

THE ROLE AND FUNCTIONS OF SCHOOL PSYCHOLOGICAL PERSONNEL
AS DEFINED BY GRADUATE PSYCHOLOGY STUDENTS,
ADMINISTRATORS AND PSYCHOLOGICAL PERSONNEL EMPLOYED
IN NEW HAVEN COUNTY PUBLIC SCHOOLS

Presented
in Fulfillment of the
Abstract Requirement for the
Degree of Master of Science
Southern Connecticut State College

by
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April, 1971

Abstract
1633
1971

UMI Number: EP28432

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The purpose of this study was to examine the roles and functions of school psychological personnel in New Haven County in Connecticut in an effort to provide direction for the relatively young profession of school psychology. Forty-seven psychological personnel employed in New Haven County public schools during the school year 1969 - 1970 were surveyed through the use of questionnaires. Seven administrators in school districts in New Haven County employing psychological personnel were interviewed. In addition, thirty-six graduate students matriculating in the psychological examining program at Southern Connecticut State College were presented with questionnaires.

The results of the questionnaires and interviews indicated that there was growth and expansion of psychological services in New Haven County public schools. In addition, the recognition by the administrators of the need for further expansion was shown.

It was concluded from the results that school psychologists tended to assume broader functioning than psychological examiners. However, the only function performed significantly more often by school psychologists was the supervision of other school personnel. The tendency toward broader functioning by school psychologists was concluded to be related to their close relationship with their administrators. Results indicated that significantly more school psychologists than psychological examiners were directly responsible to the superintendents in their school districts.

The results of the interviews with administrators indicated that administrators accepted varied functioning by psychological personnel when alternatives to a narrow "tester" role were presented to them.

The results of the questionnaires presented to students indicated that the students were generally well informed in regard to the roles and functions of school psychological personnel. The advanced students tended to be more cognizant of the scope of services which could be provided, but there were no statistically significant differences in the attitudes of the two groups of students.

Although individual testing was shown to be the major service provided by psychological personnel, psychological workers were not necessarily limited to this function. Other services which school psychological personnel could and often did provide were: responsibility for group testing programs; pupil record analysis; classroom observations; school staff, parent, and community agency conferences; counseling; in-service training of teachers; research; curriculum planning; and participation in special education programs.

It was concluded that whether school psychological personnel assume a broader, preventative role or whether they adhere to the more traditional diagnostic role will depend on their perception of their role and functions and the way they define their role and educate administrators and others as to the broad range of psychological services which could be provided.

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Thesis Sponsor:

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Studies indicate that the growth of school psychology has been phenomenal during the last ten to fifteen years. In 1950 there were 519 people in this country with the title of school psychologist while in 1960 there were 2,836.¹ Division 16, the division of school psychology of the American Psychological Association, was organized in 1947 and had 88 members in 1948. In 1967 its membership totaled 1,100.² In 1963 the "Journal of School Psychology," the first journal specifically related to school psychology, appeared. This was followed in 1964 by "Psychology in the Schools," a quarterly devoted to research, opinion and practice of school psychology.

With this growing interest and professional "population explosion", there has been a great deal of confusion concerning the school psychologist's specific role and functions. The Thayer Conference, held in 1954 by Division 16 of the American Psychological Association, was the first major attempt at an operational definition. The need for the establishment of sound professional standards was also emphasized. Here in Connecticut, the Connecticut Association for School Psychological Personnel (CASPP) undertook a study in 1963 to define

¹James F. Magary and M. L. Meacham, "The Growth of School Psychology in the Last Decade, "Journal of School Psychology, I, January, 1963)

²James F. Magary (ed.), School Psychological Services. (New Jersey: Prentice-Hall, Inc., 1967)

the roles and functions of psychological service personnel and to examine emerging trends in the state. Presently CASPP is actively involved in proposing changes in state certification requirements.

I. THE PROBLEM

Statement of the problem. The purpose of this paper is to examine the relationship between the way psychological personnel, administrators and graduate students define the role and functions of psychological personnel in order to provide an operational definition of the role and functions of psychological personnel employed in New Haven County.

Importance of the study. Since eight years have elapsed and there has been no follow-up to the CASPP survey, further investigation into how psychological personnel in this geographic area define their jobs and responsibilities seems called for. The expectations of students about to enter the field must be noted as reflections of emerging trends. Also the attitudes of administrators who eventually employ them are important in terms of the limitations they may or may not impose. It is essential to examine the relationship between the attitudes of psychological personnel, administrators and graduate students in an effort to provide direction for this relatively young profession.

Limitations of the study. This study was limited to public schools providing psychological services in New Haven County in Connecticut during the school year 1969-1970. It included the superintendent or administrator directly responsible for psychological

services in seven of the school districts included. It also included all school psychologists and psychological examiners employed in public schools in New Haven County. In addition, graduate students at Southern Connecticut State College preparing to enter the field of school psychology also were interviewed.

II. DEFINITION OF TERMS USED

Psychological personnel. This refers to psychological examiners and school psychologists certified by the State of Connecticut certification office.

Psychological examiner with provisional certification. This refers to a person with a master's degree from an institution approved for the preparation of school personnel in psychological services and a minimum of 27 graduate and undergraduate credits in the following areas:

1. Psychology and child development
2. Psychology and personal adjustment
3. Clinical psychology
4. Socio-economic problems
5. Educational methods
6. Measurements and evaluation applied to school problems

In addition, this person must have 18 graduate and undergraduate credits in individual psychological testing and the qualitative interpretation of test results. At least 6 of these credits must be obtained through field work under supervision of the preparing

institution, a certified school psychologist or an approved child study clinic.

Psychological examiner with standard certification. This refers to a person who has completed three years of successful experience as a psychological examiner under the provisional certificate and who has completed an additional 15 graduate credits in the field of specialization at an approved institution.

School psychologist with provisional certification. This refers to a person who has completed the requirements for a provisional certificate for psychological examiner and an additional 60 hours of graduate credit in a planned program at an institution approved for the preparation of school personnel in psychological services in the following areas:

1. Interview techniques
2. Interest and aptitude testing
3. Statistics
4. Personality evaluation
5. Counseling and psychotherapy
6. Research techniques

This person must also complete three years of paid full-time experience in the application of psychological principles and techniques to the problems of school age children, including at least one year in a school setting.

School psychologist with standard certification. The holder of a provisional certificate to serve as a school psychologist may

receive a standard certificate by completing three years of successful experience as a school psychologist and by completing a doctoral program in psychology with emphasis on education or a doctoral program in education with emphasis on psychology or at least 90 hours of graduate credit in the special field at an approved institution.

Administrator. This refers to the superintendent or other central office educational executive within a school district.

Licensed psychologist. This refers to a person who has completed two years of psychological experience, who has a doctorate degree in psychology and who has passed a licensing examination to practice as a psychologist in the State of Connecticut. This person is not certified by the State of Connecticut to serve as a school psychologist.

Temporary emergency permit. This refers to a permit which is issued by the State of Connecticut certification office at the request of a superintendent and a training institution to a person who is working toward but has not fully completed all requirements for state certification. It may be referred to by the initials TEP.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II of this study reviews the literature relating to the growth of the field of school psychology and the divergent definitions of roles and functions of psychological personnel in the schools. The 1963 CASPP survey is part of this review of literature.

Chapter III presents a brief explanation of the materials and procedures used and the groups studied.

Chapter IV contains the results of the questionnaires and the interviews.

Chapter V deals with an evaluation of the results of the compiled data.

Chapter VI summarizes the results of this study.

CHAPTER II

REVIEW OF THE LITERATURE

A sampling of literature in the field of school psychology reveals the rapid expansion of the field, divergent opinions as to proper roles, functions and educational preparation of school psychological personnel, and the changes which have occurred and are still occurring in this relatively young field.

I. LITERATURE ON THE GROWTH OF THE FIELD OF SCHOOL PSYCHOLOGY

School psychology has evolved primarily as the result of efforts to better know and understand the individual child, since he is central in the educative process. As public school enrollment has increased, there has been continuous expansion in this field.

White and Harris¹ cite the 800% growth in Division 16 between 1948 and 1959 as indicative of growth in the profession of school psychology. A recent survey conducted by Mullen and Magary² in 42 of the 50 largest cities in this country showed an increase in psychological personnel from 330 people in 1950 to 1,254 people in 1966.

¹Mary Alice White and M. W. Harris, The School Psychologist. (New York: Harper & Brothers, 1961) p. 9

²Francis A. Mullen, "The Role of the School Psychologist," James F. Magary (ed.), School Psychological Services. (New Jersey: Prentice-Hall, Inc., 1967) p. 37

Magary states,³ "...the number of individuals employed in this specialized area of educational and psychological employment has expanded by six or sevenfold in the last fifteen years and the number will continue to grow." According to Dunn⁴ we can expect a greater increase in both the extent and scope of psychological services.

Recent federal legislation and financial support have had impact upon the growth of school psychological services. Public Law 85-926 (1960) was revised in 1963 to provide for graduate fellowships for individuals desiring to become specialists in most areas of exceptionality. Susan Gray⁵ concludes that many of the programs included in the Economic Opportunity Act (1964) could and should involve school psychologists and their special knowledge of the culturally deprived child.

Public Law 88-97 (1965) provided for a commission to study the mental health needs of the nation's children. Hodges⁶, in commenting on this commission, feels that school psychologists can offer fresh ideas and approaches in regard to mental health in the schools.

³James F. Magary (ed.), School Psychological Services. (New Jersey: Prentice-Hall, Inc., 1967) p. 671

⁴James A. Dunn, "On the Growth of School Psychology," Psychology in the Schools, II, No. 2 (1965) p. 110

⁵Susan W. Gray, "School Psychologists and the Poverty Program," School Psychologist, Newsletter. 20 (February 1965) 3-5

⁶Hodges, "The School Psychologist," Newsletter, 20 (January 1966)

In addition, several aspects of the Elementary and Secondary Educational Act of 1965 have increased the need for more psychological personnel, particularly in relation to educational research.

II. DIVERGENT OPINIONS AS TO PROPER ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGICAL PERSONNEL

In an effort to lend direction and provide professional standards many attempts have been made to define the field of school psychology. Wallin and Ferguson⁷ tell us that different groups, such as state departments of education, local boards of education, training universities, and professional organizations have different concerns and thus different frames of reference. Even among school psychologists themselves there can be found many divergent opinions as to proper roles and functions.

Flair⁸ feels it is important for the school psychologist to be aware of the way in which his role is perceived by others since the lack of similarity in the perception of role can cause serious misunderstandings of functions. McElvaney and Miles⁹ stress the

⁷J. E. W. Wallin and Donald G. Ferguson, "The Development of School Psychological Services," James F. Magary (ed.), School Psychological Services. (New Jersey: Prentice-Hall, Inc., 1967)

⁸Merrel D. Flair, "The School Administrator and Pupil Personnel Services," Psychology in the Schools, II, No. 4 (1965)

⁹Charles T. McElvaney and M. B. Miles, "The School Psychologist as a Change Agent: Improving a School System through Survey Feedback Methods," Monroe G. and Gloria B. Gottsegen (eds.) Professional School Psychology. (New York: Grune & Stratton, Inc., 1969, III) p. 20

importance of organization within a school system and cite a need for good communication, coordination, consistency, and cooperation. They feel that psychological services will be largely ineffective as a result of disorganization. Capobianco¹⁰ feels that administrators may underestimate or fail to see the benefits of the services of school psychological personnel as a result of the school psychologist's isolation from teachers and administrators.

McNeil¹¹ states, "Every school psychologist ought to be a walking, talking school mental health program..." Gottsegen¹² feels that the psychologist can not possibly fill all mental health needs of the school, although he describes the role of the school psychologist as a dynamic one. He sees a variation in scope and character of the psychologist's role dependent on the governing philosophy of the particular school system. Ames and Ilg¹³ agree that the school's needs and wants impose restrictions on the psychologists roles, but

¹⁰Rudolph J. Capobianco, "The Psychologist Collaborates with Other School Staff," James F. Magary (ed.), School Psychological Services. (New Jersey: Prentice-Hall, Inc., 1967) p. 105

¹¹Elton P. McNeil et al, "The School Mental Health Program," Monroe G. and Gloria B. Gottsegen (eds.), Professional School Psychology. (New York: Grune & Stratton, Inc. 1963, II) p. 102

¹²Monroe G. Gottsegen, "The Role of the School Psychologist," Monroe G. and Gloria B. Gottsegen (eds.), Professional School Psychology. (New York: Grune & Stratton, Inc. 1960, I) p. 2

¹³Louise Bates Ames and F. Ilg, "Developmental Readiness for Learning," Monroe G. and Gloria B. Gottsegen (eds.), Professional School Psychology. (New York: Grune & Stratton, Inc., 1969, III)

also feel that the personality and professional preparation of the psychologist affect how he interprets his role.

Green et al¹⁴, reporting on a survey conducted in Maryland speak of the lack of agreement in that state as to the professional role of the school psychologist. They conclude that the emphasis is shifting from diagnostic to consultative services and they recommend revisions in training programs. Leton¹⁵ sees school psychology shifting from a clinical diagnostic approach toward one of scientific experimentation. He feels that school psychologists must broaden their knowledge of learning theory so as to be aware of the way children function and the conditions which can influence specific functioning.

Lauer¹⁶ calls this a "restless age" for school psychologists. She feels that disruptions of old patterns of social relations and education, greater knowledge of learning disabilities, and enormous sums of government funds have enabled the schools to provide more special services and have opened doors to new areas for the school psychologist.

¹⁴Arthur M. Green et al, "Psychological Services in Maryland Public and Non-public Schools," Journal of School Psychology. (1966)

¹⁵Donald A Leton, "School Psychology: Its Purposes and Directions," Psychology in the Schools, I, No. 2 (1964) p. 187

¹⁶Rachel M. Lauer, "Roles of School Psychologists: An Epistemological Approach," Monroe G. and Gloria B. Gottsegen (eds.) Professional School Psychology. (New York: Grune & Stratton, Inc., 1969, III) p. 240

Reger¹⁷ tells us that school psychologists can become more meaningful and contribute more to education by becoming better acquainted with all phases of the educational system. He feels that the school psychologist should be freed from the "tester" model and become identified with the "educator-research" model. He sees the psychologist in a position of power and authority in planning educational programs for all children as opposed to being concerned with exceptional children.

Susan Gray's¹⁸ definition of the role of the school psychologist is highly academic and idealistic. She feels he must be a competent data-oriented problem solver who is talented in transmitting psychological knowledge to teachers and other school personnel. She sees research competence as essential.

Valett¹⁹ feels teaching experience is extremely valuable in consulting with teachers which he considers one of the major roles of the school psychologist. He also sees psychological guidance and individual evaluation as important functions. Rucker²⁰ in agreement states that it is "...essential that the psychologist constantly bear in mind that his primary audience is the teacher..."

¹⁷Roger Reger, "The Technology of School Psychology," Journal of School Psychology. (Winter, 1967)

¹⁸Susan W. Gray, The Psychologist in the Schools. (New York: Holt, Rinehart, and Winston, 1963)

¹⁹Robert E. Valett, The Practice of School Psychology: Professional Problems. (New York: John Wiley & Sons, Inc., 1963)

²⁰Chauncey N. Rucker, "Report Writing in School Psychology: A Critical Investigation," Journal of School Psychology. (Winter, 1967)

Norma A. Cutts,²¹ a former Connecticut psychologist, summarizes the definition and functions of the school psychologist provided by the historic Thayer conference held by Division 16 of the American Psychological Association. "The school psychologist is a psychologist with training and experience in education. He uses his specialized knowledge of assessment, learning, and interpersonal relationships to assist school personnel to enrich the experience and growth of all children, and to recognize and deal with exceptional children. The school psychologist serves in an advisory capacity to school personnel and performs the following functions:

1. Measuring and interpreting the intellectual, social and emotional development of children.
2. Identifying exceptional children and collaborating in the planning of appropriate educational and social placements and programs.
3. Developing ways to facilitate the learning and adjustment of children.
4. Encouraging and initiating research, and helping to utilize research findings for the solution of school problems.
5. Diagnosing educational and personal disabilities, and collaborating in the planning of re-educational programs."

²¹Norma A. Cutts, School Psychologist at Mid-Century.
(Washington, D. C.: American Psychological Association, 1955)

Ashbaugh and Bardon,²² in a folder prepared for and published by the American Psychological Association, describe school psychology as that branch of psychology which concerns itself with the application of psychological knowledge to the problems of the schools, with special attention to the child as he interacts with the school. They feel that psychologists can help improve their school systems by working with children, teachers, parents, and school administrators in a variety of ways.

They feel the school psychologist can help individual children by analyzing the psychological and educational strengths and needs of the individual child; by making recommendations concerning a program to meet the needs of the child; by working with other specialists and agencies in the implementation of the child's program in the school and in the community; and by helping the child in the solution of his problems through counseling.

They feel the school psychologist can help parents by giving them information about the educational and psychological strengths and needs of their child through interpretation of their findings; by offering suggestions of ways in which parents can work with the school in helping their children; by expediting referrals to other specialists and agencies when appropriate; and by providing parent education programs.

²²William H. Ashbaugh and J. I. Bardon, "School Psychologist Folder." (New Jersey: American Psychological Association, Fall, 1967)

They feel the school psychologist can help teachers by interpreting their findings; by working with the teacher in the solution of management problems of children whose learning or adjustment disabilities interfere with classroom activity; and by providing information and ideas concerning the application of psychological research to the teacher's classroom.

They feel the school psychologist can help administrators with planning by assisting through research; by helping with design, preparation and evaluation of proposals for educational programs funded by local, state and federal agencies; and by providing in-service education for teachers and staff.

They see variety in the functioning of psychological personnel resulting from different educational training, the size and special needs of the school district and the special skills of the person. They conclude that school psychologists limit their activities to those areas in which they are most competent.

III. REVIEW OF 1963 CASPP SURVEY

Early in the 1950's the Connecticut Association of School Psychological Personnel was formed by and for the benefit of those professionals actively employed as psychological personnel in Connecticut public schools. In the ongoing pursuit of its goal to provide better psychological services in the schools and opportunities for professional growth CASPP undertook a study in 1963. This study was primarily concerned with the roles and functions of

psychological personnel in Connecticut at that time.

Seventy-seven of the ninety-nine qualified people employed as psychological personnel in Connecticut responded to the survey. From the results it was concluded that the majority saw themselves primarily as consultants. This indicated a broadening in functioning and movement away from the traditional "tester" model. It was also noted that there was no discernible difference between the functioning of psychological examiners and school psychologists.

Eighty-eight percent of the respondents were satisfied with what they were doing and approximately 50 percent did not want to add further functions to their roles. There were some interested, however, in both research and therapy.

The major frustrations expressed stemmed from the lack of adequate clerical and professional help. Fifteen percent also indicated as frustrating pressure because of the lack of time, while 12 percent stressed the lack of sympathy on the part of staff members to things psychological.

In view of these findings the following recommendations were made by the survey committee:

1. Training below the school psychologist level be considered an interim step and that certification be granted only to those who continue to be engaged in a program culminating with full school psychologist certification.
2. Further study should be undertaken to investigate what constitutes adequate staffing to support psychological services.

3. Further investigation be done in regard to the justification of including therapy and/or counseling in public school psychological functions.

CHAPTER III

MATERIALS AND PROCEDURES USED AND THE GROUPS STUDIED

Chapter III is concerned with the research materials and procedures used in this study and a description of the groups studied.

I. GROUPS STUDIED

School districts. Of the twenty-six school districts in New Haven County which were contacted, six did not employ psychological personnel in their schools. The remaining twenty school districts which employed psychological personnel in their schools were included in this study. A listing of the twenty school districts involved can be found in Appendix A.

Psychological personnel. A list of the psychological personnel employed in New Haven County was compiled by consulting the 1968-1969 CASPP Directory and the office of the superintendent of schools in each school district. The listing included sixty-six people employed as psychological personnel in twenty school districts. Forty-seven school psychological personnel or 71 percent of the total population responded to the questionnaire and were included in this study. Of the forty-seven, thirty-one were classified as psychological examiners and sixteen were classified as school psychologists.

Graduate students. Thirty-six graduate students matriculating in the psychological examining program at Southern Connecticut State College were presented with questionnaires. Eighteen students were beginning an intermediate individual testing course and eighteen students were beginning an advanced individual testing course. Within each group there were variations in regard to age, educational background and professional experience, but none of the students had completed field work in school psychology.

Administrators. In spite of great efforts to interview administrators in all of the twenty school districts, only seven or 35 percent were available to take part in this study. Since they varied in terms of the psychological personnel/pupil ratio provided in their respective towns as well as in attitudes concerning roles and functions of psychological personnel, it was felt that this number comprised an adequate sample for the purposes of this study.

Five of the administrators were superintendents and two had the title Director of Pupil Personnel Services. One Director of Pupil Personnel Services was a school psychologist while the other administrators had only survey courses in psychology in their educational backgrounds. The school psychologist did not take part in the survey of psychological personnel. Both Directors of Pupil Personnel Services were instrumental in the hiring of psychological personnel but had no control over the actual number of personnel hired.

The number of pupils in the school districts represented by the administrators varied from 3,150 to 10,300. The psychological personnel/pupil ratio varied from 1/1500 to 1/6000.

II. MATERIALS AND PROCEDURES USED

Questionnaires distributed to psychological personnel.

A detailed questionnaire was mailed to the sixty-six psychological personnel employed in towns in New Haven County. It was concerned with the following areas:

1. Job title
2. Job experience
3. Educational and professional preparation
4. Specific job functions
5. Supervisor's title
6. Use of time
7. Pupil/service ratio
8. Size of school system
9. Grade levels serviced
10. Professional affiliations
11. Attitudes toward job
12. Recommendations

A stamped, return-addressed envelope was included with each questionnaire to encourage an adequate response. Three weeks after mailing the questionnaires a reminder notice was sent to further increase the percentage of response. A sample of the questionnaire

can be found in Appendix B. A sample of the reminder notice can be found in Appendix C.

Questionnaires presented to graduate students. The graduate students included in the study were presented with questionnaires during a regular class session. This questionnaire was concerned with the students' educational and professional backgrounds, their attitudes toward psychological services, and their understanding of what the job specifically entails. Appendix B includes a sample of this questionnaire.

Interviews with administrators. The seven administrators included in the study were interviewed in their private offices. They were initially sent a letter explaining the purpose of the interview which was to determine their expectations and attitudes concerning the roles and functions of psychological personnel. The interviews were conducted through direct questioning as well as informal conversation. They varied in time from thirty minutes to two hours. The specific questions which were presented to administrators are shown in Appendix B.

CHAPTER IV

QUESTIONNAIRE AND INTERVIEW RESULTS

This chapter presents the results of the questionnaire responses and the interviews.

The first part of the chapter gives an item by item report of the questions contained in the questionnaire mailed to psychological personnel.

The second part of the chapter gives an item by item report of the questionnaire presented to the graduate students.

The third part of the chapter provides the results of the interviews held with the administrators.

I. PSYCHOLOGICAL PERSONNEL QUESTIONNAIRE RESULTS

The results of the questionnaire distributed to psychological personnel are shown by stating the raw scores and percentages. Where deemed important the results are reported separately for psychological examiners and school psychologists. Appropriate statistical analyses were implemented to test for significance of differences wherever called for. Chi square was the primary statistical method used.¹

The total number of psychological personnel included is forty-seven with thirty-one classified as psychological examiners and sixteen classified as school psychologists.

¹J. P. Guilford, Fundamental Statistics in Psychology and Education. (New York: McGraw-Hill Book Company, 1965) Appendix B, Table N, p. 595

The first question was concerned with the person's specific job title.

Question--1. What is your specific job title?

Psychological examiner	29	61.8%
School psychologist	12	25.5%
Director of pupil personnel services	1	2.1%
Director of special programs	1	2.1%
Coordinator of special services	1	2.1%
Psychological consultant	2	4.3%
Director of special services	<u>1</u>	<u>2.1%</u>
	47	100.0%

Tabulations show that the majority of psychological personnel were specifically called psychological examiners or school psychologists, while 13 percent had various administrative titles.

Next the individual was questioned as to the length of time spent in this specific job.

Question--2. How long have you held this position?

1 - 2 years	16	34.0%
3 - 4 years	17	36.2%
5 - 6 years	5	10.6%
7 - 8 years	2	4.3%
9 - 10 years	4	8.5%
10 or more years	<u>3</u>	<u>6.4%</u>
	47	100.0%

An overwhelming majority had held their positions for six years or less, while only 6 percent had held the same position for ten or more years.

Question--3. What previous professional experience have you had?

	Psychological Examiners		School Psychologists	
Teaching	9	29.0%	7	44.8%
Social work	5	16.1%	1	6.3%
Clinical psychology	-	---	5	31.3%
Psychological examining	4	12.9%	7	44.8%
Research	4	12.9%	2	12.5%
Guidance	3	9.7%	-	---
Industrial psychology	2	6.5%	-	---
School psychologist	-	---	3	18.8%

Tabulations show that 29 percent or less than one third of the thirty-one psychological examiners had taught, while 44 percent or almost half of the sixteen psychologists had teaching experience. Forty-four percent of the psychologists also indicated previous experience as psychological examiners. Thirty-one percent or almost one third of the school psychologists listed clinical experience in their background.

Question--4. What degrees do you hold? (Please include institutions.)

	Psychological Examiners		School Psychologists	
Bachelor's degree	2	6.5%	-	---
Master's degree	24	77.4%	4	25.0%
6th year advanced certificate	5	16.1%	6	37.5%
Doctorate degree	-	---	6	37.5%
	31	100.0%	16	100.0%

In recording responses to this question only the highest degree indicated was tabulated since lower degrees are prerequisites. Tabulations show that the majority of psychological examiners held a master's degree. The two people below this degree level indicated that they were working toward a master's degree but had not yet completed their theses. Sixteen percent of the psychological examiners had received 6th year certificates of advanced study, going beyond the educational level demanded by present certification requirements. In contrast,

twenty-five percent of the psychologists held a master's degree, 38 percent had received a 6th year certificate of advanced study, and 38 percent held a doctorate degree. The professional training institutions listed by the respondents are shown in Appendix D.

Question--5. How many graduate credits have you completed?

	Psychological Examiners		School Psychologists	
30 - 45 credits	12	38.7%	-	---
46 - 60 credits	7	22.6%	1	6.3%
61 - 75 credits	11	35.5%	3	18.7%
76 - 90 credits	1	3.2%	3	18.7%
91 or more credits	-	---	9	56.3%
	31	100.0%	16	100.0%

Thirty-nine percent of the psychological examiners had completed a minimum number of credits required for certification, while the remaining number had gone beyond this requirement. One person indicated completion of 90 graduate credits. Fifty-six percent of the psychologists had completed 91 or more credits, while 37 percent had completed 61-90 credits.

Question--6. How are you certified?

	Psychological Examiners		School Psychologists	
Provisional certificate	12	38.7%	10	62.4%
Standard certificate	14	45.2%	5	31.3%
Temporary emergency permit	5	16.1%	-	---
Psychological license	-	---	1	6.3%
	31	100.0%	16	100.0%

Tabulations show that 39 percent of the psychological examiners held a provisional certificate and 45 percent held a standard certificate. Five people were working under a temporary emergency permit. One psychologist held a psychological license, while 62 percent were provisionally certified and 31 percent held a standard certificate.

Question--7. Are you pursuing further graduate training?

	Psychological Examiners		School Psychologists	
Yes	25	80.7%*	5	31.3%
No	5	16.1%	7	43.7%
Uncertain	1	3.2%	4	25.0%
	31	100.0%	16	100.0%

*Note: Significant at the .05 level of confidence.

An overwhelming majority of the examiners expressed the intention to pursue further training, while almost half or 44 percent of the psychologists indicated no intention of pursuing further training.

The next two questions concerned the supervision of psychological personnel.

Question--8. What is the title of your immediate supervisor?

	Psychological Examiners		School Psychologists	
Superintendent	4	12.9%	10	62.5%*
Assistant superintendent	2	6.5%	-	---
School psychologist	8	25.7%	-	---
Director of psychological services	6	19.4%	2	12.5%
Director of pupil personnel	6	19.4%	2	12.5%
Director of special services	3	9.7%	2	12.5%
Director of special programs	1	3.2%	-	---
Coordinator of special services	<u>1</u>	<u>3.2%</u>	<u>-</u>	<u>---</u>
	31	100.0%	16	100.0%

More than half or 63 percent of school psychologists indicated that they report to the superintendent in their school district, while only 13 percent of the psychological examiners were directly supervised by superintendents. Twenty-six percent of the psychological examiners

*Note: Significant at the .01 level of confidence.

were supervised by school psychologists, while the remaining 61 per-
cent were responsible to various administrators.

Question--9. Who in your school system determines what
your actual functions shall be?

	Psychological Examiners		School Psychologists	
Superintendent	1	3.2%	1	6.3%
Self	3	9.7%	3	18.8%
Superintendent and self	1	3.2%	6	37.5%
Immediate supervisor	20	64.6%	4	25.0%
Team	5	16.1%	2	12.5%
Principal	<u>1</u>	<u>3.2%</u>	<u>-</u>	<u>---</u>
	31	100.0%	16	100.0%

The majority of psychological examiners reported that their
functions were determined by an immediate supervisor with only 10 per-
cent indicating self-determination of functions. In contrast almost
20 percent of the psychologists determined their own functions, while
an additional 38 percent did so in collaboration with a superintendent.

Question--10. How many students are enrolled in your school district?

0 - 5,000	18	38.3%
5,001 - 10,000	12	25.5%
10,001 - 15,000	7	14.9%
15,001 - 20,000	6	12.8%
20,001 and over	<u>4</u>	<u>8.5%</u>
	47	100.0%

Sixty-four percent of the psychological personnel included in this study were employed in a town with a student population of 10,000 or less, 28 percent were employed in a town with a student population of 10,000 to 20,000, and 9 percent reported a student population of over 20,000.

Question--11. How many psychological personnel are employed in your school system?

The responses of some psychological personnel within the same school district varied one from another. Accordingly the tabulation offered invalid results and the data is not shown. The number of psychological personnel employed in each school district in New Haven County is, however, shown in Appendix A.

Question--12. Please rate the following courses in terms of their significance in your training.

Analysis of Table I. From Table I it can be seen that psychological personnel varied in terms of the courses taken in their training as well as how they rated specific courses. The only course all had taken was individual testing which was rated as very important by all but one individual. Developmental psychology was taken by all but two people, with the great majority rating it as very important. None felt that developmental psychology had little or no importance.

Personality theory was rated as very important by thirty-four of the forty-five people who had taken the course, while ten people felt personality theory had only moderate importance in their training. Of the forty-five individuals who had taken statistics more than half felt it was only moderately important and eight people felt the course had little or no importance.

TABLE I

RATING BY PSYCHOLOGICAL PERSONNEL
OF THE IMPORTANCE OF COURSES IN THEIR TRAINING

COURSE	A	B	C	TOTAL
Individual testing	46	1	--	47
Developmental psychology	42	4	--	46
Personality theory	34	10	1	45
Statistics	13	24	8	45
Abnormal psychology	35	9	--	44
Projective techniques	37	5	1	43
Educational psychology	26	14	1	41
Learning theory	25	14	--	39
Adolescent psychology	30	5	1	36
Group testing and evaluation	11	18	5	34
Sociology	7	17	8	32
Special education methods	20	9	3	32
Psychology of exceptional children	27	4	1	32
Social psychology	17	11	2	30
Experimental psychology	7	12	11	30
General methods of teaching	8	9	10	27
Methods of research	6	16	5	27
Practicum in clinical psychology	24	3	--	27
Remedial teaching methods'	12	9	5	26
Practicum in counseling techniques	18	6	1	25
Practice teaching	13	4	8	25
History and philosophy of education	6	10	8	24
Sensitivity training	7	10	6	23
Practicum in school psychology	20	3	--	23

A = Very important

B = Moderately important

C = Little or no importance

TOTAL = The number of psychological personnel who had taken each
course

Abnormal psychology, social psychology, educational psychology, and adolescent psychology were seen as very important by the majority of people who had taken these courses, while the majority of people who had taken experimental psychology rated it as only moderately important or having little or no importance.

Learning theory was felt to be very important by the majority who had taken it as were the courses in special education methods and psychology of exceptional children. Projective techniques and the practicums in clinical and school psychology were also considered very important by those who had taken them.

Sensitivity training which was taken by only one half of the respondents was rated as only moderately important, as were group testing and evaluation, sociology, and research methods. Practice teaching was considered very important by the majority of people who had taken it, while general methods of teaching and the history and philosophy of education were evenly rated very important, moderately important, and having little or no importance.

Question--13. Please indicate the number of additional pupil service personnel employed in your school system.

Since responses from psychological personnel employed in the same school districts were often conflicting, tabulations were considered invalid and are not shown for this question.

Question--14. What is your grade assignment?

	Psychological Examiners		School Psychologists	
K - 6	7	22.6%	4	25.0%
K - 8	6	19.4%	4	25.0%
K - 9	2	6.5%	-	---
K - 12	15	48.3%	7	43.7%
7 - 12	-	---	1	6.3%
9 - 12	<u>1</u>	<u>3.2%</u>	<u>-</u>	<u>---</u>
	31	100.0%	16	100.0%

Tabulations show that almost half of the psychological examiners and psychologists had a K - 12 assignment with only one psychologist reporting an exclusive secondary assignment. Approximately one quarter of both psychological examiners and psychologists were assigned to grades K - 6 and approximately one quarter of each group was assigned to grades K - 8.

Question--15. How many days do you work?

	Psychological Examiners		School Psychologists	
One	-	---	1	6.3%
Two	3	9.7%	1	6.3%
Three	4	12.9%	2	12.5%
Four	1	3.2%	2	12.5%
Five	<u>23</u>	<u>74.2%</u>	<u>10</u>	<u>62.4%</u>
	31	100.0%	16	100.0%

The majority of both psychological examiners and psychologists were employed full time. Twenty-six percent of the psychological examiners and thirty-eight percent of the psychologists reported working part time.

Question--16. How many schools do you service?

	Psychological Examiners		School Psychologists	
1 - 2	3	9.7%	5	31.3%
3 - 4	7	22.6%	4	25.0%
5 - 6	11	35.4%	3	18.6%
7 - 8	4	12.9%	1	6.3%
9 - 10	2	6.5%	1	6.3%
11 or more	<u>4</u>	<u>12.9%</u>	<u>2</u>	<u>12.5%</u>
	31	100.0%	16	100.0%

Sixty-eight percent of the psychological examiners and 75 percent of the psychologists serviced six schools or fewer. Ten percent of the psychological examiners serviced one or two schools, while almost one third or 31 percent of the school psychologists worked in one or two schools.

Question--17. How many pupils would you estimate you service each year?

	Psychological Examiners		School Psychologists	
0 - 50	4	12.9%	1	6.3%
51 - 100	17	54.8%	5	31.1%
101 - 150	5	16.1%	4	25.0%
151 - 200	2	6.5%	2	12.5%
201 - 250	2	6.5%	1	6.3%
251 and over	<u>1</u>	<u>3.2%</u>	<u>3</u>	<u>18.8%</u>
	31	100.0%	16	100.0%

Seventy-one percent of the psychological examiners and 56 percent of the school psychologists reported servicing between 50 and 150 pupils each year. Nineteen percent of the psychologists estimated that they serviced all pupils in their school districts indirectly, while only one psychological examiner reported reaching all students indirectly.

The next question was concerned with the professional affiliations of the psychological personnel.

Question--18. What professional organizations do you belong to?

	Psychological Examiners		School Psychologists	
CASPP	23	74.2%	14	87.5%
NASP	4	12.9%	9	56.3%
CPA	1	3.2%	8	50.0%
APA	5	16.1%	12	75.0%
Local education association	16	51.6%	10	62.5%
NEA	9	29.0%	6	37.5%
CEA	8	25.8%	3	18.8%
CEC	3	9.7%	5	31.3%
Others	5	16.1%	6	37.5%
None	2	6.5%	-	---

By far the most popular organization with all psychological personnel was the Connecticut Association of School Psychological Personnel. The next most popular with the psychologists was the American Psychological Association, while more than 50 percent of the psychological examiners and psychologists supported their local education associations. Both groups had a large number of professional affiliations with only two psychological examiners belonging to no professional organizations.

The following question was a checklist designed to determine the percentage of time spent by psychological personnel in their various functions. It also allowed for expression of ideas of ideal functioning.

Question--19. In Column A please check the functions you now perform. In Column B try to estimate the percentage of time spent in each area. In Column C indicate how you would like to spend your time.

The results of this question are shown in Table II. Percentages of time spent in each area were omitted from the table since less than 50 percent of the total number of psychological personnel indicated time percentages.

Analysis of Table II. From Table II it can be seen that all psychological examiners administered individual tests, wrote reports and conferred with school staff members. All but one psychological examiner held parent conferences as well and all but two people reported observing in the classroom. Eighty-one percent of the psychological examiners listed pupil record analysis as one of their functions and 74 percent listed consultations with administrators.

More than one half of the psychological examiners participated in some way in special education programs. Two people indicated that they wrote the curriculum for learning disabilities teachers, while most people indicated involvement through the placement of children in special programs.

FUNCTION	PERFORMED BY:				PREFERRED BY:			
	PSYCHOLOGICAL EXAMINERS		SCHOOL PSYCHOLOGISTS		PSYCHOLOGICAL EXAMINERS		SCHOOL PSYCHOLOGISTS	
Group testing:								
supervision:	6	19%	3	19%	2	6%	1	6%
administration:	4	13%	3	19%	-	--	-	--
scoring and recording:	3	10%	-	--	-	--	-	--
Individual testing:								
administration:	31	100%	13	81%	5	16%	-	--
report writing:	31	100%	11	69%	4	13%	-	--
Pupil record analysis:	25	81%	12	75%	1	3%	-	--
Classroom observation:	29	94%	14	88%	5	16%	-	--
Conferences:								
staff:	31	100%	16	100%	5	16%	-	--
parent:	30	97%	15	94%	4	13%	-	--
community agency:	19	61%	14	88%	3	10%	-	--
Counseling:	15	48%	8	50%	5	16%	-	--
In-service teacher training:	11	35%	10	62%	6	19%	2	13%
Supervision of other personnel:	4	13%	11	69%*	5	16%	1	6%
Research:	3	10%	5	31%	7	23%	-	--
Community functions:	6	19%	9	56%	2	6%	1	6%
Curriculum planning:	11	35%	8	50%	6	19%	2	13%
Administrative consultations:	23	74%	14	88%	4	13%	1	6%
Participation in special education programs:	18	58%	13	81%	6	19%	1	6%
Satisfied with present functioning:	14	45%	11	69%	-	--	-	--

*Note: Significant at the .01 level of confidence.

TABLE II

FUNCTIONS PRESENTLY PERFORMED BY SCHOOL PSYCHOLOGICAL PERSONNEL IN
NEW HAVEN COUNTY AND HOW THEY WOULD PREFER TO SPEND THEIR TIME

Approximately one half of the psychological examiners indicated some form of counseling as one of their functions and approximately one third listed in-service teacher training and curriculum development as functions performed. Only 10 percent were engaged in research.

While not all school psychologists administered individual tests or wrote reports, the great majority did. One hundred percent conferred with school staff members and all but one met with parents. There was also a high percentage of school psychologists conferring with community agencies and consulting with administrators. Eighty-eight percent of the school psychologists observed in the classroom and 81 percent participated in special education programs. Sixty-nine percent supervised other personnel and 62 percent were involved in the in-service training of teachers. One half of the school psychologists indicated curriculum planning and counseling as functions performed and approximately one third reported being involved in some kind of research.

An overwhelming majority of the school psychologists were satisfied with the way in which they were functioning although two people indicated that they would like to spend more time in curriculum planning and two people reported that they would like to spend more time in the in-service training of teachers.

In contrast, only 45 percent of the psychological examiners were satisfied with their present functions with 23 percent indicating research as a neglected area. Approximately 20 percent also

expressed the desire to spend more time in curriculum planning, in-service teacher training and participation in special education programs. Sixteen percent indicated that they would like to spend more time administering individual tests and the same percentage reported the desire to spend more time visiting classrooms and conferring with teachers. Sixteen percent of the psychological examiners also indicated that they would like to add counseling to their list of functions.

The following two questions were concerned with administrative attitudes toward psychological services in the school districts represented and administrators' appreciation of the contributions of psychological personnel.

Question--20. How do you think your immediate supervisor envisions your role and functions?

	Psychological Examiners		School Psychologists	
Tester	15	48.4%	3	18.8%
Consultant to staff and parents	13	41.9%	7	43.8%
Broad and varied role	6	19.4%	7	43.8%
Develop new programs	3	9.7%	2	12.5%
Responsible for exceptional children	3	9.7%	-	---
Administrator	-	---	3	18.8%
Counseling	2	6.5%	-	---

Almost one half of the psychological examiners felt that their supervisors considered them to be primarily testers and consultants to teachers and parents. Only 10 percent of the psychological examiners felt that they were expected to contribute to the development of new programs and 10 percent felt that they were expected to be responsible solely for exceptional children.

Forty-four percent or almost one half of the school psychologists felt that their administrators defined their roles as very broad and varied and primarily consultative. However, only a small percentage felt that they were expected to contribute to the development of new programs.

Question--21. Do you think the administration of your school system appreciates your contribution and/or role?

	Psychological Examiners		School Psychologists	
Yes	24	77.4%	13	81.3%
No	4	12.9%	3	18.7%
Uncertain	<u>3</u>	<u>9.7%</u>	<u>-</u>	<u>---</u>
	31	100.0%	16	100.0%

Tabulations show that an overwhelming majority of the psychological personnel felt that their contributions were appreciated. However, many people indicated that their administrators did not realize the scope of the contribution they could make.

The last three questions presented to psychological personnel were analyzed for the total group since there were no appreciable differences between psychological examiners and school psychologists.

Question--22. What are the major problems and/or frustrations in your present position?

Not enough time	35	74.4%
Implementation of recommendations	25	53.1%
Limitations of physical space	13	27.7%
Need for more personnel	12	25.5%
Disorganized administration	9	19.1%
Inability to make curricular changes	7	14.9%
Boredom	1	2.1%

An overwhelming majority indicated time limitations as the greatest frustration. More than one half of the psychological personnel also felt frustrated in their efforts to implement recommendations, either because of a lack of adequate referral agencies and/or special classes or a lack of acceptance of their recommendations by teachers and/or parents.

More than one quarter felt that limitations of physical space for testing, report writing and conferences posed problems. Approximately one quarter cited a need for more psychological and other pupil service personnel.

Approximately one fifth of the psychological personnel indicated that disorganized administrations created frustrations, either through confused expectations of psychological personnel or lack of communication. Fifteen percent also reported feeling frustrated because of an inability to effect curricular changes as a preventive measure. One person of the forty-seven responding listed boredom as a problem.

Question--23. How is your salary determined?

Teacher's scale	2	4.3%
Teacher's scale + X	27	57.4%
Teacher's scale + X%	11	23.4%
Individual negotiation	6	12.8%
Administrator's scale	<u>1</u>	<u>2.1%</u>
	47	100.0%

More than one half of the psychological personnel were salaried according to the teacher's scale in their towns plus a specific amount which was not always indicated. The specific amounts which were mentioned varied from \$200.00 to \$600.00. Approximately one quarter received salaries according to teacher's scale plus a specific percentage. Salaries of 13 percent were determined by individual negotiation. Two psychological examiners were paid on a teacher's scale and one person was salaried on an administrative scale.

Question--24. How do you believe your salary should be determined?

Teacher's scale	1	2.1%
Teacher's scale + X	17	36.2%
Teacher's scale + X%	18	38.3%
Individual negotiation	10	21.3%
Administrative scale	<u>1</u>	<u>2.1%</u>
	47	100.0%

Most psychological personnel reported satisfaction with their salaries. More than one half indicated a preference for being salaried according to teacher's scale plus either a specific amount or a percentage differential. One fifth felt that salaries should be determined through individual negotiation and only one person indicated a preference for an administrative scale.

III. GRADUATE STUDENTS QUESTIONNAIRE RESULTS

The results of the questionnaires presented to graduate students are reported separately for students beginning intermediate individual testing and students beginning advanced individual testing. Both raw scores and percentages are shown. Appropriate statistical analyses were implemented wherever called for to test for the significance of differences. Chi square was the primary statistical method

which was used.²

The total number of graduate students included is thirty-six with eighteen people classified as intermediate students and eighteen people classified as advanced students.

The first four questions were concerned with the students' educational background and professional experience.

Question--1. What degrees do you hold? (Please include institutions.)

	Intermediate Students	Advanced Students
Bachelor's degree	13 72.2%	9 50.0%
Master's degree	5 27.8%	7 38.9%
6th year advanced certificate	- ---	2 11.1%
	18 100.0%	18 100.0%

Only the highest degree indicated was included in the results since lower degrees are prerequisites. A list of the preparing institutions of the graduate students can be found in Appendix D.

From the results it can be seen that only 28 percent of the intermediate students held master's degrees, while 50 percent of the advanced students held master's degrees or 6th year certificates of advanced study. Two people, one in each group, indicated that they

²J. P. Guilford, Fundamental Statistics in Psychology and Education. (New York: McGraw-Hill Book Company, 1965) Appendix B, Table N, p. 595

held two master's degrees and one person in intermediate testing was a registered nurse in addition to holding a master's degree.

Question--2. How many graduate credits have you completed?

	Intermediate Students		Advanced Students	
18 - 30 credits	11	61.1%	5	27.8%
31 - 45 credits	4	22.2%	6	33.2%
46 - 60 credits	2	11.1%	3	16.7%
61 - 75 credits	-	---	1	5.6%
76 - 90 credits	<u>1</u>	<u>5.6%</u>	<u>3</u>	<u>16.7%</u>
	18	100.0%	18	100.0%

The majority of the intermediate students had between 18 and 30 credits completed, while the majority of the advanced students had completed between 31 and 60 credits. None of the advanced students had less than 24 credits, while 50 percent of the intermediate students indicated that they had completed between 18 and 24 credits.

Question--3. Are you now working in a public school?

	Intermediate Students		Advanced Students	
Yes	5	27.8%	9	50.0%
No	<u>13</u>	<u>72.2%</u>	<u>9</u>	<u>50.0%</u>
	18	100.0%	18	100.0%

Less than one third of the intermediate students worked in public schools, while one half of the advanced students did.

Question--4. Please list any teaching experience which you have.

	Intermediate Students		Advanced Students	
1 - 3 years	6	33.3%	4	22.2%
4 - 6 years	1	5.6%	2	11.1%
7 - 10 years	2	11.1%	4	22.2%
11 - 15 years	1	5.6%	1	5.6%
Substituting or tutoring	3	16.7%	1	5.6%
Guidance counseling	1	5.6%	-	---
Administration	-	---	1	5.6%
None	4	22.2%	5	27.8%

Results show that an overwhelming majority of the students in both groups had teaching experience with most having taught for six years or less. One person had experience in administration and one person was a guidance counsellor.

Question--5. Do you plan to work in a public school setting once you are certified?

	Intermediate Students		Advanced Students	
Yes	12	66.6%	18	100.0%*
No	1	5.6%	-	---
Uncertain	5	27.8%*	-	---
	18	100.0%	18	100.0%

* Note: Significant at the .05 level of confidence.

Tabulations show that almost one third of the intermediate students were unsure of their future plans, while all of the advanced students were planning to work in public schools as psychological personnel when certified.

The following two questions were designed to elicit the students' attitudes toward the psychological examining program at the training institution.

Question--6. Do you feel you are being adequately prepared for your future role as a psychological examiner?

	Intermediate Students		Advanced Students	
Yes	14	77.8%	14	77.8%
No	-	---	1	5.6%
Uncertain	<u>4</u>	<u>22.2%</u>	<u>3</u>	<u>16.6%</u>
	18	100.0%	18	100.0%

Although an overwhelming majority of both groups felt that they were being adequately prepared, approximately one fifth of the total sample expressed some doubt. Four people mentioned their confusion as to the specific roles and functions of psychological personnel as contributing to their doubt. The remaining three people who were uncertain answered this question with a question mark.

Question--7. What criticisms do you have of the psychological examining program?

	Intermediate Students		Advanced Students	
Not intensive enough	4	22.2%	6	33.3%
Insufficient guidance and supervision	4	22.2%	5	27.8%
Too many credits required	3	16.7%	2	11.2%
Opportunities for practical experience not provided	1	5.6%	3	16.7%
Specific courses unnecessary	2	11.2%	2	11.2%
No criticisms	7	38.9%	2	11.2%

The criticisms mentioned most frequently by either group essentially dealt with the broad organization of the program. Approximately one quarter of the total number of students felt that supervision was not sufficiently provided and instructors were not available enough for consultation. Almost one third indicated that they felt the program was too dragged out, taking too many years to complete. Five people felt that too many credits were required. Two people felt that the statistics course was not necessary in the program, while two people mentioned education courses as unnecessary. Only two advanced students had no criticisms of the program, while more than one third of the intermediate students had no criticisms.

Question--8. What do you think are the duties and services performed by psychological examiners?

	Intermediate Students		Advanced Students	
Individual testing	8	44.4%	13	72.2%
Suggesting remedial techniques	3	16.7%	5	27.8%
Consulting with teachers	3	16.7%	6	33.3%
Diagnosing learning difficulties	1	5.6%	3	16.7%
Counseling	1	5.6%	2	11.1%
Recommending curricular changes	1	5.6%	2	11.1%
Referring children for special programs	1	5.6%	3	16.7%

Advanced students often gave two responses to this question, while two of the intermediate students left this question unanswered. Almost three quarters of the advanced students indicated individual testing as a major service provided by psychological examiners and one third indicated teacher consultations as another important function.

Less than one half of the intermediate students agreed on any major function although 44 percent mentioned individual testing as an essential service provided by psychological examiners.

Question--9. Why do you want to become a psychological examiner?

	Intermediate Students		Advanced Students	
Interested in psychology	1	5.6%	10	55.5%
Enjoy working with children on a one to one basis	6	33.3%	8	44.4%
Desire to help problem children	3	16.7%	5	27.8%
Supplement role as guidance counsellor	1	5.6%	3	16.7%
Need for testing in the schools	1	5.6%	2	11.1%
Higher salary	3	16.7%	-	---
Ability to work part time	-	---	2	11.1%
Challenging work	1	5.6%	-	---
No reason given	2	11.1%	-	---

Tabulations show that advanced students considered their interest in psychology to be a major reason for wanting to become psychological examiners. Almost one half of the advanced students also indicated working with children on a one to one basis as a reason for wanting to become a psychological examiner and almost one third listed a desire to help problem children as a motivating factor.

The most frequently mentioned reason for wanting to become a psychological examiner given by intermediate students was working with children on a one to one basis. Seventeen percent of the intermediate students also indicated a desire to help problem

children as a factor in making their decision and 17 percent mentioned higher salary. Two of the intermediate students left this question unanswered.

Question--10. What would you want to know about your first job as a psychological examiner?

	Intermediate Students		Advanced Students	
Job conditions	8	44.4%	11	61.1%
Employer's expectations	6	33.3%	10	55.5%
Salary	5	27.8%	3	16.7%
Weight placed on test results	1	5.6%	3	16.7%
Supervision provided	-	---	4	22.2%
Number of psychological personnel in system	1	5.6%	2	11.1%
Not specified	1	5.6%	-	---

Forty-four percent of the intermediate students and 61 percent of the advanced students indicated that they would want to know the general conditions of their first jobs. Specific conditions mentioned were the number of schools serviced, fringe benefits such as insurance and sick days, and the physical facilities available.

One third of the intermediate students expressed concern with the employer's expectations, while more than one half of the advanced students felt this was important. Twenty-two percent of

the advanced students were also concerned with the supervision provided on the job.

Twenty-eight percent of the intermediate students mentioned salary as a concern, while only 17 percent of the advanced students listed it. Only three people in the total group of students were concerned with the number of additional psychological personnel in the school system.

Question--11. Do you plan to pursue further graduate training when you complete this program?

	Intermediate Students		Advanced Students	
Yes	14	77.7%	16	88.8%
No	1	5.6%	-	---
Uncertain	<u>3</u>	<u>16.7%</u>	<u>2</u>	<u>11.2%</u>
	18	100.0%	18	100.0%

Although the majority of the students in both groups answered yes to this question, five people expressed some uncertainty. Only one person indicated no intention of pursuing further training.

The next question was presented on a separate paper after the questionnaires were collected so as not to influence the students' responses on the previous question.

Question--12. Please check in Column A the functions psychological personnel perform in public schools. In Column B estimate the percentage of time spent in each area.

The results of this question are shown in Table III. Although all but three students estimated time percentages spent in each area checked, most of the responses did not equal 100 percent. Therefore, Column B has been omitted in the tabulations.

Analysis of Table III. All of the students agreed that individual testing and report writing were functions of psychological personnel in the schools. An overwhelming majority of both groups included staff and parent conferences and administrative consultations as major functions. More than one half of the advanced students included community conferences as well. The majority of both groups also included classroom observations as a function performed.

Approximately two thirds of the advanced students indicated participation in special education programs as a function performed, while only 39 percent of the intermediate students included this. About one third of the advanced students indicated in-service teacher training and supervision of other personnel as functions of psychological personnel, while only one intermediate student felt these were important.

The two groups were similar in their views concerning group testing with less than one half of the students indicating this as a function. Seventeen percent in each group saw curriculum planning

TABLE III

ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGICAL PERSONNEL
AS DEFINED BY INTERMEDIATE AND ADVANCED GRADUATE STUDENTS
PREPARING TO BECOME PSYCHOLOGICAL EXAMINERS

FUNCTION	INTERMEDIATE STUDENTS		ADVANCED STUDENTS	
Group testing:				
supervision:	8	44%	7	39%
administration:	7	39%	5	28%
scoring and recording:	7	39%	7	39%
Individual testing:				
administration:	18	100%	18	100%
report writing:	18	100%	18	100%
Pupil record analysis:	8	44%	9	50%
Classroom observation:	12	67%	15	83%
Conferences:				
staff:	16	89%	17	94%
parent:	13	72%	16	89%
agency:	7	39%	10	56%
Counseling:	5	28%	3	17%
In-service teacher training:	1	6%	5	28%
Supervision of other personnel:	1	6%	6	33%
Research:	8	44%	4	22%
Community functions:	3	17%	5	28%
Curriculum planning:	3	17%	3	17%
Consultation with administration:	13	72%	16	89%
Participation in special education programs:	7	39%	11	61%
Other:	-	--	-	--

as a function and approximately one half of the total number of students mentioned the analysis of pupil records.

The students differed in their emphasis on research as a function. Forty-four percent of the intermediate students included research, while only 22 percent of the advanced students did. Twenty-eight percent of the intermediate students also indicated counseling as a function, while only 17 percent of the advanced students included it.

III. RESULTS OF INTERVIEWS WITH ADMINISTRATORS

The results of the interviews held with administrators are presented in paragraph form. Seven administrators were interviewed.

The first four questions were concerned with the size of the school districts and the psychological personnel/pupil ratios provided.

Question--1. How many pupils are enrolled in your school system?

The student populations in the seven school districts were as follows: 3,150; 4,400; 5,000; 6,000; 6,200; 9,600; and 10,300. The school district having the smallest student population included only secondary schools with pupils coming from three towns.

Question--2. How many schools are included in your district?

All seven of the districts represented by the administrators interviewed had one senior high school each. Four of the school districts had one junior high school and the other three school districts had two junior high schools each. At the elementary school level, six of the school districts had the following number of school buildings: 5; 7; 10; 11; 13; and 15. The seventh district had no elementary schools.

Question--3. How many psychological personnel are employed in your school system?

Three administrators reported having no school psychologist, while four administrators reported having one school psychologist employed in their school districts. Only one administrator reported having no psychological examiner employed in his school district. Two administrators reported that there were two psychological examiners employed in their school districts. The remaining four administrators indicated the following number of psychological examiners employed in their school districts: 1; 3; 4; and 5.

Question--4. How many psychological personnel do you feel would represent an ideal number for your school system?

Ideal staffing as reported by administrators ranged from one psychological worker for every five hundred children to one psychological worker for every two thousand children. One psychological worker for every one thousand children was the median ideal number indicated. A comparison of the actual psychological personnel/pupil ratios and the ideal psychological personnel/pupil ratios as indicated by the seven administrators are shown in Table IV.

Analysis of Table IV. From Table IV it can be seen that only one administrator considered the actual psychological personnel/pupil ratio in his school district to represent ideal staffing of psychological personnel. The other six administrators felt that the actual psychological personnel staffing in their districts was inadequate and they expressed a need for more psychological personnel.

It can also be seen from Table IV that the administrator reporting the highest actual psychological personnel/pupil ratio indicated the highest ideal psychological personnel/pupil ratio. The person reporting the lowest ideal psychological personnel/pupil ratio was the school psychologist.

The next four questions were designed to elicit the attitudes of administrators in regard to the roles and functions of psychological personnel.

TABLE IV

COMPARISON OF ACTUAL PSYCHOLOGICAL PERSONNEL/PUPIL RATIOS
AND IDEAL PSYCHOLOGICAL PERSONNEL/PUPIL RATIOS
AS INDICATED BY ADMINISTRATORS

	ACTUAL	IDEAL
A.	1:1500	1: 600
B.	1:1600	1:1600
C.	1:1700	1:1000
D.	1:2000	1: 900
E.	1:3150	1:1500
F.	1:3400	1: 500
G.	1:6000	1:2000

Question--5. What do you see as the major function and/or contribution of psychological personnel in public schools?

Six of the administrators mentioned the evaluation of children through individual testing as the major function of psychological personnel in public schools. Five of these six administrators mentioned staff and parent consultations as additional functions and three administrators mentioned planning programs for exceptional children as important.

One administrator felt that the most important contribution of psychological personnel in public schools was providing information about the learning process so as to benefit all children and suggesting curricular changes.

Question--6. What do you see as their major limitations?

Four of the administrators mentioned an inability to implement recommendations as a major limitation. Three of the administrators felt that this was due to the lack of referral agencies and/or special programs available, while one administrator felt it was due to non-acceptance of recommendations by parents or teachers. Three administrators felt that recommendations were often too "psychological" and not practical enough.

Two administrators indicated that being too test oriented was a limitation which resulted in the failure to thoroughly evaluate children.

Question--7. Do you think of psychological personnel as educators with training in psychology or psychologists working in a school setting?

Six of the administrators thought of psychological personnel as educators with training in psychology. The one person who saw psychological personnel as psychologists working in a school setting was the school psychologist.

Question--8. Who do you think should determine the functions of school psychological personnel?

Two of the administrators felt that psychological personnel should determine their own functions, while three administrators felt that functions should be determined by the individual in conjunction with an immediate supervisor. Two administrators felt that functions of psychological personnel should be determined by a pupil personnel team.

Question--9. Do you think psychological personnel should have teaching experience?

Two administrators felt that psychological personnel should have teaching experience, while five administrators felt that it was preferable but not essential. All seven administrators mentioned knowledge of theories of education and the ability to communicate with teachers as essential.

The following question is a checklist which was presented to the administrators at the conclusion of each interview.

Question--10. Please check the functions you think psychological personnel should perform in public schools.

The results of this question are shown in Table V.

Analysis of Table V. From Table V it can be seen that the administrators were in close agreement as to how they envisioned the functions of psychological personnel. All seven agreed that the following eight functions should be performed by psychological personnel: administering individual tests; writing reports; analyzing pupil records; conferring with school staff members; conferring with parents; participating in research; consulting with administrators; and participating in special education programs.

Six administrators included conferring with community agencies, observing in the classroom, counseling, and in-service teacher training as important functions. Five administrators included curriculum planning and four administrators felt that additional community functions should be performed. Only one administrator felt that group testing should be the responsibility of psychological personnel and none of the administrators felt that psychological personnel should perform supervisory functions.

TABLE V

ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGICAL PERSONNEL
AS DEFINED BY ADMINISTRATORS EMPLOYING THEM

FUNCTION	TOTAL
Group testing:	
supervision:	1
administration:	1
scoring and recording:	1
Individual testing:	
administration:	7
report writing:	7
Pupil record analysis:	7
Classroom observation:	6
Conferences:	
staff:	7
parent:	7
community agency:	6
Counseling:	6
In-service teacher	
training:	6
Supervision of other	
personnel:	-
Research:	7
Community functions:	4
Curriculum planning:	5
Consultation with	
administration:	7
Participation in special	
education programs:	7
Other:	-

TOTAL = Number of administrators

CHAPTER V

EVALUATION OF THE QUESTIONNAIRE AND INTERVIEW RESULTS

The data presented indicated that there had been expansion of school psychological services in New Haven County. At the time of the 1963 CASPP survey which was reviewed in Chapter II, there were ninety-nine qualified school psychological personnel employed in the entire state of Connecticut. During the school year 1969-1970 there were sixty-six qualified school psychological personnel employed in New Haven County alone.

Growth in the profession of school psychology was further shown in the responses of psychological personnel to question 2 on page 24. Eighty-one percent had held their positions for six years or less, while 70 percent had been employed as psychological personnel for four years or less.

The recognized need by administrators for more psychological personnel in the schools was clearly illustrated in Table IV on page 60. Only one administrator felt that he had achieved ideal staffing of psychological personnel, while the other six administrators saw a need for more psychological personnel in their school districts. The recognition on the part of administrators of this need and the resulting job openings in the schools in turn placed pressure on state institutions of higher learning to provide the necessary training programs.

By referring to Appendix D it can be seen that state institutions indeed responded to this pressure. Twenty-three of the thirty-one psychological examiners included in this study received their professional training at the master's level at Connecticut colleges and universities. Six of the ten school psychologists trained below the doctorate level received their 6th year certificates of advanced study from Connecticut educational institutions.

At Southern Connecticut State College, the only educational institution in Connecticut which offers a graduate program in school psychological services, a sixth year program preparing psychological workers for state certification as school psychologists was instituted in 1968. In addition, the master's program leading to certification in psychological examining was expanded and revitalized in accordance with emerging trends in the state.

By expanding training programs, educational institutions in the State of Connecticut responded to the needs of school psychological personnel as well. The results of question 5 on page 26 indicated that sixty-one percent of the psychological examiners and 56 percent of the school psychologists went beyond the minimum educational requirements for Connecticut certification as psychological personnel. A statistically significant number of psychological examiners and an overwhelming majority of graduate students also expressed intention to pursue further graduate training.

The high percentage of professional affiliations indicated by psychological examiners and school psychologists further reflected the efforts of psychological personnel to clarify their roles in order to meet the needs of the schools.

In an effort to determine the needs of the schools in New Haven County, administrators were asked to indicate what they felt was the major contribution of psychological personnel. Six of the administrators mentioned the evaluation of children through individual testing as the most important contribution of psychological personnel in the schools. Five administrators included staff and parent conferences and three administrators mentioned planning programs for exceptional children, in addition to individual testing. Only one of the seven administrators saw the contribution of psychological personnel as benefiting all children by providing information about the learning process.

The results of this question indicated that administrators narrowly defined the role of the school psychological worker mainly in relation to the exceptional child. This was consistent with the way in which psychological examiners felt their administrators interpreted their roles. Although not statistically significant, forty-eight percent of the psychological examiners felt that their administrators considered them to be primarily testers and consultants to teachers and parents.

In contrast, 44 percent of the school psychologists felt their administrators saw their roles and functions as broad and varied. However, only a small percentage felt that they were expected to contribute to the development of new programs. An overwhelming majority of all psychological personnel indicated that their contributions were appreciated by their administrators, but many indicated that their administrators did not fully realize the scope of the contribution which they could make.

These findings appeared to contradict the results of the 1963 CASPP survey reviewed in Chapter II which indicated broadening in functioning and movement away from the traditional "tester" model. However, Table V on page 64 indicated that administrators did in fact accept broader functioning when presented with alternatives to the narrow "tester" role.

Six administrators included conferring with community agencies, counseling and in-service teacher training as important functions of school psychological personnel. Five administrators included curriculum development and four administrators felt that additional community functions should be performed by school psychological personnel. The only function of those presented in question 10 on page 63 which none of the administrators felt should be performed by school psychological personnel was the supervision of other personnel.

From these results it was concluded that the scope of functioning of school psychological personnel expected by administrators was directly related to the contact between administrators and the psychological personnel employed in their school districts. The results of question 8 on page 28, question 16 on page 35 and question 20 on page 41 confirmed this conclusion.

Significantly more school psychologists than psychological examiners reported that they were directly responsible to the superintendents in their school districts. Question 16 indicated that there was a tendency for school psychologists to service fewer schools and question 20 indicated that administrators tended to see the role of the school psychologist as broader and more varied than the role of the psychological examiner.

Analysis of Table II on page 39 indicated that there was a tendency for school psychologists to assume broader functioning than psychological examiners. Although the only statistically significant difference between the functioning of psychological examiners and school psychologists was in supervision of other personnel, various tendencies to differ were noted.

There was shown a tendency for school psychologists to do less testing and more research, in-service teacher training, community functions, curriculum planning and participation in special education programs. In addition to this tendency toward broader functioning, school psychologists tended to express more

satisfaction with the way in which they were functioning. The results of this study thus contradicted the results of the 1963 CASPP survey which concluded that there was no difference in the functioning of psychological examiners and school psychologists.

In an attempt to determine whether previous professional experience or educational background were related to the manner in which psychological personnel functioned, they were asked to list their previous experience and rate specific courses in their training. It was found that there was a common background for both groups.

Almost one half of the school psychologists had previous experience as psychological examiners. Except for the clinical experience of the six school psychologists holding doctorate degrees, both groups mentioned experience in the fields of teaching, research, guidance and social work. Since there were no significant differences in the percentages of psychological examiners or school psychologists taking specific courses, both groups were combined in Table I on page 32.

The results shown in Table I indicated that individual testing was the only course taken by all psychological personnel. It was rated as very important by all but one person who had taken it. This indicated that individual testing was the only course accepted by all training institutions as essential in the preparation of school psychological personnel.

Seven of the other eight courses which were taken by 75 percent or more of the psychological personnel were also rated as very important by the majority who had taken them. The one exception was statistics which was considered only moderately important by the majority of those who had taken it. There were no significant differences in the ratings of psychological examiners and school psychologists for any specific course.

When asked to indicate their major problems and/or frustrations, psychological examiners and school psychologists again showed no significant differences. Seventy-four percent of all psychological personnel indicated as frustrating time limitations resulting from inadequate staffing of personnel. Fifty-three percent listed the inability to implement recommendations as being frustrating.

Four of the administrators also saw this as a limitation of psychological personnel. Three administrators felt this was due to the lack of referral agencies and/or special programs available, while one administrator felt it was due to non-acceptance on the part of parents or teachers. Three of the seven administrators felt that recommendations were often too "psychological" which suggested that the specific title school psychologist did not necessarily account for the tendency toward broader functioning of the school psychologist as indicated by the results of this study.

In summary, the results indicated that the tendency of school psychologists to assume broader functioning was not related to previous experience, specific courses in their training nor their specific title. Since administrators demonstrated that they accepted broader functioning when presented with alternatives to the narrow "tester" model, it was felt that the significant number of school psychologists directly responsible to superintendents accounted for their tendency to perform more functions and assume a broader role.

Results of the questions presented to intermediate and advanced graduate students indicated that twelve of the thirty-six students already had a master's degree and two had a 6th year certificate of advanced study. An overwhelming majority had teaching experience and 39 percent were working in public schools at the time of this study. There were no statistically significant differences in the previous job experiences or degree levels of the two groups of students.

Results of the responses to question 5 on page 48 did indicate that significantly more of the advanced students planned to work in public schools as psychological examiners when they were certified. A statistically significant number of the intermediate students indicated uncertainty concerning their future plans.

When the responses to question 6 on page 49 were evaluated, it was found that the majority of students in both groups felt that they were being adequately prepared for their future roles as

psychological examiners. However, when the students were asked to criticize the psychological examining program the advanced students tended to have more criticisms. This suggested that they had more knowledge of the specific role for which they were being prepared.

The results of the responses to question 8 on page 51 appeared to indicate that the advanced students were more knowledgeable concerning the roles and functions of school psychological personnel. The advanced students gave almost twice as many responses as the intermediate students did. Seventy-two percent of the advanced students mentioned individual testing as a major function of psychological personnel and one third indicated teacher consultations were another important function. Less than one half of the intermediate students could agree on any one function as being major although forty-four percent mentioned individual testing as an essential service provided.

An analysis of Table III on page 56 indicated that although the advanced students tended to assign more functions to school psychological personnel there were no statistically significant differences between the way the two groups of students defined the roles and functions of psychological personnel. The advanced students placed slightly less emphasis on counseling and research and slightly more emphasis on classroom observations, in-service teacher training, parent conferences, supervision of other personnel and participation in special education programs.

When asked what they would want to know about their first job, the students showed no significant differences in their responses. Four of the advanced students mentioned that they would be concerned with the extent of supervision provided, which again suggested a tendency for this group to have more awareness of the roles and functions of psychological personnel.

A comparison of the results shown in Table II on page 32 and Table III on page 56 indicated that both groups of students were generally well informed in regard to the role and functions of psychological personnel. Although the students' tendency to place more emphasis on group testing and less emphasis on pupil record analysis, counseling, community functions, in-service teacher training and curriculum planning indicated less scope in their perception of the role of school psychological personnel, their attitudes were not significantly different than the attitudes of the psychological personnel included in this study.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The purpose of this study was to examine the roles and functions of school psychological personnel in New Haven County in Connecticut in an effort to provide direction for the relatively young profession of school psychology. Forty-seven psychological personnel employed in New Haven County public schools during the school year 1969 - 1970 were surveyed through the use of questionnaires. Seven administrators in school districts in New Haven County employing psychological personnel were interviewed. In addition, thirty-six graduate students matriculating in the psychological examining program at Southern Connecticut State College were presented with questionnaires.

The results of the questionnaires and interviews indicated that there was growth and expansion of psychological services in New Haven County public schools. In addition, the recognition by the administrators of the need for further expansion was shown.

It was concluded from the results that school psychologists tended to assume broader functioning than psychological examiners. However, the only function performed significantly more often by school psychologists was the supervision of other school personnel. The tendency toward broader functioning by school psychologists was concluded to be related to their close relationship with their

administrators. Results indicated that significantly more school psychologists than psychological examiners were directly responsible to the superintendents in their school districts.

The results of the interviews with administrators indicated that administrators accepted varied functioning by psychological personnel when alternatives to a narrow "tester" role were presented to them.

The results of the questionnaires presented to students indicated that the students were generally well informed in regard to the roles and functions of school psychological personnel. The advanced students tended to be more cognizant of the scope of services which could be provided, but there were no statistically significant differences in the attitudes of the two groups of students.

Although individual testing was shown to be the major service provided by psychological personnel, psychological workers were not necessarily limited to this function. Other services which school psychological personnel could and often did provide were: responsibility for group testing programs; pupil record analysis; classroom observations; school staff, parent, and community agency conferences; counseling; in-service teacher training; research; curriculum planning; and participation in special education programs.

It is concluded that whether school psychological personnel assume a broader, preventative role or whether they adhere to the more traditional diagnostic role will depend on their perception of their role and functions and the way they define their role and educate administrators and others as to the broad range of psychological services which could be provided.

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APPENDIXES

- A. SCHOOL DISTRICTS IN NEW HAVEN COUNTY EMPLOYING PSYCHOLOGICAL PERSONNEL DURING THE SCHOOL YEAR 1969 - 1970
- B. QUESTIONNAIRES
- C. REMINDER NOTICE SENT TO PSYCHOLOGICAL PERSONNEL
- D. PREPARING INSTITUTIONS OF RESPONDENTS

APPENDIX A

SCHOOL DISTRICTS IN NEW HAVEN COUNTY
EMPLOYING PSYCHOLOGICAL PERSONNEL
DURING THE SCHOOL YEAR
1969 - 1970

	PSYCHOLOGICAL EXAMINERS	SCHOOL PSYCHOLOGISTS
AMITY	-	1
BETHANY	-	1
BRANFORD	2	-
CHESHIRE	3	-
EAST HAVEN	1	-
GUILFORD	-	1
HAMDEN	5	1
MADISON	1	-
MERIDEN	5	-
MILFORD	4	1
NAUGATUCK	3	1
NEW HAVEN	5	5
NORTH HAVEN	2	1
ORANGE	1	2
PROSPECT	1	-
SEYMOUR	1	1
WALLINGFORD	2	1
WATERBURY	4	3
WEST HAVEN	4	1
WOODBRIIDGE	<u>1</u>	<u>1</u>
	45	21

APPENDIX B

1. What is your specific job title? _____

2. How long have you held this position? _____
3. What previous professional experience have you had? _____

4. What degrees do you hold? (Please include institutions)
 B.S. B.A. _____
 M.S. M.A. _____
 Ph.D. _____
5. How many graduate credits have you completed? (Include institutions)

6. How are you certified?
 Psychological examiner School Psychologist
 Provisional Standard Provisional Standard
 Other _____
7. Are you pursuing further graduate training? _____
8. What is the title of your immediate supervisor? _____

9. Who in your school system determines what your actual functions shall be?

10. How many students are enrolled in your school system? _____

11. How many psychological personnel are employed in your school system?
(Please indicate whether full or part time)
 School Psychologists _____
 Psychological examiners _____

12. Please rate the following courses in terms of their significance in your training. Check the courses you have taken in COLUMN A.

COURSE	Very Moderate Little or No			
	A	Important	Importance	Importance
General methods of teaching				
Practice teaching				
History and philosophy of education				
Developmental psychology				
Abnormal psychology				
Social psychology				
Adolescent psychology				
Educational psychology				
Personality theory				
Experimental psychology				
Methods of research				
Learning Theory				
Statistics				
Sociology				
Sensitivity training				
Remedial teaching methods				
Special education methods				
Psychology of exceptional children				
Individual testing				
Group testing and evaluation				
Practicum in counseling techniques				
Practicum in clinical psychology				
Practicum in school psychology				
Projective techniques				

13. Please indicate the number of additional pupil service personnel employed in your school system

Guidance counselors _____

Social workers _____

Others _____

14. What is your grade assignment?

K - 6 K - 8 K - 12 7 - 9 9 - 12

Other _____

15. How many days do you work? _____

16. How many schools do you service? _____

17. How many pupils would you estimate you service each year? _____
- _____

18. What professional organizations do you belong to?

- Local education association NEA CASPP NASP APA
 CPA OEC Others _____

19. In COLUMN A please check the functions you now perform. In COLUMN B try to estimate the % of your total time spent in each area. In COLUMN C indicate how you would like to spend your time.

	A	B	C
A. Group testing: supervision:			
administration:			
scoring and recording:			
B. Individual testing: administration:			
report writing:			
C. Pupil record analysis:			
D. Classroom observation:			
E. Conferences: staff:			
parent:			
community agencies:			
F. Counseling:			
G. In-service teacher training:			
H. Supervision of other personnel:			
I. Research:			
J. Community functions:			
K. Curriculum planning:			
L. Consultation with administration:			
M. Participation in Spec. Ed. programs:			
N. Other:			

20. How do you think your immediate supervisor envisions your role and functions?

21. Do you think the administration of your school system appreciates your contribution and/or role?

22. What are the major problems and/or frustrations in your present position?

23. How is your salary determined?

Teacher's scale

Teacher's scale + x (a specific amount)

Teacher's scale + x% (a % of scale added to scale)

Individual Negotiation

Other _____

24. How do you believe your salary should be determined?

25. Additional comments:

1. What degrees do you hold? (Please include institution)

B.S. B.A. _____

M.S. M.A. _____

Other _____

2. How many graduate credits have you completed? (Include this semester)

3. Are you now working in a public school? _____

4. Please list any teaching experience which you have.

5. Do you plan to work in a public school setting once you are certified?

6. Do you feel you are being adequately prepared for your future role as a psychological examiner?

7. What criticisms do you have of the psychological examining program?

8. What do you think are the duties and services performed by psychological examiners?

9. Why do you want to become a psychological examiner?

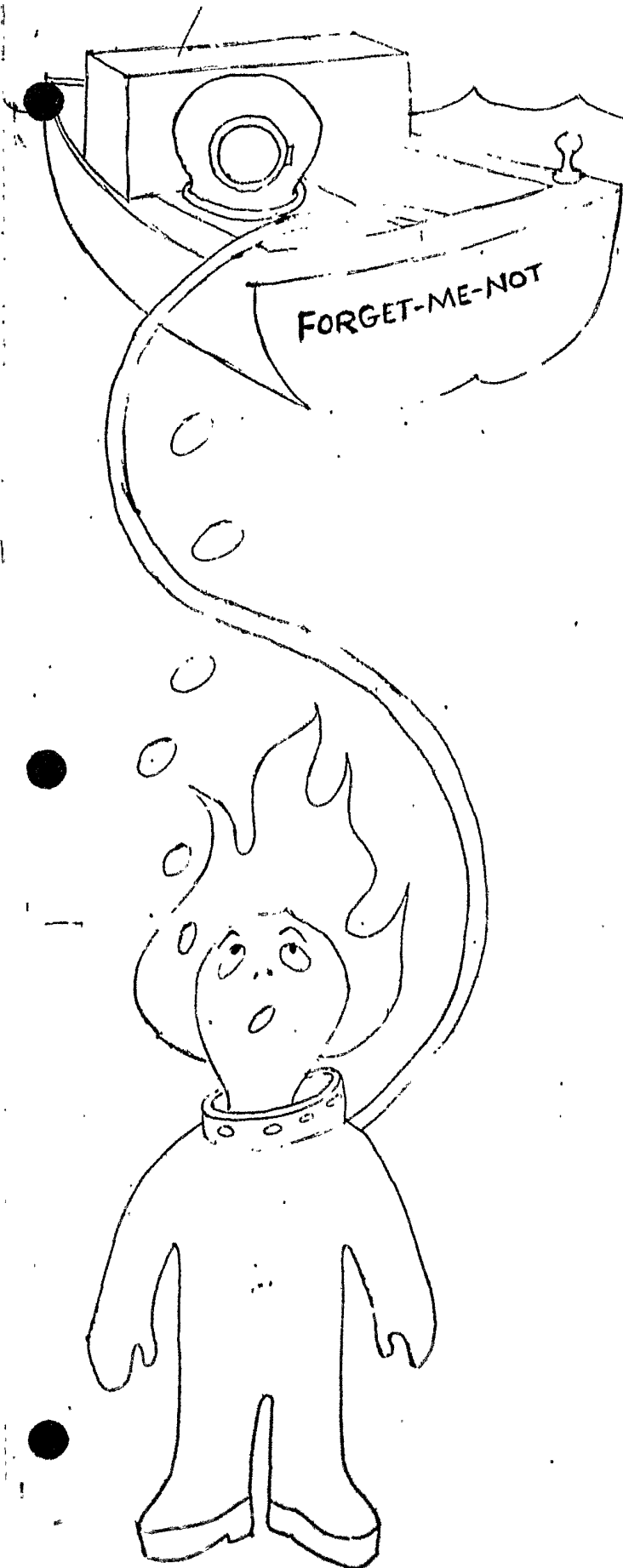
10. What would you want to know about your first job as a psychological examiner?

11. Do you plan to pursue further graduate training when you complete this program?

1. How many pupils are enrolled in your school system?
2. How many schools are included in your district?
 elementary?
 junior high?
 senior high?
3. How many psychological personnel are employed in your district?
4. How many psychological personnel do you feel would represent
 an ideal number for your school system?
5. What do you see as the major function and/or contribution of
 psychological personnel in public schools?
6. What do you see as their major limitation?
7. Do you think of psychological personnel as educators with
 training in psychology or psychologists working in a school
 setting?
8. Who do you think should determine the functions of psycho-
 logical personnel?
9. Do you think that psychological personnel should have teaching
 experience?
10. Please check the functions you think psychological personnel
 should perform in public schools.

APPENDIX C

MARCH 6, 1970



NOW THAT I'VE TAKEN THE PLUNGE...ON A PROJECT
OVER MY HEAD...PLEASE DON'T LET ME DOWN....

Recently I mailed a questionnaire to all
psychological personnel in NEW HAVEN COUNTY
PUBLIC SCHOOLS. My purpose was to gain
information which would help me in writing
a master's thesis on ROLES AND FUNCTIONS OF
SCHOOL PSYCHOLOGICAL PERSONNEL.

So far the response to this survey has been
discouraging. Less than 50% of the question-
naires have been returned. Although well
aware of the many demands on your time, I
again ask your assistance in this study.

If you have not already returned your question-
naire, I hope you will do so. Please do not
hesitate to call me, if you need another form.

THE GREATER THE RESPONSE, THE MORE MEANINGFUL
THE RESULTS.

If you have returned your questionnaire,
thanks for your support.

Very truly yours,

Jean Gillen

(Mrs.) Jean T. Gillen

329 Greenwood Drive

Cheshire, Conn. 06410

272-3771

APPENDIX D

INSTITUTIONS AT WHICH PSYCHOLOGICAL PERSONNEL
RECEIVED THEIR GRADUATE TRAINING

96

INSTITUTION	DEGREE	PSYCHOLOGICAL EXAMINERS	SCHOOL PSYCHOLOGISTS
Southern Connecticut State College	M.S.	13	5
	6th Year	1	4
University of Connecticut	M.S.	5	-
	6th Year	1	-
	Ph. D.	-	1
Fairfield	M.S.	5	1
	6th Year	2	2
Yale University	Ph. D.	-	1
City College of New York	M.S.	2	-
New York University	Ph. D.	-	1
Temple University	M.S.	1	-
Boston University	M.S.	-	1
University of Texas	Ph. D.	-	1
Harvard Graduate School	M.S.	-	1
Columbia University	M.S.	1	-
University of Montreal	M.S.	-	1
Fordham University	M.S.	-	1
	Ph. D.	-	1
University of Nebraska	Ph. D.	-	1
Not specified	M.S.	2	6
	6th Year	1	-
	Ph. D.	-	-

EDUCATIONAL INSTITUTIONS OF GRADUATE STUDENTS
 IN THE PSYCHOLOGICAL EXAMINING PROGRAM
 AT SOUTHERN CONNECTICUT STATE COLLEGE

97

INSTITUTIONS	DEGREE	INTERMEDIATE STUDENTS	ADVANCED STUDENTS
Southern Connecticut State College	B.S.	6	4
	M.S.	3	-
University of Connecticut	B.S.	2	1
	M.S.	-	1
	6th Year	-	1
University of Bridgeport	M.S.	1	1
Albertus Magnus College	B.S.	1	-
Quincy College	B.S.	1	-
Hartt College	B.S.	1	-
John Carroll University	M.S.	1	-
Adelphi College	B.S.	1	-
Tufts University	B.S.	1	-
University of North Carolina	B.S.	1	-
Marymount College	B.S.	-	1
Central Connecticut State College	B.S.	-	1
State University of New York	B.S.	-	1
Pembroke College	B.S.	-	1
University of Illinois	M.S.	-	1
Vassar College	B.S.	-	1
Fairfield	M.S.	-	1
Not Specified	B.S.	4	8
	M.S.	1	6
	6th Year	-	1