the other types of districts.
8. Compare the percent of the desired amount of school psychologist services of each type of district to the percent of the desired amount of school psychologist services of each of the other types of districts.
9. Compare the percent of school psychologists currently serving each type of district to the percent of desired amount of school psychologist services in each of the other types of districts.
10. Compare the current school psychometrists' role and function of each type of district to the current school psychometrists' role and function of each of the other types of districts.
11. Compare the desired school psychometrists' role and function of each type of district to the desired school psychometrists' role and function of each of the other types of districts.
12. Compare the current school psychometrists' role and function in each type of district to the desired school psychometrists' role and function in each of the other types of districts.

13. Compare the current school psychologists' role and function of each type of district to the current school psychologists' role and function of each of the other types of districts.
14. Compare the desired school psychologists' role and function of each type of district to the desired school psychologists' role and function of each of the other types of districts.
15. Compare the current school psychologists' role and function of each type of district to the desired school psychologists' role and function in each of the other types of districts.

The following minor comparisons were made from responses to the questionnaire.

1. Compare current funds available for school psychometrists' services of each type of district to funds available in each of the other types of districts.
2. Compare projected funds for school psychometrists' services of each type of district to projected funds of each of the other types of districts.
3. Compare the current funds for school psychometrists' services of each type of district to the projected funds for school psychometrists' services of each of the other types of districts.
4. Compare current funds available for school psychologists' services of each type of district to funds available in each of the other types of districts.
5. Compare projected funds for school psychologists' services of each type of district to projected funds of each of the other types of districts.

6. Compare the current funds for school psychologists' services of each type of district to the projected funds for school psychologists' services of each of the other types of districts.

Summary

Chapter III has outlined the procedures used in the sample selection, development of the instrument, data collection, and analyses of data.

The sample consisted of 261 superintendents of schools in the state of Oklahoma. School districts represented by these superintendents were divided into four categories according to school population. These categories included rural, town, city, and metropolitan.

The type of analysis was explained by the use of crossbreaks in which the variables were juxtaposed in order to compare by inspection the relations among them.

CHAPTER IV

ANALYSIS OF THE DATA, DISCUSSION AND CONCLUSIONS

In an attempt to gain information about how school superintendents in the state of Oklahoma perceive current and desired psychological services, a questionnaire was mailed to all of the 457 school superintendents in Oklahoma. The questionnaire sought responses of school superintendents about special educational programs, types of educational specialists, professionals doing testing, current and desired amount of services of school psychometrists and school psychologists, current and desired expenditures of monies for school psychometrists and school psychologists, and current and desired roles and functions of school psychometrists and school psychologists as perceived by superintendents of schools.

Of the 457 school superintendents in the state of Oklahoma, 261 or 57 percent returned the questionnaire. The superintendents returning the questionnaire represented rural, town, city and metropolitan school districts as determined by school population.

The data obtained from school superintendents in the state of Oklahoma was analyzed by percentage analyses to determine the current and desired direction of school psychological services within the public schools in the state of Oklahoma.

This chapter includes a presentation and discussion of the results of the survey and conclusions based on these results. The research study was a survey investigation to determine the current status and desired direction of psychological services as perceived by superintendents of schools in the state of Oklahoma.

Tables representing the areas of inquiry are presented with the results and discussions of the data. The discussion and conclusions are presented at the end of this chapter.

Types of Educational Specialists

Table I provides the percentages of reading specialists, speech therapists, secondary and elementary counselors in rural, town, city and metropolitan school districts.

More than three quarters (83%) of the rural school district respondents indicated they employed reading specialists while 37 percent reported they employed secondary counselors, 23 percent reported they employed elementary counselors, and 22 percent reported they employed speech therapists. Seventy-eight percent of the respondents from town school districts reported reading specialists, 80 percent reported secondary counselors, 38 percent reported speech therapists, and 36 percent reported elementary counselors. Inspection indicates that 98 percent of the responding city school districts reported they employed secondary counselors, 93 percent reported they employed reading specialists, 83 percent reported they employed speech therapists and 41 percent reported they employed elementary counselors.

Inspection of Table I indicates that rural school districts' predominant specialist is in the area of reading while the secondary

TABLE I

AMOUNT OF SERVICES OF EDUCATION SPECIALISTS IN RURAL, TOWN, CITY AND METROPOLITAN SCHOOL DISTRICTS

	Rural (N=119) 0-500				Town (N=97) 501-1500				City (N=42) 1501-10,000			Metropolitan (N=3) Over 10,000				
	S.T.	R.S.	E.C.	S.C.	S.T.	R.S.	E.C.	S.C.	S.T.	R.S.	E.C.	S.C.	S.T.	R.S.	E.C.	S.C.
None	77.97%	27.12%	77.12%	62.71%	62.10%	21.78%	63.92%	19.59%	17.07%	7.14%	58.54%	2.44%	----	----	33.33%	----
1/5*	16.95	1.69	15.25	14.41	14.74	1.98	14.43	7.22	----	----	----	----	----	----	----	----
2/5	----	0.85	1.69	4.24	2.11	1.98	4.12	4.12	----	2.38	----	----	----	----	----	----
1/2	----	11.02	3.39	7.63	2.11	3.96	12.37	18.56	----	2.38	2.44	----	----	----	----	----
3/5	----	0.85	0.85	0.85	1.05	----	----	3.09	2.44	----	----	----	----	----	----	----
4/5	----	0.85	----	1.69	1.05	0.99	----	3.09	----	----	----	----	----	----	----	----
1	5.08	52.54	1.69	8.57	16.84	47.52	4.12	37.11	70.73	16.67	19.51	12.19	----	33.33	----	----
2	----	3.39	----	----	----	17.82	----	6.18	4.88	28.57	12.19	29.27	----	----	----	----
3	----	0.85	----	----	----	1.98	1.03	1.03	2.44	11.90	2.44	14.63	33.33	----	----	----
4	----	----	----	----	----	0.99	----	----	2.44	11.90	2.44	17.07	33.33	----	33.33	----
5	----	----	----	----	----	0.99	----	----	----	----	----	12.19	33.33	33.33	33.33	----
6	----	----	----	----	----	----	----	----	----	----	4.88	----	----	----	----	----
7	----	----	----	----	----	----	----	----	----	4.76	----	----	----	----	----	----
8	----	----	----	----	----	----	----	----	----	2.38	----	----	----	33.33	----	----
9	----	----	----	----	----	----	----	----	----	4.76	----	7.32	----	----	----	66.67
18 or more	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	33.33
Responded Incorrectly	----	----	----	----	----	----	----	----	----	2.38	----	----	----	----	----	----
Did Not Respond	----	0.85	----	----	----	----	----	----	----	4.76	2.44	----	----	----	----	----

NOTE: All data is expressed in percentages.

*1/5 = 1 person, 1 day per week; 2/5 = 1 person, 2 days per week; 1 = 1 full-time person, etc.

S.T. = Speech Therapist

R.S. = Reading Specialist

E.C. = Elementary Counselor

S.C. = Secondary Counselor

counselor is the predominant specialist in town and city school districts. Speech therapists are least represented in rural and town districts with most of their services rendered on a part-time basis as compared to full-time. Elementary counselors as demonstrated in Table I are poorly represented in rural, town, and city school districts as compared to secondary counselors. The credibility of responses concerning number of certified reading specialists is questioned because some respondents indicated on the questionnaire that all their elementary teachers who had had remedial reading courses were classified as reading specialists.

Inspection of the data suggests that the amount of services by all types of specialists is greater as the school enrollment increases.

Special Education Programs

Table II reflects the special education programs in each type of school district. Learning disability (CLD) classes as reported by rural district respondents appeared to dominate their special programs. Forty-two percent of the respondents from rural districts reported having classes in learning disabilities, 30 percent reported having educable mentally handicapped (EMH) classes, and six percent reported trainable mentally retarded (TMR) classes. Inspection of raw data reflects that one responding rural district reported a learning disability class and an educable mentally handicapped class offered on a half-time basis.

Educable mentally handicapped classes dominate the special programs in the town districts with 67 percent of the respondents reporting special programs in this area. Forty-seven percent of the respondents

TABLE II

SPECIAL EDUCATION PROGRAMS IN RURAL, TOWN, CITY AND METROPOLITAN SCHOOL DISTRICTS

	Rural (N=119)			Town (N=97)			City (N=42)			Metropolitan (N=3)		
	0-500			501-1500			1501-10,000			Over 10,000		
	EMR	TMR	CLD	EMR	TMR	CLD	EMR	TMR	CLD	EMR	TMR	CLD
None	70.34%	94.07%	57.63%	32.65%	87.76%	53.61%	7.14%	61.90%	21.34%	---	---	---
1/5*	---	---	---	---	---	---	---	---	---	---	---	---
2/5	---	---	---	---	---	---	---	---	---	---	---	---
1/2	0.85	---	0.85	---	---	1.03	---	---	---	---	---	---
3/5	---	---	---	---	---	---	---	---	---	---	---	---
4/5	---	---	---	---	---	---	---	---	---	---	---	---
1	27.12	5.93	35.59	41.84	10.20	39.18	11.90	33.33	35.74	---	---	---
2	1.69	---	4.24	19.39	2.04	4.12	21.43	4.76	11.90	---	66.67	---
3	---	---	0.85	3.06	---	3.09	14.29	---	19.05	---	33.33	---
4	---	---	0.85	3.06	---	---	26.19	---	7.14	---	---	33.33
5	---	---	---	---	---	---	9.52	---	---	---	---	---
6	---	---	---	---	---	---	2.38	---	---	---	---	33.33
7	---	---	---	---	---	---	4.76	---	2.38	---	---	---
8	---	---	---	---	---	---	2.38	---	---	33.33	---	---
9	---	---	---	---	---	---	---	---	2.38	---	---	33.33
10+	---	---	---	---	---	---	---	---	---	66.67	---	---
Responded	---	---	---	---	---	---	---	---	---	---	---	---
Incorrectly	---	---	---	---	---	---	---	---	---	---	---	---
Did Not Respond	---	---	---	---	---	---	---	---	---	---	---	---

NOTE: All data is expressed in percentages.

*1/5 = 1 person, 1 day a week; 2/5 = 1 person, 2 days a week; 1 = 1 person full-time, etc.

in town districts indicate classes in learning disabilities while only twelve per cent reported trainable mentally retarded classes. Raw data reflects that one responding town district reported a learning disability class offered on a half-time basis.

Ninety-three per cent of the respondents from city school districts reported classes for the educable mentally handicapped, 79 per cent reported learning disabilities classes and 38 per cent reported trainable mentally retarded classes. Inspection of Table II reveals that some respondents from city school districts reported nine learning disabilities classes in their school systems which is more than any single city district reported for educable mentally handicapped programs.

Inspection of rural, town and city districts in Table II reflects that percentages of special education programs increases with school population. Educable mentally handicapped classes dominate special programs in town and city districts while rural school districts reported more programs in learning disabilities. Trainable mentally retarded classes are least represented in the area of special education programs of rural, town and city school districts.

Professionals Doing Testing

Responses to the inquiry regarding what professionals do testing in each type of school district are reported in Table III. Most superintendents responding to this portion of the questionnaire checked three and sometimes four professionals doing testing in their respective school districts. Percentages were calculated on number of responses made and not on the number of school superintendents responding to the questionnaire.

TABLE III
PROFESSIONALS DOING TESTING

	Rural (N=165) 0-500	Town (N=151) 501-1500	City (N=87) 1501-10,000	Metropolitan (N=4) Over 10,000
Guidance Center Staff	15.76%	24.50%	21.84%	25.0%
School Psychometrists	1.21	2.65	17.24	25.0
School Psychologists	1.82	1.99	8.05	----
Classroom Teacher	31.52	14.57	8.05	----
Counselor	19.39	28.48	22.99	25.0
State Dept. Employee	11.51	18.54	10.34	----
Private Practitioner	1.21	0.66	1.15	----
Other	15.15	7.28	10.34	25.0
Incorrectly Responded	2.42	1.32	----	----

NOTE: All data is expressed in percentages.

The majority of testing as reported by rural, town and city school districts is conducted by classroom teachers, counselors, and guidance center personnel as indicated by Table III. The following types of personnel were written in on the questionnaire in response to "other" as conducting testing in their school districts: superintendents, principals, supervisors, and speech therapists.

Inspection of Table III reflects that the classroom teacher, followed by the counselor, do most of the testing in rural districts. The school counselors and staff members of guidance centers conduct a majority of the testing in town school districts. Superintendents in city school districts reported that a majority of their testing is conducted by counselors and guidance center personnel. The school psychometrist also conducts a noticeable amount of testing in the city districts.

The survey results of professionals doing testing tended to suggest that as the school population increased, the larger districts had more types of specially trained professionals doing testing and less of the testing done by teachers; however, school psychometrists and school psychologists are not seen as currently doing testing except in city school districts.

Amount of Service of Current and Desired

School Psychometrists

The current and desired amount of service of school psychometrists as perceived by superintendents of schools in the state of Oklahoma is presented in Table IV.

TABLE IV
CURRENT AND DESIRED AMOUNT OF SERVICES
OF SCHOOL PSYCHOMETRISTS

Amount of Services	Rural (N=119) 0-500		Town (N=97) 501-1500		City (N=42) 1501-10,000		Metropolitan (N=3) Over 10,00	
	Current	Desired	Current	Desired	Current	Desired	Current	Desired
None	83.87%	23.39%	72.83%	23.90%	48.78%	14.63%	66.67%	33.33%
1/5*	8.07	36.29	10.87	29.35	4.82	21.95	-----	-----
2/5	-----	3.20	1.09	3.26	7.32	2.44	-----	-----
1/2	-----	3.20	-----	3.26	-----	4.82	-----	-----
3/5	-----	3.20	1.09	3.26	-----	2.44	-----	-----
4/5	-----	-----	-----	-----	-----	-----	-----	-----
1	3.20	13.70	7.60	23.90	26.83	26.83	33.33	33.33
2	-----	-----	-----	1.09	4.82	14.63	-----	-----
3	-----	0.81	1.09	-----	4.82	2.44	-----	33.33
4	-----	-----	-----	-----	-----	-----	-----	-----
5	-----	-----	-----	-----	-----	-----	-----	-----
6	-----	-----	-----	1.09	-----	-----	-----	-----
7	-----	-----	-----	-----	-----	-----	-----	-----
8	-----	-----	-----	-----	-----	-----	-----	-----
9	-----	-----	-----	-----	-----	-----	-----	-----
Responded Incorrectly	0.81	-----	-----	-----	-----	-----	-----	-----
Did not respond	4.03	13.70	5.43	10.87	4.82	7.32	-----	-----

NOTE: All data is expressed in percentages.

*1/5= 1 person, 1 day per week; 2/5=1 person, 2 days per week; 1=1 full time person, etc.

Eighty-four per cent of the respondents in rural school districts reported no services by school psychometrists. One-day-per-week service is reported by eight per cent of the respondents, while three per cent reported full-time services. Thirty-six per cent of rural respondents desire one-day-per-week services of a school psychometrist, and fourteen per cent desire full-time services as reflected in Table IV.

No services by school psychometrists are reported by 73 per cent of the responding town school districts. Eleven per cent of the town districts have one-day-per-week services while eight per cent reported one full-time psychometrist currently servicing their school districts. Twenty-nine per cent of the respondents desire the services of a school psychometrist one day per week while 24 per cent request full-time service.

Twenty-seven per cent of the respondents from city school districts reported one full-time psychometrist, while 49 per cent reported no services at all. Almost half (44%) of the city district respondents desire one or more full-time psychometrists while 36 per cent of the respondents reported current full-time services. One-day-per-week services are desired by 22 per cent of the responding superintendents.

Table IV reflects that rural, town and city school districts desire services of school psychometrists. There is an apparent discrepancy on amount of services desired, but it appears that as the school district becomes more populated a greater amount of full-time service is desired.

Amount of Service of Current and Desired
School Psychologists

Table V reflects the amount of service of current and desired school psychologists within the public schools in the state of Oklahoma. Inspection of the table indicates that most of the responding rural and town school districts do not have school psychologists servicing their school systems. Psychologists currently providing services to rural and town districts do so on a part-time basis as reflected in Table V.

Over one half (51%) of the respondents in the city school districts indicate they do not have a school psychologist servicing their school systems. A majority of those city school districts reporting school psychologists indicate they are working on a part-time basis.

Table V reflects that all types of school districts desire services of school psychologists. A large percentage of responding superintendents in rural and town districts desire school psychologists on a part-time basis with one-day-per-week services showing the greatest percentage. City school districts desire services on a full-time basis.

Full-Time Equivalent of Current and Desired School
Psychometrists and School Psychologists

Table VI reflects full-time equivalent (FTE) of current and desired school psychometrists and school psychologists in rural, town, city and metropolitan school districts. Data represented in Table VI was calculated by converting fractions of service (i.e., 1 person, 1 day a week, or 1/5 FTE) into full-time service (one full-time employee or 1 FTE) in order to assess current and desired numbers of school

TABLE V
CURRENT AND DESIRED AMOUNT OF SERVICES
OF SCHOOL PSYCHOLOGISTS

Amount of Service	Rural (N=119) 0-500		Town (N=97) 501-1500		City (N=42) 1501-10,000		Metropolitan (N=3) Over 10,000	
	Current	Desired	Current	Desired	Current	Desired	Current	Desired
None	81.87%	15.57%	81.25%	20.83%	51.22%	9.76%	33.33%	----
1/5*	7.39	35.25	9.37	35.42	9.76	19.51	33.33	----
2/5	----	3.28	----	4.17	7.32	2.44	----	----
1/2	----	2.46	1.04	3.13	12.20	7.32	----	----
3/5	----	1.64	----	1.04	2.44	----	----	----
4/5	----	----	----	----	----	----	----	----
1	2.46	18.85	3.13	22.92	4.88	39.02	----	100.0%
2	----	0.82	----	1.04	2.44	9.76	----	----
3	----	----	----	----	2.44	----	----	----
4	----	----	----	----	----	----	----	----
5	----	----	----	----	----	----	----	----
6	----	----	----	----	2.44	2.44	----	----
7	----	----	----	----	----	----	----	----
8	----	----	----	----	----	----	----	----
9	----	----	----	----	----	----	----	----
Reponded Incorrectly	0.82	3.28	----	----	----	----	----	----
Did not respond	6.56	18.85	5.21	11.46	4.88	9.76	33.33	----

NOTE: All data is expressed in percentages.

*1/5=1 person, 1 day per week; 2/5=1 person, 2 days per week; 1=1 full time person, etc.

TABLE VI

TABLE VI

FULL-TIME EQUIVALENT OF CURRENT AND DESIRED SCHOOL PSYCHOMETRISTS AND SCHOOL PSYCHOLOGISTS

Item	Rural (N=119) 0-500		Town (N=97) 501-1500		City (N=42) 1501-10,000		Metropolitan (N=3) Over 10,000	
	Psychometrist	Psychologist	Psychometrist	Psychologist	Psychometrist	Psychologist	Psychometrist	Psychologist
Current	5.71	4.69	13.72	5.37	23.54	18.49	1	.20
Desired	34.46	37.38	43.67	34.90	31.50	34.28	4	3
Additional Need	28.75	32.69	29.95	29.53	7.96	15.79	3	2.80

psychometrists and school psychologists. It was not distinguishable whether these figures represented employees of the school district or employees of other agencies such as guidance center personnel because most of the superintendents did not respond to this portion of the questionnaire.

Currently there is the equivalent of 5.71 or 6 school psychometrists servicing rural school districts. Respondents from rural districts desire an equivalency of 34 school psychometrists which is an additional need of 29 psychometrists. Currently rural districts have an equivalency of 5 school psychologists but desire an equivalency of 37. Thus, these districts have an additional need of 33 psychologists.

Town school districts have an equivalency of 14 school psychometrists and desire 44 which would place additional need at 30 psychometrists. Currently town districts have an equivalency of 5 school psychologists and desire 35. The additional need for psychologists in this type of school district is 30.

City school districts currently have the services of the equivalent of 24 school psychometrists but desire 32. This is an additional need of 8. City districts currently have the equivalency of 18 school psychologists and desire 34 which is an additional need of 16.

Metropolitan districts have the equivalency of one school psychometrist currently and desire 4 which would indicate an additional need of 3. Currently these school systems have an equivalency of 1/5 school psychologist and desire three which is an additional need of 3 psychologists.

Currently as reflected in Table VI the equivalent of 45 school psychometrists are servicing the combined four school districts. These districts desire the equivalency of 112 psychometrists which is a combined additional need of 70.

Currently in the four types of school districts, based on FTE, the equivalent of 28 psychologists are currently providing services. The desired number of school psychologists is 109. This is an additional need of 82 school psychologists in all four types of school districts.

Current and Desired Roles and Functions of
Rural School Psychometrists and Rural
School Psychologists

Views of respondents of rural school districts concerning current and desired roles and functions of the school psychometrist and school psychologists are reported in Table VII. The definitely emphasized professional activities in current role and function of the school psychometrist are placement in special classes, testing, and diagnostic interviews. Areas which received eight per cent each for current activities are group testing, diagnostic recommendation and follow-up, organization and operation of special classes, curriculum and instruction of regular classes, individual counseling and consultation of behavior problems.

The desired role and function of school psychometrists were seen as comprised of the same list as are currently being performed. However, the desired role appears to be much broader than the current role of school psychometrists. None of the respondents indicated that they desired responsibilities in the areas of working with staff problems,

TABLE VII

CURRENT AND DESIRED FUNCTIONS OF SCHOOL PSYCHOMETRISTS
AND SCHOOL PSYCHOLOGISTS FOR RURAL DISTRICT (N=119)

Role and Function	Psychometrists		Psychologists	
	Current	Desired	Current	Desired
Testing	16.66%	19.35%	22.22%	12.16%
Diagnostic Recommendation and Follow up	8.33	12.90	22.22	15.25
Group Testing	8.33	8.66	5.55	6.41
Diagnostic Interviews	16.66	4.33	11.11	8.33
Placement in Special Classes	33.33	17.09	11.11	12.18
Organization and Operation of Special Classes	8.33	3.22	----	5.77
Curriculum and Instruction of Special Classes	----	----	----	0.64
Curriculum and Instruction of Regular Classes	8.33	2.15	----	0.64
Individual Counseling	8.33	3.22	----	13.46
Parent Counseling	----	6.45	16.66	5.12
Consultation Behavior Modification	----	3.22	----	2.56
Consultation Behavior Problems	8.33	5.34	----	6.41
In Service Training	----	3.22	5.55	3.84
Staff Problems	----	----	5.55	----
School System Analysis	----	2.15	----	3.21
Federal Grant Writing	----	----	----	----
Instructor of Psychology	----	----	----	0.64
Group Counseling*	----	2.15	----	2.56
Reponded	4.39	26.05	5.26	43.70
None	51.75	15.13	57.89	5.88
Responded Incorrectly	14.04	19.33	14.04	21.21
Did Not Respond	29.82	39.48	22.81	19.19

NOTE: All data is expressed in percentages

*Not included in current functions of school psychometrists and school psychologists.

federal grant writing, and functioning as psychology instructors, but they did indicate interests in all other areas as reflected in Table VIII.

Forty-four per cent of the current duties of the school psychologist are in areas of testing and diagnostic recommendation and follow-up. Diagnostic interviews and placement in special classes comprise 22% of the activities. Sixteen per cent of the current activity is in the area of parent counseling.

The desired role and function of the school psychologists is seen as much broader than those currently being performed. Testing and diagnostic recommendations and follow-up are still seen as part of the desired role but with less emphasis than is currently being performed. Respondents indicated an interest in every area listed on the questionnaire except in the area of grant writing.

The survey of rural superintendents' views of desired roles and functions of the school psychometrist and school psychologist tended to indicate these roles as being very broad and diversified but still emphasizing main areas of testing, diagnostic recommendation and follow-up, and placement in special classes. The psychometrist is desired to be more involved in testing than is the school psychologist. Individual and parent counseling is seen as a desired function of the school psychologist as compared to the school psychometrist.

Current and Desired Roles and Functions of Town
School Psychometrists and Town School
Psychologists

Table VIII presents town school district superintendents' views

TABLE VIII

CURRENT AND DESIRED ROLE AND FUNCTIONS OF SCHOOL PSYCHOMETRIST AND SCHOOL PSYCHOLOGISTS IN TOWN DISTRICTS (N=97)

Role and Function	Psychometrists		Psychologists	
	Current	Desired	Current	Desired
Testing	20.51%	16.13%	6.60%	8.00%
Diagnostic Recommendation and Follow Up	25.64	15.02	20.00	17.30
Group Testing	10.25	9.67	-----	2.00
Diagnostic Interviews.	12.82	11.82	13.33	8.66
Placement in Special Classes	12.82	7.52	6.60	7.33
Organization and Operation of Special Classes	-----	3.22	-----	2.00
Curriculum and Instruction of Special Classes	-----	3.22	-----	2.00
Curriculum and Instruction of Regular Classes	-----	3.22	-----	2.00
Individual Counseling	7.69	2.15	13.33	11.33
Parent Counseling	-----	5.37	-----	7.33
Consultation Behavior Modification	-----	6.45	6.66	6.66
Consultation Behavior Problems	2.54	7.52	13.33	8.66
In Service Training	2.54	5.37	13.33	2.00
Staff Problems	3.12	-----	6.66	.66
Federal Grant Writing	-----	2.15	-----	1.33
Instructor of Psychology	-----	1.07	-----	1.33
Group Counseling*	-----	-----	-----	4.66
Responded	13.98	31.00	5.55	50.50
None	56.98	21.00	66.67	9.09
Responded Incorrectly	11.83	23.00	11.11	21.21
Did Not Respond	17.20	25.00	16.67	19.19

NOTE: All data is expressed in percentages

*Not included in current functions of school psychometrist and school psychologist

pertaining to current and desired roles and functions of school psychometrists and school psychologists. Psychometrists are currently servicing town districts in the areas of testing, diagnostic recommendations and follow-up, diagnostic interviews, and placement in special classes. Individual counseling was also seen, to some extent, as a current function of school psychometrists. Currently psychometrists in town districts are not involved in curriculum and instruction as viewed by respondents.

The desired role and function of the psychometrist covers a broader spectrum of activities than does their current duties. Testing and diagnostic recommendation, follow-up and interviews are still emphasized but in a lesser degree than are currently being performed. Placement in special classes is a desired function of the psychometrist coupled with working the curriculum and instruction, and organization of the special classes. Individual counseling is not emphasized to the degree it is in current duties; however, there is a desire for parent counseling which is not a current function of the psychometrists as viewed by the respondents. Consultation in behavioral problems and their modification are also services desired of school psychometrists.

School psychologists are currently performing the duties of diagnostic recommendation and follow-up, individual counseling, consultation in behavior problems, in-service training and diagnostic interviews. The psychologists are not currently involved to a great extent in testing. Curriculum and instruction are not seen as important parts of the current role of the school psychologist.

Superintendents in town districts desire the school psychologist to have a broad range of functions and responsibilities as reflected by

Table VIII. A dominant area of concentration is not emphasized as is the case with current duties assumed by the psychologist. However, respondents reflect a desire for the psychologist to be more involved in testing than he is currently. Superintendents desire the school psychologist to be involved in in-service training in a much lesser degree than he is currently participating. Individual counseling and parent counseling are deemed desirable functions. It is desired that the school psychologist participate to some extent to every area listed on the questionnaire except that of a psychology instructor.

Superintendents of town school districts desire both the school psychometrist and school psychologist to have broad roles and functions. Psychometrists are perceived to be more involved in testing than are school psychologists. Counseling, diagnostic recommendation, and interviews are seen as dominant functions of the school psychologist as perceived by town district respondents.

Current and Desired Roles and Functions of City

School Psychometrists and City School

Psychologists

Views of city school district respondents as to current and desired roles and functions of school psychometrists and school psychologists are reported in Table IX. Inspection indicates that psychometrists' current functions involve testing and diagnostic recommendations and follow-up. They are also involved in diagnostic interviews, placement in special classes and in-service training. The desired role and function of the psychometrists in city districts reflect more diversified areas of concentration than current duties. Testing is

TABLE IX

CURRENT AND DESIRED FUNCTIONS OF SCHOOL PSYCHOMETRISTS AND SCHOOL PSYCHOLOGISTS IN CITY SCHOOL DISTRICTS (N=42)

Role and Function	Psychometrists		Psychologists	
	Current	Desired	Current	Desired
Testing	33.33%	22.22%	16.66%	6.66%
Diagnostic Recommendation and Follow Up	25.00	18.51	30.55	25.00
Group Testing	----	5.55	2.77	----
Diagnostic Interviews	12.53	16.66	5.55	15.00
Placement in Special Classes	12.53	12.96	11.11	8.33
Organization and Operation of Special Classes	----	1.85	2.77	3.33
Curriculum and Instruction of Special Classes	----	5.55	----	3.33
Curriculum and Instruction of Regular Classes	----	----	----	1.66
Individual Counseling	----	1.85	11.11	16.66
Parent Counseling	----	3.97	----	3.33
Consultation Behavior Modification	4.16	5.55	----	3.33
Consultation Behavior Problems	4.16	3.97	5.55	10.00
In Service Training	8.33	----	11.11	----
Staff Problems	----	----	2.77	----
School System Analysis	----	----	----	1.66
Federal Grant Writing	----	----	----	----
Instructor of Psychology	----	----	----	----
Group Counseling*	----	1.85	----	1.66
Responded	20.51	47.37	29.27	50.00
None	30.77	7.89	43.90	7.50
Responded Incorrectly	23.08	23.68	19.51	25.00
Did Not Respond	25.64	21.05	7.32	17.50

NOTE: All data is expressed in percentages

*Not included in current functions of school psychometrists and school psychologists.

again emphasized as a desired dominant area but less involvement in diagnostic recommendation is desired. Respondents do not desire in-service training of teachers by psychometrists although this was seen as a current role. Consultation is not seen as a current or desired role of school psychometrists.

School psychologists servicing city school districts are currently performing testing, diagnostic interviews and follow-up, placement in special classes, individual counseling, and in-service training. Curriculum and instruction are not viewed as current services of the school psychologist.

Superintendents in city school districts desire less emphasis in testing by the school psychologist and do not desire his services in the area of in-service training of teachers. Superintendents, as reflected in Table IX, desire more services in the areas of diagnostic interviews with teachers, parents, social agencies, physicians, individual counseling, and consultation about behavior modification techniques.

City school district superintendents see the desired role of the school psychometrist as predominantly concentrated in the area of testing. Diagnostic recommendations and interviews are the desired areas of concentration for school psychologists. The desired roles of the school psychologists are perceived to be much broader than that of the school psychometrists as Table IX reflects.

Dollars Available for Current and
Projected Services

Table X reflects current and projected expenditures for school

TABLE X

DOLLARS AVAILABLE FOR CURRENT AND PROJECTED
SCHOOL PSYCHOMETRISTS' SERVICES

Dollars Per Year	Rural (N=119) 0-500		Town (N=97) 501-1500		City (N=42) 1501-10,000		Metropolitan (N=3) Over 10,000	
	Current	Projected	Current	Projected	Current	Projected	Current	Projected
None	85.16%	32.31%	74.19%	18.28%	45.24%	19.05%	66.67%	33.33%
500-1000	3.91	9.38	7.53	6.45	----	----	----	----
1500	----	3.91	1.08	6.45	----	----	----	----
2000	0.78	3.91	1.08	4.29	----	----	----	----
2500	----	----	1.08	----	4.76	4.76	----	----
3000	----	0.78	----	3.23	4.76	2.38	----	----
3500	----	----	----	----	----	2.38	----	----
4000	----	3.91	----	3.23	----	4.76	----	----
4500	----	----	----	2.16	----	----	----	----
5000	----	3.13	----	3.23	4.76	4.76	----	----
5500	----	----	----	----	----	----	----	----
6000	----	----	----	1.08	----	----	----	----
6500	0.78	----	----	1.08	----	----	----	----
7000	----	0.78	----	1.08	2.38	7.14	----	----
7500	----	0.78	----	1.08	----	----	----	----
8000-10,000	----	2.34	2.16	4.29	23.81	21.34	33.33	33.33
Responded								
Incorrectly	0.78	2.34	1.08	2.15	7.14	2.38	----	----
Did Not								
Respond	----	36.72	11.83	41.94	7.14	30.95	----	33.33

NOTE: All data is expressed in percentages.

psychometrists in rural, town, city and metropolitan school districts. Table X suggests that currently few school districts are paying for services of a school psychometrist. In rural and town districts, expenditures are in the \$1,000 to \$2,000 annual range while in the city districts expenditures cluster at the \$8,000 to \$10,000 range annually.

Projected salary ranges are not reliable for services of the school psychometrists because of the poor response rate to this portion of the questionnaire. It appears that respondents were confused about the area of future projected funds, and thus did not respond or responded incorrectly to this portion of the questionnaire.

Table X reflects current and projected salary ranges for school psychologists in rural, town, city and metropolitan school districts. Inspection of Table X indicates that few school districts in the state of Oklahoma are currently expending monies for services of school psychologists. Expenditures for current services of school psychologists in rural and town districts is \$1,000 to \$2,000 annually. City districts' annual expenditures were distributed from \$1,000 to \$8,000-\$10,000.

Projected salary ranges are not reliable because of the poor response rate to this portion of the questionnaire. It appears that respondents were confused about the area of future projected funds and thus did not respond or responded incorrectly to this area of the questionnaire.

Metropolitan School Districts

Due to the fact that only three superintendents representing metropolitan school districts responded to this survey, the data

concerning these districts will be presented in this section.

Metropolitan respondents will not be compared to rural, town, and city school districts because of the small response rate.

Inspection of Table I reflects the current types of educational specialists employed in metropolitan districts. Reading specialists and secondary counselors dominate the types of specialists in these districts. As noted in Table I, one responding school district reported no elementary counselors.

Table II presents the special education programs offered in metropolitan districts. All three responding districts reported classes for the educable mentally handicapped, trainable mentally retarded and learning disabilities. The largest number of classes is reported in the area of educable mentally handicapped and the least number in the area of trainable mentally retarded.

Table III indicates the professionals doing testing in metropolitan districts. The testing in these schools were shared equally (25%) among guidance center personnel, school psychometrists, counselors, and "other."

Table IV reflects that two of the responding schools (67%) reflect no school psychometrists employed in their school systems. Two systems desire a psychometrist while the other responding system does not.

Table V indicates that only one of the responding schools reported services of a school psychologist and this on a part-time basis. All three respondents indicate they desire one full-time psychologist.

Metropolitan districts have the equivalency of one school psychometrist currently and desire 4 which indicates an additional need

of 3, as reflected in Table VI. Currently these school systems have an equivalency of 1/5 school psychologist and desire three which is an additional need of 3 psychologists.

The metropolitan school superintendents' views regarding current and desired roles and functions of the school psychometrist and school psychologist appear in Table XII. Inspection reveals that psychometrists are currently performing testing, diagnostic recommendations and follow-up and placement in special classes. These same areas are emphasized as desired roles and functions with an interest also indicated in the area of consultation about behavior problems.

Metropolitan school psychologists are currently performing the same tasks as the school psychometrists as reflected in Table XII. However, in the desired role and function of the school psychologists, respondents wanted less emphasis on testing than is currently being performed. The three items rated most appropriate as desired services of school psychologists were diagnostic recommendation and follow-up, placement in special classes and diagnostic interviews.

Inspection of Table X reflects that only one metropolitan school expends monies for a school psychometrist. Only one respondent indicated a projected expenditure for a school psychometrist and this was in the range of \$8,000-\$10,000. This is also the same amount that is currently being expended for services.

Table XI reflects that two of the responding districts reported no expenditures for services of a school psychologist. No responses were indicated for projected expenditures for services of a school psychologist.

TABLE XI

DOLLARS AVAILABLE FOR CURRENT AND PROJECTED
SCHOOL PSYCHOLOGISTS' SERVICES

Dollars Per Year	Rural (N=119) 0-500		Town (N=97) 501-1500		City (N=42) 1501-10,000		Metropolitan (N=3) Over 10,000	
	Current	Projected	Current	Projected	Current	Projected	Current	Projected
None	82.79%	24.22%	73.03%	10.11%	57.14%	7.14%	66.67%	33.33%
500-1000	4.92	10.94	6.74	4.49	4.76	-----	-----	-----
1500	-----	2.34	-----	3.37	-----	-----	-----	-----
2000	0.82	5.47	2.25	7.87	7.14	4.76	-----	-----
2500	-----	1.59	-----	4.49	4.76	2.38	-----	-----
3000	-----	1.59	-----	3.37	-----	-----	33.33	-----
3500	-----	-----	-----	-----	-----	2.38	-----	-----
4000	-----	2.34	1.12	4.49	4.76	4.76	-----	-----
4500	-----	-----	-----	1.12	-----	-----	-----	-----
5000	-----	3.13	-----	5.62	-----	7.14	-----	-----
5500	-----	-----	-----	1.12	-----	-----	-----	-----
6000	-----	-----	-----	2.25	2.38	2.38	-----	-----
6500	-----	-----	-----	1.12	-----	-----	-----	-----
7000	-----	1.59	-----	2.25	-----	2.38	-----	-----
7500	-----	-----	-----	-----	-----	2.38	-----	-----
8000-10,000	-----	1.59	-----	4.49	7.14	23.81	-----	-----
Responded								
Incorrectly	1.64	1.59	-----	2.25	-----	4.76	-----	-----
Did Not								
Respond	9.02	44.53	16.85	41.57	11.91	35.71	-----	66.67

NOTE: All data is expressed in percentages.

TABLE XII

CURRENT AND DESIRED ROLES AND FUNCTIONS OF SCHOOL PSYCHOMETRISTS AND SCHOOL PSYCHOLOGISTS IN METROPOLITAN SCHOOL DISTRICTS (N=3)

Roles and Functions	Psychometrists		Psychologists	
	Current	Desired	Current	Desired
Testing	33.33%	33.33%	33.33%	11.11%
Diagnostic Recommendation and Follow Up	33.33	33.33	33.33	22.22
Group Testing	----	----	----	----
Diagnostic Interviews	----	----	----	22.22
Placement in Special Classes	33.33	16.66	33.33	22.22
Organization and Operation of Special Classes	----	----	----	----
Curriculum and Instruction of Special Classes	----	----	----	----
Curriculum and Instruction of Regular Classes	----	----	----	----
Individual Counseling	----	----	----	11.11
Parent Counseling	----	----	----	11.11
Consultation Behavior Modification	----	----	----	----
Consultation Behavior Problems	----	16.66	----	----
In Service Training	----	----	----	----
Staff Problems	----	----	----	----
School System Analysis	----	----	----	----
Federal Grant Writing	----	----	----	----
Instructor of Psychology	----	----	----	----
Group Counseling*	----	----	----	----
Responded	33.33	66.67	33.33	100.0
None	66.67	33.33	66.67	----
Responded Incorrectly	----	----	----	----
Did Not Respond	----	----	----	----

NOTE: All data is expressed in percentages.

*Not included in current functions of school psychometrists and school psychologists.

Discussion

The study was survey research investigation of the current status and desired direction of psychological services in the state of Oklahoma as perceived by superintendents. Superintendents from 261 school districts in the state of Oklahoma responded to the questionnaire which elicited responses concerning services offered in the public schools as well as the future direction of these services.

Responses concerning types of educational specialists employed in each type of district indicated reading specialists and secondary counselors dominate the type of specialists employed in the public schools in the state of Oklahoma. Inspection of the responses also reflected that the amount of services by specialists are greater as the systems have greater enrollment.

Special education programs in the state of Oklahoma appear to be dominated by educable mentally handicapped and learning disabilities classes. The increased number of learning disabilities classes over educable mentally handicapped classes in rural school districts suggests that state funding is directed toward new types of classes in new geographic areas as opposed to funding more of the already existing types of classes. However, this is only an assumption since respondents were not asked to indicate if current classes were new or if they had been in operation for several years. It was also reflected by the inspection of the data that percentages of special programs increased with school population.

Classroom teachers, guidance center personnel, and counselors are the predominant professionals doing testing in Oklahoma public

school systems. School superintendents in city and metropolitan school districts did indicate that a portion of their testing was performed by school psychometrists.

School superintendents in all four types of districts reported few school psychometrists and school psychologists currently serving their school systems. Those reporting psychological services indicated it was on a part-time basis for the most part. Superintendents were in agreement as to the need for future psychological services. Although there appeared to be a discrepancy on amount of services desired, it was apparent that as the school enrollment becomes larger, more full-time school psychometrists and school psychologists are desired.

The current roles and functions of school psychometrists and school psychologists were seen as testing and diagnostic evaluations. The desired roles and functions still emphasize testing and diagnostic evaluation but the desired roles and functions of school psychometrists and school psychologists were seen as being more broad and diversified. Psychometrists were desired to be more involved in testing and evaluation as compared to the school psychologists. The school psychologists' role and function was desired to be much broader than that of the psychometrist.

Current expenditures for psychological services in the state of Oklahoma is very low. Projected salary ranges for school psychometrists and school psychologists were not reliable because of the poor response rate to this portion of the questionnaire. Based on figures calculated from current and desired number of school psychometrists and school psychologists, the full-time equivalency for school psychometrists and school psychologists was estimated. Currently the state of Oklahoma

has the equivalent of 45 school psychometrists. However, superintendents in the sample desire the equivalency of 112 psychometrists which would be an additional need of 70. Currently, based on full-time equivalent, the state of Oklahoma has the equivalent of 28 full-time school psychologists. The desired number of school psychologists is 109, which would be an additional need of 82 school psychologists in the state of Oklahoma.

In comparison with the findings of Fitts (1972), school superintendents in the state of Oklahoma perceive psychological services in the public schools in somewhat the same ways as do superintendents of public schools in Alabama. Both the Alabama survey and this survey showed superintendents lack understanding of the appropriate psychological services and proper utilization of these services. The need for current and increasing future services of school psychometrists and school psychologists was indicated by both Oklahoma and Alabama superintendents. Fitts' (1972) study was also in agreement with the Oklahoma survey in that superintendents in the state of Alabama gave little consideration to programmatic, curricular and therapeutic services of the school psychologist. Both surveys suggest psychological services in the public schools are lacking.

The Oklahoma survey is also in agreement with the National Survey of School Psychologists (Farling and Hoedt, 1971) as to the primary role of the school psychologist. Both surveys indicate the definite current emphasis of professional activity is psycho-educational evaluations. The national survey and the Oklahoma survey both suggest that the desired role and function of the school psychologist is much broader and diversified than what he is currently performing.

Conclusions

Superintendents in the state of Oklahoma project an obvious need for psychological services within the public schools as reflected by this survey. Superintendents in implying a need for these services, however, appear confused as to what direction these services should take.

An area of discrepancy noted in this survey was that responding superintendents indicated that a majority of their current testing was done by guidance center personnel, classroom teachers and counselors. However, they indicated that the current dominant role of the school psychometrist and school psychologist was in the area of testing and diagnostic evaluation. This apparent contradiction in the area of the professionals doing testing can be understood when one realizes the lack of school psychometrists and school psychologists employed in public schools.

Although few school districts reported school psychometrists and school psychologists as members of their educational staffs, a desire for these types of specialists was projected. The survey indicated a diversity of opinion on amount of services desired. Rural and town districts desired services on a part-time basis and city and metropolitan districts did correspond with the amount of money they seemed to be willing to expend for these services.

Superintendents attached great importance to diagnostic functions of school psychometrists and school psychologists. They saw this as a current role and function and also projected this to a desired role and function. Very little consideration was given to the consultant role

which the current literature reflected as the new emerging role of the school psychologists.

An expanded need for psychological services in the state of Oklahoma was projected for the future by school superintendents. A majority, however, reported no current psychological services and little money.

The results of the survey of Oklahoma superintendents' views of the current status and desired direction of school psychological services in the public schools have possible implications for University Training Programs, the State Department of Education, the State Legislature, and administrations and staffs of public schools.

Those in institutions charged with the responsibilities of training school psychometrists and school psychologists should deal with the problems of bringing the goals and objectives of their programs in line with the expectations of superintendents as revealed by this study. If this is seen as undesirable by university trainers, the administration and staff of the public schools must be made aware as to what the school psychometrist and the school psychologist is trained and prepared to do. Consequently, special school personnel, administrators, superintendents, and instructional staff members might resolve their differences as to roles and functions of the school psychometrists and school psychologists.

It is also suggested that projected funds available for school psychological services will not be enough to hire doctoral level people to fill the new positions. More sub-doctoral personnel could be made available and with less expense to the schools. The State Legislature should appropriate more monies to the State Department of

Education so that these services can be provided to the schools. The State Legislature also needs to appropriate monies to support regional resource centers in order to provide part-time psychological services to small school districts within a given geographical region.

Other educational specialists are already established in public schools. The school psychologist cannot expect to move in as director of pupil personnel services particularly if he has less than a doctorate degree. If the school psychologist is going to be effective in the elementary school, he must cooperate with special instructional personnel as well as with regular classroom teachers. If he is going to be effective at the secondary level, he must cooperate with counselors and teachers. Since there are not many elementary counselors, the school psychologist can be an integrating element between the secondary counselors staff and special instructional personnel of elementary schools.

Recommendations for Further Research

The following recommendations are presented for improving and expanding further investigations:

1. Any attempt at replication of this research should consider simplifying the questionnaire so that it will be less difficult for respondents to answer. The questionnaire should also be one which would require less time to answer.
2. Future research attempts should be directed at assessing what school psychometrists and school psychologists see as current and desired roles and functions in contrast to the views of other school personnel.

3. Further study should determine current and desired psychological services in the public schools according to geographic areas of the state to see if differences exist among different sections in the state of Oklahoma.

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APPENDIX A

COVER LETTER

Dear Superintendent:

We are conducting a research project sponsored by the School Psychology program at Oklahoma State University. The purpose of this research is to: (1) elicit from school administrators the current profile of pupil personnel services; and (2) the desired direction of school psychological services in the state of Oklahoma.

All of the state's superintendents are being asked to respond to this questionnaire, since only they can make decisions about future desired directions. You may be assured that all responses will remain strictly confidential, and no institution(s) or individual(s) will be named in the report. We feel that this study is of the utmost importance. The potential value accruing from this study should assist us in evaluating the state and university needs in the above areas of study. ONLY with your answers can we know what is needed and wanted. Please fill out the questionnaire and return it as soon as possible.

The following definitions of School Psychometrist and School Psychologist are essential for purposes of this study. It is assumed that you will refer to these definitions as you answer the questions.

The School Psychometrist:

One who is skilled in psychoeducational appraisal, competent in measurement and research design, knowledgeable about human growth and development, special education, and educational innovation, able to apply learning theory to the classroom, and one who works with all persons and agencies who are involved with the education of children. He must hold a Master's degree with a minimum of thirty semester hours of graduate credit.

The School Psychologist:

One who is skilled in psychodiagnostic and psychoeducational appraisal, competent in measurement and research design, knowledgeable about development and social psychology, versed in curriculum, special education, educational innovation, and preventive mental health, able to apply learning theory to the classroom and organizational planning in the school program, and one who works with all persons and agencies who are involved with the education of children. He must hold a Master's degree with a minimum of sixty semester hours of graduate credit and internship.

You will find enclosed a copy of the instrument to which we are asking your response, along with a self-addressed, stamped envelope.

Deborah A. Browne
Principal Investigator

Paul G. Warden
Coordinator
School Psychology Program
Oklahoma State University

P. S. Should you desire an abstract of the results of this study, please indicate below and return this letter with the questionnaire.

Name:
Address:

APPENDIX B

SCHOOL SERVICES QUESTIONNAIRE

1. Indicate the student enrollment in your school district:
 Grades K-6 Grades 7-12
2. Type of school organization (check): city town
 county
3. How many high schools in school system?
number
4. How many elementary schools in school system?
number
5. How many junior high or middle schools?
number
6. How many reading specialists employed by school system
(e.g., 1/5=one person, one day a week, 2=two persons
full-time)?
number
7. Number of speech therapists employed by district
(e.g., 1/5=one person one day a week, 2=two persons
full-time)?
number
8. Number of elementary counselors (e.g., 1/5=one person
one day a week, 2=two persons full-time)?
number
Number of secondary counselors (e.g., 1/5=one person
one day a week, 2=two persons full-time)?
number
9. Number of Educable Mentally Retarded classes?
number
10. Number of Trainable Mentally Retarded classes?
number
11. Number of Learning Disabilities classes?
number

12. Who does testing for special education classification of students in your school system (check)?

Guidance Center
 School Psychometrist
 School Psychologist
 Classroom Teacher
 Counselor
 State Department Employee
 Private Practitioner (Specify) _____
 Other (Specify) _____

13. Current number of school psychometrists serving school system (e.g., 1/5=one person for one day a week, 2=two persons full-time)? _____ number

Check one employee of school system
 not employee of school system

Approximate cost of Current school psychometrist services? \$ _____

How many State Department Special Education units are being used to defray costs of school psychometrist services (approximately \$4,000 for each full-time psychometrist is available)? _____ number

Indicate amount of desired school psychometrist services (e.g., 1/5=one person one day a week, 2=two persons full-time)? _____ number

Check one Desire to have school psychometrist as employee of **school** system
 Desire to use employee of another agency

Approximate amount of dollars you would be willing to expend for school psychometrist services (include Special Ed. unit money)? \$ _____

14. Current number of school psychologists serving school system (e.g., 1/5=one person for one day a week, 2=two persons full-time)? _____ number

Check one employee of school system
 not employee of school system

Approximate cost of current school psychologist services \$ _____

How many State Department Special Education units are being used to defray costs of school psychologist services (approximately \$4,000 for each full-time psychologist is available)? _____ number

Indicate amount of desired school psychologist services
(e.g., 1/5=one person one day a week, 2=two persons full-
time)? _____ number

Check one _____ Desire to have school psychologist as employee
of school system
_____ Desire to use employee of another agency

Approximate amount of dollars you would be willing to expend
for school psychologist services (include Special Ed.
Unit money)? \$ _____

15. Check the types of services currently performed by school
psychologist and psychometrist. Circle the three which receive
the greatest emphasis (). Ignore if you have no school
psychologist or psychometrist available.

Psychometrist Psychologist

_____	_____	Administration and interpretation of intelligence and educational tests
_____	_____	Educational and/or psychological diagnosis, recommendations and follow-up
_____	_____	Group testing
_____	_____	Diagnostic interviews with teacher, parents, social agencies, physicians, etc.
_____	_____	Placement in special classes
_____	_____	Organization and operation of special education
_____	_____	Curriculum and instructional consultation of special education
_____	_____	Curriculum and instructional consultation of regular education
_____	_____	Individual counseling
_____	_____	Parent counseling
_____	_____	Consultation about behavior modif- ication techniques
_____	_____	Consultation with teachers and staff for student developmental and behavior problems

Psychometrist Psychologist

_____	_____	In-service training of teachers
_____	_____	Staff problems
_____	_____	School system analysis and development of problem prevention procedures
_____	_____	Federal grant writing
_____	_____	Instructor of psychology courses

16. Check the types of services you would desire from the school psychometrist or school psychologist. Circle the three which should receive the greatest emphasis ().

Psychometrist Psychologist

_____	_____	Administration and interpretation of intelligence and educational tests
_____	_____	Educational and/or psychological diagnosis, recommendations and follow-up
_____	_____	Group testing
_____	_____	Diagnostic interviews with teachers, parents, social agencies, physicians, etc.
_____	_____	Placement in special classes
_____	_____	Organization and operation of special education
_____	_____	Curriculum and instructional consultation of special education
_____	_____	Curriculum and instructional consultation of regular education
_____	_____	Individual counseling
_____	_____	Group counseling
_____	_____	Parent Counseling
_____	_____	Consultation about behavior modification techniques

Psychometrist	Psychologist	
_____	_____	Consultation with teachers and staff for student developmental and behavior problems
_____	_____	In-service training of teachers
_____	_____	Staff problems
_____	_____	School system analysis and development of problem prevention procedures
_____	_____	Federal grant writing
_____	_____	Instructor of psychology courses

- | | | |
|-------|-------|--|
| _____ | _____ | Consultation with teachers and staff for student developmental and behavior problems |
| _____ | _____ | In-service training of teachers |
| _____ | _____ | Staff problems |
| _____ | _____ | School system analysis and development of problem prevention procedures |
| _____ | _____ | Federal grant writing |
| _____ | _____ | Instructor of psychology courses |

17. Do you see school psychologists along with counselors, special education teachers, etc., working together as a pupil personnel team? _____
18. Title of the person completing this questionnaire. _____
19. If you felt a need to obtain some or more psychological services, what have you done?

20. Comments

APPENDIX C

FOLLOW-UP LETTER

Dear Superintendent:

A short time ago, I mailed you a questionnaire which I asked you to complete and return to me. This questionnaire was relevant to a research project sponsored by the School Psychology Program at Oklahoma State University. The purpose of this research was to (1) elicit from school administrators the current profile of pupil personnel services, and (2) the desired direction of school psychological services in the state of Oklahoma. I have not yet received your response and am sending you another questionnaire in the event that you have mislaid the original one.

All of the state's superintendents were asked to respond to this questionnaire, since only they can make decisions about future desired directions. You may be assured that all responses will remain strictly confidential, and no institution(s) or individual(s) will be named in the report. We feel that this study is of the utmost importance. The potential value accruing from this study should assist us in evaluating the state and university needs in the above areas of study. Only with your answers can we know what is needed and wanted.

The following definitions of School Psychometrist and School Psychologist are essential for purposes of this study. It is assumed that you will refer to these definitions as you answer the questions.

The School Psychometrist:

One who is skilled in psychoeducational appraisal, competent in measurement and research design, knowledgeable about human growth and development, special education, and educational innovation, able to apply learning theory to the classroom, and one who works with all persons and agencies who are involved with the education of children. He must hold a Master's degree with a minimum of thirty semester hours of graduate credit.

The School Psychologist:

One who is skilled in psychodiagnostic and psychoeducational appraisal, competent in measurement and research design, knowledgeable about development and social psychology, versed in curriculum, special education, educational innovation, and preventive mental health, able to apply learning theory to the classroom and organizational planning in the school program, and one who works with all persons and agencies who are involved with the education of children. He must hold a Master's

degree with a minimum of sixty semester hours of graduate credit and internship.

Would you please take time now to respond to the enclosed questionnaire and return them to me in the enclosed envelope? It should take you less than 15 minutes.

Thank you in advance for your cooperation in this research.

Deborah A. Browne
Principal Investigator

Paul G. Warden
Coordinator
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P. S. Should you desire an abstract of the results of this study, please indicate below and return this letter with the questionnaire.

VITA

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Candidate for the Degree of
Master of Science

Thesis: CURRENT STATUS AND DESIRED DIRECTION OF SCHOOL PSYCHOLOGICAL SERVICES AS PERCEIVED BY SUPERINTENDENTS

Major Field: Educational Psychology

Biographical:

Personal Data: Born in Cushing, Oklahoma, October 28, 1940, the daughter of Mr. and Mrs. Robert B. Allen, Jr.

Education: Graduated from Cushing High School, Cushing, Oklahoma, in May, 1958; received the Bachelor of Science degree from Oklahoma State University in Stillwater, Oklahoma, July, 1971, with a major in Special Education; completed requirements for the Master of Science degree at Oklahoma State University in Educational Psychology, July, 1973.

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