

Bermudian Educators' Perceptions of the Roles and Functions of School Psychologists

By

Lana V. Talbot

University of East London

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Abstract

A sequential mixed-method study was used to explore educators' views of the services provided by school psychologists in Bermudian schools. The views of teachers (regular and special education) were compared with the views of principals. The aim of the study was to determine the extent to which the current services of school psychologists are helpful to teachers. The findings of this research provided information about aspects of the school psychologist's role that are perceived by teachers and principals as providing the best outcomes for students, and as ensuring the accountability of effective services in Bermuda's education system. Results of this study influenced decision-making and policy formation through the provision of empirically-driven feedback regarding the school psychology programme.

A randomized sample of participants was selected from the regular and special education teachers and principals from the 26 public schools in Bermuda. A revised version of the School Psychology Perception Survey (SPPS), developed by Gilman and Gabriel (2004), was used to assess participants' (1) knowledge about school psychology services, (2) satisfaction with school psychology services, (3) and helpfulness of school psychology services, as well as (4) participants' future desired roles and functions of school psychologists. The survey also asked participants to identify the activities engaged in by the school psychologists that they viewed as most important. Responses of teachers were grouped according to their years of teaching experience, and then how often they utilized the services of the school psychologists.

Following the data collection and analysis of the survey, a focus group of four Bermudian school psychologists was convened. The results of the survey was shared with this group, and the school psychologists discussed the implications of the findings and the feasibility of putting the participants' desires into practice.

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CHAPTER I

INTRODUCTION

Background

Over the last few years, the Bermuda Education System has undergone various changes, most recently in 2007 when the Bermuda Ministry of Education conducted a review of the Bermuda public education system. The study was conducted by Dr. John Hopkins and his team, two of whom were Bermudian educators. As a result of this study, the *Review of Public Education in Bermuda* was published. The reviewer's brief was to evaluate the effectiveness of public education in Bermuda by (a) identifying strengths and areas for improvement, (b) providing evidence for a thorough reform of the public education system; and (c) using a transparent methodology with very clear recommendations for action that would result in rapid improvement of this sector of government within a short period of time (Hopkins, Matthews, Matthews, Wood-Smith, Olagjde & Smith (2007). Two of the most significant findings of the study were that (a) there is a greater need for accountability across the system, and (b) there is a need for improvement in teaching.

A more recent evaluation of special needs education within the Bermuda school system was conducted in 2010 by Bermuda's Ombudsman, Arlene Brock (Ombudsman for Bermuda Interim Report, 2010). This evaluation emanated and derived from a parent who expressed concern to Brock regarding the provision of education and support for students with special education needs. Brock conducted an investigation into the concerns of the parent, and produced Bermuda's Five-Month Interim Report, covering a

period from August 1, 2010 to December 31, 2010. The parent maintained that the Ministry of Education had failed to provide an adequate education in Bermuda for her special needs child, in accordance with the Education Act 1996 and the National Policy on Disabilities. As a result of this review, Brock recommended that the Department of Education develop a “Special Education Policy” to comply with both the Education Act 1996 and the National Policy on Disabilities. The Ministry of Education agreed with the recommendations of the Ombudsman. As a result, the Ministry of Education commissioned the government’s Department of Internal Audit to identify important gaps that needed to be addressed in the provision of appropriate special education for Bermuda’s public school students. As of this writing, the Ministry of Education is in the process of drafting a Green Paper on Special Education to determine the final policy and the subsequent likely legislation.

The development of this new special education legislation has implications for the role of school psychologists. Special education legislation often can have a great influence on the roles and functions of the school psychologist (Reschly, 2000). Hopkins et al. (2007) had reported that the process of assessing and making decisions regarding students’ needs did not always involve input from school psychologists at various schools. There apparently was no agreed-upon criteria in Bermuda for determining whether or not a child has learning difficulties, or whether he or she is simply hard to teach. Thus, the findings of Hopkins et al.’s study suggest that teachers and administrators are not aware of the significant roles that school psychologists play, or the functions that they carry out in schools. In particular, there appears to be variance in views about how teachers and administrators perceive the role of school psychologists,

particularly in regard to special education eligibility decisions, and in supporting the development of children. Consequently, this research evaluated the school psychologists' programme as to its ability to meet the needs of teachers and students, and to what extent psychological services are meeting the needs of the school system in Bermuda.

The Bermuda Educational System

There is a sense of urgency for the Bermuda Public School System to deliver a 21st-Century education, which ensures that students will be able to compete locally and globally (Blueprint to Education, 2009). The Bermuda government's educational system originated from the Schools Act of 1879, and is based on the traditional British pattern. The Education Act of 1949 established the right of all children within, what was then, the compulsory school age of 7 to 13, to receive free primary education. By 1969, the compulsory school age had expanded to 5 to 16, and all children within that age range were entitled to free primary and secondary education. A revision of the Education Act was passed in 1985, and was more recently (1996) amended to entitle children to remain in secondary school up to the age of 19 years, in order to complete the secondary programme. The Education Act of 1996 is the most recent Education Act reflecting all the changes over the years in Education.

The Bermuda Department of Statistics Census (2010) Report indicated that 5,785 students attended public school, while 3,699 attended private school. At present, there are 26 schools in the Bermuda public school system – 18 primary schools, five middle schools, two senior schools, and one special school. The primary criterion for a child's access to preschool, primary school and middle school is the proximity of his or her home to the school. Free education is provided for all public preschools for four-year-old

children in Bermuda. At the senior level, students enter one of two public schools, both of which are considered state-of-the-arts facilities, given that they have been constructed within the past 10 years. Prevocational and technical education is provided to students studying in the general secondary schools. The Bermuda Education System has adopted the Cambridge International Curriculum in the three core subject areas of English, Mathematics and Science (Blueprint to Education, 2009).

Bermuda closed all special schools during the late 1980s and early 1990s, and adopted the model of inclusion to provide services to children with special needs. All students, with the exception of those with complex needs, are now educated in regular classroom settings. Support for these students, in the form of learning support teachers and para-educators, has been put in place in order to increase the opportunities for the success of the students. Special education provides a continuum of services that are appropriate to the range of individual needs of the students concerned.

In 2000, the Ministry of Education undertook a survey of parents of students with severe-to-profound needs to assert if they believed their children's needs were best addressed within regular school settings. The survey indicated that parents had mixed feelings about how well their children's needs were being addressed. As a result, the Minister of Education put forward a recommendation to establish a special school for this particular population. The students who have a number of disabilities, physical and sensory, are assisted in a specifically unique and better-equipped school, named the "Dame Marjorie Bean Hope Academy." This special school was established in 2003, and each school year enrolls a maximum of 25 students. This school provides educational and therapeutic services to students aged 4 through 19. Students follow an adapted

curriculum which places emphasis on developing personal living skills, communication skills, career/vocational skills, community skills and recreation/leisure activities.

Formalized instruction is offered to students in reading and math. Students with more intensive needs participate in a program that focuses on sensory skills, communication, socialization, gross and fine motor skill development.

The School Psychology Services in Bermuda

Throughout this dissertation, the term *school psychologist* is used to refer, not only to educational psychologists, but also to other titles used by psychologists working in schools in different countries around the world. At present, school psychologists are primarily employed within the division of Student Services, by the Bermuda Department of Education, Bermuda government. The Department of Education's job description for school psychologists requires that a psychologist have a minimum of a Master's degree in School Psychology or a related field. School psychologists have specialized training in both psychology and education (School Psychology Handbook, 2004). School psychologist training can be undertaken in the United States, Canada, United Kingdom or another country; however, the programme must be accredited in School Psychology and meet the requirements of the Bermuda Psychological Practitioners Act 1998. School psychologists must be eligible for registration in accordance with the Bermuda Psychological Practitioners Act 1998.

There are a total of six school psychologists in the Bermuda school system, including five females and one male. The school psychologist reports directly to the Director of Student Services. The psychologists carry out their role within schools according to the Student Services School Team Process. The school Team Process is a

service delivery model for meeting the needs of the schools (School Team Process Handbook 2002). Psychologists work in families of schools that are divided into five zones on the Island. Five of the psychologists provide services to seven or eight schools, ranging from preschool to middle school. One psychologist provides services to the two senior high schools in Bermuda. In 2011, the Minister of Education and Commissioner of Education recommended that school psychologists be moved from a central office location within the Department of Education, and placed in schools within the five zones, in order to provide more direct support to schools.

Bermudian school psychologists perform a wide variety of traditional and nontraditional roles. The school psychologist's role, as stated in the School Psychology Handbook, involves consultation, assessment, short-term therapy, intervention, research and planning, education, and professional development of teachers. School psychologists assess the developmental and educational needs of children and youth, and assist in developing educational environments that meet diverse needs. School psychologists develop effective partnerships between parents and educators and other caretakers (School Psychology Handbook, 2004). In practice, the school psychologist's role unfortunately, has frequently been narrowed down from systemwide interventions to cognitive psychological testing for special education eligibility, exemption, and accommodations. This has limited the opportunities to collaborate with teachers in developing and implementing evidence-based interventions and research.

The Research

The aim of this research was to understand the perceptions of educators (teachers and school principals) regarding the role of school psychologists. Due to the fact that special education teachers make the majority of student referrals to school psychologists, it is vital to consider and understand how the teachers perceive the effectiveness of the service given to the students in their schools. If teachers have an understanding of the work that psychologists do, they are more likely to value that work – and not to have alternative expectations (Farrell, Jimerson, Kalambouka & Benoit, 2005). According to Reger (1964), one of the significant factors affecting the efficiency of the school psychologists is the teachers' attitude towards the school psychologists and their perception of them.

Positioning as a Theoretical Perspective

This study uses the discursive lens of positioning theory as its theoretical contribution to the understanding of educators' perceptions of the role and function of the school psychologists and how psychologists view their own roles. How the educators view the role of the psychologists can be viewed as part of a relational process, whereby perceptions are created through social interactions that they have had with the school psychologists. Within a social constructionist paradigm, positioning theory is a conceptual and methodological tool by which to study how psychological phenomena are produced in social relations or interactions (Harre & van Langenhove, 1999).

Harre and van Langenhove (1999) indicated that positioning theory is the idea that the constant flow of everyday life is fragmented into distinct episodes of three basic

features: the participants' rights and duties or moral positions, their conversational history or sequence of interactions, and the specific dynamic of that one single episode. This study focuses on the dynamics of episodes involving educators' interactions and perceptions of the school psychologists' role and functions. Educators' perceptions of the roles and functions of the school psychologists in social interaction can be interpreted in terms of how they are positioning the school psychologists and how school psychologists position themselves.

Often there can be a pattern, or history, of similar positions that fit the concept of role, positioning theory allows for people to position, or to be positioned, variably with the course of social interactions. Harre and van Langenhove (1999) believed that the concept of 'positioning' has been highlighted as an alternative to focusing on the role of the psychologists as something static; but rather, it is more important to review how school psychologists' position themselves, and are positioned by others, to act in particular ways within a continually developing larger context of society.

This larger context includes things such as the purpose of education, the funding of schools, the involvement of parents, and the emotional well-being of the nation's children. Positioning theory is also based upon the attributes that psychologists claim to have, and also those that others give them. Harre and van Langenhove (1999) further indicated that the positioning of psychologists to undertake the various activities takes place within a wider social world; and that changes in public policy on education, management of schools and financial climate, as well as governmental changes, further impact school psychologists' **positioning and repositioning of themselves.**

Fox (2013) further suggested that educational psychologists' (EPs') positioning takes place within a moral world, as does the positioning of the other applied psychologists and other professionals. EPs have clusters of moral and ethical beliefs about their rights and duties on particular contemporary issues. Positioning theory, however, suggests that such moral and ethical positioning is local and transitory, in terms of the immediate social world, and is interconnected with the positions that others hold. However, Fox (2013) proposed that this moral right of any position can be challenged, which can often result in EPs' having to position and reposition themselves, in light of conflicting moral positions changing.

Fox (2013) indicated that who the school psychologists/educational psychologists work can often impact how psychologists' position themselves. For example, in the United Kingdom (UK) the changes in local authorities from education to children's services, with work in multidisciplinary teams, have positioned EPs to increasingly see themselves as supporting vulnerable children and young people, rather than only children with learning difficulties in schools. Fox (2013) indicated that EPs' positioning in relationship to their practice contains two paradoxes. The first one is the EPs' role in relationship to assessment of children with special needs, which takes up much of the EPs time. However, it also means EPs are very good at assessing children, and if they do not perform this function, the very real difficulties with some of these children's ability to learn may be misjudged, overlooked and mismanaged. The second paradox is whether EPs should be doing direct, therapeutic work with vulnerable children. The moral dilemma is that, the more successfully EPs do this, the more they may reinforce the position that unsatisfactory learning environments do not need to change, but rather, that

the problem lies within the child. Fox (2013) believed that there is an explicit or implicit moral position that EPs attach to their positions, which is often difficult for them to change. Often, the EPs' moral standings have shifted and changed to best meet the needs of the wider society.

The importance of positioning theory for this research is that it recognises that the role of the EP is dynamic and subject to a variety of influences. How Bermudian educators view the role of the psychologists can be viewed as part of a relational process, whereby perceptions are created through social interactions they have had with the school psychologists. These social interactions happen within both personal moral frameworks and larger society influences. As these all shift and change, so will the perceived effectiveness of the EP.

CHAPTER II

LITERATURE REVIEW

Introduction to the Literature Review

In this chapter, a review of relevant literature is presented as background to this research study. The roles and functions of school psychologists today are considerably more complex than in the past. A brief overview of the research studies from very early years to the present will be presented. Following this, a detailed critical review of the diversity in role and function of school psychologists in the United States, United Kingdom and other countries will be examined. The literature review will also examine the differences between teachers' and administrators' (head teachers') perceptions of the roles and functions of school psychologists, and typically how teachers utilize educational support services available to them through the school psychologist. These studies have been conducted over a period of more than 50 years, and their findings help to provide an understanding of how the functions and positioning of EP services have changed and will continue to change.

The terms *school psychologist* and *educational psychologist* are often used interchangeably, and often overlap in terms of their roles and functions. The term *school psychologist* was first used in the United States in 1910 (Fagan, 2002). There also exists differences between the school psychologist's role in the United States and the roles and functions of the educational psychologist in the UK. The differences in perceptions of these roles and functions, and the possible reasons for these differences, will be detailed in this literature review.

Systematic Literature Review

A systematic literature review exploring previous research into Educators' perceptions of the role and functions of School psychologists and the history of school psychology was conducted.

The initial literature search on “the history of school psychology in the USA and UK” produced 18,517 records. This was narrowed down to 3,898 studies and further reduced down to key studies. . This initial search was conducted using EBSCO databases which included ‘Psycinfo’, ‘Academic Search Complete’, ‘Education Search Complete’, ‘PsycArticles,’ and ‘Teacher Reference Center’. Only peer reviewed journals were selected. This initial search used the terms, “history of school psychology”, “role and function”, “traditional roles”, and “educational psychology”. Most of the research studies reported an overview of the historical aspect of the development of the role and function of school psychologists. The studies also highlighted the concerns around the value, changing roles, traditional roles, and barriers to school psychology role and function as well as the perceptions of school psychology.

Three quarters of the studies included in the search were related to history of school/educational psychology in the USA and UK, and the other quarter to other countries. The greatest number of studies on the history on school psychology research were conducted in the USA. Several key UK-based studies on the role and function of educational psychologists were reviewed. Relevant studies outlined the historical context on the development and changes of school psychology dating back from 1920 to the present – though it is important to note that this review focuses on research published since 1965. A second search was conducted using key terms the ‘history of school

psychology in the USA and UK'. This identified 15 books on the history of school psychology and the role and function of school psychologists. Additional books were identified from the review of research articles. Applicable studies were selected in reference to the following inclusion and exclusion criteria is outline on Table 2.1

A third stage of the review focused on articles published between 1965 and 2013 on 'Teachers and Educators perception of school psychologists' role and functions' in the USA. The search was conducted using EBSCO databases which included 'Psycinfo', 'Academic Search Complete', 'Education Search Complete', 'PsycArticles,' and 'Teacher Reference Center'. Only peer reviewed journals and reference were selected. Initial searches using the terms, "perceptions of school psychology", "attitudes", "perceptions of role of school psychology by special educators/teachers/educational personnel. This yielded a total of 20 articles - 17 of which were relevant. A detailed in-depth reviews of the 9 landmark studies based in the USA were discussed on teachers' perceptions of school psychologist's role and function, while 8 articles were reviewed in-depth on school principals and administrators' perceptions.

A final search was done to look at articles published between 1965 and 2013 on the perception of the roles and functions of school psychologist in the UK and other countries. The search was conducted using EBSCO databases which included 'Psycinfo', 'Academic Search Complete', 'Education Search Complete', 'PsycArticles,' and 'Teacher Reference Center'. Key search terms were "perceptions", "attitudes" of educators/ teachers or administrators. This identified a total of 30 articles - 10 of which were relevant. There were 6 historic studies based in the UK on teachers' perceptions of

school psychologist’s role and function. In addition 4 articles were reviewed in-depth on school principals and administrators’ perceptions in other countries.

The general inclusion and exclusion criteria for all the above searchers are outlined in Table 2.1. below.

Table 2:1 Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Studies in English	Studies in other languages
Studies in peer reviewed journals	Studies that are not peer reviewed
Studies that specifically explore the role and function of school psychologists.	Studies focusing on professional training of school psychologists.
Studies that focus on the traditional roles and emerging roles of school psychologists.	Studies that focus on professional development of school psychologist’s role and function.
Studies focusing on the value of the school psychologists.	Studies that do not focus on the value of the school psychologists
Studies based in USA, UK and other countries on the perception of role and function of school psychologists by educators’ e.g. special educators, school principals, and regular teachers.	Studies that focus on the perceptions of role and function of school psychologists by parents or pupils.
Studies that have taken place 1965 to 2013.	Studies before 1965

Like all systematic reviews although comprehensive methods were used to search for studies it is possible that some relevant research has been missed. Therefore it is likely that some relevant published or unpublished studies that have not been included in the review.

Historical Overview of the Roles and Functions of the School Psychologist

Over the years, the role of the psychologist has changed since its professional beginnings. The roles and functions of the school psychologists today are considerably more complex than in the early years. Consequently, a diverse number of roles have been assigned to school psychologists over the years. Researchers have written extensively on the changing role of the school psychologist for more than over 50 years, and offered consistent ideas for change, generally to expand the role beyond that of assessment of special education to include more emphasis on prevention and intervention, among other services (Bradley-Johnson & Dean, 2000). Franklin (1995) proposed that the role of the school psychologist has evolved from that of direct services provider, which incorporates the more traditional diagnostic, consultative, and therapeutic functions, to one of indirect services provider, which tends to encompass the system-level consultative functions of policy development and overall evaluation of service delivery models.

The traditional role involved school psychologists' spending most of their time in testing, writing reports and responding to referrals for special education eligibility (Abidin, 1996; Reschly, 2000; Gutkin, 1980). Reschly (2000) indicated that, although the traditional role of the school psychologist will continue, broader roles will increasingly emerge in schools. The broad role of the school psychologist involves the psychologists' spending time doing a wide variety of activities in order to aid students, their families and other educators. These activities include individual and group counseling, consultation and collaboration, implementing behaviour change and

prevention programs, workshops and administering psychological assessments (Abidin, 1996; Reschly, 2000; Gutkin, 1980).

According to Fagan (2000), by the 1920s early psychological practitioners in the USA worked under several titles and practiced a generic form of clinical psychology, relating to the problems of individuals. Fagan (2000) reported that school psychologists were primarily responsible for determining special education eligibility through the examination of the results of standardized tests of cognitive ability and academic achievement. Fagan (1992) stated that, even as early as the 1920s, the assessment role of the school psychologist was firmly established. School psychologists were also often viewed as psychometrists, whose role was to interpret the statistical results on cognitive tests, in order to assess a student's cognitive functioning (Davis, McIntosh, Kehle & Phelps, 2004). In the 1930s, some states began to establish certification requirements for school psychologists, and the traditional assessment role was beginning to be expanded to one of "mental health specialist" (Gray, 1963). Fagan and Wise (1994) reported that, in the 1940s, the main role for psychologists continued to be that of psychometrician, administering assessments to determine intelligence quotient (IQ score) and achievement scores, for the main purpose of determining Special Education eligibility (Fagan, 2004).

From the 1960s to the present, the role of school psychologists in the USA and UK has undergone critical, paradigm-shift changes. During the 1960s and 1970s, several surveys were conducted regarding the most appropriate roles and functions of the school psychologists (Fagan et al., 1992; Beeman, 1990; Fagan and Wise, 1994). Smedley and Wheeler (2009) reported that, during the 1960s and 1970s, there seemed to be a growing dissatisfaction among school psychologists regarding their restrictive roles as merely

testers. Fagan and Wise (1994) reported that, during the 1970s, there was a growing increase in school consultation and organization/systems development, but slowly the psychologist's role seem to fall back into the traditional models of assessment.

Sheridan and Gutkin (2000) indicated that role expansion of the school psychologist lies at the feet of federal special education legislation, which has been a powerful force in mandating some of the roles of school psychologists. During the 1980s and 1990s, there began to be more of a role expansion and a strengthening of the consultative role through the process of training, and a demand for improvements in the credentials of the school psychologists (Smedley & Wheeler, 2009). A new emphasis on role expansion was beginning to take shape amongst school psychologists and Fagan and Wise (1994) affirmed that two major factors had an impact upon the changing role of the school psychologists in the United States. The US, and other countries, had legislation and educational health care reform initiatives, both of which had contributed to the restructuring of school and other public agencies. Fagan and Wise (1994) argued that, despite the role expansion, the major role of the school psychologist continues to be connected to special education students, programs, and teachers, just as it has been for the past 60 or more years. Reschly (2000) proposed that, while the traditional roles will continue, the expansion of alternative assessment procedures and consultative processes will begin to open the door for school psychologists to utilize their other abilities to a greater degree.

The Legislative impact on the Roles and Function of School Psychologists

Many school psychologists report a high degree of professional satisfaction in their work (Thielking & Moore, 2005). This may be because the research indicates that

psychologists are recognised as having an important and highly valued role within schools (Farrell, Jimerson et al; 2005; Gibson, 1990). However, often a common problem is that there is lack of clarity and understanding amongst educators, and amongst psychologists themselves, regarding the roles and functions of the school psychologists (Gibson, 1990; Jacob-Timm, 2002).

The demand for clarity about the role of school psychologists is partly due to the high level of accountability demanded within the educational system. In cases where educators do not understand the roles and functions of school psychologists, it can often lead to barriers to school psychology practice. Farrell, Woods, Lewis, Rooney, Squires, and O'Connor (2006) have shown that good working relationships and clear communication can provide an understanding of the services that the psychologist can provide, and prevent such barriers from occurring. Another barrier is that there exists a misunderstanding of ethical issues involved in the provision of psychology services. Glosoff and Pate (2002) argued that, when educators do not understand the role of school psychologists, they often demand certain practices of the psychologists that could be deemed unethical; such as, releasing confidential information about a student.

Farrell, Woods et al. (2006) reported that teachers' perceptions about the roles of school psychologists had become more complex in both England and the USA, as a result of the established nature of the profession in these countries and the statutory framework in which the school psychologists' work. School psychologists in both countries usually have a high number of cases of students with special needs, as the laws spell out the type of special provisions for these students.

In the USA, the legislation that has exerted a great deal of influence over the roles and functions of school psychologists in the 2000s and beyond consists of revisions to the Individuals with Disabilities Education Act of 1997 (IDEA, 1997). The act revised the special education regulations regarding procedures for evaluating children suspected of having specific learning disabilities (Individuals with Disabilities Education Act of 2004 [IDEA, 2004]).

Gilliam (1978), Dessent (1992), and Frederickson (2002), reported that educational psychologists (EPs) in England have an almost enduring preoccupation with reflecting on their roles, due to the differences in role requirements among counties, and within counties, regarding services and the positions of individual EPs. Boyle and Lauchian (2009) reported that today's EP faces a number of challenges; such as increased accountability and the introduction of Best Value Reviews in Scotland and HMIE (Her Majesty's Inspectorate of Education) inspection of psychological services. In England, the implications of Every Child Matters (ECM) Department of Education and Skills (DfEE, 2002), and the change in the training of EPs from a one-year Master of Science (MSc) degree to a three-year doctoral degree have also led to changes in the role.

In the UK, the implementation of the Every Child Matters (ECM) legislation epitomizes, for educational psychologists (EPs), the most significant national strategic development since the publication of the DfEE (2000) report on the role of educational psychology services. The ECM agenda makes outcomes for children central to integrated children's services that form a team around the child and family in the context of community and school (Farrell, Woods et al., 2006). Outcomes for children are specified through aims, targets, indicators and inspection criteria which are grouped around five

main areas. This new and rapidly changing context presented challenges and opportunities for the evolving role of the profession of educational psychology.

The DfEE Report and Farrell, Woods et al. (2006) recognized that the core functions of the EP's work occur in the following domains: (i) work with early school years, (ii) work with schools (primary, secondary and special), and (iii) multi-agency work. Moreover, this work is to be done at the following levels: (a) the individual child level, (b) the groups of children level, (c) the whole-school level, and (d) the local education authority LEA level. The findings described in the DfEE (2000) report on the roles and functions of educational psychologists changed the direction of EPs' work. The findings led to the recommendation that there be an integration of children's services that form a team around the child and family in the context of community and school. The impact of these changes on the future roles and functions of educational psychologists in the future suggested that EPs were more likely to become more community-focused, with a reduction in school-based work (Farrell, Woods et al., 2006).

Perceptions of Regular Teachers

Many surveys have been done to examine the perceptions of teachers regarding the roles and functions of school psychologists. Despite the changes, outlined above, within the profession's perceptions the review of the literature indicates that there is some consistency among teachers of their perceptions on the role and function of school psychologists

An important early study was Robert's (1970) investigation of the actual and desired roles of school psychologists, as perceived by both psychologists and teachers. Robert obtained school psychologists' and elementary school teachers' perceptions of the

role functions of school psychologists by means of a questionnaire. The educators were required to rate their desired roles, actual roles, or the potential roles of the psychologist on a 7-point scale on a continuum. All the school psychologists in the state of Iowa (N =135) were invited to take part in the study. A randomly selected sample of elementary school teachers from 21 of the largest school districts in the state of Iowa were also invited to participate. The return rate was fairly high. From 315 teachers, there was return rate of 94%, and from the total number of school psychologists there was a return rate of 74%.

Robert's study revealed that the psychometric role was seen by both school psychologists and teachers as the most important function; however, to varying degrees. Robert (1970) found similarities between school psychologists' own perceptions of their actual and desired roles and teachers' perceptions of the actual and desired roles of school psychologists. Psychologists and teachers differed somewhat in their opinions of the functions that school psychologists should perform. The psychologists felt that they could spend less time in this role of psychometric, whereas teachers felt that, not only is the role important, but that more time could be spent in this particular activity. Psychologists tended to perceive the functions of consultant as being of more importance in actual practice than teachers did. Teachers also believed that school psychologists needed to place more emphasis on the role of researcher. Teachers believed that psychologists should be more involved with activities associated with mental hygiene therapy or counseling. Psychologists also believed that teachers had the wrong perceptions of their roles and functions.

Gilmore and Chandy (1973a and 1973b) conducted two landmark studies in the U.S. that examined educators' perceptions of the roles and functions of school psychologists. The goal of the studies was to explore teachers' perceptions of what school psychologists actually do, their competencies, and teachers' recommendations for change. Gilmore and Chandy also examined if the actual degree of contact and teaching experience teachers had with psychologists influenced their views on school psychologists roles and function. The first study (Gilmore & Chandy, 1973a) consisted of structured interviews with 34 teachers from two elementary schools regarding their perceptions of school psychologists' roles and functions. The first part of the interview included five open-ended questions which allowed teachers time to describe their perceptions of the school's psychometrists and psychologists. The other part of the interview consisted of 26 specific questions which required teachers to select a single response on a five-point scale.

Findings from their study revealed that teachers believed that the primary role of school psychologists was that of testing. In addition, differences were found between the perceptions of more-experienced teachers and those of moderately experienced and inexperienced teachers. Gilmore and Chandy's (1973a) study also revealed that teachers with more experience expected the psychologists to do therapy with students, rather than to just provide recommendations. Teachers also reported the ways that they would like school psychologists' services to change, and at least 36% indicated that they wished for a full-time psychologist based at the school, and that psychologists have more direct involvement with teachers and students. Teachers also expressed a desire to have a long-term involvement with the school psychologists. Findings also indicated that teachers

with more experience reported greater teacher-psychologist contact than less-experienced teachers did. The more-experienced teachers also expected more from school psychologists than just recommendations, and credited the psychologist with actually conducting the treatment more than did less-experienced teachers.

A limitation of Gilmore and Chandy's first study was that the sample size was small, despite 97% of educators' taking part in the small group interviews. The sample was representative of only two schools, and there were no comparisons of the economic status of the school. The authors stressed that that principals and psychologists were not included in this research, and as a result no comparison of role perceptions between the groups could not be done.

Perceptions of Experienced vs. Less-Experienced Teachers

Gilmore and Chandy's (1973b) second study, however, examined the perceptions of teachers, school psychologists and school principals based upon their years of experience. They evaluated the effects of school size and economic status on the perceptions of the psychologists' role. They conducted the study in nine schools, of which five schools were located in an upper middle-class area, and four were located in an economically challenged area. A total of 87% of the educators, 7 of the 9 school principals, and all 12 school psychologists completed a questionnaire. The questionnaire was group-administered by a staff member for each school, and it consisted of 37 multiple-choice questions, each of which used a 5-point scale and allowed for anonymity. Teachers were grouped according to years of teaching experience and the degree to which they reported using psychological services. The schools were grouped according to economic status. Finally, the responses were grouped into teachers, psychologists and principals.

Results indicated that perceptions of differences among the three groups existed. Teachers of varying experience agreed on the type of child who most needs psychological referral. Teachers also pointed out that the perceived role of psychologists was mostly that of testing. The moderately experienced and senior teachers, in comparison to less-experienced teachers, expected the psychologist to conduct assessments and talk with the school principal in response to a referred problem. Further, results indicated that teaching experience affected perceptions of type of treatment likely to occur as a consequence of the psychologist's involvement. Less-experienced teachers expected less curricular change than moderately experienced teachers. Senior teachers perceived that psychologists' involvement would lead to recommendations which might include the referral of parents to a counseling programme, exclusion, or the child's being placed outside the regular class. Teachers with less teaching experience had just the opposite perception, and believed that psychologists' involvement would lead to more utilization of special in-school programs, such as language learning support. Overall, moderately experienced teachers, in comparison to more experienced teachers, frequently perceived the psychologists as helpful to the child and teachers.

An interesting finding of Gilmore and Chandy's second study was that teaching experience itself apparently was not related to the way in which the psychologist was viewed. Instead, the prior use of the psychologist was found to be a significant factor that affects the teachers' perceptions of the psychologist in the specific role of test administrator, in comparison to the more general role of psychoeducational consultant. Teachers who had frequent contact with the school psychologists perceived the psychologist as a consultant, rather than that of just a tester. Teachers with no

psychologist contact considered the psychologist to be of greater help to children than did those teachers who had more contact with the psychologist.

However, the study indicated also that principals and psychologists view the psychologists as a consultant more often than do teachers. The principals also felt that the school problem had to reach a high level before the school psychologist was called in, while teachers did not. Principals and psychologists attached greater skills and knowledge to the psychologist than did the teachers in the study.

The following studies examine the value that educators place on the role and functions of school psychologists. In their second study, Gilmore and Chandy differentiated in their sample to ensure they represented different types of educators (including psychologists). This study also allowed for additional factors to be measured, thus ensuring that a variety of factors that impacted on the roles and functions of psychologists were taken into account. A few years later, Ford and Migles (1979) surveyed 150 teachers in the United States regarding the roles and functions of school psychologists. There was a return rate of 40% (N = 60) of the questionnaires; however, three of the returned questionnaires could not be scored, leaving a total of 57. For their study, Ford and Migles (1979) adapted Sandoval and Lambert's (1977) questionnaire, which consisted of 12 paragraph-length descriptions of a school psychologists' role. The survey determined the importance of 12 roles of the school psychologists; such as, counselling, case or program consultation, community liaison, psychodiagnostics, preventative case consultation, and screening for placement of students. Questions were designed whereby educators had to rate the items which ranged from 'unimportant' to

‘very important’ on a 5-point Likert scale. For example; a question required educators’ to rate how valuable the services were to them on a five-point Likert scale.

The research revealed that teachers viewed the psychologist’s most important functions to be screening students for placement in special education, conducting psychodiagnostic evaluations, and counseling students. Teachers who reported using ‘open education’ methods were significantly more likely to value more indirect, preventive, and collaborative school psychology services than their colleagues. Grade level taught, gender, experience, and teaching specialty had virtually no effect on respondents’ ratings of the school psychologists’ roles. In other words, there were no significant differences among the teachers at different experience levels in their ratings of each school psychologist role. There were no differences among special education teachers, English, social studies and/or reading teachers, and nonacademic or speciality area teachers (physical education, industrial arts, home economics, art, music, business). This indicates that curriculum areas were not a significant determinant of teachers’ preferences for school psychologists’ role. The researchers concluded that teachers viewed the most crucial role of school psychologists to be conducting assessments. A limitation of this study was the low return rate of the questionnaires. Further, the sample was representative of only one school district, and therefore the study may not be generalizable to other types of school districts in the US.

Perceptions of the Traditional Roles, Value and Helpfulness of School Psychologists.

Several studies were conducted to examine Educators perception of the traditional roles and helpfulness of psychologists over the years. Abel and Burke (1985) developed the School Psychological Service questionnaire and analyzed responses from regular education teachers, special education, principals, and school psychologists in an urban southwest district in the US. Items for sections (c) and (d) were adapted from Gilmore and Chandy's questionnaire (1973). The questionnaire was designed to examine educators' perceptions in the following areas: a) allocation of time by school psychologists, b) knowledge possessed by school psychologists, c) school situations in which school psychologists should become involved, and d) overall helpfulness of school psychologists.

All special education teachers and principals from the district's 30 elementary schools were chosen to participate in the study. There was a return rate of 80%, with 337 questionnaires returned. Completing the questionnaire were 170 regular teachers, 115 special teachers, and 52 assistant principals and principals. Results of the study revealed that, on average, both special and regular education teachers viewed school psychologists as slightly helpful. But the level of helpfulness was related to the frequency of contact the teachers had with the school psychologist. An interesting finding was that educators also rated doctoral-level school psychologists as being more helpful than master's-level school psychologists.

Abel and Burke's (1985) study also revealed that educators believed that the primary, or traditional, role of school psychologists should be that of diagnosis/evaluation and report-writing activities. Educators believed that the traditional role of the school psychologists should continue to be the primary responsibilities of the school psychologists. The educators placed high value on assessment services. In contrast, the school psychologists expressed a desire to move away from a 'stereotypic psychometric role' (Sewell, 1981), in order to provide more consultation and counseling services. The teachers and administrators recommended that additional staff should be hired as a way to provide more, or more frequent, school psychological services. Knowledge ratings across the groups differed, due to the role demands placed on school psychologists by teachers, special educators, and school principals. Abel and Burke believed that teachers rated the knowledge of psychologists relatively lower than those of the school principals, because they perceived the school psychologists to be psychometric gatekeepers primarily serving the interests of administrators. The fairly higher ratings by the principals in comparison to those of regular and special education teachers seem to confirm this finding.

Overall, the strength of this study revealed that educators strongly felt that school psychologists should be involved in three areas: special education activities, interpersonal or school climate activities, and administrative responsibilities. However, this study was conducted over 20 years ago, and it is important to see if educators' perceptions have changed.

More recent studies by Watkins, Crosby and Pearson (2001), and Gilman and Medway (2007), however, have indicated that educators' perceptions of the school psychologist has not changed very much. Watkins et al. (2001) analysed 522 school staff situated within a southwestern school in a suburban area in the USA about the specific roles of school psychologists. The return rate was 42.8%, and included 419 regular education teachers, 18 administrators, 52 special education teachers and 33 support staff. The staff were asked questions regarding the necessity of varying school psychology services – nine in total. Watkins designed a questionnaire in which the educators had to rate the school psychologists on a five-point scale. School staff gave 'important' ratings to six of the nine services: counselling, assessment, special education input, behaviour management, consultation and crisis intervention with assessment being rated as the most important role. School-community liaison and parental education roles were viewed as only 'fairly important,' and staff development was voted 'least important', with the most frequent answer being 'somewhat important.' School staff also wanted a school psychologist to be available on a daily basis at their schools. Results indicated that 79% of elementary teachers and 85% of secondary staff wanted five days, or more, per week of school psychological services at their school. Open-ended questions supported these findings, as teachers mentioned an additional need for more psychological services. Many of the educators reported that they recognized the heavy caseload of the school psychologist, but contributed that problem to the educational system, which often resulted in them not receiving services that they wanted.

Teachers still preferred the psychologists' number one role to be that of conducting assessments. Watkins et al. (2001) found that school psychologists wished

for a reduction in their concentration of assessment activities, and that this be replaced with various other service delivery roles. However, teachers and administrators stated that they did not want a decrease of input in assessment services. Instead, teaching staff requested more school psychology services in general. A limitation of this research was that it was designed to be specific to one school system. It is less applicable to those school psychologists who provide services outside a school setting. The research also failed to take into consideration psychologist/student ratios, training, and service delivery models of other school psychology programmes.

In a major piece of more recent research, Gilman and Gabriel (2004) compared the perceptions and viewpoints of the teachers and administrators with respect to the functions and roles of the school psychologists in the United States. They surveyed 1,700 teachers, administrators and school psychologists from school districts in four states in the USA using the School Psychology Perception Survey (SPPS). The participants consisted of 1533 teachers, 87 school psychologists, 4 superintendents, 11 assistant superintendents, 56 principals and 19 assistant principals. Teachers from Georgia, Nebraska, Arizona, and Florida completed the survey that used rating scales to report satisfaction with the services of the school psychologists during the past year of school. Teachers and administrators responded to items pertaining to knowledge of school psychology, satisfaction with their schools' psychological services, and the future or desired roles and functions of school psychologists.

Results from the study revealed that there were significant differences among the groups with respect to knowledge, satisfaction, and perceived helpfulness of school psychological services. Overall, 32% of teachers desired that school psychologists spend

more time in assessment, and 62% desired that school psychologists spend more time in consultation with teachers. The researchers found that teachers and administrators hold different perceptions of school psychological services. Overall, teachers reported being somewhat satisfied with the school psychological services, and they rated the services to children and educators as moderately helpful. Administrators knew significantly more about the practice of school psychology than the teachers did. Administrators also reported a significantly higher amount of satisfaction with school psychological services than the teachers did. Teachers rated helpfulness of school psychologists to educators and children significantly lower than administrators did, regardless of their years of experience. It should be noted that, of the total number of teachers, about 20% were special education teachers.

Both teachers and school psychologists agreed that school psychologists should become more involved in group or individual counseling services, and also work with general education teachers. Teachers wanted school psychologists to undertake more consultation-based activities. However, administrators believed that these areas should remain the same, and were not in favour of consultation, indicating that an individual assessment for special education was the most important function of the school psychologists. Gilman and Gabriel (2004) reported that the teachers' desire for more assessment and consultations may have lowered the teachers' satisfaction rating of the school psychologists. The role of assessment and consultation were viewed by teachers as the key roles of the school psychologists.

One limitation of Gilman and Gabriel's (2004) research was that principals were combined with other administrators in the analysis. However, these groups may have

different beliefs and influences. Also, the survey did not allow for any comprehensive explanation of the dynamics around the perceptions of school psychological services.

Perceptions of Special Educators vs. Regular teachers

Three years later, Gilman and Medway (2007) addressed the issue of the differences between regular and special teachers. They compared the perceptions of conventional education teachers to those of unique and specialized education teachers regarding school psychologists in Georgia, Nebraska, Florida, and Arizona. A total of 1533 regular education and special education teachers from eight school districts in four states rated their knowledge of, and satisfaction with, school psychological services. Perceived helpfulness of psychological services to teachers and children was also assessed. Both groups also rated their perceptions of the roles of school psychologists and school counsellors. The School Psychology Perceptions Survey (SPPS) (Gilman & Gabriel, 2004) was again used. Separate versions were used for school psychologists, teachers, support specialists, and administrators.

Findings of the study revealed that the special education teachers saw the services of school psychologists to be more useful and helpful than regular classroom teachers did. Regular classroom teachers reported that they requested the services of school psychologists significantly less often than special education teachers did. Both special and regular education teachers perceived the role of school psychologists to be limited to assessment, and behavioural or academic consultation. The findings also indicated that, the more often the school teachers came into contact with school psychologists, the greater their understanding and appreciation of them. Gilman and Medway (2007) indicated that, since regular teachers had less frequent contact with school psychologists, they had less appreciation and knowledge of their roles and functions. They further

showed that special educators often had more contact with school psychologists, because they were actively involved in the diagnostic and decision-making process, which included complying with recommendations for psychoeducational reports. The special educators found that the recommendations were key factors in their own educational practices. Regular teachers were less knowledgeable about the roles and functions of school psychologists, and perceived their services to be less helpful to teachers. Due to their limited understanding of school psychology services, regular and special education teachers often perceived school counsellors as delivering more services. Overall, the results of the study indicated that school psychologists would be perceived by teachers as more helpful if their services were expanded to providing more consultative services, dedicating more time to the services, monitoring the interventions they developed, and engaging more in individual and group counselling services.

Arivett, Rust, Brissie and Dansby (2007) assessed special education teachers' perceptions of school psychologists in the context of Individual Education Plan (IEP) meetings. A survey was sent to 400 special education teachers across the United States. There was a 29% response rate, of which 115 were female and nine were male (one person did not specify gender). The participants completed the survey developed by Brissie and Dansby (2002) to determine whether the special educators viewed the school psychologists as being helpful. The survey requested demographic information, and included questions related to special education teachers' experiences at IEP meetings. Educators were required to indicate the number of school team meetings they had attended within the last 12 months. The questionnaire asked for the percentage of those meetings that school psychologists had attended. The educators were asked to report the

percentage of the meetings led by any of the following professionals: school administrators, school psychologists, school counsellor,s special education coordinators, special education teachers, or ‘others’ (e.g., social workers, outside consultants). Educators were required to rate on a five-point scale the helpfulness/importance of the presence of the school psychologist at the meetings.

The results of the study revealed that special educators’ view of school psychologists’ roles and functions as moderately important. Special education teachers reported attending an average of 35 % of IEP meetings in a year. School psychologists were reported as being present at about 37% of those meetings. School psychologists’ participation and leadership at meetings was positively correlated with increased ratings of their helpfulness and importance by special education teachers. The results also indicated that the presence of the school psychologists was viewed as slightly less than ‘of considerable importance’ by special education teachers. The ratings were mildly positive, and appear to be similar to the ratings of helpfulness that others have given to school psychologists. The results of the study, however, did not indicate that years of special education teaching had any impact upon how helpful or important they viewed the services of the school psychologists. Findings in this study suggested that the helpfulness/importance of the school psychologists was related to the percentage of meetings the school psychologists were reported attending and leading. Arivett et al. (2007) reported that this study helps school psychologists to better understand how teachers view them and the factors related to those views. The ratings of special education teachers in this study are similar to those in Abel and Burke’s (1985), and

Gilman and Gabriel's (2004), studies, in that they rate school psychologists as being very important in IEP meetings.

Conclusion

In conclusion, research studies on the perceptions of school psychologists over the past few decades indicated that school psychologists desire an expansion of their role and involvement in additional services and activities, but that no real change has occurred over the past few decades. Studies have indicated that school psychologists still spend the majority of their time on assessments. Overall, teachers identify assessment as the primary activity of the school psychologist, are generally satisfied with the services, and desire additional services to be provided, especially consultation (Farrell, Jimerson et al., 2005; Watkins et al., 2001). The above research also indicated that teachers were generally satisfied with the services of the school psychologists, but desired an increase in services. Teachers who did not utilize school psychological services beyond assessment may not believe that additional services are part of the role of a school psychologist, or they may have had limited access to, and contact with, the school psychologist (Gilman & Medway, 2007 & Hagemeyer, Bischoff, Jacobs & Osmon 1998). Research which compared teachers and administrators have indicated that their perceptions are relatively consistent with each other, in terms of considering the primary role of the school psychologist to be special education evaluator. There is, however, some variation among the groups regarding what actual and desired services should be provided by the school psychologist, in addition to assessment (Abel & Burke, 1985; Gilman & Gabriel, 2004).

The special education teachers reported that the common roles for a school psychologist were assessment for special education and behavior modification, but would like to see more of school psychologists' time spent in prevention, intervention and consultation.

The above studies show that school psychologists tend to have more contact with special educators, who also give them higher favorability ratings than regular teachers do. This may be because of more contact time, as school psychologists spend time collaborating in special education eligibility meetings, in which Individual Education Plans (IEPs) are developed (Hubbard & Adams, 2002; Fagan & Wise, 1994).

In the study by Abel and Burke, regular and special education teachers rated school psychologists as slightly helpful. Gilman and Gabriel (2004) and Abel and Burke (1985) found that teachers rated school psychologists' services to children and teachers positively. Research has also shown that teachers with more experience were more satisfied with the services that school psychologists provide than those with less experience (Gilman and Gabriel 2004; Severson, Pickett & Hetrick, 1985).

These studies all took place in the US, and the present study aims to see if there are similarities in Bermudian educators' perceptions of school psychologists.

Overview of the Perceptions of School Principals and Administrators in the USA

In the present social climate, it is becoming increasingly more important to understand how school principals view the role of school psychologists. School principals are having increasingly more control over school budgets. Though school psychologists' roles may continue at one level to be a public service one, increasingly, schools are in a position to buy services from all those offered, not only in the public

sector, but also the private sector. There have not been any recent studies that examine principals' perceptions of the roles and functions of school psychologists. Research from the 1970's and 1980's showed that principals identified assessment as the primary activity of the school psychologists, and were generally satisfied with the services but desired additional services to be conducted (Abel & Burke, 1985; Hartshorne & Johnson, 1985; Senft & Snider, 1980).

A review of the perceptions of school principals in the USA provides a background for gaining insight into how Bermudian school principals are likely to view the roles and functions of school psychologists in Bermuda's school system. While there have been few recent studies that examine the perceptions of school principals, the studies help to provide a historical context of the how school principals perceive the roles and functions of school psychologists.

Fifty years ago, Tindall (1964) proposed that school principals have a major influence on the roles, functions and services of the school psychologists. Studies by Gilman & Gabriel, 2004; and Fagan, 2002 indicated that one of the many factors influencing the decision about the exact role of the school psychologist has been the opinions of school principals and head teachers.

Numerous studies have explored the perceptions of school principals and administrators about the amount of actual time school psychologists spend completing specific activities, and what they believe would be the most beneficial amount of time for school psychologists to spend in completing those activities (Abel & Burke, 1985; Hartshorne & Johnson 1985; Landau & Gerken, 1979; Senft & Snider, 1980). There have been fewer studies that have explored factors influencing school psychologists' role

(Hartshorne & Johnson, 1985). However, findings of research studies on the school administrators' perceptions in relation to their satisfaction with the school psychologists indicate that, in general, school principals and administrators were satisfied with the way school psychologists spent their time, and with their level of knowledge; as well as the effectiveness of the school psychology services (Abel & Burke, 1985; Hartshorne & Johnson, 1985; Thomas, Levinson, Orf, and Pinciotti, 1992; Levinson, Thomas and Orf, 1996). Beauchamp (1994) found that, the more time school psychologists spent consulting with school administrators, the more satisfied they tended to be. A common finding is that principals and administrators of schools identified assessment as the primary activity of the school psychologists (Abel & Burke, 1985; Beauchamp 1994). One study found that, the more time school psychologists spent consulting with teachers, the more satisfied school administrators were with their school psychologists (Beauchamp, 1994). Principals also desire more time from the school psychologist and an increase in individual and group counselling treatment, in-service training and preventative mental health services, as well participating in organizational design and school climate (Abe; & Burke, 1985; Hartshorne & Johnson, 1985; Landau & Gerken, 1979; Senft & Snider, 1980; Hagemire, Bischoff, Jacobs & Osmon, 1998; & Hughes, 1979).

Perceptions of Services Valued by School Principals

Landau and Gerken (1979) surveyed 42 school principals about their perceptions of school psychologists. No significant differences were found between principals' perceived and preferred perceptions of school psychologist activities. Educational assessment was once again endorsed as the most prevalent and desirable activity.

Senft and Snider (1980) surveyed 400 elementary school principals in the US to assess their perceptions regarding role and function of the school psychologists. A one-page questionnaire was designed to obtain responses to structured questions regarding 14 services provided by the school psychologist, including personality and emotional assessment, individual counseling, group counseling, psychotherapy, consultation, educational programming, behavioural development, preventive mental health and in-service training. The principals had to evaluate how helpful each of the services were by checking 'yes', 'no', 'uncertain' or 'not available'. If the service was not available, the principals had to indicate if they believed the service should be provided. There was a fairly high return rate of 77% of the questionnaires. Findings from the study indicated that school principals who returned the questionnaire viewed the traditional role of school psychologists as helpful. The majority of the principals found personality and emotional assessment, consultation, and screening services of the school psychologists as been very helpful. School psychological services perceived by the principals as not been very helpful were group counseling, research, preventive mental health, and programme development.

Elementary school principals indicated that they would like to see an increase in the amount of time the school psychologists spend at their schools. Of the 14 school psychological services assessed by elementary principals nationwide, 13 were perceived in similar fashion by the principals of each region, with consultation being the only service viewed as significantly different. Services that were not available in some regional areas, but desired by elementary principals, were, group counselling, preventive mental health, and in-service training.

Group counselling was viewed as not helpful by 20% of the principals as a desired service. One-fourth of the elementary principals did not find research service available to them. However, only 22% found it helpful when the service was available, while 33% indicated the service as not helpful. These findings seem to suggest that school principals believe that school psychologists should have a complete range of techniques at their disposal, and these should at least include treatment, assessment and consultative services.

Hartshorne and Johnson's (1985) early study surveyed 203 secondary school principals to examine their perceptions of the role of school psychologists. The focus of the study was to determine the secondary school principals' perceived differences between actual and ideal roles of the school psychologists. The various functions include psychological testing, staffing for special education, consultation with staff, consultation with parents, counseling, consultation with administrators, case follow-up, program development, lead in-service training, and research.

A questionnaire was sent to 361 secondary school principals, and a total of 316 surveys were returned. However, there were only 203 usable returns, giving a return rate of 56%. The questionnaire was designed so that school principals had to rank 10 areas of school psychologists' roles and functions. The principals had to take into account what factors influenced the amount of time school psychologists spent in various functions; such as, training, personality assessment, circumstances unique to the school or setting, and special education regulations, as well as to indicate the most important of the four primary factors for each of the 10 functions. School principals were asked to rank the order of the functions of school psychologists between their actual and ideal roles.

The results of the study showed that there was little difference in rank order between actual and ideal roles. Psychological assessment was ranked first, but a lower ideal ranking that principals would like to see school psychologists spending less time doing. There were significant rank order differences in the areas of counseling with students and staffing for special education. Staffing for special education involved school psychologists' allocating schedules to ensure that staff services the needs of all special education students, as well as identifying the appropriate levels of support each student required. School principals in this sample clearly desired more involvement of psychologists with counseling and less with staffing. Findings also indicated that school principals believed that special educators' regulations appeared to be the most influencing factor impacting the role and function of the school psychologists. Ranking by the principals revealed that special education regulations was a big influence on the amount of time that school psychologists spent on the 11 functions. The findings regarding actual and ideal rankings on roles were similar to those found by Hughes (1979) in the desire to see less time spent in assessment-related activities and more time in counseling. Sneft and Snider (1980) also found counseling to be highly regarded by elementary school principals. Overall, the findings suggested that secondary school principals viewed school psychologists' roles and functions fairly positive.

Beauchamp (1994) conducted a study on the perceptions of early childhood administrators' perceptions of the school psychologists' roles in their program. Beauchamp surveyed 268 early childhood administrators in Illinois. There was a return rate of 84%; 54 of the early childhood administrators were school principals, program supervisors and special education directors. The administrators had an average of 6.8

years of experience. Beauchamp developed two questionnaires based upon a previous surveys developed by Mowder, 1986. Only 67 administrators returned and completed the questionnaire, yielding a return rate of only 25%. Beauchamp contributed the low rate to the timing of the mailing.

Results indicated that the administrators were generally satisfied with their school psychologist's role, with 54% 'very satisfied' and 36% 'satisfied', and 10% 'dissatisfied' or very 'dissatisfied'. Those administrators who were dissatisfied reported that they would like to see the psychologist do more class observations, spend more time doing assessments, be better trained in approaches to developmental disabilities, develop better working relationships with teachers, and be more knowledgeable about child development. Results also indicated that the primary reason to consult with school psychologists was for psychological assessment. Administrators reported that they would also like to see the role expanded to include training in consultation skills and team-building skills for more effective work with educators. Also, it was noted that, the more time school psychologists spent consulting with teachers, the more satisfied school administrators were with their school psychologists. The majority of administrators identified assessment as the first priority in consultation. Overall, administrators in special education reported satisfaction with the roles and functions of school psychologists in the area of early childhood.

Levinson and his colleagues conducted a study of 512 elementary and secondary administrators in Ohio on their perceptions of actual and desired time spent by the school psychologists in 15 roles and functions, and their level of satisfaction with school psychologists (Levinson, Thomas, and Orf (1996). A questionnaire was sent to

administrators asking them to estimate the number of multifaceted evaluations conducted by their school psychologists in a year, to rate overall satisfaction with their school psychologists, and to provide comments concerning the activities or projects that their school psychologists were involved with which they were most and least satisfied. The role functions such as counselling students individually or in groups, learning problems and career or vocational problems, working with special education students, working with regular education students, addressing specific social problems/academic or learning problem, consulting with teachers, working with gifted children, working with parents or families, inservice training of teachers, and system-level work. A total of 3,143 questionnaires were mailed out, and a total of 527 were returned, yielding a return rate of 17%. There were only 512 surveys that could be used to collect data. Of the 512 administrators who returned the survey, 64% were elementary school administrators.

Results indicated that 79% of administrators stated that they were either satisfied or very satisfied with their school psychologists, so the results were fairly positive. Administrators also desired school psychologists to spend less time in assessment and administrative activities than they were perceived to be spending in those areas, and desired school psychologists to spend more time than they were perceived to be spending in other roles that were surveyed. It was noted that administrators were in favor of school psychologists' engaging in more diverse activities, as long as the administrator perceives that school psychologists were spending the desired amount of time in psychometric activities. Results also indicated that six factors influenced administrators satisfaction with school psychologist's role and function: the actual and desired time spent providing services to prevent student problems, the percentage of time spent working with parents

and families, actual and desired time spent performing administrative duties, actual and desired time spent doing inservice, and the actual and desired time spent on counselling for career and vocational issues.

A limitation of Levinson et al.'s (1996) study was that the return rate was relatively low, and therefore allowed for a possible presence of response bias. The results of the study also must be interpreted with some caution, and only limited generalizability of the findings can be done. There was no attempt by the researchers to mail a followup letter to the non-respondents to improve the response rate, and no comparisons were made between respondents and non-respondents to determine the likelihood of a response rate bias. A followup study with a larger sample size of administrators may be needed to gain more information.

Conclusion

In conclusion, most of the studies reviewed support the fact that administrators have a satisfactory and positive perception of school psychologists (Sneft and Snider; 1980; Beauchamp, 1994; Hartshorne & Johnson, 1985; Levinson et al., 1996). Review of the research revealed that administrators believed that psychometric assessment was the most prevalent role (Landau & Gerken, 1979; Levinson et al., 1996; Beauchamp, 1994). There was, however, disagreement about whether the time given to it should be reduced. Certainly, administrators felt more time should be given to other roles (Sneft & Snider, 1980; Hartshorne & Johnson, 1985; Levinson et al., 1996). The reviewed research provides a rationale for the movement of psychologists' role from that of purely psychometric activities towards a more diverse role. Administrators also indicated they would like to see a role expansion by school psychologists with engagement in other

activities. The above studies also indicated that such variables as the amount of contact a educator had with the school psychologist, and years of working/teaching, had a great influence upon how educators viewed the roles and functions of school psychologists.

Perceptions of the Roles and Functions of School Psychologists in the UK

Several studies conducted in the UK that examined the perceptions of educators' roles and functions of the Educational Psychologists (EP) have indicated changes in the perceptions of the teachers regarding the roles and functions of school psychologists (DfEE, 2000; Ashton & Roberts, 2006; Farrell, Jimerson et al., 2006; MacKay & Vassie, 1998; MacKay, 1997, MacKay & Boyle, 1994; Boyle & MacKay, 2007).

Boyle and MacKay (1997) and MacKay and Boyle (1994) undertook a series of studies that revealed that, while EPs were seeking to carry out a wider role involving consultation, inservice training, preventative approaches and research, teachers continued to primarily value the traditional role of individual assessment and counselling.

The purpose of MacKay and Boyle's (1994) study was to determine to what extent schools vary in their perceptions of the effectiveness of educational psychologists, and the relationship between present roles and expectations by educators. The study also attempted to examine if primary schools and secondary schools differ on a systemic level in what they want a psychologist to do with regard to pupils with learning difficulties.

MacKay and Boyle mailed a survey to 117 head teachers in the primary schools in Dunbarton division of Stathclyde region in Scotland. The geographical areas consisted of urban and rural communities. There was a high return rate of the questionnaires - (N=112), or 97%, from the head teachers. The questionnaire was developed from a previous survey used in a study conducted by MacKay and Boyle in 1990. The questionnaire consisted of seven questions addressing the role of EPs in meeting the

needs of pupils with learning difficulties. Findings of the study indicated that primary head teachers and secondary head teachers were somewhat in agreement on roles pertaining to the school psychologists. Results indicated that primary head teachers and secondary head teachers believed that psychologists had a central role in relation to learning difficulties. At least 48% of head teachers and 39% of secondary head teachers valued the EP's contribution to pupils with learning difficulties. Head teachers and secondary head teachers also believed that EPs make a significant contribution to policy-making. Head teachers and secondary head teachers indicated that EPs were most involved in individual assessment of pupils with learning difficulties. Head teachers reported that EPs seem to be more involved in traditional roles to a greater extent than in nontraditional roles such as research, and in-service training. However, head teachers indicated a desire for EPs to become more involved in less traditional roles.

The later survey, MacKay and Boyle (2007), a followup survey to the 1994 survey, examined educators' views on their satisfaction and perceptions of the EPs services. Boyle and MacKay (2007) sent a five-point Likert scale questionnaire to 112 head teachers in primary schools and 24 secondary schools. There was a return rate of 81% from the primary schools, and 87% from the secondary schools. The questionnaire was used to gather information about the educators' perceptions of the EPs' current level of involvement in their schools in regard to specified roles relating to the schools' pupil support strategy. The roles included such items as assessment, individual counselling, inservice training, advice on teaching, working with parents, and research. The administrators were required to comment upon their perceptions of the overall value of the educational psychologists' service in relation to pupil support.

The findings revealed that 70% of the head teachers valued the input of the school psychologists, an increase from the previous study. While head teachers valued the majority of services the school psychologists offered, the head teachers still preferred the traditional function of school psychologists to be that of individual casework and conducting assessments. However, casework was now viewed more as a systemic approach to wider intervention levels, which could include the family, school and local authority (Boyle & Lauchian, 2009).

A criticism of this study was that the sample size was relatively too small to conduct a multiple regression analysis involving nine independent variables (Tabachnick & Fidell, 2000). The study also failed to outline all the functions and the wider range of duties carried out by EPs within schools. The study was concerned only with pupil support services for students with learning disabilities. Nevertheless, the strength of the study was the fact that the respondents gave their views on the contributions made by psychologists from four different psychological services (Boyle & MacKay, 2007).

Findings from studies of MacKay and Boyle (1994), and Boyle and MacKay (2007), suggest that differences exist among head teachers themselves in their perceptions of the role of the EP. Results of the Boyle and MacKay's (1994) study revealed that head teachers viewed EPs as providing valuable service in the areas of individual case work and psychoeducational evaluations. This was an area in which the EPs were attempting to have less involvement. The traditional role of assessment and helping individual children was seen by both primary and secondary headteachers as a first priority. Head teachers considered EPs to have the ideal level of service delivery when based upon their involvement with individual students and their parents. Any lack

of satisfaction that head teachers had with psychological services delivery was directly linked to the amount of time EPs provided to their school, rather than the type of work they actually performed.

Perceptions of Special Educators in UK

Aston and Roberts (2006) conducted a small-scale research study which examined what Special Needs Coordinators (SENCOs) found most valuable about the roles of the EP. The study also explored EPs' perceptions of their roles, and if they believed they had a wider role to play in schools. Aston and Roberts developed two different open questionnaires for SENCOs and EPs. The questionnaire was sent to 58 primary schools by internal post. Twenty-two questionnaires were returned, giving a response rate of 38%, and eight EPs out of nine completed the EP survey (89%). In the questionnaire, there were three questions designed for the SENCO, and adapted for the EP questionnaire. The first two questions were designed to determine which EP activities were valued and which other aspects such as skills and attitudes were also valued. The final question attempted to determine what aspects of the EP's role were most unique or valued, and if they were similar or the same as other services.

Results of the survey revealed that EPs and the SENCOs valued the relationship that was developed by the EPs within their schools. SENCOs believed that the EPs had developed good working relationships, in that they were readily available to assist them in matters at school, as well as provide a sense of continuity. The study also revealed that, while there were differences between the groups in the perceptions of EPs' general approach to their work, most SENCOs valued the "traditional" EP role of individual assessment, which may lead to statutory assessment and providing expert advice to staff

(MacKay, 2000, p. 250). The EPs believed that performing the duties of consultation to help staff to find solutions was most valuable to schools. SENCOs did not see the consultative and systemic approach as unique, or as a key facet of the EPs work. It needs to be remembered that this was a small sample, and that the response rate from SENCOs was extremely low. The study also included newly qualified EPs, who had not been in the field very long.

Perceptions of Psychological Services Valued by Educators in UK

A major study was conducted by Farrell, Woods et al. (2006) to review the roles and functions of educational psychologists in England and Wales. While one of the aims of the study was to determine how EPs can contribute to children's services, multi-agency work, and complementing that of clinical and counselling psychologists, it also examined the perceptions of educators' regarding the roles and functions of EPs. This study evolved out of the findings of the DfEE (2000) report on the roles and functions of educational psychologists. The recommendation found in the DfEE report indicated that there should be an integration of children's services by forming a team around the child and family in the context of community and school. The Farrell, Woods et al. (2006) study attempted to consider the contribution that EPs can make to meet the needs of children as set out in the Every Child Matters agenda, and the extent to which they make a distinctive contribution working with, and alongside, other related services.

Farrell, Woods et al. (2006) mailed a total of 2400 questionnaires to head teachers at nursery, primary, secondary and special education schools. Also, nearly three thousand (2959) questionnaires were sent to principals, educational psychologists (EPs), local authority officers, and other professionals who work with EPs and parents.

Telephone and face-to-face interviews were carried out with representatives from a range of stakeholders, including the professional association representing EPs. Return rate from head teachers at nursery, primary, secondary and special education schools was a total of 404 questionnaires. The return rate of the questionnaires from principals, educational psychologists (EPs), local authority officers, and other professionals who work with EPs and parents was 605. The questionnaire was partly developed through the process of two focus groups with different stakeholders. There were three versions of the questionnaire; one for EPs, one for staff working in schools, and one for other professionals who worked with EPs. The questionnaire differed only in the identifying information required and in the introductory text. Site visits were made to eight schools, including two from Wales. A few interviews were conducted with a professional who worked with EPs and young people who had had recent contact with EPs.

The results of the study indicated that the roles and functions of EPs have expanded considerably over the last 25 years, despite the restrictions placed upon them by requirements of Special Education Needs (SEN) statutory assessments. Farrell, Woods et al. (2006) found that services were provided to children through a variety of activities. However, the survey also showed that the majority of respondents indicated that EPs were too heavily involved in statutory assessments, and this prevented them from expanding their work to make valuable contributions in other areas. Although there is evidence to suggest that there was a reduction in the number of statutory assessments by EPs, participants still believed that too much time was spent on these assessments. Participants also indicated that EPs should work more with children with severe, complex and challenging needs.

Findings from the study also showed that, while the work of the EP is valued by most, educational psychology services are likely to become more community-focused within the new children's services legislation, reducing the emphasis on school-based work. As a result, participants reported that EPs were working effectively in multi-agency contexts in aspects of their work, and that they can play an important part in children's services. The study revealed that the most common obstacle to effective practice, in particular from staff at schools, was the limited contact time with EPs. The participants valued highly the contact that they had with the EPs, and expressed a need for more frequent contact, particularly in the areas of therapy and intervention. Lastly, many of the participants indicated that the work done by the EPs contributed to the Every Child Matters (ECM) five outcomes for children. This was directly related to the work EPs do; such as, individual assessment, consultancy, intervention and training. However, this was less of a concern to school-based staff, who were not likely to view the EPs work in terms of ECM outcomes for children.

Findings from the above studies in the UK which examined educator's perceptions of the roles and functions of EPs indicate similarity with those found in the USA. Educators generally seem to value the work of the psychologist, and often view assessment as a major role of the EP. Many educators also would like to see EPs engaged in a more nontraditional roles within schools and in multi-agency settings. Another significant finding was that contact with the psychologists was highly valued, and help to shape the perceptions of educators. Findings from the USA studies indicate that the amount of contact a educator had with school psychologist, and years of working/teaching, had an influence upon how educators viewed the roles and functions of

school psychologists. The data in this study were analyzed to determine if similarities in educators' perceptions of the roles and functions of the school psychologist exist between these findings and those of studies in other countries.

Perceptions of Roles and Functions of School Psychologists in Other Countries

There have been few studies on educators' perceptions of the roles and functions of school/educational psychologists in other countries (Farrell, Jimerson et al.,

Kalambouka & Benoit, 2005; Leach, 1989; Thielking & Jimerson, 2006). This review examines which variables tend to influence educators' perceptions of school psychologists role and functions. Once again, the research in other countries suggests that both teachers and administrators value the roles and functions of school psychologists.

Perceptions of Educators in Australia.

Leach (1989) conducted a survey in Western Australia to determine how teachers and principals viewed the work of psychologists in schools. Leach reported that the activities of psychologists in West Australian schools were considered to be similar to those of school psychologists in the US and educational psychologists in Britain. The study consisted of a survey of teachers' perceptions of what psychologists do in schools, how well they do it, and to what extent their activities are needed and valued. Teachers rated the frequency of activities, and how well they were carried out by psychologists. Teachers also were asked to indicate which activities they would like to see more or less of performed by psychologists. Teachers rated such activities as advice to teachers on how to deal with children's learning difficulties, cognitive assessments, assessments for special education placement, focusing on families with greater difficulties at school, and

working with teachers to solve problems in classrooms. A sample of 415 primary and secondary teachers from 75 schools were asked to complete a questionnaire (return rate 76%). There were 58 questionnaires completed by administrators (school principals). Leach (1989) constructed a 65-item questionnaire to determine the perceptions of teachers and administrators. Six items of the questionnaire were selected based upon the psychological services offered in Australian schools, and from a review of the literature of teachers' perceptions. These items included program evaluation and research, services to individual students, services to teachers, services to parents, consultation, and systems-change activities. Two other items were based upon process and qualities of service delivery and qualifications of psychologists. Seventeen of the 50 items identified traditional/direct activities, and the other 33 items identified non-direct activities. Results of the study indicated that school principals and teachers viewed school psychologists as performing the traditional functions of assessment and the placement of pupils in special classes or schools. Teachers also perceived that school psychologists participated in child-centered activities such as counselling, rather than broader systemic activities such as consultation and schoolwide assessment. Teachers, to a lesser extent, perceived the role of the school psychologists as providing advice to teachers and parents on methods of managing children's learning and behaviour difficulties, or as consultants. Teachers and principals reported that traditional child-centred activities was conducted more frequently by psychologists, in comparison to system-centred activities. The system-level activity that was performed most frequently was that of psychologists' advising principals regarding children with special needs. Teachers perceived the school psychologists as being more competent in performing student counselling and assessment

activities than the more systemic type of activities. Interestingly, when teachers were asked what services they needed more of, they were the same services they reported that the psychologists carried out with the least competently.

Teachers and school principals reported that they seldom saw psychologists designing and conducting within-classroom interventions to address individual students' needs. Further, results suggested that there were significant differences in the perception of the quantity and quality of services received between teachers and principals, and between those with more and less contact with psychologists. Teachers also indicated that they would prefer to have more of the traditional services from school psychologists, but also more of the other services offered by psychologists. Leach believed that the findings of this study mandated Australian school psychologists to expand their job roles.

Thielking and Jimerson (2006) conducted a study in Victoria, Australia, to examine the perceptions of teachers, principals and school psychologists, regarding the roles of psychologists. Thielking and Jimerson confirmed Farrell, Jimerson et al.'s (2005) findings that psychologists report a high degree of professional satisfaction in their work, and also that the work of the psychologist is highly valued by educators. The study surveyed 21 school principals, 86 teachers, and 81 school psychologists, regarding what they believed should be the role of the school psychologists. The response rate was 64% for psychologists, 49% for principals and 34% for teachers. The educators completed a survey which included the School Psychologists Responsibilities Measure (SPRM), which was developed from published research on types of activities that psychologists perform (Gibson, 1990; Hall, 2002; Partin, 1993; Valine, Higgins &

Hatcher, 1982), and research on common ethical dilemmas faced by school psychologists (Davis & Mickelson, 1994; Jacob-Timm, 1999). The questionnaire was developed to allow the researcher to gather information and opinions on what educators believe should be the roles and responsibilities of school psychologists, and to compare the opinions of psychologists, teachers, and principals. The SPRM is a 30-item, 5-point Likert scale questionnaire where the educators have to respond on a range from 1 to 5.

Results indicated that school psychologists thought they should spend time:

- Being the main referring agent within the school when students' issues are beyond teachers' level of expertise (99%)
- Providing counselling to students (99%)
- Keeping current on the latest research 98%
- Informing primary school-aged children's parents that they are receiving counselling (90%)
- Conducting IQ assessments (89%)
- Organizing group programs for students (88%)
- Providing workshops for teachers about student welfare issues (88%)
- Conducting research that was important to their schools (77%)
- Conducting psychological assessments (74%)

(Thielking & Jimerson, 2006, pg.)

Results also indicated that the majority of school psychologists believed that they should not administer discipline to students.

It is interesting to note that teachers and principals all shared similar perspectives of the roles and functions of school psychologists. Teachers and principals agreed that

school psychologists should conduct research on issues relevant to the school, be up-to-date on relevant research, conduct psychological assessments, provide counselling to students, and organise group programs for students and workshops for teachers (Thielking & Jimerson, 2006). However, there were significant differences in perceptions among educators regarding the issues of ethical concerns, role boundaries, dual relationships, confidentiality and informed consent. However, the educators highly valued the services of the school psychologists.

Perceptions of Educators in Norway

Anthum's (1999) research, in Norway, evaluated the quality and change potential of the school psychologists' service. Anthum surveyed by mail administrators and teachers from 161 elementary schools in 15 of the municipalities in Norway. A total of 136 administrators (47% women, and 53% men) and 333 teachers (73% women and 27% men) responded to the questionnaire, giving return rates of 84% and 62%. Among the teachers, 16% were administrators. The questionnaire, which was mailed to teachers and administrators, included 30 identical items assessing the types of tasks which should be given priority by the school psychologists, as well as assessing the quality of collaboration over the previous year.

One of the findings suggested that a mismatch existed between needed and provided services. The task priority index results indicated that there were overlapping preferences among the school personnel who wanted more services from their school psychologists than they were being provided. Teachers, but not administrators, indicated that they wanted more consultation and systemic prevention services. Also, teachers, but not administrators, did not give much attention to timeliness and availability of

psychological services. Results revealed that teachers are less satisfied than the administrators with items containing issues of consultation and prevention work. One of the significant findings of this study was that both teachers and administrators believed they did not receive enough services from the school psychologists. Overall, though, results indicated that administrators and teachers reported feeling a general level of satisfaction with the level of school psychology services.

Teachers and administrators seem to be pointing out that, in terms of extra services, they would prefer to have more priority given to intervention, counselling and prevention, rather than to assessment and documentation.

Perceptions of Educators in Various Countries.

Farrell, Jimerson et al. (2005) conducted a significant study, in which they examined the perceptions of the teachers regarding the school psychologists in various countries. The countries included in the study were Cyprus, Denmark, England, Estonia, Greece, South Africa, Turkey and the USA. The strength of the research was the large number of countries that took part in the study. However, in some of the countries, the sample size of teachers who took part in the survey was small; for example, only eight teachers took part in Greece, and a small sample of teachers also participated in Denmark. Teachers were required to complete a questionnaire on their perceptions of the role of school psychologists. The questionnaire included a combination of closed- and open-ended questions. A total of 1105 completed questionnaires were returned from 250 schools. The numbers of teachers who took part varied from 275 in Turkey to 23 in Denmark. The largest number of teachers who participated were from South Africa. The study reported variations among the countries, with respect to the amount of time that

was spent by the school psychologists in schools, and this was considered to strongly impact the extent to which teachers valued the services of the psychologists.

Turkish schools received more time from their school psychologists than all other countries - four or five days per week. The USA, Estonia, Greece and Denmark received the services of the school psychologists at least one day per week. However, the least amount of time was spent in Cyprus, England and South Africa, where teachers, on average, saw school psychologists for only one hour per week in their schools. In Greece, school psychologists also spent most of their time in special education schools, due to the fact that in 13 out of 20 schools who took part in that country were special schools. On the whole, teachers appreciated the quality of the service that they received from school psychologists, although they would like to see more of them. In Cyprus and South Africa, at least 90% of teachers wanted to see more of their school psychologists, while in England the figure was 99%.

Teachers in all countries but Estonia viewed time spent by school psychologists in assessing students for special education as substantial. Teachers in the USA and England also ranked individual counselling or therapy as a task that is frequently undertaken by school psychologists. Teachers' ranked vocational guidance and working with parents as tasks that school psychologists seldom perform. Teachers reported that they would like school psychologists to spend more time on the activities they currently perform; such as, providing training, advising teachers on development of curriculum material, and working with teachers on whole-school development.

Conclusions

In conclusion, there have been a large number of studies that have evaluated educators' and administrators' views of the role of the EP. In particular, these studies assisted in comparing and assessing if Bermudian educators have similar views regarding the roles and functions of school psychologists in comparison to other educators in the US, UK and other countries. Positioning theory would suggest that the perceptions of school psychologists by other educators has a huge impact on the role and function of the school psychologists. Many of the past studies examine the views of school psychologists by teachers and administrators in a variety of ways. These have often included: a) role and function, b) helpfulness, and c) competency and education of school psychologists (Gilmore & Chandy, 1973 a & b).

Numerous surveys have explored the roles and functions of school psychologists in the United States (Robert, 1970; Gilmore & Chandy 1973a, 1973b; Abel & Burke, 1985; Watkins et al., 2001; Gilman & Medway, 2007; Gilman & Gabriel, 2004; Arivett et al., 2007), and in the United Kingdom (Ashton & Roberts, 2006); Farrell, Jimerson et al., 2005; ; MacKay & Vassie, 1998; MacKay, 1997, MacKay & Boyle, 1994; Boyle & MacKay, 2007).

These studies indicated that educators' perceptions of the roles and functions of school psychologists have not changed a great deal over the past 30 years. Research indicates that teachers, special educators, and administrators in the US and UK regard the primary role of school psychologists to be that of conducting assessments (Baker 1965; Dean, 1980; Ford & Migles, 1979; Robert, 1970; Gilmore & Chandy, 1973a, 1973b; Medway, 1977; Styles, 1965; Gilman & Gabriel, 2004; Farrell, Jimerson et al.,

2005; Arivett et al., 2007; MacKay & Boyle, 2007). Watkins et al., (2001) reported that findings from these surveys also are consistent in demonstrating that school psychologists' actual roles are dominated by assessment activities, with other professional services (i.e., intervention, consultation, research, etc.) being performed much less frequently.

The years of teaching experience, and the amount of contact they had with psychologists, seem to be a significant determining factors in how teachers' perceive, and rate, the roles and functions of school psychologists (Dean, 1980; Abel & Burke, 1985; Medway, 1977, Robert, 1970; Sheridan & Gutkin (2000). Dean's (1980), and Gilmore and Chandy's (1973a, 1973b), studies found that frequency of contact with school psychologists was a major determinant of how the roles of school psychologists were perceived by teachers. Dean (1980) indicated that this was perhaps due to some teachers' having unrealistic expectations of the roles of school psychologists. Dean (1980) further stated that 'the experienced teacher still viewed the school psychologist as the appropriate referral agent, but apparently refers with lower expectations than does the novice teacher' (p.288).

Watkins et al. (2001), in their review and critique of the ecology of school psychology and the changing paradigm of school psychology for the 21st Century, reported that regular education teachers may have an incomplete perspective on the types of services that school psychologists can provide, due to the limitations of their contact with school psychologists. Often, regular teachers' contact with school psychologists is limited to brief meetings and information that is provided in written psychological

reports. The special educators had more frequent contact with the school psychologists, and therefore tended to rate the services of the school psychologists more favorably.

No studies prior to this present research have looked at the teachers' perceptions of the roles and functions of school psychologists in the Caribbean, and more specifically in Bermuda. This present research evaluates which aspects of the role are seen to provide best outcomes for students, and ensures the accountability of effective services in the education system of Bermuda. The aim of the study is to provide empirically driven feedback regarding the school psychology services that can help influence decision-making and policy formation in Bermuda.

CHAPTER III

METHODOLOGY

Purpose of the Research

Bermuda's school psychologists have a unique and multifaceted role within the schools, and most of them work with a variety of stakeholders. The purpose of the research was to evaluate educators' perceptions of the role of school psychologists in Bermuda. Timmins and Miller (2007) have stressed that the evaluation of any initiative or innovation in professional practice has become more important and relevant today, because services such as education and health care now require practitioners to be more accountable for what they do. Evaluative research seeks to find out the nature of change, due to a specific social programme, or targeted at a specific social problem (Timmins & Miller, 2007).

Pawson and Tilley (1997) stressed that, in designing an evaluation study, the research should seek to find answers as to why a programme works, and for whom and under what circumstances. They argued that people are a critical factor in any intervention in a social context, and that it is the people that make the programme work, not the programme itself. In this study, the research questions sought to understand educators' perceptions of the role and functions of school psychologists and which services they valued most.

The aim of the research was **to develop an understanding Bermudian teachers' perceptions** of school psychologists, in order to improve psychological services and meet

the needs and expectations of teachers. This is an important piece of research, as there is no previous research on the perceptions of Bermudian teachers regarding the role of school psychologists.

The Research Design

A two stage mixed methods sequential design was used in this research.

Quantitative data was collected and analysed before the qualitative data was collected.

The first quantitative phase was given greater priority in this study (QUAN and qual) as the principal aim of the research was to gain an understanding of Educators views on the role and functions of school psychologists. The quantitative data and the subsequent analysis addresses this aim. The quantitative findings were also necessary for the development of questions to guide the focus group qualitative discussion. Further as Creswell (2003) points out that in a the sequential design, priority, typically, is given to the quantitative approach because the quantitative data collection comes first in the sequence and often represents the major aspect of the mixed-methods data collection process. The smaller qualitative component follows in the second phase of the research.

The qualitative data and the analysis then refines and explains the statistical results by exploring participants' views in more depth (Rossman and Wilson 1985; Tashakkori and Teddlie 1998; Creswell, 2003). The use of qualitative and quantitative methods provides a greater range of insights and perspectives and permits a greater

confirmation of findings which improves the overall quality of the study and the validity of results.

In Phase 1 (Quantitative), educators were asked to complete a revised version of the School Perception Survey (SPS) developed by Gilman and Gabriel (2004). This was a cross-sectional non-intervention design. There was a correlational element in terms of seeing if there was a relationship between different types of educators and their views of school psychologists.

Quantitative Research Questions (Phase 1)

1. What roles and functions of the school psychologists do educators rate as being of most value?
2. What types of school psychologists' services do educators report using?
3. Are there differences among principals, regular education teachers, and special education teachers in their perceptions of involvement of the key roles and functions of school psychologists?
4. Are there differences among principals, regular education teachers, and special education teachers in their ratings of the key roles and functions of school psychologists?
5. Is there a relationship between educators' years of teaching experience and the frequency of contact they have with school psychologists?

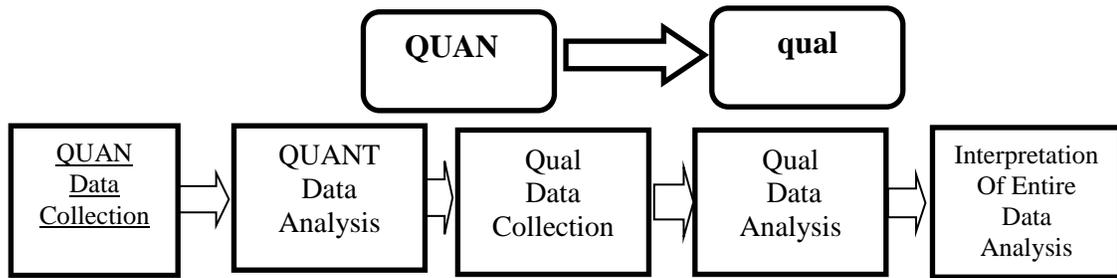
The findings of Phase 1 informed Phase 2. In Phase 2 (Qualitative), a focus group was used to elaborate on the previously obtained quantitative findings. The focus group

was used to help interpret, and explain, the quantitative findings. Integrating the quantitative and qualitative findings lended depth and clarity to how school psychologists in Bermuda are perceived.

The Qualitative research question for Phase 2:

1. How do experienced school psychologists make sense of the teachers’ perceptions of their role?

Diagram of Sequential Exploratory Mixed Method Design



3.3. Conceptual, Theoretical, and Epistemological Frameworks

This evaluative research took a mixed methods design – combining both quantitative and qualitative information. Morrow (2007) argued that expecting a research project to fit within the boundaries of a single paradigm would be an oversimplification. He argued that paradigms can be ‘crossed’ if determined appropriately by the research question and merging the data (Morrow, 2007, p.214). Following this argument and the principles of the pragmatic paradigm, the current research is underpinned by pragmatism, whilst, at the same time, recognizing the values of postpositivism and constructivism. The link between pragmatism and mixed methods is formally recognized by Morgan (2007), and by Tashakkori and Teddie (2003). Morgan described the pragmatic approach

as being supportive of the use of qualitative and quantitative methods, approving of the way this paradigm focuses on the methodological, instead of the metaphysical concerns.

Robson (2003) proposed that mixed-method research often lends itself to a pragmatic approach, as it is concerned with the practical implications of a concept and looks to determine 'what works'. The ontological and epistemological pragmatic frameworks link the choice of approach directly to the purpose, and the nature, of the research questions posed (Creswell, 2003). Evaluative research is often multipurpose, and a 'what-works' tactic allows the researcher to address questions that do not sit comfortably within a wholly quantitative or qualitative approach to design and methodology (Creswell 2003). The pragmatic paradigm has what Tashakkori and Teddie (1998) and Creswell (2003) see as intuitive appeal, giving permission to study areas that are of interest, embracing methods that are appropriate, and using findings in a positive manner in harmony with the value system held by the researcher. For these reasons, it is argued that the pragmatic paradigm is appropriate for the purpose of this evaluation research study - investigating the of Bermudian educators' perceptions of the roles and functions of school psychologists.

Pragmatists hold the view that objective reality might exist, but that the human mind is incapable of the objectivity required to discover such reality. They utilize both inductive and deductive logic, and value both objective and subjective points of view. Pragmatists have argued that a false dichotomy exists between qualitative and quantitative approaches; hence, researchers should utilize the strengths of both paradigms to provide a more complete understanding of educational and social phenomena.

The underlying focus of the pragmatist's paradigm is the value of the outcome of the research, and not the adherence of the method to a particular world view. Hence, the research adopts multiple and singular realities, as described by the ontology of pragmatism (Creswell & Plano Clark, 2007). The flexibility of this paradigm facilitates adoption of elements of other paradigms, since the holistic sense of pragmatism is to do what fits the research in the best way.

Participants

Phase 1

The target population for Phase 1 of the study consisted of educators who are representatives of the population of Bermuda. Participants were divided into three subgroups from all of the 26 public schools in Bermuda. The three subgroups were: learning support teachers, classroom teachers and school principals. For two of these, the subgroups consisted of the total population in Bermuda – the learning support teachers and school principals. For the third group, the classroom teachers, a random sample of school teachers was made from each primary, middle and high school. For each school, every 5th grade teacher on the official registration of teachers from the Ministry of Education was chosen, at random. The importance of random sampling was to ensure that there was a probability sample, so that the results could be validly generalised to the entire Bermudian classroom teachers' population. The total population for each subgroup was: learning support teachers 64, school principals 36 and regular teachers 522.

These educators were sent a survey which took approximately 10 minutes to complete online (Appendix J). The survey was created on Survey Monkey, an online survey tool which has been available since 1999. It allows researchers to create their

own surveys, quickly using custom templates and posting them on websites, or e-mailing them to participants to complete (Sue & Ritter, 2007). A cover letter accompanied the survey informing all educators about the research and their participation (Appendix E).

Phase 2

Qualitative Sample Size

The target group for the qualitative phase of the research were all of the school psychologists employed by the Department of Education in Bermuda. The school psychologists consisted of three female psychologists and one male, all of whom, except one, had been in these roles for more than five years.

Qualitative research requires a smaller sample number of participants than quantitative research. The focus for qualitative data is to obtain a richer and deeper understanding of the research area. There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990).

The school psychologist was presented with a summary of the research findings from Phase 1. Specific qualitative questions were asked regarding how best the role of the school psychologist can be developed in the near future.

Ethical Issues

Ethical approval to undertake the research was given by two authorities. Ethical permission was given through University of East London (UEL) (see Appendix F). In addition, permission to undertake the research was given by the Bermudian Government Ministry of Education. A letter was sent to the Minister of Education on April 12, 2012, requesting permission to conduct the study within the Bermuda school system. A reply

from the Ministry was granted in writing on April 17, 2012, from the Permanent Secretary of Education (Appendix D).

Ethical Issues – Phase 1

In order to ensure that the research was carried out ethically, and specifically to ensure anonymity the survey, the cover letter was sent electronically. A listing of all educators' e-mails was provided by the Technology Officer at the Ministry of Education in Bermuda. The data was collected by sending an email to 250 teachers whose contact list was obtained from the Department of Education Technology Officer, with 127 responding, yielding a response rate of 50.8%. The e-mail letters prevented direct contact between the researcher and the educators. All participants were sent a cover letter, asking them to participate (Appendix E). The participants were informed that all data collected was anonymous, as no actual names of individuals would be required on the survey. Participants were also informed that all data would be reported on a group basis only, to assure them that anonymity was strictly maintained.

Educators were informed that their participation in the study was voluntary, and that they had the option at all times of opting out or not completing the survey.

After a three-week period, a follow-up e-mail (Appendix G) was sent to all educators, reminding them to complete the survey if they had not already done so. It was anticipated that the online approach, with the general follow-up reminder, would yield a higher return rate of the surveys in a timely manner than would a paper copy of the survey.

Ethical Issues - Phase 2

A letter was sent to the five school psychologists in Bermuda, informing them of the study and requesting their participation and consent to take part in the focus group (Appendix G). The letter informed the school psychologists of the procedures that would be used to ensure anonymity, and the ethical procedures that would be adhered to, as well as informing them of their right to withdraw at any time if they so desired. The psychologists were also informed that all identifiers would be removed, and that the information would be reported so that no identifiable data would be linked to their responses.

Written permission for the audio recording was obtained from participants in the focus group. All participants were assured that all research material and data would be secured daily in a locked file cabinet for a period of three years, following that time period it would be destroyed. Participants were also informed that the transcript from the recordings would be anonymised to ensure that any comments in the focus group could not be attributed to individuals. Participants were informed that no names would be recorded in the transcript for the purpose of data analysis or the sharing of data. Lastly, all participants were informed that the results of the research would be shared – specifically, that meetings would be arranged for the participants and key stakeholders for the purpose of sharing the findings of the study.

Data Collection

Phase 1: Quantitative - The Survey

An online cross-sectional survey was chosen as the method for quantitative data collection for this study. The online survey method was used to provide a quicker and more efficient turnaround in the data collection process. School educators were able to readily respond online, providing them with the option of responding to the survey whenever time permitted, as well as going back at a later time to complete it. School educators in the Bermuda school system have access to a computer, and also have e-mail accounts.

Surveys are primarily used to collect quantitative information on the perceptions and opinions of a sample of people who adequately represent the population of interest (Robson, 2003). The online survey was an appropriate method for measuring educators' perceptions, opinions, knowledge, and attitudes about the roles and functions of school psychologists. The web-based survey is a relatively new method; however, the responses from electronic surveys are received much faster than with traditional methods, and it has been found that there are fewer non-response items, particularly in open-ended text response questions (Shermis & Lombard, 1999; Schaefer & Dillman, 1998; Couper & Nicholls, 1998).

The survey allowed for all data to be collected on one occasion using the same questionnaire. The cross-sectional nature of the survey allowed for the data collected to be analysed by their various roles within the school system.

There are a number of advantages to using an online survey to collect data. It allows for responses to be gathered in a standardized way, ensures ease of access and speed of response, and also can improve the attractiveness of the questionnaire (Creswell, 2009). Surveys are often more objective than interviews, as the characteristics of the interviewer does not affect the participants' response (Creswell, 2009). One of the significant benefits of online surveys is the processing of survey data. It ensures the reduction in the amount of work and the costs associated with importing data into any chosen system of analysis, which can often be expensive (Kiesler & Sproull, 1986).

The limitation of an online survey is that it is difficult for the researcher to detect any ambiguities or misunderstanding of the survey. It is also difficult for the researcher to determine if the respondents report their beliefs and attitudes accurately and treat the exercise seriously (Robson, 2003).

The Instrument

The School Psychology Perceptions Survey (SPPS) was developed by Gilman and Gabriel (2004). I contacted Dr. Rich Gilman in October 2011, requesting a copy of the School Psychology Perception Survey (SPPS), and seeking permission to use the survey in this research. This permission was given, and Dr. Gilman forwarded copies of the four versions of the survey, which included the school psychologists' form - Form A-Teachers, Form B-Student Support Form, and Form C-Administrators.

The School Psychology Perceptions Survey (SPPS) is a comprehensive questionnaire which is used to assess a number of dimensions related to school psychology practice. The questionnaire was designed to assess the following dimensions: (a) knowledge of school psychology; (b) satisfaction with school psychology services; (c)

helpfulness of school psychology services; and lastly, (d) future desired roles and functions of school psychology services. For the purpose of this research study, the four different versions of the SPPS questionnaire were revised and amalgamated to create one questionnaire, in order to specifically address the purpose of this study and to be completed by school administrators, regular and special education teachers.

The revised School Psychological Perceptions Survey (SPPS) survey consisted of 19 items (Appendix J). Questionnaire items from 1 to 7 required educators to complete the following basic demographic information: gender, age, number of years of teaching, special/regular education teacher, subject/grade level teaching, and the number of times that they had contact with the school psychologist during the past year. Educators were asked to rate the role of the school psychologists on a five-point Likert scale (with 1 equalling 'not important,' and with 5 equalling 'highly important').

Items 8 to 17 consisted of Likert-style rating options, which asked about educators' views of the roles and functions of the school psychologists: Item 8 elicited responses from the educator on how knowledgeable they were about the school psychology programme. Item 9 required the educators to rate how often they utilized the services of the school psychologist during the past academic year. Items 10 and 11 identified how educators perceived the helpfulness of psychological services to children and educators

Item 12 asked educators how satisfied they were with school psychologist services. Item 13 asked how often the educators utilize the various services of the school psychologists - such as, individual counselling, group counselling, consultation, crisis intervention, workshop/in-service training, research, assessment for learning/social-

emotional challenges, academic consultation, special educational needs, and educational strategies. There was also a comment box on Item 13, which allowed for educators list any other item not outlined.

For Item 14, educators rated the value of the different psychological services as outlined in Question 13. For Item 15, educators rated the areas in which they would like to see more psychological involvement. Participants were asked to rate the following areas: individual counselling, consultation, crisis intervention, workshops/in-service training, research, assessment for learning/social-emotional challenges, academic consultation, special education needs, and educational strategies. For item 15, educators were asked to rate those items that they would like to see the school psychologist to be involved in more or less. There was also a comment box on Item 15, which allowed for educators to list any other items not outlined. Item 16 asked the participants to rate the effectiveness of school psychological services compared to counselling services. For Item 17, participants were asked to rate the helpfulness of the psychoeducational reports

Items 18 and 19 were designed as open-ended questions. Item 18 asked educators to specifically indicate what was helpful about the psychoeducational reports. Item 19 asked educators to describe a time when the school psychologist was helpful to a student in their school, and to provide an example of what the psychologists did.

Validity and Reliability of the School Psychology Perception Survey (SPPS)

Gilman and Gabriel's (2004) construction of the (SPPS) was based on information gathered over the past three decades from a variety of research studies which examined areas relevant to the the professional school psychologist's identity, service delivery, and stakeholders' perceptions about the profession's functions and roles.

Gilman and Gabriel measured the reliability and validity of the SPPS by requesting educators and a psychologists to review the revised version of the SPPS. The reliability was measured by whether teachers completed the questionnaire the same way over time. Validity was also confirmed through assessing the literature on similar studies on the perceptions of the roles and functions of school psychologists, as detailed in the literature review (Robert, 1970; Abel & Burke, 1985; Watkins et al., 2001; Gilman & Gabriel, 2004; Gilman & Medway, 2007; Arivett et al., 2007).

As the SPPS had been revised for this present research in Bermuda, the reliability and validity were re-assessed. Four educators (two regular elementary teachers and two special educators) and a Bermudian practicing school psychologist were used for this process. In particular, the school psychologist was asked to check to ensure that the roles as described in the revised questionnaire accurately represented those that were practiced in the Bermuda school system. The educators were asked to review the questionnaire to determine if the items were understandable to their colleagues, to check to ensure that the rating options provided, and reflected, the roles and functions of Bermuda school psychologists. Based upon the feedback from educators, minor changes were made in the wording to ensure that the items read fluently and could easily be understood. The educators all indicated that the Bermuda version of the SPPS items accurately reflected the questions that were important to ask, and as a result no significant changes were required to further modify the survey

Phase 2: Qualitative – The Focus Groups

A focus group discussion was conducted to gather the qualitative data. The session began with a 10-minute visual/verbal presentation to the school psychologists on

the findings of the quantitative data from the first phase of the study. Participants of the focus groups were then asked five questions based on the quantitative data. The school psychologists discussed the implications of the findings of the survey and the implications for practice within the focus group. The focus group provided an understanding of the thoughts or behaviours of the school psychologists, and helped to facilitate the expression of their perceptions regarding findings of the quantitative data. Psychologists were asked to address the concerns of teachers and principals' arising from the survey, as well as to generate plans and policy development for the programme.

Morgan (1998a) described focus group research as 'focused group discussion', based upon a chosen topic or topics. The SPPS survey was the primary method of data collection in this study, but the focus group helped to act as a follow-up that assisted in interpreting the survey results (Morgan, 1996). Focus groups have been used in evaluative research to help bring about change in the group and its members (Robson, 2003). The focus group helped to amplify and understand the findings from the survey. Onwuegbuzie, Dickinson, Leech and Zoran (2009) indicated that focus groups can be formed by using pre-existing groups (e.g., colleagues at a place of work, such as the school psychologists at the Department of Education). Kitzinger (1994) indicated that pre-existing groups may be useful in providing 'naturalistic' exchanges. However, Krueger (1994) indicated that a disadvantage in using pre-existing groups is that there can sometimes be a tendency for potential bias to occur. It is recognised that the focus group in this study was somewhat small. However, Krueger (1994) endorsed the use of very small focus groups, referring to them as 'mini-focus groups', which can include three or

four persons, particularly when participants have specialized knowledge and experiences to discuss in the group.

The real strength of focus groups is not simply in exploring what people have to say, but in providing insights into the sources of complex behaviors and motivations (Morgan & Krueger, 1993). Such interaction offers valuable data on the extent of consensus and diversity among the participants.

Wilkinson, (2004, p. 177) proposed that focus groups are a way of collecting gathering qualitative data, which essentially involves engaging a small number of people in an informal discussion on a particular topic or set of issues. The interactions of the school psychologists allowed them to compare their perspectives, opinions, and experiences, and provided the researchers with a broader view than that obtained through individual interviews.

An advantage of focus groups is that they are efficient in producing a large amount of concentrated data in a short amount of time (Morgan, 1998a). Morgan further supported the idea that focus group research offers some quality control over the data collection through the process. Focus group members validate and check other members' responses (Morgan, 1998a), thereby indicating the extremes and then eliminating them (Patton, 1990).

Onwuegbuize et al. (2009) reported that weaknesses of focus groups, like their strengths, are linked to the process of producing focused interactions, raising issues about both the role of the moderator in generating the data and the impact of the group itself on the data. Also, Robson (2003) reported that the focus group process has to be well-managed, as participants would be less likely to share their views, often causing conflicts

or power struggles to arise between, or among, personalities. Robson further indicated that confidentiality can be a problem among participants when interacting in a group situation.

Data Analysis

Quantitative

Quantitative data was entered into SPSS 21.0 for analysis. The sample population is described with descriptive statistics (see Chapter IV). Frequencies and percentages are presented for categorical variables, including gender, age, and educational level. Means and standard deviations are presented to describe continuous data, including years of teaching/administrating and years employed in current school.

Preliminary Analyses

Data was screened for inconsistent responses, univariate outliers on the dependent variables, and excessive missing data. Inconsistent responses were assessed for and removed from the data set (e.g., simultaneously selecting 'never' and 'often'). Excessive missing data was assessed for throughout the responses per participant; participants with excessive missing cases were removed from the data set. Univariate outliers were assessed on the two continuous dependent variables: involvement scores and value scores. Outliers were examined by creating z scores from the dependent variables and assessing for values above 3.29 and below -3.29 (Tabachnick & Fidell, 2012). All found outliers were removed from the data set.

Research Questions

Research Question One: *What roles and functions of the school psychologists do educators rate as being of most value?*

To address Research Question One, descriptive statistics (frequencies and percentages) were conducted on the responses to Survey Question 14 (see Appendix J for full Questionnaire). Survey Question 14 consists of 12 items (i.e., individual counselling, group counselling, consultation, etc.). Survey Question 14 asks, ‘How do you rate the value of the following listed services of the school psychologists?’ Response options for each of the 12 items were coded from 1 = not valuable to 3 = somewhat valuable to 5 = very valuable. Each of the 12 items were treated as ordinal data.

Research Question Two: *What types of school psychologists’ services do educators report using?*

To address Research Question Two, descriptive statistics (frequencies and percentages) were conducted on the responses to Survey Question 13. Survey Question 13 consists of 11 items (i.e., individual counselling, group counselling, consultation, etc.). Survey Question 13 asks, ‘How often do you utilize the following listed services of the school psychologist?’ Response options for each of the 11 items were coded from 1 = never to 3 = frequently to 5 = very frequently. Each of the 11 items were treated as ordinal data.

Research Question Three: *Are there differences among principals, regular education teachers, and special education teachers in their perceptions on involvement of the key roles and functions of school psychologists?*

To address Research Question Three, a one-way univariate analysis of variance (ANOVA) was conducted to determine if statistically significant differences exist on involvement scores by educator type. Statistical significance was determined by using an alpha value of .05. A univariate analysis of variance (ANOVA) was the appropriate parametric analysis to be conducted, as the purpose of the research was to assess if mean differences exist on one continuous dependent variable (i.e., value scores) between two or more discrete groups (i.e., principals vs. regular education teachers vs. special education teachers).

The ANOVA uses the *F*-test, a ratio of the three independent variance estimates of the same population variance (Pagano, 2010). The *F*-test allows researchers to make the overall comparisons on whether group means differ. If the obtained *F* statistic is larger than the critical *F* statistic, the null hypothesis can be rejected.

The assumptions of normality and homogeneity of variance were assessed prior to analysis. Normality assumes that the scores are normally distributed, and homogeneity of variance assumes that all three groups have equal error variances. If the assumptions of the ANOVA had not been met, the non-parametric alternative would have been conducted: a Kruskal-Wallis test.

The dependent variable was involvement scores, and it came from taking the average of the responses from survey question 15. Survey Question 15 consists of 11 items (i.e., individual counselling, group counselling, etc.). Survey Question 15 asks ‘Given your understanding of school psychological services at your school, in what areas would you like to see more or less of their involvement?’ Response options were coded from 1 = a lot less involvement to 3 = same level of involvement to 5 = a lot more

involvement. Involvement scores were treated as continuous data. The independent grouping variable was type of educator type as detailed by the participants in their responses to Survey Question 2 – ‘Which job category do you perform?’ Survey Question 2 was grouped and coded into the following: 1 = principals (school principals and deputy principals), 2 = regular education teachers (paraeducators and regular teachers), and 3 = special education teachers (learning support teachers). Data was treated as nominal. If the ANOVA model found statistically significant differences between the groups, a post-hoc analyses would have been conducted to determine where the significant differences lie.

Research Question Four: *Are there differences among principals, regular education teachers, and special education teachers in their ratings of the key roles and functions of school psychologists?*

To address Research Question Four, a one-way univariate analysis of variance (ANOVA) was conducted to determine if statistically significant differences existed on value scores by educator type. Statistical significance was determined using an alpha value of .05. The dependent variable was value scores, and it came from taking the average of the responses from Survey Question 14. Survey Question 14 consists of 12 items (i.e., individual counselling, group counselling, etc.). Survey Question 14 asks ‘How do you rate the value of the following listed services of the school psychologists?’ Response options were coded from 1 = not valuable to 3 = somewhat valuable to 5 = very valuable. Value scores were treated as continuous data. The independent grouping variable was educator type, as described above. Data was treated as nominal. If the

ANOVA model found statistically significant differences between the groups, a post-hoc analyses would have been conducted to determine where the significant differences lie.

Research Question Five: *Is there a relationship between educators' years of teaching experience and the frequency of contact they have with school psychologists?*

To address Research Question Five, a Spearman rho correlation (r_s) was conducted to determine if a statistically significant association exists between years of teaching experience and frequency of contact with school psychologists. Statistical significance was determined using an alpha value of .05. Years of teaching experience came from Survey Question 7, Item 1. Survey Question 7 asks for the 'number of years teaching/administrator.' Data was treated as continuous. Frequency of contact with school psychologists came from Survey Question 9. Survey Question 9 asks 'During the past academic year (2011), how often did you utilize the services of the school psychologist?' Response options were coded from 1 = never to 3 = occasionally to 5 = very often.

Spearman rho correlation (r_s) is a non-parametric analysis and is a bivariate measure of association (strength) of the relationship between two variables. The Spearman correlation was appropriate, as the data was treated as ordinal. To determine statistical significance, the calculated Spearman rho coefficient (r_s) was compared to the critical value coefficient. If the calculated correlation coefficient is larger than the critical value, given the degrees of freedom and an alpha value of 0.05, the null hypothesis can be rejected, suggesting that a significant relationship exists. The degrees of freedom for a Spearman rho correlation were calculated by the follow equation: $(N - 2)$. Correlation coefficients can vary from 0 (no relationship) to +1 (perfect positive linear relationship)

or -1 (perfect negative linear relationship). Positive coefficients indicate a direct relationship: as one variable increases, the other variable also tends to increase. Negative correlation coefficients indicate an inverse relationship: as one variable increases, the other variable tends to decrease (Pallant, 2010). Cohen's (1988) standard will be used to evaluate the correlation coefficient to determine the strength of the relationship, where coefficients between .10 and .29 represent a small association; coefficients between .30 and .49 represent a medium association; and coefficients above .50 represent a large association or relationship.

Qualitative

Research Question: *How do experienced school psychologists make sense of the teachers' perceptions of their role?*

To address the qualitative research question, the responses from the focus group were examined for commonalities, or themes, for each of the four main discussion questions. The four main questions were:

1. What is your perception of your own role as a school psychologist?
2. Why do educators place a relatively high value on psychological services when they have little knowledge of them?
3. Why do educators rate assessment for learning and social and emotional challenges more relatively important than other services that psychologists perform?
4. How can psychologists influence, or make psychological services appealing to, educators? How can we make our services known to educators?

Excerpts and quotes were used to support the extracted themes (see Chapter IV Findings). Participants were asked the four main discussion questions to obtain an understanding of the perceptions and attitudes of school psychologists. The data was analysed using the qualitative process described by Creswell (1998). This process involves collecting open-ended data based on asking general questions and developing an analysis from the information supplied by the participants. The next step involved assessment of responses to the open-ended focus group questions for commonalities. Following that, data was examined and reexamined to reflect on statements and code responses into similar categories. These statements were then clustered into groups, which were called meaning units (Creswell, 1998). Agreement and commonalities among multiple participants were noted and became a theme. Creswell (1998) described this as a winnowing out process - extracting a small, manageable set of themes. Data was also examined for irregularities. Any irregularities that were discovered were presented in the results of the data.

CHAPTER IV

FINDINGS

Quantitative Results

This chapter provides an overall summary of the findings from the Quantitative and Qualitative data as outline in chapter three. The findings are a summary from the survey and focus group data.

Data Screening

Data was collected from 126 participants. Data were screened for inconsistent responses (i.e., simultaneously selecting 'never' and 'often'), excessive missing data (i.e., skipping the majority of survey questions), and univariate outliers. Inconsistent responses were found in Survey Questions 13, 14, and 15; the responses were removed from the data set. Excessive missing data were found throughout the data set from 58 participants; they were removed from the data set. Univariate outliers were assessed on the two continuous dependent variables: involvement scores and value scores. Outliers were checked for by examining the standardized values, or z scores, greater than 3.29 or below -3.29 (Tabachnick & Fidell, 2012). No univariate outliers were found. Final data analyses were conducted on the responses from the remaining 68 participants.

Demographics of Respondents

Demographics are the quantifiable statistics of a given population. Demographics are presented in this study to identify the quantifiable subsets within the population which characterize this sample. Demographic data was presented to describe the personal and professional characteristics of the sample, and were also used to identify relationships between selected demographic variables and frequency, as well as importance of their

functions and participation. It is presented to ensure differentiation in the sample, and to ensure that it represented different types of educators. It also assessed the breakdown of the overall survey response data into meaningful groups of respondents.

Participants ranged from working in preschools to working in high schools. Many participants were regular teachers (27, 40%). Ten participants indicated that they were special educators (10, 15%). The majority of participants were 50 – 64 years of age (36, 53%), and 84% of the sample was composed of females ($n = 53$). Forty-four (65%) participants indicated that they held a graduate/master’s degree. Frequencies and percentages for participants’ demographics are visually presented in Table 1- 4 and Figures 4:1 – 4:5.

Table 1. Frequencies and Percentages for Participants’ Demographics (Survey questions 2 to 6)

Demographic	<i>N</i>	%
Job		
Paraeducator	3	4
School principal	16	24
Regular teacher	27	40
Learning support teacher	22	32
Age		
20 – 34	6	9
35 – 49	25	37
50 – 64	36	53
65+	1	2
Gender		
Male	11	16
Female	57	84
Education level		
Associate degree	2	3
Bachelor degree	16	24
Graduate/master degree	44	65
Doctoral degree	5	7
Other	1	2

Note. Percentages may not total 100, due to rounding error or participant allowance to select multiple responses.

Table 2. Age of Respondents in comparison with the General Population (Survey

Question 4)

Category (years)	Population	Survey
20-34	30%	9%
35-49	46%	37%
50-64	24%	57%
65+	0%	2%
Total	100%	100%

*(Population (public schools only, N=665) *totals exceed 100% due to rounding)*

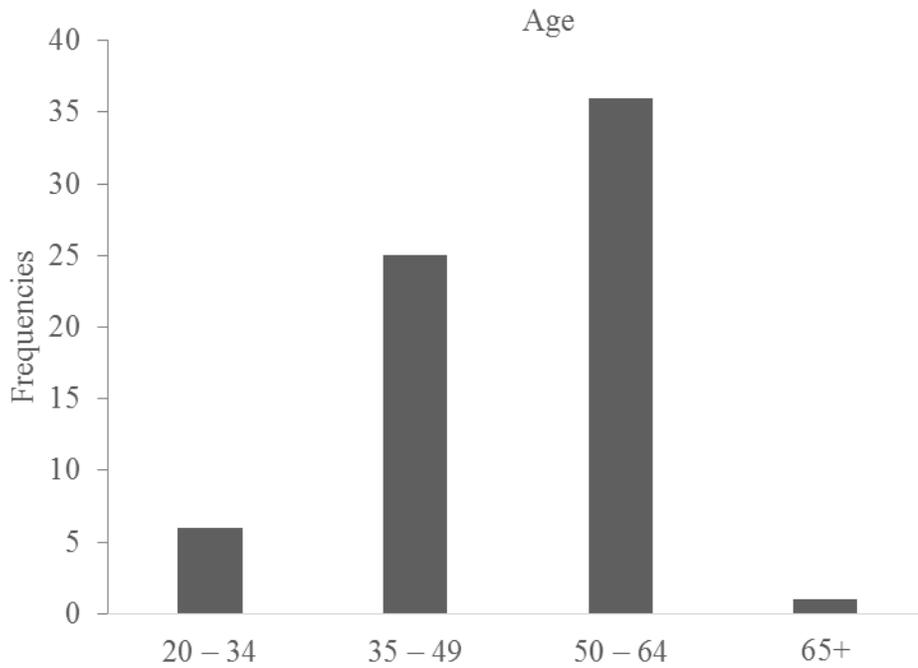


Figure 4.1. Frequencies for age. (Survey Question 4)

Table 4.1. summarizes the sample with respect to the age of the respondent. Just over half of the sample of teachers (55%) were over the age of 50. Teachers aged between 35 and 49 accounted for 37% of all teachers. The sample appears to have a balance between younger and more experienced teachers; however, in the wider population of teachers in Bermuda, nearly 8 in 10 (76%) are under the age of 50. Thus, the sample is more skewed toward older teachers in the system.

Table 3

Gender of Respondents (survey question 5)

Category	Population	Survey
Male	24%	16%
Female	76%	84%

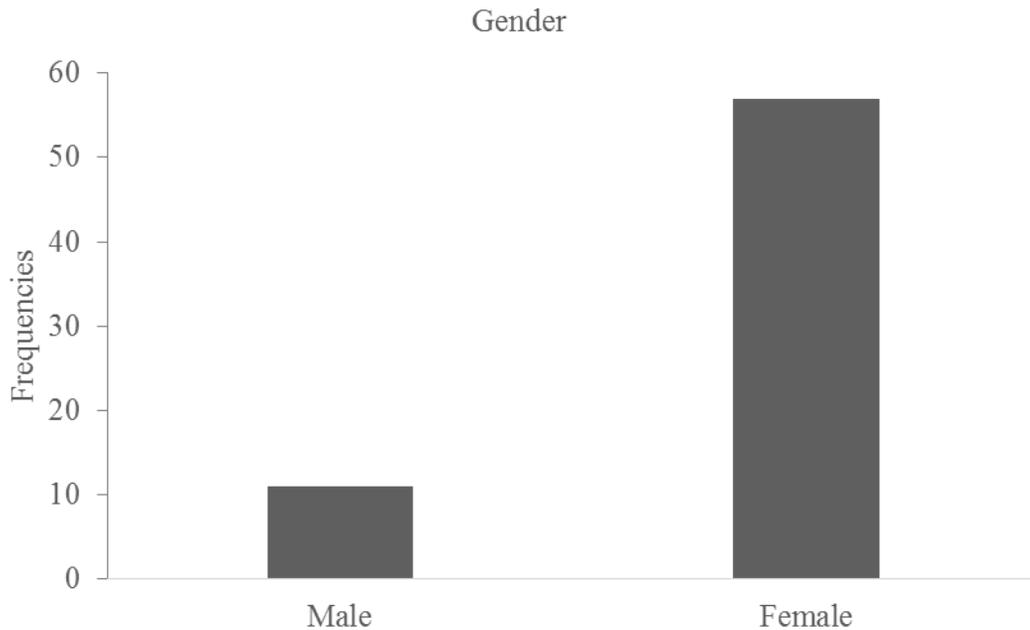


Figure 4.2. Frequencies for gender (survey question 5)

Gender

Like many countries in the western world, Bermuda has a preponderance of females in the school system. In Table 3, the female-to-male ratio in the school system is 84% to 16% and this ratio has remained essentially the same since 2000 when it was 75% to 25% respectively (Bermuda Government Census, 2010). In the United States, females constitute 84% of the teacher population (Feistritzer, 2011). In the UK, female teachers are also more highly represented than male teachers in the school system (Workforce Census, 2010). While men have been known to shy away from nurturing-type jobs, in Bermuda another reason for the lack of males in the classroom has been the relatively lower pay compared to other public sector jobs, such as in the Bermuda Department of Education, and the private sector.

Table 4: Survey Question 4

Educational Level

Category	Population	Survey
Associate	9%	3%
Bachelor	41%	24%
Graduate/Master	33%	65%
Doctoral	1%	7%
Other	12%	2%
Total	100%	100%*

*Population (public schools only) N=733, *totals exceed 100% due to rounding)*

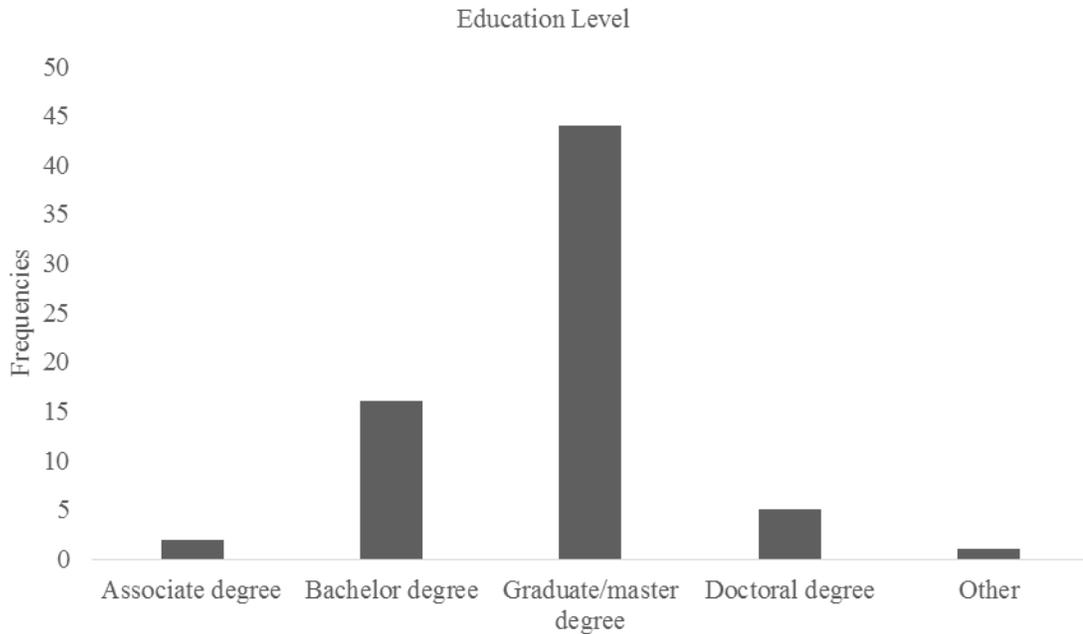


Figure 4.3. Frequencies for Education Level (survey Question 6)

Figure 4.3 details educational level of respondents and public school teachers. Teachers in the sample tended to have more advanced degrees than the public school teachers as a whole. Just under two-thirds (65%) of respondents had graduate degrees, compared to just over one-third (34%) of teachers in the public school system. This can be compared to the United States, where 56% of all teachers had advanced degrees in 2011 (Feistritz, 2011). It can be deduced from these data that, while the level of academic qualifications of respondents are on par with those in the United States, teachers in the public sector as a whole lag behind their United States counterparts.

Descriptive statistics were also conducted on Survey Question 7, Items 1 – 5 and Figures 4.5 to 4.8. Item 1 asked for the number of years in a teaching/administrator position, and Item 2 asked for the number of years employed in current school. Item 3 asked for grade level that the participants were currently teaching. Item 4 asked if

participants were currently teaching special education, and Item 5 asked if participants ever used school team process. Means and standard deviations were conducted on Items 1 and 2. Frequencies and percentages were conducted on Items 3 – 5. Years in teaching/administrator positions ranged from 0.00 to 42.00, with mean (M) = 19.47 and standard deviation (SD) = 10.39. Years employed in current school ranged from 0.00 to 34.00, with M = 6.99 and SD = 6.85. Many participants indicated that they taught anywhere between P1 through P6 (9, 13%). Most participants did not currently teach special education (36, 53%), and have used school team process (53, 78%). By educator type (principals vs. regular education teachers vs. special education teachers), most participants used the school team process: all principals 16, (100%), 19 (63%) regular education teachers, and 18 (82%) special education teachers.

The School Team Process (STP) is a model of service delivery Bermuda school psychologists use to conduct their work. This model is very similar the Response to Intervention (RTI) as used in the United States for special education services. Responses to Survey Question 7, Items 1 and 2, are presented in Table 6 and Figure 4.4. Responses to Survey Question 7, Items 3 – 5, are presented in Table 6 and Figures 4.5 to 4.7. Responses to Survey Question 7, Item 5, by educator type, are presented in Table 6 and Figure 4.8.

Table 5. (Survey Question 7)

Means and Standard Deviations on Years Teaching/Administrator and Years Employed in Current School (survey question 7)

Variable	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Number of years teaching/administrator	0.00	42.00	19.47	10.39
Number of years employed in current school	0.00	34.00	6.99	6.85

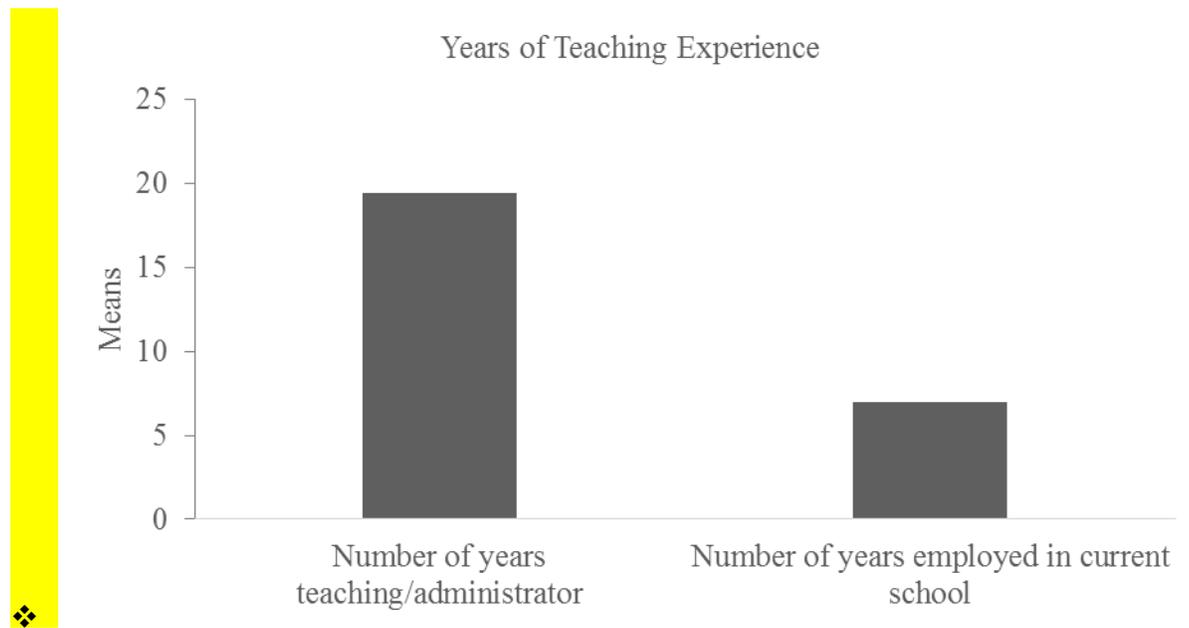


Figure 4.4. Means on years teaching/administrator and years employed in current school (survey question 7).

Table 6.

Frequencies and Percentages for Responses on Survey Question 7, Items 3 - 5

Variable	N	%
Grade level currently teaching		
All	2	3
Elementary	4	6
High school	6	9
Anywhere between M1 through M3	5	7
Middle	4	6
Anywhere between P1 through P6	9	13
Preschool	3	4
Primary	7	10

Anywhere between S1 through S4	6	9
Severe/profound	1	2
Special ed.	2	3
Special program	1	2
Missing	18	27
Currently teaching special education		
No	36	53
Yes	23	34
Missing	9	13
Ever used school team process		
No	9	13
Yes	53	78
Not sure	1	2
Missing	5	7
Ever used school team process for principals		
Yes	16	100
No	0	0
Ever used school team process for regular education teachers		
No	8	27
Yes	19	63
Missing	3	10
Ever used school team process for special education teachers		
No	1	5
Yes	18	82
Not sure	1	5
Missing	2	9

Note. Percentages may not total 100 due to rounding error.

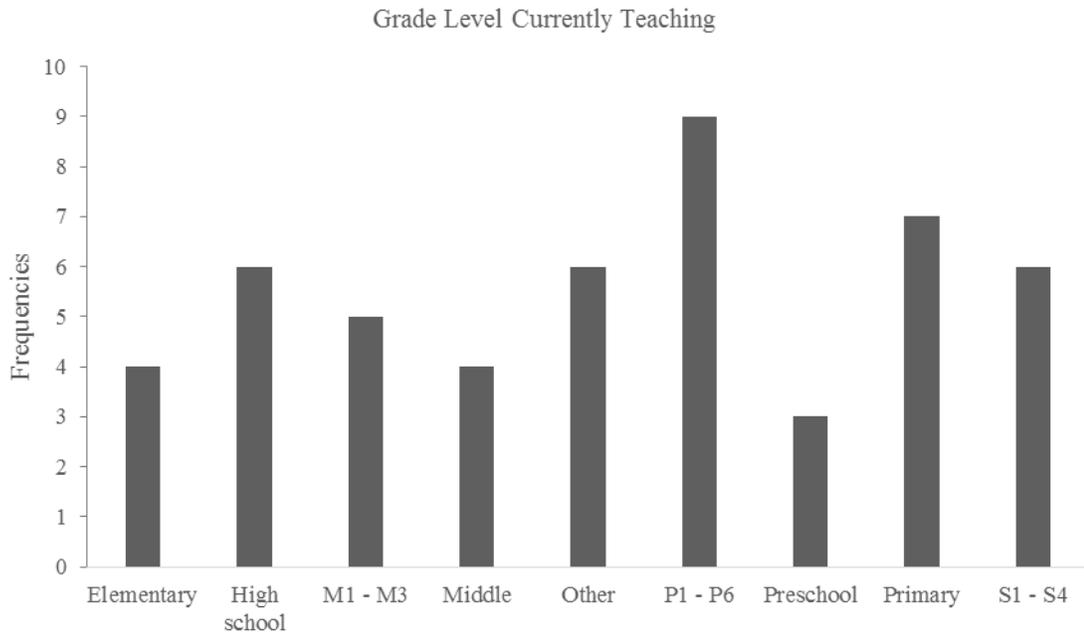


Figure 4.5. Frequencies on grade level currently teaching (survey question 7)

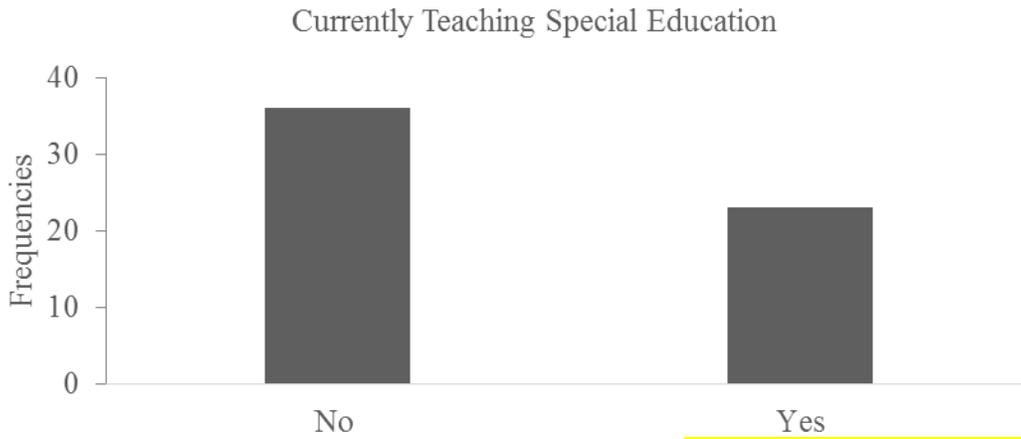


Figure 4.6. Frequencies on currently teaching special education (survey question 7).

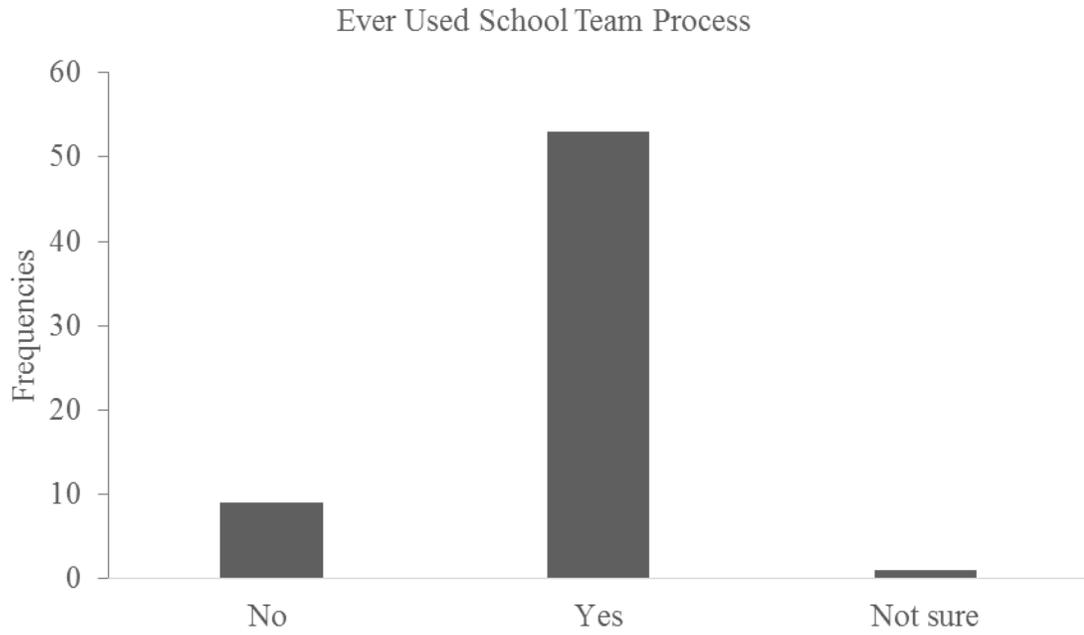


Figure 4.7. Frequencies on ever used school team process (survey question7)

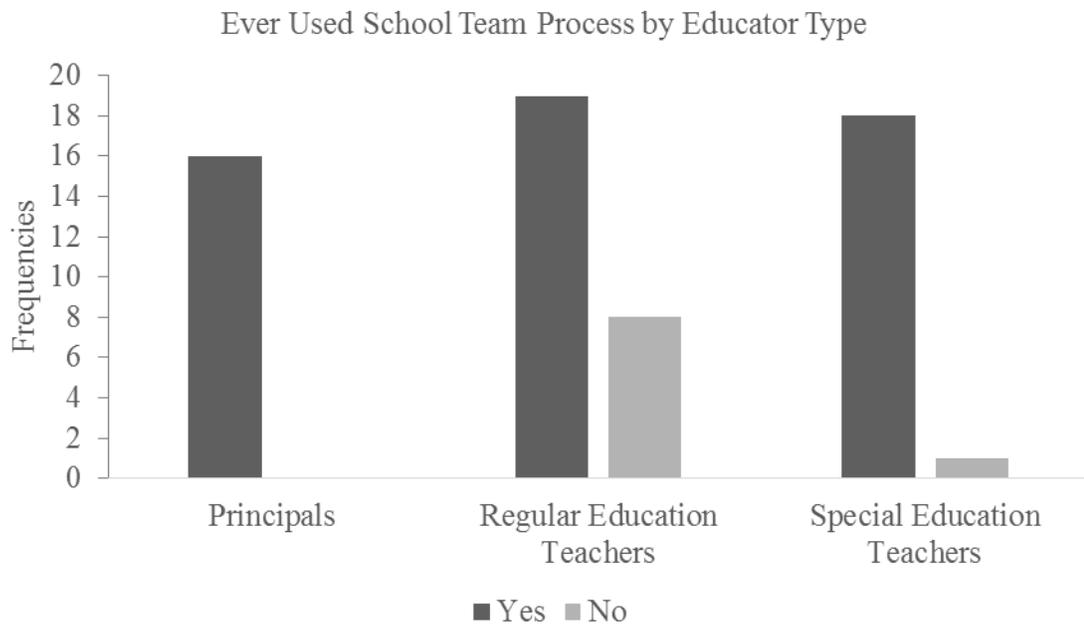


Figure 4.8. Frequencies on ever used school team process by educator type (survey question 7).

Research Questions

Research Question One: What roles and functions of the school psychologists do educators rate as being of most value?

Survey Question 14 asked respondents to rate the value of the 12 services provided by the school psychological service that are seen as critical in the meeting children’s needs. Services were measured on a five-point Likert scale, with responses ranging from ‘not valuable’ to ‘very valuable’. Frequencies and percentages for responses on Survey Question 14 are presented in Table 7. Frequencies are visually presented in Figure 4.9.

Table 7

Frequencies and Percentages for Responses on Survey Question 14

Survey question 14	Not valuable		Slightly valuable		Somewhat valuable		Pretty valuable		Very valuable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1: individual counselling	5	7	4	6	16	24	18	27	19	28
2: group counselling	6	9	5	7	17	25	14	21	17	25
3: consultation	2	3	5	7	12	18	23	34	24	35
4: crisis intervention	5	7	3	4	10	15	22	32	24	35
5: workshops/in-service training	6	9	2	3	13	19	21	31	23	34
6: research	7	10	8	12	13	19	15	22	22	32
7: assessment for learning	2	3	4	6	11	16	23	34	27	40
8: academic consultation	2	3	6	9	15	22	19	28	24	35
9: special education needs	2	3	4	6	14	21	20	29	27	40
10: social-emotional	3	4	3	4	13	19	19	28	28	41

challenges											
11: social-emotional issues with students	3	4	2	3	13	19	19	28	26	38	
12: providing educational interventions/strategies	2	3	3	4	10	15	20	29	33	49	

Note. Percentages may not total 100 due to rounding error or missing values.

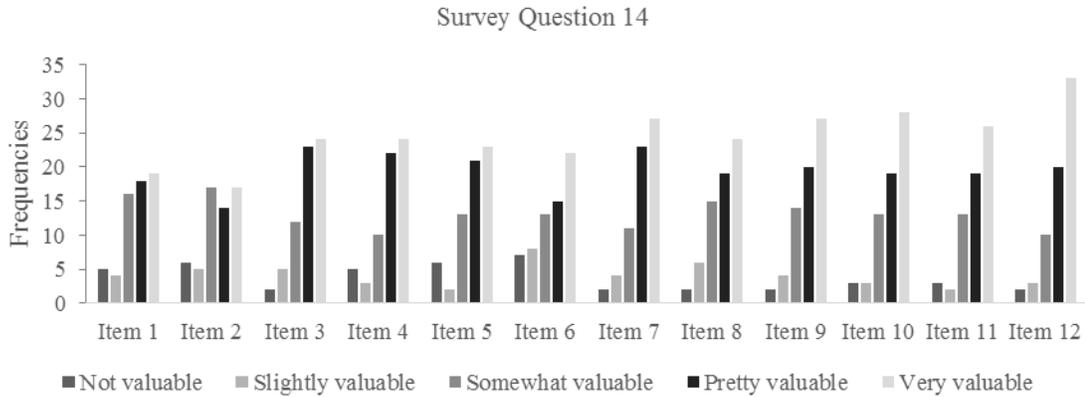


Figure 4.9. Frequencies on the responses for survey question 14. Items: 1 = individual counselling, 2 = group counselling, 3 = consultation, 4 = crisis intervention, 5 = workshops/in-service training, 6 = research, 7 = assessment for learning, 8 = academic consultation, 9 = special education needs, 10 = social-emotional challenges, 11 = social-emotional issues with students, and 12 = providing educational interventions/strategies.

In terms of value, it can be seen that the services valued **pretty highly** and **highly** by educators were dealing with: Thirty-three (49%) participants indicated that providing educational interventions/strategies was very valuable, followed by 28 (41%) participants who indicated that social-emotional issues with students was very valuable.

- Providing educational interventions/strategies (49%)
- Social-emotional challenges (41%)
- Assessment for learning (40%)
- Special education needs (40%)
- Academic consultation (35%)
- Consultation (35%)
- Crisis intervention (35%)

Research Question Two: What types of school psychologists’ services do educators report using?

Survey Question 13 asked respondents to rate how often they use the services provided by the school psychologists. Services were measured on a five-point Likert scale, with coding ranging from "never" to "very frequently".

Frequencies and percentages for responses on Survey Question 13 are presented in Table 8 and figure 4.10.

Table 8: Frequencies and Percentages for Responses on Survey Question 13

Survey question 13	Never		Occasionally		Frequently		Often		Very frequently	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
1: individual counselling	42	62	18	27	3	4	2	3	1	2
2: group counselling	51	75	12	18	3	4	1	2	0	0
3: consultation	16	24	26	38	9	13	7	10	7	10
4: crisis intervention	30	44	30	44	5	7	0	0	1	2
5: workshops/in-service training	36	53	26	38	2	3	1	2	1	2
6: research	52	77	10	15	0	0	0	0	1	2
7: assessment for learning	16	24	24	35	9	13	10	15	7	10
8: academic consultation	23	34	25	37	4	6	8	12	6	9
9: special education needs	15	22	26	38	6	9	9	13	8	12
10: social-emotional issues with students	14	21	32	47	10	15	6	9	4	6
11: providing educational interventions/strategies	16	24	27	40	6	9	9	13	7	10

Note. Percentages may not total 100 due to rounding error or missing values.

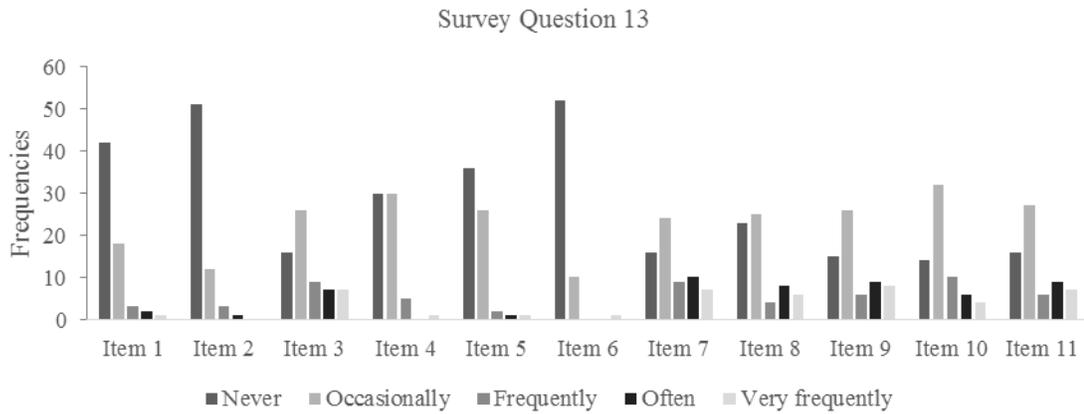


Figure 4.10. Frequencies on the responses for survey question 13. Items: 1 = individual counselling, 2 = group counselling, 3 = consultation, 4 = crisis intervention, 5 = workshops/in-service training, 6 = research, 7 = assessment for learning and social-emotional challenges, 8 = academic consultation, 9 = special education needs, 10 = social-emotional issues with students, and 11 = providing educational interventions/strategies.

In terms of use it can be seen from Table 8 and Figure 4.10 that the services used ‘Often’ or ‘Very Frequently’ were:

- Assessment for learning (25%)
- Special educational needs (25%)
- Academic consultation (21%)
- Consultation (21%)
- Providing educational interventions/strategies (23%)

In contrast the majority of participants indicated they “Never” used the following services:

- Research (77%)
- Group counselling (75%)
- Individual counseling (62%)
- Workshops/in-service training (53%)

Research Question Three: Are there differences among principals, regular education teachers, and special education teachers in their perceptions on involvement of the key roles and functions of school psychologists?

To address Research Question three, a one-way univariate analysis of variance (ANOVA) was conducted to determine if statistically significant differences exist on

involvement scores by educator type. The dependent variable in this analysis was involvement scores, which was created by taking the average of the 11 items (i.e., individual counselling, group counselling, etc.) from survey question 15. Survey Question 15 asked, ‘Given your understanding of school psychological services at your school, in what areas would you like to see more or less of their involvement,’ where response options were coded from 1 = a lot less involvement to 5 = a lot more involvement.

The independent grouping variable in this analysis was educator type (principals, regular education teachers, and special education teachers). Educator type was taken from the responses of Survey Question 2 (job category), where responses were coded 1 = principals (school principals), 2 = regular education teachers (paraeducators and regular teachers), and 3 = special education teachers (learning support teachers). The means and standard deviations on involvement scores by educator type are presented in Table 9 and Figure 4:11.

Table 9: Means and Standard Deviations on Involvement Scores by Educator Type (survey question 15)

Variable	Principals <i>N</i> = 16		Regular education teachers <i>N</i> = 30		Special education teachers <i>N</i> = 22		Total	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Involvement scores	4.05	0.69	4.10	0.63	4.08	0.70	4.08	0.66

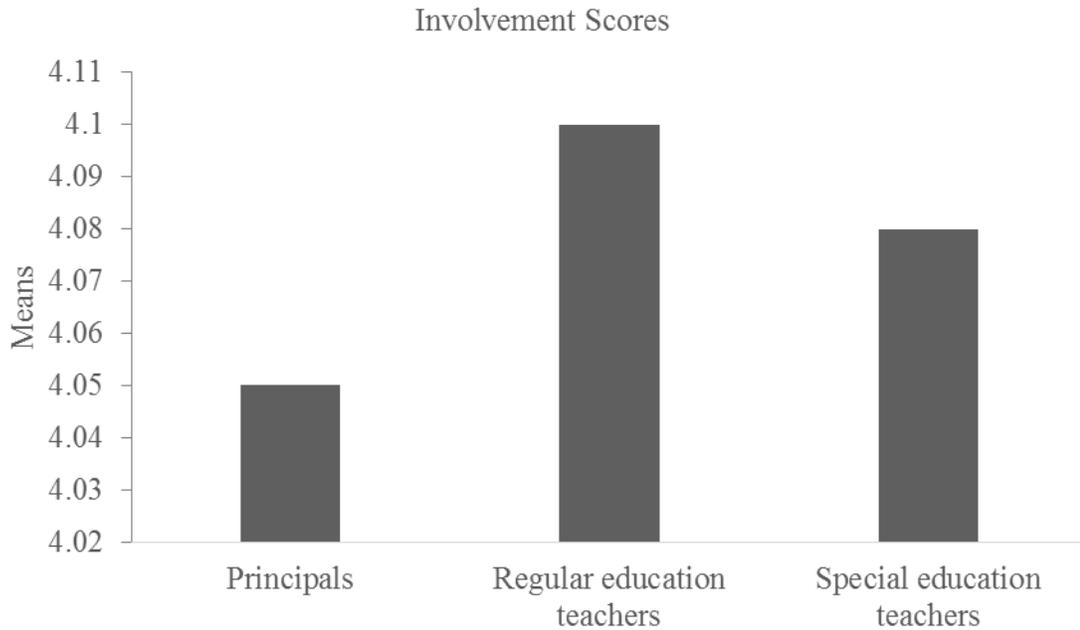


Figure 4.11. Means on Involvement Scores by Educator Type (survey question 15)

Statistical significance was determined with an alpha value of .05; in other words, the ANOVA model suggests statistically significant differences exist if the *p* value is below .05. Prior to analysis, the assumptions of the ANOVA (normality and homogeneity of variance) were assessed. Normality was assessed with a Kolmogorov-Smirnov (KS), test and the result was not statistically significant, *p* = .559; thus, the assumption of normality was met. The assumption of homogeneity of variance was assessed with Levene’s test and the result was not statistically significant, *p* = .821; thus, the assumption was met.

The results of the ANOVA analysis are presented in Table 10.

Table 10: ANOVA on Involvement Scores by Educator Type (Principals vs. Regular Education Teachers vs. Special Education Teachers)

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	partial η^2
Educator type	0.02	2	0.01	0.03	.974	.00
Error	28.75	65	0.44	—	—	—

The results of the ANOVA did not yield statistically significant findings, $F(2, 65) = 0.03, p = .974$, suggesting that no statistical differences exist on involvement scores by educator type (principals vs. regular education teachers vs. special education teachers). No statistical significance was found among the three groups of educators.

Research Question Four: Are there differences among principals, regular education teachers, and special education teachers in their ratings of the key roles and functions of school psychologists?

To address Research Question Four, a one-way univariate analysis of variance (ANOVA) was conducted to determine if statistically significant differences exist on value scores by educator type.

The dependent variable in this analysis was value scores, as detailed in research Question One. This was created by taking the average of the 12 items (i.e., individual counselling, group counselling, etc.) from survey question 14. Survey Question 14 asked, ‘How do you rate the value of the following listed services of the school psychologists?’ where response options were coded from 1 = not valuable to 5 = very valuable.

The independent grouping variable in this analysis was educator type (principals, regular education teachers, and special education teachers). Educator type was taken from the responses to Survey Question 2 (job category), where responses were coded 1 = principals (school principals), 2 = regular education teachers (paraeducators and regular teachers), and 3 = special education teachers (learning support teachers). The means and standard deviations are given in Table 11 and Figure 4.12 below:

Table 11: Means and Standard Deviations on Value Scores by Educator Type (survey question 2 & 14).

Variable	Principals <i>N</i> = 16		Regular education teachers <i>N</i> = 30		Special education teachers <i>N</i> = 22		Total	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Value scores	4.08	0.95	3.67	0.98	4.02	1.10	3.88	1.02

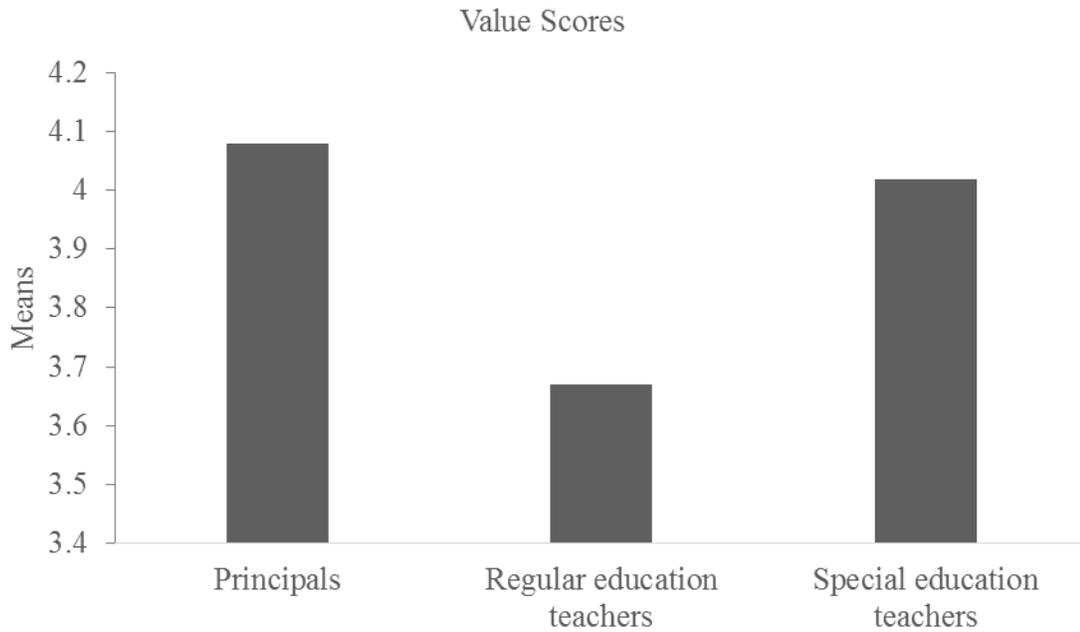


Figure 4.12. Means on value scores by educator type (survey question 2).

Prior to analysis, the assumptions of the ANOVA (normality and homogeneity of variance) were assessed. Normality was assessed with a Kolmogorov-Smirnov (KS) test and the result was not statistically significant, $p = .165$; thus, the assumption of normality was met. The assumption of homogeneity of variance was assessed with Levene’s test

and the result was not statistically significant, $p = .793$; thus, the assumption was met. Statistical significance was determined with an alpha value of .05; in other words, the ANOVA model suggests statistically significant differences exist if the p value is below .05. The results of the ANOVA analysis are presented in Table 12.

Table 12: ANOVA on Value Scores by Educator Type (Principals vs. Regular Education Teachers vs. Special Education Teachers survey questions 2 & 14)

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	partial η^2
Educator type	2.42	2	1.21	1.18	.314	.04
Error	66.71	65	1.03	—	—	—

The results of the ANOVA did not yield statistically significant findings, $F(2, 65) = 1.18$, $p = .314$. This suggests that no statistical differences exist on what different types of educators (principals, regular education teachers and special education teachers) think is of value from EP services.

Research Question Five: Is there a relationship between educators’ years of teaching experience and the frequency of contact they have with school psychologists?

To address Research Question Five, a Spearman rho correlation (r_s) was conducted to determine if a statistically significant relationship exists between years of teaching experience and frequency of contact. Years of teaching experience was taken from Survey Question 7, Item 1. Frequency of contact was taken from Survey Question 9: ‘During the past academic year (2011), how often did you utilize the services of the school psychologist.’

Statistical significance was determined using an alpha value of .05; in other words, the correlation model would suggest a statistically significant relationship exists if the p value is below .05. Because “frequency of contact” (survey question 9) is an ordinal variable and the Spearman rho correlation is a non-parametric test, no assumptions needed to be assessed prior to conducting the statistical analysis.

The result of the Spearman rho correlation is presented in Table 13 and Figure 4.13.

Table 13

Spearman Rho Correlation between Years of Teaching Experience and Frequency of Contact (survey question 9).

Variable	Frequency of contact
Years of teaching	.00

Note. * $p < .05$, ** $p < .01$

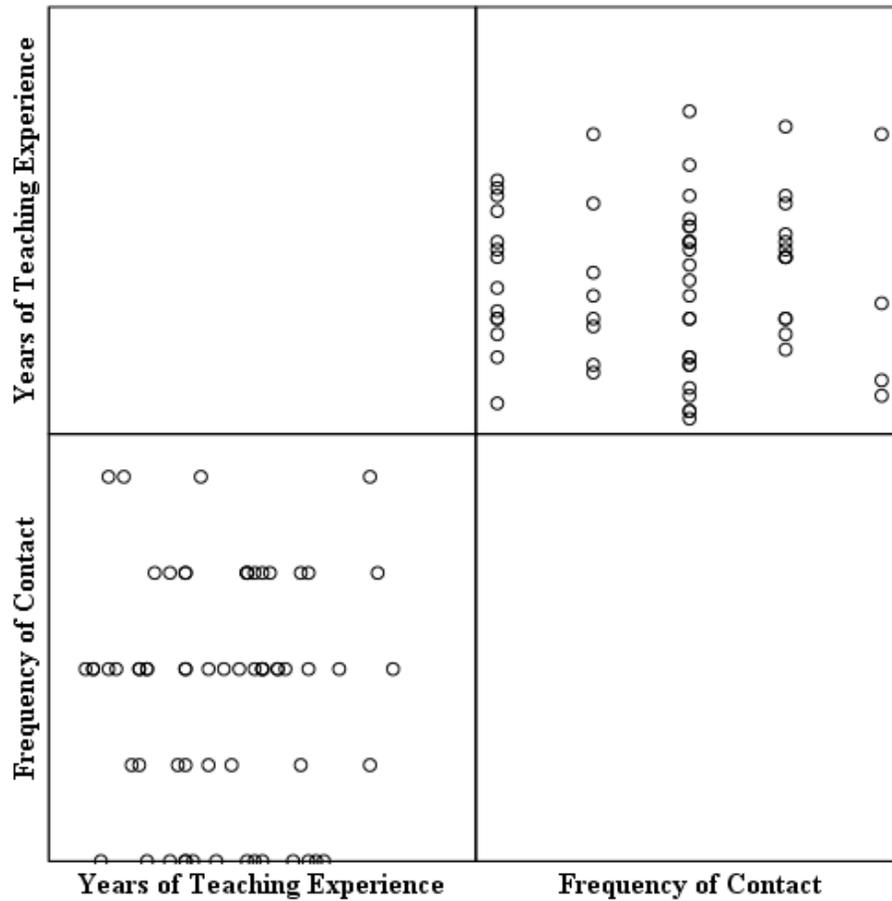


Figure 4.13. Scatterplot depicting relationship between years of teaching experience and frequency of contact.

The results of the Spearman correlation did not yield statistically significant findings, $r_s(63) = .00, p = .981$, suggesting that no statistical relationship exists between years of teaching experience and frequency of contact. No statistical significance can be interpreted for Research Question Five.

Qualitative Results

Research Question

How do experienced school psychologists make sense of the teachers' perceptions of their role?

To address the qualitative research question, the focus group responses from four psychologists were examined for themes. These themes were grouped under the four main discussion questions.

1. What is your perception of your own role as a school psychologist?
2. Why do educators place a relatively high value on psychological services when they have little knowledge of them?
3. Why do educators rate assessment for learning and social and emotional challenges more relatively important than other services that psychologists perform?
4. How can psychologists influence or make psychological services appealing to educators? How can we make our services known to educators?

Discussion Questions

Discussion Question One: What is your perception of your own role as a school psychologist?

In response to this question, two themes were revealed:

Theme 1: Undervalued and underutilized

Theme 2: Support for the school staff and students.

Theme 1: Undervalued and Underutilized

All four psychologists indicated that their roles and capabilities as school psychologists are often misunderstood, and because of this, they are undervalued and underutilized. Psychologist 3 demonstrated support for this theme by stating,

I guess when you talk about perceptions, sometimes I feel like we are undervalued and that we have a lot of skills that are not tapped into or underutilized.

Psychologist 3 further elaborated on this sentiment in reference to the Ministry level:"

The other challenge I think is that yes, sometimes schools don't understand your role. So, you're constantly having to reeducate the people on what you do. But from a Ministry level, I would feel that we would get a little more respect or support for our services and I feel that from a top down perspective we're underutilized.

Psychologist 2 similarly expressed their thoughts on being undervalued and ignored as a school psychologist by the Ministry and teachers:

...but the things we want to promote that will make it easier for students in the classroom are not heard by the Ministry or by the teachers, and so it literally doesn't exist in this world of schools.

Psychologist 4 agreed:

And I don't even think the Ministry itself is aware of what we can do and what we're trained to do...people are like "Oh, what's your position?" and I tell them and like the next thing, you know, I'm labeled the counsellor.

Psychologist 1 supported this theme by stating:

...people don't know what to do then, because "If you're not a school counsellor and you're not a teacher, I don't know what you do." ...people have a narrow view of what you can possibly do and so we end up having to push ourselves into situations so people can see us differently than just assessors.

Theme 2: Support for the School Staff and Students:

All four psychologists' responses demonstrated their own perceptions of what their roles entail, indicating support for the school staff and students. Support was noted as helping, assisting, counseling, and other similarly related characteristics. When asked the main interview question, Psychologist 1 simply listed:

Advocate. Support for other school staff. Problem solver, [and] assisting in problem solving.

Similarly, Psychologist 3 simply listed 'Consultant' and Psychologist 2 simply listed 'Interventionist or to provide intervention...Counselor.' Psychologist 4 outlined their perceptions as educating and helping teachers:

And someone who helps teachers teach or helps them to teach students more effectively. Sometimes, I guess I can see us a bridge between educating people on information about education as well as psychology and how both impact the students.

Psychologist 2 indicated what school psychologists provide to the school,

I think that we provide some information on the overall trends as well of the school and the students...what kinds of things the educators need to know in order to know more about how to service the population...

Discussion Question Two: Why do educators place a relatively high value on psychological services when they have little knowledge of them?

In response to second main interview question, two themes were revealed:

Theme 1: To fix the problem

Theme 2: Educators' not taking responsibility.

Theme 1: To Fix the Problem

Psychologists indicated that educators mostly use the psychological services to quickly fix a problematic situation. Psychologist 1 elaborated on this theme's sentiment of an easy fix by outlining the educators' perception and the assessment process:

Because, again, their perception is that we can do assessments so “If I can get this child assessed then I can have the answer...” Never mind that there’s a whole process before getting to the baseline that can provide even more information with regards to what we do...we need to sit down with these children [be]cause the just really need to sit down and talk to somebody to help them.”

Psychologist 3 also supported this theme by noting what educators think,

It’s when ‘I don’t know what to do [so] I call you’.

Psychologist 2 noted the educators’ perception of an easy fix:

You’re gonna [sic] do something that will open up these other service that will work...the child won’t come back to me until they’re fixed.

Psychologist 1 compared the role of the psychologist to being a fire-fighter; later added their perceptions on the use of psychological services as a last resort by educators:

...we end up being the people who put out the fires because then it’s “Oh, we have this situation and we’re not sure where else [to go].” So they end [up] using us in the same way on the back end instead on the front end we end up coming in at the fire stage and not [when] there’s some sparks [sic] going on...

Psychologist 3 further commented on the perceptions of educators,

So, “I need the psychologist when all hell breaks loose and there’s nothing else to do...Fix it, fix it now...” It’s just the immediate, “This is what I need from you, and you’re the ones who can do this.”

Theme 2: Educators’ Not Taking Responsibility

The second theme was around how educators gave the responsibility for a pupil/situation to the school psychologists when they do not know, or do not care to know, how to handle the issues.

It’s almost like: Whenever I need official approval or something credible, I call the psychologist. Any other time I can do whatever, however to work...but when I need it to be done legitimate[ly] or accurate[ly], I need your title (Psychologist 3).

It's the easy way out....So again, there is still a narrow view of how we can assist [be] cause it's never "How can you help me?" it's "Do something with this child that will provide an answer and a remedy to what's going on" (Psychologist 1).

Psychologist 2 outlined the reactions of educators in regard to not taking accountability:

And 'I wash my hands of it until you give this child a whack and they're ok now.' And so they're done....And 'I don't have any part to play in that. There's nothing that I can do or should do. It's not in my job description.'

This view was supported by other psychologists:

And so again, we end up coming back again to the educators 'Well, there are actually a few things you can still do...[and they reply], But I've tried everything.' Well there's never having tried everything, there's always something else (Psychologist 1).

Psychologist 3 summed up this delegation of responsibility:

...when the teacher doesn't have the answer, the principal doesn't have the answer, [or] an education officer doesn't have the answer, then [that's when] 'I call in the school psychologist,' as opposed to 'Let's collaboratively work on solving a problem.'

Discussion Question Three: Why do educators rate assessment for learning and social and emotional challenges more relatively important than other services that psychologists perform?

In response to Interview Question Three, four themes were revealed:

Theme 1: Uniqueness of position

Theme 2: Misunderstood and undervalued

Theme 3: Educators' not taking accountability

Theme 4: Counselors' integration

Theme 1: Uniqueness of Position

All the psychologists made mention of the uniqueness of their position as school psychologists, noting that they can provide and unlock special services and are the only professionals allowed to conduct assessments. The EP's role in assessment is important because:

...that is one aspect of school psychologist [sic] that no one else can tap into. So in a sense, they're gonna [sic] rate that higher ranking as more important because that's the service that they can only get from you. I can go to learning support for academic questions, [or] I can go to an Ed [sic] therapist for behavior, but psych [sic] assessments is [sic] the school psychologists', hands down; it's the service they provide (Psychologist 3).

...there are so many other services that we do that somebody does as well. So, this [assessments] is like our specialty; this is what nobody else can do. (Psychologist 4).

[In] our school system, we have school counsellors, educational therapists, [and] speech and language; we have a good complement of service providers...those other service providers can't provide that assessment so we continue to have that gate keeping role (Psychologist 3).

It was acknowledged that this gatekeeping role was important:

Also, I think it provides a document that would give license to, hopefully, some other service that they wouldn't get otherwise. I think it's because it unlocks certain services and gives them the power to ask for certain services. (Psychologist 2).

This role is also important as it protects the jobs of school psychologists:

...even in the conversation about possibly people losing jobs at the end of the day, that's the only thing that they can hold on to...we're the only ones that can do this assessment, [and] nobody else can do these assessments. So if you send us out then what are you going to do...you're only going to end up hiring us back in the sense of outsourcing so you still end up paying us to do the job so you may as well keep us on board and work with it like that (Psychologist 1).

Theme 2: Misunderstood and Undervalued

The psychologists indicated that their roles and capabilities as school psychologists are often misunderstood and undervalued by other educators and other professionals:

And also when people asks [sic] about interventions that have been done, people don't asks [sic] "Well, was a psychologist involved to help you with interventions?" They're gonna [sic] ask "Was a school psychologist involved in doing an assessment?" So it almost ends up reinforcing the notion that the greatest thing that school psychologists do is assessments [sic] and not so much that they also do the intervention, I'm sorry, prevention piece as well (Psychologist 1).

Psychologist 2 expressed the ignorance of other educators in reference to the other services school psychologists can provide in addition to assessment:

They may also think that's the only document that gives recommendations that are written when it's not. You know, we're here for consultation or we may do something else that gives recommendations written out...it comes to them not understanding what we do even despite the fact that we educate them over and over again...It's almost like we have to stop our jobs and do a campaign in order to let them know what the deal is and what it is what we do...because if they have in their head[s] that this is what we do and this what we don't do and they don't know...They're not hearing us at all.

There is also a lack of understanding, and input, from the Ministry level; I don't think they understand that we work in teams, not in independently, not in isolation, and that we need everyone's input and feedback to make good informative decisions about children (Psychologist 3).

There was also a recognition that the misconceptions about the role of the school psychologists must partly be their own fault:

And then again it all goes back to the culture and how our system is set up [be]cause in other jurisdictions' schools, [they] may not have a counselor. They may have a psychologist that's there all day all the time and all they do is counselling. I think in a sense we kind of created that for ourselves...that what we do is tests...that was what was presented and [it] remains (Psychologist 3).

Theme 3: Educators' Not Taking Accountability

The psychologists indicated that educators do not want to take any responsibility or partake in the involvement of problematic situations with the children:

Teachers don't see themselves as being part of the intervention or part of the help for that child... "I won't have to provide anything in the classroom until the child's fixed and comes back to the classroom" (Psychologist 2).

This was further illustrated by Psychologist 1:

...when I first came on board...they kept trying to throw me all these children for therapy and I was like "Well, has anybody dealt with them yet because I'm the second level" and it was like "No, they are coming to you. No, I'm not doing therapy with all these children. I do other things and I only wanna [sic] work with the children that you're having challenges with not everybody"...It was almost exempting them of their initial responsibility to do something with those young people first before trying to farm them off to somebody else.

It was noted that there was a lack of accountability at a number of levels, teachers and the Ministry:

And I think that the problem [is that] our services require other people to work and be accountable....that's where teachers have that struggle, whenever we take on a case, we require all team players to play a role and even [from] the Ministry level sometimes. I don't think they understand that we work in teams not independently not, not in isolation, and that we need everyone's input and feedback to make good informative decisions about children. Sometimes people don't want that. I really feel that they run away from that because, again, it requires more work and requires more time (Psychologist 3).

and

... [be]cause even after we have given back a report and we've talked about it...there is still things [sic] that the teacher needs to do. There are still things that the other people need to do if it's gonna [sic] be successful...there are so many other people that have a hand in that (Psychologist 2).

Theme 4: Counselors' Integration

All four psychologists indicated that counselors are more integrated in the school's family structure, and are often seen as undertaking some of the roles that school psychologists can also do. Because they are integrated into the school they are seen more often by the staff:

...the school psychologist is still kind of considered a guest in the building...whereas school counselors are a part of the furniture...they're seen more by teachers, principals, [and] administrators (Psychologist 3).

and

They're a part of the birthday parties, the celebrations, [and] events (Psychologist 4).

and

Yea, they see them more and they would see them doing the work more. The work that needs to be done after recommendations have [sic] been given after the assessments has [sic] been done...they're still doing work more [sic] than the psychologist in a way, on a day to day basis...teacher sees [sic] them week in [and] week out, working with that student...whereas we are at a variety of schools, all with a couple of thousand students (Psychologist 2).

As well as being more integrated, they are also sought after for immediate response time:

...they're there all the time [so] their responsiveness of course is quicker than us. Us is [sic] 'Can you come to this school on the same time...' versus the counselor's there anyway, 'Can you come to this class right now?'...if you can address a situation right now, then people have more value in it. It doesn't says [sic] it's good or bad, but people react more so to what's more immediate in their mindsets versus effective.

Educators may also prefer counselors because of the differences between them and school psychologists:

I think the other thing is that the way that we work is we will do a consultation, for example, meet, and do a consult... We do a lot of consultation and suggest what kinds of things need to be... versus the school counselor [who] is gonna [sic] be carrying out the counseling on a weekly basis or bi weekly or however they're gonna [sic] do it. They are going to intervene... they are gonna [sic] carry out the work that needs to be done on a regular basis (Psychologist 2).

Discussion Question Four: How can psychologists influence or make psychological services appealing to educators? How can we make our services known to educators?

In response to the fourth interview question, seven themes were identified:

Theme 1: Marketing and agenda-making

Theme 2: Providing assessments

Theme 3: Developing an understanding of a wider role

Theme 4: Focusing on interventions

Theme 5: Developing and maintaining skills

Theme 6: Supporting collaborative work.

Theme 1: Marketing and Agenda Making

In order to influence educators, the psychologists spoke of the importance of the use of networking and marketing approaches, along with setting agendas with head people, to promote their services:

As I said, just major PR. It's almost like we have to call the head people together and put it on the agenda (Psychologist 2).

and

It's about constantly being visible and then you continuously having [sic] to build rapport with people.....especially in a system where people move around and change a lot. So, you're constantly having to advocate your services and establish who you are and what you can do for your schools. (Psychologist 3).

Psychologist 1 provided a tangible example of how they tried to make their services known:

I've tried flyers, send[ing] flyers out to every last teacher [and] principal; the whole nine... And it's continuing to do those things so that the words get spread and people will say "Oh, you can go to the psychologist as another source that can help you with your teaching strategies".

Theme 2: Providing Assessments

However, it was acknowledged that it was difficult to shift the focus of the service as key people, the Ministry, felt the focus should be on assessments:

The Ministry is demanding that assessments are more important than... where you're going to concentrate, even if you really want to do more... (Psychologist 4).

Attempts had been made to shift key people's views of the service, but to no avail:

...they're looking at us like 'But what about the assessment?' ...That's all they were worried about was the assessments. 'Cause [sic] what Psychologist 3 did was she gave them two pie charts. One showed the percentage of how our services are, how would I say, spread out in terms of what we do based on the data from [the] previous year. The second one showed how much time we spend on those relative services. And so one of the members of [the] senior team got stuck on how much times gets [sic] used up doing assessments versus the other pie chart that showed that we were doing way more consultations than assessments. So he got stuck on the time piece and it was still all about assessments (Psychologist 1.

Theme 3: Developing an Understanding of a Wider Role

All the psychologists noted a lack of understanding on the roles and capabilities of school psychologists:

...you can only be stretched so far as it is. So, you know, if they don't get it, you know, how valuable we can be, it's gonna [sic] be difficult to present ourselves, you know, to expend our services...I think, you know, the head people need to understand exactly what we are capable of doing and how we can benefit the whole system (Psychologist 4).

and

'Cause [sic] they just didn't understand. Which speaks to the fact that they have things in their head that don't match reality...they don't know [and] they don't understand...what they had in their head...it was very different from reality (Psychologist 2).

and

I also think that if we had a leader who understood, fully understood, fully understood special education in its entirety and what is required to have an effective special education program in their system, than you may get more support and opportunities (Psychologist 3).

and

I don't think there's an equal understanding of our roles by learning support officers...a narrow focus to a medium focus as to what we can do and provide (Psychologist 1).

Theme 4: Focusing on Interventions

When asked what they'd want to do more of in their roles as psychologists, three psychologists indicated a focus on intervention, varying from behavioral to academic.

This focus was both on interventions for children and for educators. In terms of children,

Psychologist 3 thought

...working more with children, but more so from an intervention piece: academic and behavioral intervention.

Psychologist 2 provided a similar response; however, not towards children but towards educators:

...intervening with teachers to create an environment that literally pulls the best behavior out of children because it addresses their feelings and then those individuals. It sounds kind of patronizing to say that but I think that there's a way of working with children that you can actually increase their coping skills

emotionally. [And] that you can increase the way that they feel comfortable in working through their feelings and feeling heard, which actually helps to heal them and which also influences their behavior; [thus,] creating an environment in the classroom that influences their behavior.

There was also a feeling that being involved in interventions would address some of the issues raised by Interview Question 2:

I just think that if we, from the top down, start to implement RTI-type services [and] pre-referral forms, it will give us an opportunity to be more interventionist and then be able to do more services like individual and group counselling because we would be coming from the preventative standpoint as opposed to 'I need an assessment' [or] 'I need this now' or 'I need you to find a psychologist or psychiatrist to meet this child's need' (Psychologist 3).

In terms of specific interventions, there was some disagreement about the role of EPs with counseling. Psychologist 1 stated:

I would like to do some more counseling, but as well as more true consultation with teachers.

Psychologist 4, however, supported intervention while dismissing counseling:

I'm not too favorable of the counseling side. Like Psychologist 3, just working more in one-on-one or small groups on the intervention.

The other role that the psychologists indicated they would like to undertake was research:

Another aspect that I would like to participate more in the research side (Psychologist 3).

and

...being able to sort out things that the culture has that may be different [due] to [the] culture out there that may be showing up in the data of people...research would make a difference (Psychologist 2).

Theme 5: Developing and Maintaining Skills

The psychologists expanded upon the obstacles and limitations that they face in regards to providing services. One issue noted was the lack of practice in certain areas has led to dulled skills:

I feel for me, personally, the further I am removed from the graduate school experience and practicum internship, the less opportunity I've had to practice in these areas. Sometimes you feel like your skill set is being drained and you need to go to conferences and workshops just to build yourself up and remember what skills (Psychologist 2).

and

You're not utilizing skills and you're afraid, 'Can you still have it, can you still?' (Psychologist 3).

Another limitation was time constraints:

...I'm just so pressed for time. I know I'm not present enough to meet with the child and so it's not fair to meet with the child... ..I know what my schedule was like and I knew that I wasn't as accessible... ..groups take a lot of time to prepare for and then you have to be briefed afterwards to figure out what your next steps are. So although your group is for an hour and you have an hour before and an hour after, that's three hours already and there's only seven hours in the whole process, so nine [hours]. And then you want to do individual follow up[s] on those children... (Psychologist 1).

Theme 6: Supporting Collaborative Work

Psychologist were asked what they would do to meet the request of Educators for additional services. The school psychologists indicated that they could work more collaboratively with other professionals to meet the needs of Educators and to prevent an overlapping of services. Psychologist 2 outlined a proposal for counseling and intervention pieces between two individuals:

We have to split and choose between two people, one for us [sic] would have to do the counseling and one of use would have to do...the other intervention stuff that we need to do.

and

You have to have two people in your zone doing [it]: one doing the counseling and one doing the other (Psychologist 1).

and

... we would better collaborating [sic] with them to see, you know, where we can fit in and we're together, not to take from what they do, but compliment that support for students (Psychologist 3).

Psychologist 2 offered a model of how this actually worked in practice:

At one of my schools we actually have a group that meets and it's the counselor, myself, well two counselors [and] myself, the ET, and the ETA, [where] we meet about once a week and discuss cases that we have to deal with, in terms of action plans...it also provides a place for us to document what we're gonna [sic]do with each student moving forward; so I think that helps.

Summary of Findings

1. For the most part, school psychologists' knowledge and skills are highly regarded by educators within the Bermuda school system. Educators reported that they value the advice and support they receive, particularly that of educational interventions and classroom strategies.
2. Learning support teachers, regular teachers and school principals had similar perceptions concerning the involvement of key roles of the psychologists.
3. Educators perceived the predominant role of school psychologists to be performing psychoeducational assessments for special education placement, while lacking knowledge of the other roles performed by the school psychologists. Some of the teachers utilized consultation services from the school psychologist, as a result of collaborating with them during School Team Meetings (STM).

4. The years of teaching experience and contact with school psychologists had little, or no effect, upon how educators perceived, and rated, the roles and functions of the Bermudian school psychologists.
5. The services that were seldom requested by educators were research, group and individual counselling, and training. This may be due to a lack of awareness and knowledge by educators that school psychologists could perform such functions and/or that other professionals (e.g. counsellors) were already performing these roles.
6. There appeared to be a mismatch between what school psychology services think they should be doing and what users perceive as their role.
7. Bermudian educators indicated that the kinds of services they would like see increased were similar to the services that school counsellors were already carrying out. In essence, educators were asking psychologists to expand the services that they currently feel school counsellors were adequately performing. These services included individual or group counselling, crisis intervention and social-emotional interventions.
8. School psychologists reported that they want to see a greater emphasis on their role in intervention and preventative work. This involves expanding the job focus of school psychologists beyond assessment to include other responsibilities such as consultation, prevention, and research.
9. School psychologists indicated that they felt unvalued and underutilized by the Ministry of Education, in regard to their role and functions. Seldom are they involved in the decision-making process regarding improving services.

10. Key themes and barriers/challenges that emerged from the school psychologists' focus group regarding their desired functioning were that they felt unvalued and underutilized, not allowed to provide input into their role allocation, their heavy caseloads, others' lack of awareness of psychologists' expertise, a heavy focus on psychoeducational assessment, and issues associated with working in a non-psychology environment. Other themes that emerged were: advocating and agenda making, focus assessments, lack of understanding, concentration on intervention as a preference, concentration on research and counselling as preferences, limitations of school psychologists, and support in collaborative work.
11. Classroom teachers often did not seem to understand that school psychologists are a key part of ensuring that an intervention for the student is implemented.
12. Seldom are school psychologists provided the opportunity to make decisions regarding improving their services.

CHAPTER V

DISCUSSION

Introduction

This chapter identifies important research findings from this study, as well as addressing the limitations of this research, and then concludes with implications for future research and approaches used to improve the practice of school psychology in Bermuda. The aim of the research was to determine the extent to which the current services of school psychologists are helpful or valuable to teachers. It also examined what aspects of the school psychologist's role are perceived by teachers and principals as providing the best outcomes for students, and ensuring the accountability of effective services in Bermuda's education system. It also reviews how the school psychologists make sense of educators' perceptions of their roles, as well as how they perceive their own roles. Others may be in a position to evaluate the quality of school psychological services; however, the perceptions of school psychologists themselves have the most direct affect upon the actual role (Benson & Hughes, 1985).

Findings of the study provided insight into educators' and the psychologists' views regarding their actual and desired role functioning, the establishment of their activities, the challenges to achieving their desired practice, and the influence they feel they have over the activities in which they engage. Results of this study influenced decision-making and policy formation through the provision of empirically-driven feedback regarding the school psychology programme.

Quantitative and Qualitative Results

The quantitative and qualitative results will be combined in this discussion.

Research Question One: *What roles and functions of the school psychologists do educators rate as being of most value?*

Results from this research question indicated that educators placed a relatively high value on psychological services overall. Results of this question required educators to rate 12 services (i.e., individual counselling, group counselling, consultation, etc.) that the school psychologists provide. Findings indicated that the majority of participants seldom, if ever, utilized the services of research (52, 75%) and individual/group counseling (51, 75%); as a result, these services were not highly rated as valuable. In comparison, 33 educators (49%) rated educational intervention/strategies as being very valuable, followed by 28 (41%) of the participants who rated support with social-emotional challenges as very valuable. Following that, assessment for learning was rated as being very valuable by 27 (40%) of the participants. Services rated as being Very Valuable were:

- Providing educational interventions/strategies (49%)
- Social-emotional challenges (41%)
- Assessment for learning (40%)
- Special education needs (40%)
- Academic consultation (35%)
- Consultation (35%)
- Crisis intervention (35%)

Research and group/individual counseling were not rated as being of high value by educators, likely due to the fact that educators seldom see psychologists carrying out these functions, as well as their lack of knowledge about other functions that are

performed by school psychologists. School psychologists in the focus group were pleased with the findings that educators would like them to engage in those other activities. School psychologist would like to be engaged more frequently in those activities identified by educators.

I would like to do some more counseling, but as well as more true consultation with teachers (Psychologist 1).

Psychologist 4, however, supported intervention, while dismissing counseling:

I'm not too favorable of the counseling side. Like Psychologist 3, just working more in on-on-one or small groups on the intervention.

The other activity that the psychologists indicated they would like to engage in is research:

Another aspect that I would like to participate more in is the research side (Psychologist 3).

and

Being able to sort out things that the culture has that may be different [due] to [the] culture out there that may be showing up in the data of people...research would make a difference (Psychologist 2).

However, Bermudian educators placed high value on the educational strategies provided by the school psychologists, and found this to be most helpful in assisting with student learning and behaviour difficulties. This revealed that Bermudian school psychologists often work alongside teachers to provide academic interventions when students with specific learning deficits are not being addressed appropriately in the classroom environment. Bermudian school psychologists also indicated that they are often engaged in providing interventions for schools, but seldom are they recognized for doing so. Often, the focus is on assessment only, rather than the preventative work done by school psychologists.

And also when people asks [sic] about interventions that have been done, people don't asks [sic], 'Well, was a psychologist involved to help you with interventions?' They're gonna [sic] ask, 'Was a school psychologist involved in doing an assessment?' So it almost ends up reinforcing the notion that the greatest thing that school psychologists do is assessments [sic] and not so much that they also do the intervention, I'm sorry, prevention piece as well.

It is apparent that Bermudian educators' ratings of psychological services are highly influenced by their interaction and collaboration with school psychologists, during the School Team Process (STP) meetings and during consultations. Findings in the demographic data indicated that most participants used the School Team Process (STP): all principals (16, 100%), regular education teachers 19 (63%) and special educators 18 (82%). (See Figure 4.7). Gonzalez, Nelson, Gutkin and Shwery (2004) stated that collaboration efforts between teachers and school psychologists are essential to implementing effective student interventions, as well as the kind of contact between the school psychologist and the teacher and also the depth of the services rendered. Bermudian school psychologists indicated that working in a collaborative team helps to bring about the best result for students, which is often misunderstood by educators.

Whenever we take on a case, we require all team players to play a role and even [from] the Ministry level sometimes. I don't think they understand that we work in teams, not independently, not, not in isolation, and that we need everyone's input and feedback to make good informative decisions about children. Sometimes people don't want that. I really feel that they run away from that because, again, it requires more work and requires more time (Psychologist 3).

The school psychologists further reported that the Response to Intervention (RTI) services delivery model, and the newly developed pre-referral forms, gives them an opportunity to be more interventionist and provides them with an opportunity to perform more services, like individual and group counselling.

I just think that if we, from the top down, start to implement RTI type services [and] pre-referral forms, it will give us an opportunity to be more interventionist and then be able to do more services like individual and group counselling because we would be coming from the preventative standpoint as opposed to 'I need an assessment' [or] 'I need this now' or 'I need you to find a psychologist or psychiatrist to meet this child's need' (Psychologist 3).

The Response to Intervention (RTI) initiative, which is used in the United States, provides an opportunity for teachers and school psychologists to collaborate, in order to implement research-based educational strategies to provide assistance with behavioral and learning issues within the classroom (Ysseldyke, Dawson, Buras, Kelley, Morrison, Ortiz, Rosenfield & Telzrow, 2006). RTI is not officially in place within the Bermuda education system; however, the School Team Process (STP) is a model of service delivery that is very similar to the RTI, and is utilized by the school psychologists. It was indicated under the subtitle of the school psychologists' services in Bermuda that the school psychologists work within the framework of the School Team Process (STP) in Bermuda, despite this model's not being a mandated policy or procedure that has been fully embraced by the Ministry of Education.

Lastly, as the role of the school psychologist continues to evolve and change, psychologists often take on the role of implementing interventions, recording the effectiveness of interventions over time, and reaching conclusions based on the analysis of the results.

Research Question Two: *What types of school psychologists' services do educators report using?*

In terms of use, it can be seen from Table 8 and Figure 4.10 that the services used 'Often' or 'Very Frequently' were:

- Assessment for learning (25%)

- Special educational needs (25%)
- Academic consultation (21%)
- Consultation (21%)
- Providing educational interventions/strategies (23%)

In contrast, the majority of participants indicated they ‘**Never**’ used the following services:

- Research (77%)
- Group counselling (75%)
- Individual counselling (62%)
- Workshops/in-service training (53%)

Results indicated that 52 (77%) of educators seldom, if ever, utilized the services of research, followed by 51 (75%) participants who indicated that they never utilized group counseling and 42 (62%) who utilized individual counseling, which indicates that these services are less valued by educators. These were followed by 36 (53%) who never used workshops/in-service training. The services that were seldom requested by educators, such as research and individual and group counseling, are likely due to a lack of awareness and knowledge by educators that school psychologists performed such functions.

Bermudian educators rating indicated that they utilized assessment for learning and special education needs more frequently than other services provided by the school psychologists. This would indicate that Bermudian educators rate assessment as one of the more key roles that the school psychologists perform. Research studies have indicated that the perceptions of teachers, special educators, and administrators regarding the roles and functions of school psychologists in the United States view the primary role of school psychologists to be that of conducting assessments (Baker 1965; Dean, 1980; Ford & Migles, 1979; Robert, 1970; Gilmore & Chandy, 1973a, 1973b; Medway, 1977; Styles, 1965; Severson et al., 1985). Numerous surveys have explored the roles and

functions of school psychologists in the United States (Hutton, Dubes & Muir 1992; Lacayo, Sherwood, & Morris 1981; Levinson, 1990; Reschly & Wilson, 1995, 1997; Roberts & Rust, 1994; Smith, 1984). Watkins et al.(2001) reported that findings from these surveys also are consistent in demonstrating that school psychologists' actual roles are dominated by assessment activities, with other professional services (i.e., research, group/individual counseling and workshop) being performed much less frequently.

The response by educators to this research question indicated that Bermudian educators rated assessment and special education as one of the more traditional roles and functions of the school psychologists. Psychologists disclosed that assessment is often seen as their only role by some educators. This, they signified, is due to the fact that, within the Bermuda school system there exist a complement of support services that deliver a range of various services, and that educators lack knowledge of the other roles that school psychologist perform. For example; school counsellors, educational therapists and speech and language professionals each provide a specific service. However, these service providers cannot provide psychoeducational assessments. As a result, school psychologists continue to have that 'gatekeeping' role on this particular service.

[In] our school system, we have school counsellors, educational therapists, [and] speech and language; we have a good complement of service providers...those other service providers can't provide that assessment so we continue to have that gate keeping role (Psychologist 3).

Psychologists further revealed that assessment is ranked high in use because of the high priority the Ministry of Education has placed on assessments, while overlooking other skills the school psychologist can perform.

The Ministry is demanding that assessments are more important than...where you're going to concentrate, even if you really want to do more... (Psychologist 4).

These findings are consistent with Fagan (1992) findings that school personnel often rated the predominant role of school psychologists as psychoeducational testing. Bermudian school psychologists further emphasized that, within the school environment, ambiguity of the role of the school psychologist may exist because educators are unaware of the duties, obligations, training, and skills of the school psychologist:

...people don't know what to do then because 'If you're not a school counsellor and you're not a teacher, I don't know what you do'. ...people have a narrow view of what you can possibly do and so we end up having to push ourselves into situations so people can see us differently than just assessors (Psychologist 1).

The psychologists further reported that they often feel undervalued and underutilized by the Ministry of Education in regard to their roles and functions. Seldom are they involved in the decision-making capacity to improve their services. As a result, this reinforces the message that the only role that psychologists perform is that of assessment.

The other challenge I think is that, yes, sometimes schools don't understand your role. So, you're constantly having to reeducate the people on what you do. But from a Ministry level, I would feel that we would get a little more respect or support for our services and I feel that from a top down perspective we're underutilized (Psychologist).

The findings from these first two research questions showed that, while educators placed a relatively high value on psychological services overall, they did not utilize them frequently (Appendix A. Table 5.1 on Usage and Value). Analysis of data between value and usage indicated that, while a higher value is placed on psychological services, they

are not utilized to a high enough level that would indicate their importance. Results indicated that there is a gap between the value of the services and their usage.

Consistent with the ratings that educators gave for the level of value that they attached to psychological services, when asked if those services were helpful to the children and to themselves, two-thirds (67%) responded that they were ‘helpful’ or ‘very helpful’ to the children, and just over half (53%) said that they were ‘helpful or ‘very helpful’ to themselves as administrators. However, there was a clear disconnect when educators were asked about their knowledge of services. Less than 3 in 10 educators (28%) were knowledgeable or extremely knowledgeable about psychological services. This low knowledge of services also accounted for the low level of usage. When asked how often they utilized these services in the preceding 12 months, just 2 in 10 (20%) stated that they used them either ‘often’ or ‘very often’. Educators reported that they did find the services helpful, especially to children and young people, although not as helpful to themselves. However, when asked how often they utilized the services of school psychologists in the preceding 12 months, only 20% stated that they used them either ‘often’ or ‘very often’. Psychologists reported that educators mostly use the psychological services to quickly fix a problematic situation, or as a way of escaping taking responsibility for a problem.

Because again, their perception is that we can do assessments so ‘If I can get this child assessed then I can have the answer...’ Never mind that there’s a whole process before getting to the baseline that can provide even more information with regards to what we do...we need to sit down with these children [be]cause the just really need to sit down and talk to somebody to help them (Psychologist).

and

It’s when I don’t know what to do [so] I call you (Psychologist 3).

In addition, nearly a third (28%) of educators admitted not having sufficient knowledge about the services offered by school psychologists. This lack of knowledge about psychological services indicated why there might be a low level of usage and understanding of the roles and functions of school psychologist by educators. The school psychologists reported that their services are more likely to be used by learning support teachers, due to their requests for assessment of children for special education eligibility. School psychologists noted that there was a lack of knowledge and understanding on the roles and capabilities of the school psychologists by educators.

...it comes to them not understanding what we do even despite the fact that we educate them over and over again...It's almost like we have to stop our jobs and do a campaign in order to let them know what the deal is and what it is what we do...because if they have in their head[s] that this is what we do and this what we don't do and they don't know...They're not hearing us at all (Psychologist 2).

Further, school psychologists believe that, overall, Bermudian educators' perceptions of the school psychologist's role and function are impacted by their lack of knowledge. Previous research has shown that, despite the school psychologist's ability to provide a range of services, parents, teachers, and administrators may not be completely knowledgeable of this range of professional competencies (Gilman & Gabriel, 2004). As such, they may not use the school psychologist to his/her full potential (Wilczynski, Mandal & Fusilier, 2000). Furthermore, teachers, counselors, and administrators are unaware of the educational training and background of school psychologists, and rarely request psychological services, other than to refer a student for special education testing (Cohen, 2006). Gilmore and Medway (2007) proposed that school psychologists would be perceived by teachers as more helpful if their services were expanded to providing more consultative services, dedicating more time to the services, monitoring the

interventions they developed, and engaging more in individual and group counselling services. Bermudian psychologists reported that this shift is the direction in which they are attempting to direct their services.

...working more with children but more so from an intervention piece: academic and behavioral intervention (Psychologist 3).

Research Question Three: *Are there differences among principals, regular education teachers, and special education teachers in their perceptions on involvement of the key roles and functions of school psychologists?*

Findings of a one-way univariate analysis of variance (ANOVA) did not yield statistically significant findings, $F(2, 65) = 0.03, p = .974$, suggesting that no statistical differences exist on involvement scores by educator type (principals vs. regular education teachers vs. special education teachers) of the key roles and functions of school psychologists. This indicated that Bermudian educators did not differ in their perceptions of what roles and functions the school psychologists should perform.

Based on the results of this study Bermudian learning support teachers, regular teachers and school principals had similar perceptions concerning the involvement of key roles of the psychologists. Watkins et al. (2001), and Gilman and Medway (2007), indicated that the perceptions of the school psychologist by educators have not changed very much over the years, as teachers still preferred the psychologists' number one role to be that of conducting assessments. School personnel rate the predominant role of school psychologists as psychoeducational testing (Fagan 2004). This lack of variance between teachers and administrators is not uncommon. Previous research has shown that their perceptions are relatively consistent with each other, in terms of considering the primary role of school psychologist to be special education evaluator, though there is

some variation between the groups regarding other actual and desired services to be provided by the school psychologist, in addition to assessment (Abel & Burke, 1985; Gilman & Gabriel, 2004).

This lack of difference in the perception of Bermudian educators may be due to their lack of knowledge of the various types of services that school psychologists offer. The focus group of school psychologists showed that the ambiguity of the role of the school psychologist exists because Bermudian educators are unaware of duties, obligations, training, and skills of the school psychologist, despite their attempts to inform them.

People have a narrow view of what you can possibly do and so we end up having to push ourselves into situations so people can see us differently than just assessors (Psychologist 1).

Gilman & Medway (2007) proposed that, due to educators' limited understanding of school psychology services, regular and special education teachers often perceived school counsellors as delivering more services. When Bermudian educators were asked about the effectiveness of psychological services compared to school counselling services, just over one-fifth of educators (22%) felt that psychological services were somewhat more, or very much more, effective than school counselling services (Appendix B Table 5.2). There are also services provided by the school psychologists and the school counsellors that overlap. In the focus group, the school psychologists believed that counselors were more integrated into the school's family structure, noting that they are seen more often by the staff, and are more sought after for immediate results.

The school psychologist is still kind of considered a guest in the building...whereas school counselors are a part of the furniture...they're seen more by teachers, principals, [and] administrators (Psychologist 3).

and

They're a part of the birthday parties, the celebrations, [and] events (Psychologist 4).

Yea, they see them more and they would see them doing the work more. The work that needs to be done after recommendations have [sic] been given after the assessments has [sic] been done...they're still doing work more [sic] than the psychologist in a way, on a day-to-day basis...teacher sees [sic] them week in [and] week out, working with that student...whereas we are at a variety of schools, all with a couple of thousand students (Psychologist 2).

School psychologists also indicated that educators may also prefer counselors because of the differences between how they work versus the school psychologists.

I think the other thing is that the way that we work is we will do a consultation, for example, meet, and do a consult...We do a lot of consultation and suggest what kinds of things need to be...versus the school counselor [who] is gonna [sic] be carrying out the counseling on a weekly basis or bi-weekly or however they're gonna [sic] do it. They are going to intervene...they are gonna [sic] carry out the work that needs to be done on a regular basis (Psychologist 2).

Bermudian educators indicated that the kinds of services they would like to see increased were similar to those that school counsellors were already providing. In essence, educators were asking psychologists to expand the services that they currently feel school counsellors were adequately performing. These services included individual or group counselling, crisis intervention and social-emotional interventions. School psychologists reported that, there is often an overlap in these types of services in schools, and that due to large caseloads resulting in time constraints, the services will have to be provided in collaboration with other professionals:

... we would better collaborating [sic] with them to see, you know, where we can fit in and we're together, not to take from what they do, but compliment that support for students (Psychologist 3).

Research Question Four: *Are there differences among principals, regular education teachers, and special education teachers in their ratings of the key roles and functions of school psychologists?*

The analysis of the ANOVA, $F(2, 65) = 1.18, p = .314$, indicated that no statistical differences exist on value scores by educator type (principals vs. regular education teachers vs. special education teachers) ratings of the key roles and functions of school psychologist. This revealed that there was no variation between the groups of educators regarding other actual and desired services to be provided by the school psychologists. Unlike a study conducted by Abel and Burke (1985), Gilman and Gabriel's (2004) study, found some variation between the groups of educators regarding actual and desired services to be provided by the school psychologist, in addition to assessment. In this study, there was no significant difference in Bermudian educators' perceptions of specific services to be provided. The results may have been impacted by number of participants who responded to this question, as well as those that failed to answer the question. The responses to this question may indicate a minor shift in Bermuda in how the school psychologists function beyond that of only assessments. In spite of these calls for role expansion, researchers have found that there has been little change in the actual practice of psychology in the schools (Braden et al., 2001; Fagan, 2002).

Research Question Five: *Is there a relationship between educators' years of teaching experience and the frequency of contact they have with school psychologists?*

To address Research Question Five, a Spearman rho correlation (r_s) was conducted to determine if a statistically significant relationship exists between years of teaching experience and frequency of contact. The results of the Spearman correlation did not yield statistically significant findings, $r_s(63) = .00$, $p = .981$, suggesting that no statistical relationship exists between years of teaching experience and frequency of contact. Early research studies show that teachers' years of teaching experience, and the amount of contact they had with psychologists, seem to be determining factors in how they perceived, and rated, the roles and functions of school psychologists (Dean, 1980; Abel & Burke, 1985; Medway, 1977, Robert, 1970; Sheridan & Gutkin (2000). However, this was not evident in this study. This may be due to the efforts of the school psychologist to expand their roles, as well as providing an ongoing source of information in regard to their role and functions to educators. Psychologists reported extending more services to regular education teachers and students, beyond that of just brief meetings, and providing information in regard to psychological reports. Additionally, the findings of this study may have been affected by the unequal number of surveys from regular and special education teachers, as well as the kind of contact between the school psychologist and educator, and also the depth of the services rendered. Since the survey did not specify the kind of contact that should be taken into account, brief and unscheduled services may not have been accounted for.

Nevertheless, this study revealed that number of years of teaching and contact with school psychologists had little, or no effect, upon how educators perceived, and rated, the roles and functions of the Bermudian school psychologists. Gilman and Gabriel (2004), and Gilman and Medway (2007) examined educators' perceptions of the

discipline and services, and also compared the ratings of regular and special education teachers. Findings of their study indicated that there was also no significant relationship between frequency of contact and overall satisfaction with school psychological services. Gilmore and Chandy (1973 b) found that teaching experience itself apparently was not related to the way in which the psychologist was viewed, but that prior use of the psychologist was found to be a significant factor that affects the teachers' perceptions of the psychologist in the specific role of test administrator in comparison to the more general role of psychoeducational consultant. Prior contact with school psychologists in Bermuda may have also been a factor which impacted their perceptions of the role and function of the school psychologists.

Limitations of the Study

The main method of data collection for this research was by a survey. There are a number of well-documented limitations of this as a way of collecting data.

First of all, it was assumed that the educators who participated in the survey would answer all the questions thoroughly. A limitation to this study was that some educators answered the same question twice, thus making their responses invalid. Despite the existence of a mechanism within the question set up to prevent an individual from skipping a question, this somehow failed to operate, and some participants were able to skip a few questions or to give more than one answer to the same question. Inconsistent responses were found in Survey Questions 13, 14, and 15; the responses were removed from the data set. Excessive missing data were found throughout the data set. As a result, participants had to be removed from the data set, thus reducing the number of participants.

Another limitation of the study was that, because it was an online survey, it was difficult to detect any ambiguities or misunderstanding of the survey. There was no way for the researcher to determine if the respondents reported their behaviour and attitudes accurately. It is not, therefore, clear if data was missing because the exercise was not taken seriously, because participants did not wish to answer certain questions, or did not understand the question. It is also possible that participants might have encountered a computer problem, and as a result, overlooked some questions. Future surveys should be delivered by hand or mailed to all participants, and collected upon completion to help ensure and avoid any computer problems.

In terms of contents, it would have been helpful to have a specific research question that allowed educators to indicate the type of contact they had with the school psychologists. This would have allowed for a more specific evaluation of the type of contact educators had with the school psychologists, and whether this had a significant impact on their perceptions of the role and function of school psychologists.

Another limitation was that the survey generated too much data, which could not all be used in the final analyses of the study. Perhaps this was due to too many survey questions. It is possible that a few of the respondents may have answered superficially, due to the length of the questionnaire and only a short time required to complete the survey. The survey should have been condensed, and this would have resulted in a higher response rate and more accuracy of responses on all the items.

The school psychologists' had specialized knowledge and experience in their roles as psychologists and met the criteria for a mini-focus group. The psychologist were able to provide a wide-range of feedback on how and why educators had various

perspective on the role and function of School psychologists. The school psychologists provided a clear perspective on their thoughts as to how educators perceived their roles and functions. Overall, the focus group provided rich data on how the psychologist understood how educators viewed their role and functions.

Implications for Further Research

This was the first time that Bermudian educators have been asked about the role of the school psychologists. The research provides, not only concrete information, but also a process by which educators can comment on the service. It is therefore important that the research study be repeated in a few years' time. This is especially important if the implications for practice, as outlined below, are implemented. Future research will provide the mechanism to see if the role and functions of the psychological service actually improves. Future research in this area will help to promote understanding between educators and school psychologists, and the services that are delivered and received:

- A similar study should be conducted in a few years to determine if the role expansion efforts of school psychologists and related professionals have affected the satisfaction and variety of services delivered by school psychologists.
- Future research should include learning support officers, parents, and Ministry of Education Personnel to gain a fuller understanding of their perceptions on the role and functions of the school psychologists.
- The benefits of using the online survey should be reviewed to ensure that rate of completion is improved.
- Focus groups should be used to improve the richness of data that is gathered.

- Consideration should be given to cross-discipline focus groups to ensure that a variety of viewpoints are heard.
- The voice of the child/young person needs to be taken into account when reviewing the role of the EP.

Implications for Practice

This research summarized by the key findings (above) highlights a range of implications for the Bermudian School psychology programme. The implications that are outlined below draw together the findings to suggest practical strategies that can be implemented with the service. The school psychology programme does not sell itself as well as it might on a regular ongoing basis. There are many positive things the school psychologists report doing to promote their services, but there is not a cohesive approach. A clear strategy should be developed and promoted about the programme to add value.

The school psychology programme should:

- Develop service-level statements in consultation with users of the service to provide schools and other users with clear statements of the service they can expect. There should be information to schools on the role of the educational psychology service.
- Provide professional development to administrators and teachers on the school team process (STP), as well as the pre-referral form to all schools, at least once a year within the various school zones in Bermuda.
- Be encouraged to work with schools to empower teachers and develop their knowledge and skills. This would help to free up school psychologists to undertake more preventative work such as research and individual counselling.

Consultation and problem solving is an important aspect of the school psychologists' work, and they should be engaged in it more.

- Be managed by a trained psychologist who can provide information and clarity to educators on the roles and practices of the school psychology service. Bermuda's school psychology services are part of the Student Services Team, and are not managed by a Principal/Lead Educational Psychologist. This role could be given to each of the current school psychologists on a rotating basis on a cycle of every three to five years. This would provide opportunities for the entire group of psychologists to work at a level which informs policy development.
- Be encouraged by the Ministry of Education to expand the roles of the school psychologists, and to make use of their range of skills and expertise. This would provide for a more effective range of services within the education system.
- Focus upon those tasks requiring the particular expertise of school psychologists. This would provide for safeguards for ensuring consistency, equity and transparency in the service provided to schools, pupils and their parents, both within a service and across services.
- Ensure that individual educational psychologists develop particular specialisms to support schools, parents, early-years providers and officers in specific multi-agency initiatives within the community and casework.
- Introduce the School Team Process (STP) or RTI as a standard approach to service delivery. This would ensure a move from a referral system to a consultative problem-solving approach to service delivery within the school system. This would allow psychologists to become more involved with other services they can provide for schools/Ministry to shift the education system to a preventive model of services.

- Encourage the professional development of school psychologists, and made a main part of the overall goals of the Ministry in regard to student performance.
- Appoint at least two clinical psychologists to work alongside the school psychologist to deal with the issues of intervention for children with more social-emotional problems.

Conclusion

This research has shown that school psychologists in Bermuda are valued by educators within the Bermuda school system for a range of roles. These include:

- Providing educational interventions/strategies
- Assessment for learning and social-emotional challenges
- Social-emotional challenges
- Special education needs
- Consultation

Some of these services are used very frequently:

- Assessment for learning
- Special educational needs
- Providing educational interventions/strategies
- Academic consultation
- Consultation

However, many educators acknowledge that they are not knowledgeable about the roles and functions of the school psychologists, with the majority never using the following services:

- Research
- Group counselling

- Individual counseling
- Workshops/in-service training

The research shows that there are no significant differences among principals, regular teachers and special education teachers about their valuation or involvement with school psychologists. Nor is there a relationship between educators' years of teaching experience and the frequency of contact that they have with psychologists. Educators also valued the role of school psychologists, and wanted to see them perform more non-traditional roles. Assessment was seen to be one of the key roles of the school psychologist by teachers and school principals. This was likely due to the fact that the school psychologist's role has been limited to that of assessment, and that educators often lack knowledge about their role and functions.

The school psychologists identified a number of barriers/challenges to their desired functioning: feeling undervalued and underutilized, lack of input into role allocation and addressing heavy caseloads, others' lack of awareness of psychologists' expertise, the focus on psychoeducational assessment, and issues associated with working in a non-psychology environment. Other themes that emerged were: advocating and agenda-making, focus assessments, lack of understanding, concentration on intervention as a preference, concentration on research and counseling as preferences, limitations of school psychologists, and support in collaborative work. Psychologists also described strategies that enable them to gain some control over their activity allocation, such as open communication/negotiation, educating others, engaging in professional development, and participating on school team meetings. Psychologists also highlighted

a willingness to work towards ensuring effective psychological services to address the needs of educators and children.

Lastly, results of the study may indicate a minor shift in how the roles and functions of the school psychologists are slowly beginning to emerge within the education system in Bermuda, beyond that of only assessment. However, results also indicate that there is still a long way to go in educating educators on the roles and functions of school psychologists. While there seems to be a consistent call by school psychologists for role expansion, there also seems that there is still a resistance by administrators and teachers to accept this change. Worldwide, the roles and functions of school psychologists are broadening, and this is key to fully addressing the changing needs of children today. Challenges that school psychologists face must begin to be addressed to improve the overall level of service delivery within Bermuda's education system.

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APPENDICES

APPENDIX A**Table 5:1***The Importance Index of Psychological Services Usage and Value of services*

Psychological Services	Usage Mean	Value Mean	Index Score
Individual Counselling	1.49	3.73	40
Group Counselling	1.26	3.59	35
Consultation	2.24	3.94	57
Crisis Intervention	1.63	3.89	42
Work-Shop/In-service training	1.49	3.78	39
Research	1.27	3.73	34
Assessment for Learning and Social-emotional Challenges	2.33	4.00	58
Academic Consultation	2.06	3.93	52
Special Education Needs	2.33	4.00	58
Social-Emotional Issues with Students	2.13	4.07	52
Providing Educational Intervention/Strategies	2.29	4.21	54
Average Scores	1.86	3.89	48

APPENDIX B

Table 5:2

Counselling vs School Psychologists Services

Survey Question 16. How helpful is school psychological services compared to counseling services?		
Variable	<i>n</i>	%
Not effective	6	9
Not Quite effective	31	40.8
As effective as counselling	22	28.9
Somewhat more effective	12	15.8
Very much more effective	5	6.6
<i>N 81</i>		

APPENDIX C

Ministry of Education

Southside, St David's
Bermuda
Date: April 12, 2012

Re: Request for Doctoral Research study

Dear Minister of Education, Dame Jennifer Smith, DBE, JP, D HumL, MP,

I am requesting to conduct my doctoral research within the Bermuda Educational system. I am seeking to research the "*Bermudian Educators' Perceptions of the Role and Functions of Educational/School Psychologists in Bermuda and Implication for Practices*". The purpose of this study is to explore teachers' and school principals' perceptions of Bermudian school psychologists' role and function.

The study also seeks to develop a clearer understanding of how teachers and school principals perceive and utilize the services provided by the school psychologists. It aims to further aid in the determining how helpful school psychologists current role is to teachers. The findings of this study will provide information on which aspects of the programme can better ensure collaboration to provide best outcomes for students and ensure the accountability of effective services in Bermuda's education system. It is proposed that this study will influence decision-making or policy formulation through the provision of empirically-driven feedback regarding the school psychology programme.

The study will consist of all Bermudian school principals and learning support teachers to complete a survey on their perceptions of the role and function of the school psychologist. A random sample of regular education will be selected from each school. The surveys will be anonymous and no personal identifying information will be collected. Confidentiality and professional ethics will be conducted to undertake this research study.

I look forward to sharing with you and the Ministry of Education the findings of the study in the near future.

Respectfully
Lana V Talbot

Lana V Talbot
Trainee Educational and Child Psychologist

Cc. Mr. Warren Jones Permanent Secretary of Education

APPENDIX D



Government of Bermuda
Ministry of Education
OFFICE OF THE PERMANENT SECRETARY

17 April 2012

Ms. Lana V. Talbot
9 Sommersall Road
Smith's Parish
HS 02

Dear Ms. Talbot,

Request for Doctoral Research Study

On behalf of Minister of Education, the Honourable Dame Jennifer Smith, DBE, JP, DHumL, MP, I would like to thank you for your letter of 12 April 2012 seeking to do your doctoral research in the Bermuda Educational System. Please note that the Minister has agreed your request and looks forward to hearing of the findings of your research in the near future. All the best as you begin the final steps of your programme.

Sincerely,

A handwritten signature in black ink, appearing to read 'Warren Jones'.

Mr. Warren Jones
Permanent Secretary
Ministry of Education

APPENDIX E

Letter for Educators

Dear School Principals/Teachers,

I am currently studying for my doctoral degree in Educational and Child psychology. I have been granted official permission to conduct this research study by the Department of Education. I am writing to request your participation in a survey of the perceptions of teachers regarding the role and function of school psychologist. You have been randomly selected to participate in this doctoral university study, and the information you provide will help me in further acquainted with the needs of teachers regarding the service delivery of school psychologists.

While your participation in this research is entirely voluntary, I hope that you will choose to participate in this study to provide school psychologists with valuable insight into how best to meet your needs. There has not been any study conducted within the Educational system that explores specifically the perceptions of teachers' regarding the role and function of school psychologist.

The Survey will take approximately 10 minutes to complete, and a self-addressed envelope is provided. The survey will be delivered to your school principal who in turn will provide you with a copy of the survey to complete. I would encourage you to complete the survey independently do not discuss your responds with any other educator. Completed surveys can be collected by the school psychologist or mail the survey via the interschool in a sealed envelope. Your participation in this study will be kept strictly confidential, and data will be reported on a group basis only. No personal identifying information will be collected.

Although your participation in this study presents no to minimal risks to you, be assured your participation in the study is entirely voluntary. You may choose not to participate without any adverse consequences. If you choose not to participate, please indicate such on the survey and return it. If you choose to participate, be confident all responses will be treated with confidentiality.

Upon completion of the study data will be stored in a locked cabinet for a period of 2-3 years, in the event of future follow-up study or publication. Results of the study will be made available in the future. Information regarding the presentation of the results will be forward at a later date.

Thanks you in advance for your help! Please feel free to contact me at lvthalbot@gov.bm if you have any questions regarding this study.

Sincerely

Lana V Talbot

Lana V Talbot

Trainee Educational and Child Psychologist.

SCHOOL OF PSYCHOLOGY

Dean: Professor Mark N. O. Davies, PhD, CPsychol, CBiol.



**School of Psychology
Professional Doctorate Programmes**

To Whom It May Concern:

This is to confirm that the Professional Doctorate candidate named in the attached ethics approval is conducting research as part of the requirements of the Professional Doctorate programme on which he/she is enrolled.

The Research Ethics Committee of the School of Psychology, University of East London, has approved this candidate's research ethics application and he/she is therefore covered by the University's indemnity insurance policy while conducting the research. This policy should normally cover for any untoward event. The University does not offer 'no fault' cover, so in the event of an untoward occurrence leading to a claim against the institution, the claimant would be obliged to bring an action against the University and seek compensation through the courts.

As the candidate is a student of the University of East London, the University will act as the sponsor of his/her research. UEL will also fund expenses arising from the research, such as photocopying and postage.

Yours faithfully,

Dr. Mark Finn

Chair of the School of Psychology Ethics Sub-Committee

Stratford Campus, Water Lane, Stratford, London E15 4LZ
tel: +44 (0)20 8223 4966 fax: +44 (0)20 8223 4937
e-mail: mno.davies@uel.ac.uk web: www.uel.ac.uk/psychology



The University of East London has campuses at London Docklands and Stratford
If you have any special access or communication requirements for your visit, please let us know. MINICOM 020 8223 2853



APPENDIX G

Reminder Letter to Educators

Dear School Principals and teachers,

In December, you were asked to complete a survey about the role and function of school psychologists. To the best of my knowledge, I have not yet received a completed survey from you. I realize that you may not have had the time to fill out the survey in December; I hoping you would take the time today to help me.

While your participation in this research is entirely voluntary we hope that you will choose to participate in this study. Although much has been written regarding the role and function of school psychologists, little information has been gathered from Bermuda teachers. It is important to gain information from the “front-line-workers” in the field and people like you.

If you choose not to participate, please indicate such on the survey and return it. If you choose to participate, be confident all responses will be treated with confidentiality. I would be grateful to you for taking the 10 minutes to complete the survey.

Thanks you in advance for your help! Please feel free to contact me at lvthalbot@gov.bm

Sincerely,

Lana V Talbot

Lana V Talbot
Trainee Educational Child Psychologist.

APPENDIX H

Statement of Purpose and Confidentiality –Focus Group.

Thank you for agreeing to participate in this focus group on “*Bermudian Educators’ Perceptions of the Role and Functions of Educational/School Psychologists in Bermuda and Implication for Practices*”. I am looking forward to your participation in this focus group. The research study is on Bermudian teachers and school principals perceptions regarding the role and function of school psychologist. The focus group will include all five school psychologists. The focus group session would take approximately one and half hours. In the first fifteen minutes of the focus group (15-20 mins) I will present to you the findings of the survey results. During the second half we will discuss the results of the survey and recommendations to address any concerns.

While your participation in this research is entirely voluntary, I hope that you will choose to participate in this study to provide the school programme with valuable insight into how best to meet educators’ needs. There has not been any study conducted within the Educational system that explores specifically the perceptions of teachers’ regarding the role and function of school psychologist.

In the second half of the discussion we will focus on your opinions and perceptions of the findings of the study and ways to move forward. I will be seeking information that would most useful to educators regarding their concerns. Your opinions and feedback will be used to guide future recommendation and policy for the school psychology programme.

Your comments are completely confidential. Your name will not associated with any comments you make during this discussion. This is an opportunity to be heard, I encourage you to speak up. I also encourage you to speak about yourself and your experiences. There are no right or wrong answers, please feel free to be totally honest.

The format of our discussion is informal. I will be recording the discussion to ensure that I record all information correctly. I want everyone to have an opportunity to share their ideas, so as a facilitator I look forward to meeting with you. I will sometimes call upon you to share your ideas, or, if you are speaking more than others I may have to interrupt you in order to give other people an opportunity to comment. Please don’t be offended. It is not that I don’t want to hear what you have to say, it is just that I have only one hour to cover a large topic and want everyone to have equal opportunities to comment. The audio recordings will be destroy at the end of the study, but the electronic copies of anonymised transcripts will be kept for no more than three years, in the event of further research study.

Lastly, if there any questions or concerns please feel free to contact me at lvtalbot@gov.bm. Thanks for your participation.

Respectfully,

Lana V Talbot

Lana V Talbot

APPENDIX I

Informed Consent Statement Attached to Survey:

Informed Consent Statement

I understand that by completing this survey I am giving my informed consent as a participant in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand that the potential benefits that might be realized from the successful completion of this study. I am aware of that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse my participation at any time during the study. Additionally, I understand that the results of the study will only be reported on a group basis. Questions and concerns about participation in this study should be addressed first to the researcher, Lana V Talbot.

APPENDIX J

Process of Thematic Analysis:

The process of thematic analysis was conducted to analyze the focus group data. The focus group discussions was written out verbatim. Following that the focus group responses from the four psychologists were examined for commonalities, or themes. Themes were assessed per main interview question. Four main interview questions were asked throughout the focus group session. The themes were selected based upon how frequently they were mention by the psychologists, and record under themes. Graphs and charts were created to detail organize the data according to the themes and commonalities that emerged.

Research Question

How do experienced school psychologists make sense of the teachers' perceptions of their role?

Focus Group Question 1: What is your role of your own perception as a school psychologist?

Psychologist 1: -Advocate

Psychologist 2- Interventionist or to provide intervention.

Psychologist 1- Support for other school staff.

Psychologist 1 Problem solver, assisting in problem solving.

Psychologist 3- Consultant

Psychologists 2- Of course to assess kids to see what is going on with them.

Psychologist 1 2- Educator, because a lot of times we have to educate people on issues that children have and educate them on resources that are available for children, educate them on different types of strategy intervention that can be used for children.

Psychologist 4: And someone who helps teachers, teach or helps them to teach students more effectively, sometimes, I guess I can see us as a bridge between educating people on information about education as well as psychology and how both impact the students.

Psychologist 2: Counselor

Psychologist 1: Lifelong learners because we always have to be updating ourselves on what the newest technology is what the newest strategies, initiatives so and so forth

Interviewer: *I guess I'd like to just through it in how do you see yourself in terms of the psychology program moving forward in the future for the education department and that includes your roles as well.*

Psychologists 3: I guess when you talk about perceptions sometimes I feel like we are undervalued and that we have a lot of skills that are not tapped into or underutilized.

Psychologist 4: Especially after you come from school and you, know, you've been trained to do so much and then you come here and it's so narrow.

Psychologists 1: I agree with that,.. The other thing, cause, and I agree with that because for this school in particular it will be oh we need you we need you, I come Thursday and Friday and if I can get away with it I can type all day and get reports done do stuff for my other school so on and so forth and I'll go out to the classes and go to teachers but people have a very narrow view of what you can possibly do and so we end up having to push ourselves into situations so people can see us differently than just assessors.

Psychologist 2: Right, right,..I think that we provide some information on the overall trends as well of the school and the students we may not provide the statistics but we can provide, research some of these, but even what they need to know, what kinds of things the educators need to know in order to know more about how to service the population but again we're undervalued in that light.

Psychologist 1: Despite memos physically sitting down with people having conversations I know for myself flyers, the whole nine but I also understand and realize through going to conferences that it's a challenge that school psychology has as a profession and that most other school psychologist that I speak to are like listen they just don't get it what we do which is why school psychologist specifically at Philadelphia were having a struggle with having job cuts cause there wasn't a clear, what was coming back to them was that there want a clear understanding of what they do and what they could do more so than what was being expected because there's such a focus on assessment, it was like well if I can pay this person a dollar a day and do this assessment then why do I need this one as well.

Psychologist 3 : The other challenge I think is that yes, sometimes schools don't understand don't understand your role so your constantly having to reeducate the people on what you do but from a Ministry level I would feel that we would get a little more respect or support for our services and I feel that from a top down perspective we're underutilized.

Psychologist 2: That’s true, that’s true.

Psychologist 4: And I don’t even think the Ministry itself is aware of what we can do and what we’re trained to do cause even like, as I, me being new and people are like, oh what’s your position, and I tell them and like the next thing you know I’m labeled the counsellor...

Psychologist 1: I did not say that and people don’t know what to do then because if you’re not a school counsellor and you’re not a teacher I don’t know what you do.

Psychologist 4: Or it’s said, oh, can I lay on your couch and tell you all my problems and I am here to work with children.

Psychologist 2: And it’s interesting I was gonna say because the thing is that we want the Ministry to know and understand so it could be spread to the schools we know all about the curriculum and what needs to be done in regard to the curriculum we know all about what needs to be done in regard to Cambridge and how to take tests and how to get exemptions and all of that sort of stuff and we’re brought in for that but we’re not, you know a lot , I don’t wanna say agendas but the things that we want to promote that will make it easier for students in the classroom are not heard either by the Ministry or by the teachers and so it literally doesn’t exist in this world of schools.

Table 11

Themes for Focus group discussion Question One

Theme	<i>n</i>	Psychologist
Undervalued and underutilized	4	1, 2, 3, 4
Support for the school staff and students	4	1, 2, 3, 4

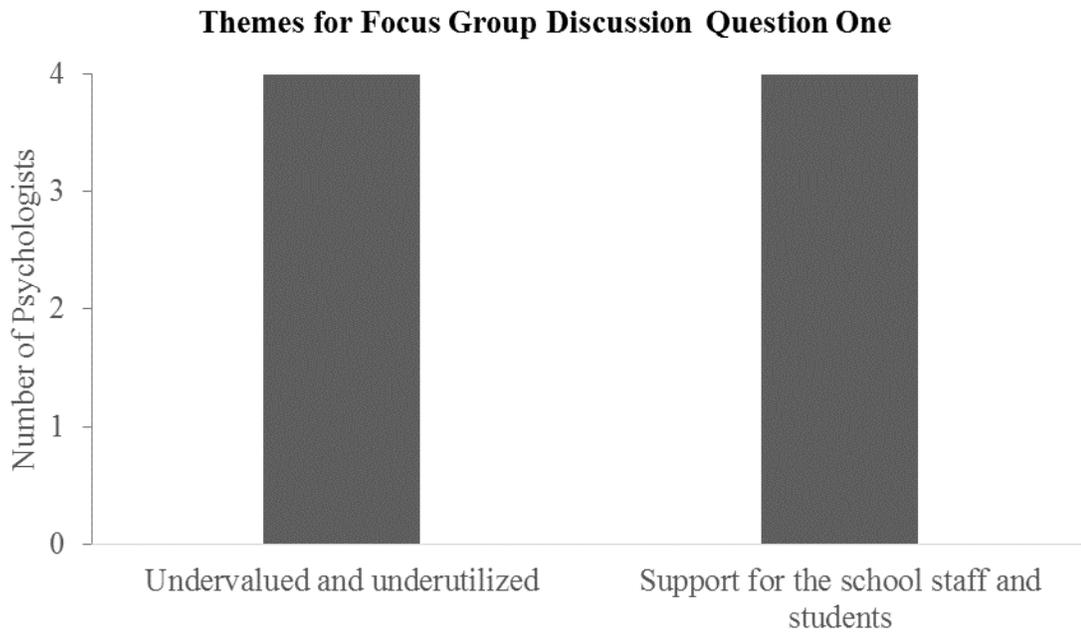


Figure 16. Themes for Focus Group, question one.

Focus Group Question Two: Why do educators place a relatively high value on psychological services when they have little knowledge of them?

Psychologist 2: That's a very good question.

Psychologist 1: It's the easy way out. Because again, their perception is that we can do assessments so if I can get this child assessed then I can have the answer whatever that means to whatever's going on for this child never mind that there's a whole process before getting to the basement that can provide even more information with regards to what we do and or again on the psychology tip we need to sit down with these children cause they just really need to sit down and talk to somebody to help them deal with, so again there is still a narrow view of how we can assist cause it's never how can you help me. It's, do something with this child that will provide an answer and a remedy to what's going on.

Psychologist 3: Yeah, psychologists are looked at as the problem solver, so when like *Tracey* was saying when the teacher doesn't have the answer, the principal doesn't have the answer, an education officer doesn't have the answer, then I call in the school psychologist as opposed to let's collaboratively work on solving a problem. Its when, I don't knows what to do I call you.

Psychologist 2: And I wash my hands of it until you give this child a whack and they're ok now and so they're done or you're gonna do something that will open up these other services that will work with them in isolation and the child won't come back to me until they're fixed. And I

don't have any part to play in that there's nothing that I can do or should do. It's not in my job description to do.

Psychologist 1: And so again we end up coming back again to the educators well there are actually a few things you can still do in regards to this this that and the other. But I've tried everything. Well there's never having tried everything, there's always something else.

Psychologist 2: And they're gonna be removed from my class, it's almost like were the gate that will get them to out of the class we won't have to deal with them anymore if we can get them through the psychological gate or the psychology gate.

Psychologist 4: what I've noticed here lately well obviously I've only been here for a month but like everybody's talking about this Cambridge Cambridge Cambridge and they just want to do the test just so the child can be exempt not necessarily to get good feedback and ways to help them it's just want to eliminate them from having to take the Cambridge.

Psychologist 3: It's almost like whenever I need official approval or something. Credible, approval I call the psychologist any other time I can do whatever however to work with this student but when I need it to be done legitimate or accurate I need your title.

Psychologist 1: And unfortunately at the Ministry level in terms of educators we end up being the people who put out fires because then it oh we have this situation and were not sure where else so they end using us in the same way on the back end instead of on the front end.

Why do you think educators have little knowledge of school psychologists' other services?

Psychologist 1: I don't know that they don't want to know, I don't know if they just never sat down long enough. I don't know what that is. Because most people, I guess in terms of our training we make an effort to figure out what resources are there and to what degree those resources are available and I don't know that people have that mindset to really check, out their resources.

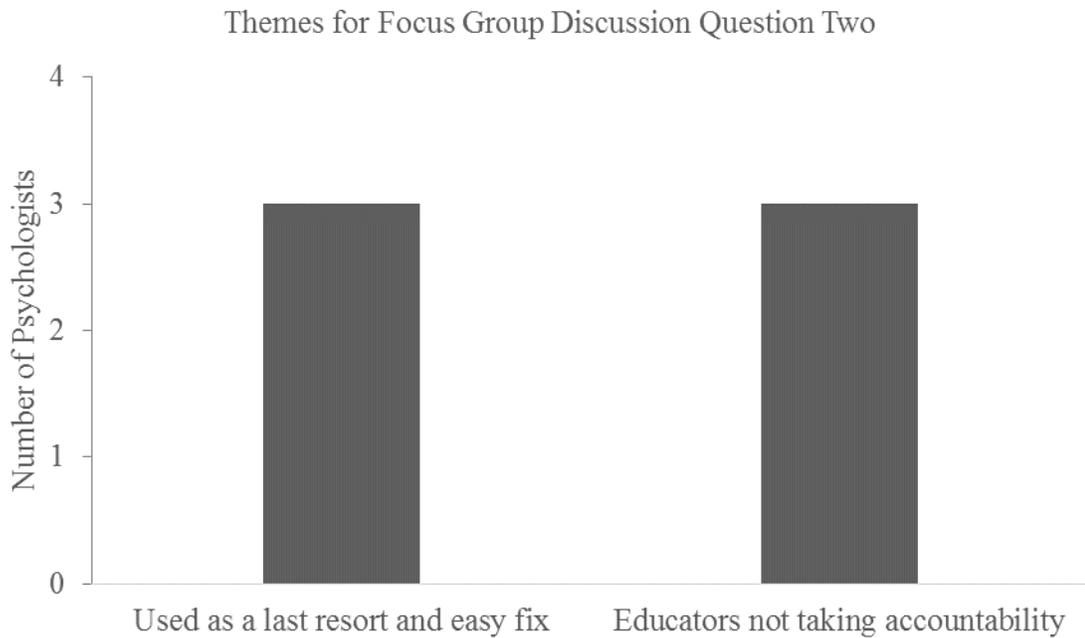
Psychologist 3: And a lot of times most of our other services are prevention services and a lot of times as a system were not preventative. So I need the psychologist when (for the intervention) all hell breaks loose and there's nothing else to do so you don't get to tap into all those other things that we can do its fix it, fix it now so I don't think they aren't knowledgeable about what else we can do, it's just in the immediate this is what I need from you and you're the ones who can do this.

Psychologist 1: I think with what (psychologist 3) was saying as a system we are not systematic in how we address children's needs and as a consequence that's how we end up coming in at the fire stage and not at the there's some sparks going on let's see what going on and try to intervene.

Table 12

Themes for Focus Group, Question Two

Theme	<i>n</i>	Psychologist
Used as a last resort and easy fix	3	1, 2, 3
Educators not taking accountability	3	1, 2, 3



Discussion Question Three: Why do educators rate assessment for learning and social and emotional challenges more relatively important than other services that psychologists perform?

Psychologist 3: Sometimes I believe it's because that is the one aspect of school psychology that no one else can tap into so in a sense they're gonna rate that higher ranking as more important because that's the service that they can only get from you I can go to learning support for academic questions, I can go to an Ed Therapist for behavior but psych assessments is the school psychologists hands down it's the service they provide.

Psychologist 1 : And also when people asks about interventions that have been done people don't asks well was a psychologist involved to help you with interventions, they're gonna ask was a school psychologist involved in doing an assessment so it almost ends up reinforcing the notion that the greatest thing that school psychologists do is assessments and not so much that they also do the intervention, I'm sorry, prevention piece as well.

Psychologist 2: I would agree with that whole heartedly also I think it provides a document that would give license to hopefully some other service that they wouldn't get otherwise. The exemption and accommodations and testing and to get a para-educator if possible, even though we don't specifically talk about that necessarily or you knows say in that the recommendation is that the child have a para-educator but it, it, they can then use it to do that. They may also think that's the only document that gives recommendations that are written when it's not. You know, we're here for a consultation or we may do something else that gives recommendations written out.

Do you believe they still see the role of school psychological assessments as a traditional role?

Collective Agreement yes, definitely

Why do you think that is the case in our school system?

Psychologist 2: I think it's because it unlocks certain services and gives them the power to ask for certain services like a para-educator or some other services that will give them, will let them off the hook. Teachers don't see themselves as being part of the intervention or part of the help for that child as people outside so I'll be able to get a para-educator I'll be able to get the child in learning support, I'll be able to get the child to have a speech and language assessment and services I'll be able to get all of those other stuff for the child and I won't have to provide anything in the classroom until the child's fixed and comes back to the classroom.

Psychologist 3?

Say the question again

Why do educator rate assessment for learning and social emotional challenges as a service they use most?

Psychologist 1: No you said something different

Oh well it was a part of that question just broken down cause I didn't think I heard it quite in what you all were saying. Was, what was the question, oh, do you see the role, why do you think they see our role as more being traditionally that of assessment do you thinks it's still a traditional view that the major role for a psychologist is to test you know one time ago we were known as the gate keepers to testing or perception assessments or so on I was just wondering if that perception you think, why is that also in Bermuda.

Psychologist 4: I think it's a lot what shay coy said where there are so many other services that we do that somebody else does as well so this is like our specialty this is what nobody else can do.

You said that what others do as well, what you mean, that some are the roles that we do are done by other people?

Psychologist 4: Right like the educational therapist where we can go in and do behavioral like intervention and prevention or anything like that but they have somebody who specializes in that so there's really no need, I mean we can if we want to but there really no need for us to be where we can put our attention elsewhere.

Psychologist 3: Our system we have school counsellors, we have educational therapists we have speech and language, we have a good complement of service providers so I think they want what they want they know that if they need to find out what a child's strengths and weaknesses are academically they want a Psych Ed. assessment and those other service providers can't provide that assessment so we continue to have that gate keeping role.

Psychologist 1: And because the emphasis is so much on that for certain things so it just keeps, like I said earlier it keeps reinforcing it.

Psychologist 2: I would agree with all that has been said.

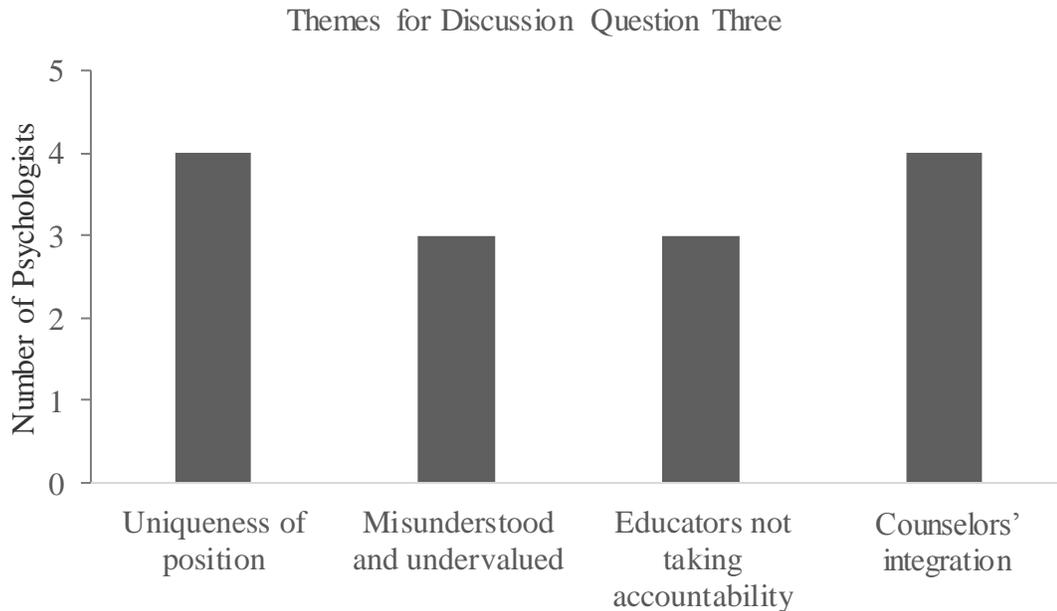
We're moving faster than I thought so we can slow down and talk more about it.

Let's go onto question 4,.

Table 13

Themes for Discussion Question Three

Theme	N	Psychologist
Uniqueness of position	4	1, 2, 3, 4
Misunderstood and undervalued	3	1, 2, 3
Educators not taking accountability	3	1, 2, 3
Counselors' integration	4	1, 2, 3, 4



Discussion Question Four: How can psychologists influence or make psychological services, and I use the word appealing, to educators? How can we make our services known to educators?

All: *Laughing*

Psychologist 3: I think because for one a school counsellor is, the school psychologist is still kind of considered a guest in the building so we come in when there is issues or concerns whereas school counsellors they are a part of the furniture.

Psychologist 3: Exactly and they have a what's the term now ac comprehensive program so at least at the primary level they are in schools in classrooms on a regular basis so they're seen more by teachers principals administrator they are part of the school so they know what they're services are, principals in particular know what is expected of a school counselor.

Psychologist 1: As well as because they're there all the time their responsiveness of course is quicker than us, us is can you come to this school on the same time because we need to address so and so verses the counselors there anyway can you come to this class right now because and if you can address a situation right now when people have more value in it, it doesn't says it's good or bad but people react more so to what's more immediate in their mindsets verses effective.

Psychologist 2: I think the other thing is that the way that we work is we will do a consultation for example meet and do a consult then we will let the people who are there work with that child we wouldn't do a lot, therapeutic intervention we do a lot of consultation and suggest what kinds of things need to be done then helping people to carry those things out verses the school

counsellor is gonna be carrying out the counselling on a weekly basis or bi weekly or however they're gonna do it they are going to intervene like (*psychologist 1*) said that the level where it's you know they are gonna carry out the work that needs to be done on a regular basis .

Psychologist 1: I think also given what issues that exist now that kind of fails, and I say that because when I first came one board I was suppose was only assigned to Cedarbridge and they kept trying to throw me all these children for therapy and I was like well has anybody dealt with them yet because I'm the 2nd level and it was like no they are coming to you no I'm not doing g therapy with all these children I do other things and I only wanna work with the children that you're having challenges with not everybody, and we had to have a whole meeting about it and their things was well we wanted a psychologist that will come and sit basically meet with all these children that were having social emotional problems and well I was like well what are you all doing if indeed that what that clinical person gonna do but to them that what they felt they needed, they felt they needed a full time psychologist that would do therapy with children all day, every day and so and so forth and whilst there's a need for some of that it was almost exempting them of their initial responsibility to do something with those young people first before trying to farm them off to somebody else and so the counselling piece comes in more as another immediate remedy versus even if this child has therapeutic needs you in the classroom still have responsibility for that child's needs.

Interviewer: Some good points

Psychologist 2: The counsellor also teaches some classes I believe

What's it called?

[Collectively] Guidance, individual group and classroom

Are you saying the counsellor is more a part of that school family so to speak?

Collective Agreement

Psychologist 1: They're in the building and they are consistently seen by the teachers and educator

Collective Agreement

[Collectively] They're a part of the birthday parties, the celebrations, events

Interviewer: So they're being rated they're services being rated more highly than our services by educators?

Psychologists 2: Ya, they see them more and they would see them doing the work more, the work that needs to be done after recommendations have been given after the assessments has been done. Before the assessment has been done they're still doing work more than the psychologist in a way on a day to day basis because there are fewer students there but in that teachers eye they teacher sees them week in week out working with that student and in that school whereas we are at a variety of schools all with a couple of thousand students.

Psychologist 3: And then again it all goes back to the culture and how our system is set up cause in other jurisdictions schools may not have a counsellor, they may have a psychologist that's there all day all the time and all they do is counselling. *I think in a sense we kind of created that for ourselves we created the perception that what we do is tests, not necessarily us but somewhere down the line that was what was presented and remains.*

Psychologists 1 And in something to that because even in the conversation about possibly people losing jobs at the end of the day that's the only thing that they can hold on to is that were the only ones that can do this assessment, nobody else can do these assessments so If you send us out then what are you going to do and you're only going to end up hiring us back in the sense of outsourcing so you still end up paying us to do the job so you may as well keep us on board and work with it like that.

Psychologist 2: But it goes back to the first set of questions that we had when it comes to them not understanding what we do even despite the fact that we educate them over and over again and I think that comes from, this is what's in their head they , *it's almost like we have to stop our jobs and do a campaign in order to let them know what the deal is and what is it that we do and send them to some conferences and in-services that we do have psychologist week or month or year where we educate* them because if they have in their head that this is what we do and this is what we don't do and they don't know they would even have the wherewith all to say or to entertain when we're saying well we don't do that but we can offer you this or we need to do this, we need to be doing this piece here we need to be concentrating on this. They're not hearing it. They're not hearing us at all they, when we had the pre-referral forms, they don't hear pre-referral they hear we're pushing them back further and further away from us whereas.

Because were behind in assessments

Psychologist 1 : Because we're behind in assessments

Laughing

Psychologist 2:

They'll throw that in. Or we don't want to deal with that, we don't want to help them, they don't want to hear that we can help you through the process of a completing this form by talking and having some discussion around these pieces that you're having difficulty in answering they don't even hear or entertain that we may be able to have some discussions with them in filling out that form that form is not filled out in isolation we can be there every step of the way but it is something they have to fill out, they have to provide the information, we can't just pull the information out of the air but we can say, well let's try this it looks like the child is having this type of issue why don't we involve the person that deals with that lets see what they say and hear the questions that we want to ask them so you want to ask them, does she want to hear about that and so forth, go ahead and get that and then put it on the form and come back and get the speech and language person, get the school counsellor to who has already met with the parent to give you some information about what he found or she found and put that down so they don't hear, the hear what they want to hear but they don't understand how were working with them and at the

end of the process the assessment has been done the only thing they see is the assessment, they don't see all the consultations even though we have all those forms.

That went before that

Psychologist 1: That went before that

Psychologist 1: Because then to support that, when we were short psych, the only fuss was we need these assessment done, there was no fuss about of I don't know what to do about this child and I normally go to psych and I would like to get that input again, it want that conversation, it was just, well who's gonna do these assessments, who gonna do and that was the only focal point, there was no other focal point about the other services that we provide.

Psychologists 2: And other services that they might provide, the pieces that teachers or counsellor or other staff members might do, they're monitoring behaviors that they want as well how many times has this student gotten in trouble in this area, what kinds of things do they get in trouble over and become have they had a sight assessment to look at their eyes, you're asking me to test this.

Hearing

Psychologist 2: Or hearing, you've asked me to test this child and I notice when I went down the hall and found this child that they had, their eyes were kind of crossed so have they been assessed to see if whether that is playing a part what I'm gonna give them is a paper and pencil test that they have to look at so if they can see how are they gonna complete that we know what the answer is gonna be already and you know that they're not gonna be able to do this are they seeing the board or are they seeing double when they look at the board.

Interviewer: *Is that you think related to the way we worked by the school team process or do you think we are getting that process out there in terms of knowledge to teachers?*

All Psychologists: No

In terms of may be malignant to the RTI in the US.

Classic case

And the school action plus the UK plan so that teachers seem to know the alignment of services and the different tiers and levels of them

Psychologist 1: Its almost like teachers never went to school in any other country

Laughing

Psychologist 1: Because it's not like they're not taught these kinds of things, they have it as even part of their teacher training this all would have been part of how they function but when they come here but when you start to mention it they're just like, except for a few teachers who are like, oh this is like such and such' in whatever country they're from and I'm like you actually

have a reference point because the reference point because the rest act as if why do I have to do all of this why can't I and there's almost like there's a level of complacency that was allowed and nurtured so to come along now and say you need to be following a process we need to be meeting about these young people were putting interventions in place documenting those interventions and working through a process so that when we finally make a decision that this child has this deficit we can be sure beyond a shadow of a doubt that that's the case.

Psychologist 2: But it's interesting here's the point we have a school team process out there long before there was talks of RTI or the action plus, school action plus long before those buzz words where out we had school team process, it's in a book, a binder, that I have in my office that we all have and we taught schools about how to do that and now they are coming up with RTI and look at this we went to the Ministry and said the same thing but now the Ministry and school are talking to us about RTI as if it's something new when you had a book on it, you know, so that shows you how much of an impact what we have talked about has happened it's been like blah blah blah blah when no one has really heard what we actually said to them, such that.

Interviewer: *Are you saying that psychologist are not heard by, The Ministry level, maybe higher Ministry within your??*

Psychologists 1: Unless you're saying what they want to hear then the answer is no because I had a teacher and she used to go, oh the RTI training was great and dah dah dah and I said well can you tell me how different the RTI is from the team process that already exists she stopped and she thought about it and she's like well it's not really different. So what are you excited about?

Laughing

Psychologist 1: Like seriously can you just do the process that's already in place?

Psychologist 2: Which is the same thing, and I don't mind if they come out with a new label for it and stuff like that as long as they get it but is it, is the rubber meeting the road when we're coming to you with the pre-referral form which should be oh this is great cause now it lays it out and I know that I've done my RTI

Because I filled out this form and everything is right here

Psychologist 1: And that demonstrates a different level of [Indiscernible]

Psychologist 3: And I think that the problem, our services require other people to work and be accountable whereas *if we go back to that question why are counselling services deemed more effective I have a problem, Johnny has a problem I can go to the school counsellor and I make a referral and then he goes off to the school counsellor and they work with them not necessarily in complete isolation but you've given them the referral and they go and do the work where were saying ok we want Johnny to have a Psych Ed. assessment I need to ensure that you've done xy and z so were putting it back and you and that's where teachers have that struggle.*

Psychologist 2: And it's almost like we have to walk them through it and maybe if we say, I mean we have to say it to them because it has to be, we have to see it before we see the referral

form and even the pre referral form because the refer comes to us is approved we have to see that they have done these things so we don't get a child that can't see or hear and then we discover oh that is why they are doing so poorly on their curriculum.

Psychologists 3: And even from a Ministry level school psychologists work were team people so whenever we take on a case we *require all team players to play a role and even if the Ministry level sometimes, I don't think they understand that we work in teams not in silos not in isolation and that we need everyone's input and feedback to make good informative decisions about children sometimes people don't want that* I really feel that they run away from that because again it requires more work and requires more time.

Psychologist 2: And they didn't believe they can do it or something like that or that it's important even.

So you feel that the autonomy for teaching, for school psychologists is not there, I mean like in terms of having autonomy over roles or certain aspects of your program?

Psychologist 2: Autonomy in the sense of driving policy I think but I would say that we work and in glove with the other folks that are there, we're not, the only thing we're trying to tell them to do is things that , I don't want to say their job but.

Tracy: It is.

Laughing

Psychologist 2: But the things that they need to do so that we can all have the information and the other side of that is that all have the hand in helping that child to get better 'cause even after we have given back a report say and we've talked about it and we're doing our follow up there is still things that the teacher needs to do, there are still things that the other people need to do if it's gonna be successful, in any of that the child loses out and we can't do anything about that we can't control that. When we came to look at our performance the only thing that we can perform, the only product that we give is that info back in the form of assessments or consultations or directives but we can't look at the child and make a determination, well the child didn't get better so we did a poor job because there are so many other people that have a hand in that.

Interviewer: Anyone else? **Ok our last question is how can psychologists influence or make psychological services and I use the word appealing to educators, in other words how can we; make our services known to educators?**

Psychologist 1: To be honest I'm at a loss because like I've said I've tried flyers send flyers out to every last teacher principal the whole nine.

Interviewer: *Ok first part let me ask it another way. Do you see us as psychologist, and it's the same question really, how do you see, do you see the psychologist should some way or the other encourage educators to become more knowledgeable about our services or how do we promote our services or the same thing how do we make our services more appealing so that they would make use of them.*

Psychologist 1: I think we do it every day like we said in the beginning when you asked us what is our role and we talked about educating people on what we do and what services that we do and it becomes situations where you just kind of keep doing what you do because some people get it after a while especially if you have an experience, I have had teachers go oh I never thought I would come to the psychologist to figure out how to teach and

Collective agreement

Psychologist 1: And its continuing to do those things so that the words gets spread and people will say oh you can go to the psychologist as another source that can help you with your teaching strategies and that you don't have to just go to the staff development person or you principal or learning support teacher that there is another resource to help you to teach so it kind of puts more pressure on us to be like super-psychologist.

Collective Agreement

Psychologist 1: I guess you can say to really be out there and whoever we interact with trying to make the biggest bang for our buck so that they can really see what we can do and quote unquote spread the word.

Psychologists 3: It's about constantly being visible and then you continuously having to build rapport with people

Collective Agreement

Psychologists 3: Especially in a system where people move around and change a lot so you're constantly having to advocate your services and reestablish who you are and what you can do for your schools

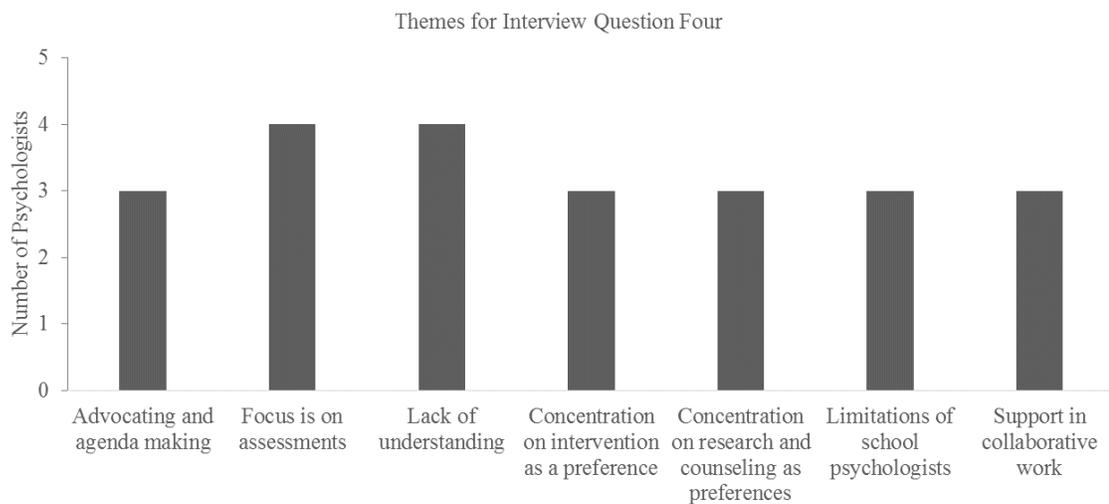
Interviewer: *Being you are new psychologist how would you answer that?*

Psychologists 4: I don't know I see it as kind of difficult that unless the people, the Ministry, the people that you know set our job roles and how many people can even work in this position you can only be stretched so far as it is so you know if they don't get it you know how valuable we can be, it's gonna be difficult to present ourselves you know to expend our services, 'cause I mean I could give it two people working like and the Ministry is demanding that assessments is important then you know that were you're going to concentrate even if you really want to do more and it just makes it difficult and I think you know the head people need to understand exactly what we are capable of doing and how we can benefit the whole system.

Table 14

Themes for Discussion Question Four

Theme	<i>n</i>	Psychologist
Advocating and agenda making	3	1, 2, 3
Focus is on assessments	4	1, 2, 3, 4
Lack of understanding	4	1, 2, 3, 4
Concentration on intervention as a preference	3	2, 3, 4
Concentration on research and counseling as preferences	3	1, 2, 3
Limitations of school psychologists	3	1, 2, 3
Support in collaborative work	3	1, 2, 3



School Psychological Perceptions Survey

Introduction

Letter of Request to Principals and teachers

Dear School Principals/Teachers,

I am currently studying for my doctoral degree in Educational and Child Psychology and I have been granted permission to conduct this research study by the Department of Education. I am writing to request your participation in a survey of the perceptions of teachers/administrators regarding the role and function of school psychologist. You have been randomly selected to participate in this doctoral university study, and the information you provide will help me in further acquainted with the needs of teachers regarding the service delivery of school psychologists.

While your participation in this research is entirely voluntary, I hope that you will choose to participate in this study to provide school psychologists with valuable insight into how best to meet your needs. There has not been any study conducted within the Educational system that explores specifically the perceptions of teachers' regarding the role and function of school psychologist.

The Survey will take approximately 10 minutes to complete online. The responses will be anonymous as they will be mail through a web link. Your participation in this study will be kept strictly confidential, and data will be reported on a group basis only. No personal identifying information will be collected.

Although your participation in this study presents no to minimal risks to you, be assured your participation in the study is entirely voluntary. You may choose not to participate without any adverse consequences. If you choose not to participate, please indicate such on the survey and return it. If you choose to participate, be confident all responses will be treated with confidentiality.

Upon completion of the study data will be stored in a locked cabinet for a period of 2-3 years, in the event of future follow-up study or publication. Results of the study will be made available in the future. Information regarding the presentation of the results will be forward at a later date.

Please complete the survey as soon as possible, and return it no later than October 18th, 2012.

Thanks you in advance for your help! Please feel free to contact me at lvthalbot@gov.bm if you have any questions regarding this study.

Sincerely

Lana V Talbot
Trainee Educational and Child Psychologist.

*** 1. At which location do you work?**

*** 2. Which job category do you perform?**

Paraeducator

School Principal

Deputy Principal

Regular Teacher

Learning Support Teacher

School Psychological Perceptions Survey

3. Additional Job categories

Specialist teacher

School counsellor

Teacher-In-Charge

Special educator

Other (please specify)

***4. Which category below includes your age?**

20-34

35-49

50-64

65+

***5. Are you Male or Female?**

Male

Female

6. What is the highest level of degree you have completed ?

Associate Degree

Bachelor Degree

Graduate/Masters Degree

Doctoral Degree

Other (please specify)

School Psychological Perceptions Survey

7. Please answer the following information related to your teaching experience

Number of years Teaching/Administrator

Number of years employed in current school:

Please indicate the grade level you are teaching this year

Are you currently teaching special education?

Have you ever used the School Team Process?

8. 1. How knowledgeable do you consider yourself to be about the School Psychology Service?

No Knowledge
 Slightly Knowledgeable
 Somewhat Knowledgeable
 Pretty Knowledgeable
 Extremely Knowledgeable

9. During the past academic year (2011) how often did you utilize the services of the school psychologist?

Never
 Rarely
 Occasionally
 Often
 Very Often

10. How helpful to children are school psychological services?

No help
 Slightly helpful
 Somewhat helpful
 Pretty helpful
 Very helpful

11. How helpful to teachers, administrators and student support personnel are school psychological services?

No help
 Slightly helpful
 Somewhat helpful
 Pretty helpful
 Very helpful

12. In the past year, how satisfied are you with the overall performance of your school psychologist (s).

Very unsatisfied
 Somewhat satisfied
 Fairly satisfied
 Pretty satisfied
 Very satisfied

School Psychological Perceptions Survey

13. How often do you utilize the following listed services of the school psychologist?

	Never	Occasionally	Frequently	Often	Very frequently
Individual Counselling	<input type="checkbox"/>				
Group Counselling	<input type="checkbox"/>				
Consultation	<input type="checkbox"/>				
Crisis Intervention	<input type="checkbox"/>				
Workshops/in-service training	<input type="checkbox"/>				
Research	<input type="checkbox"/>				
Assessment for learning and social-emotional challenges	<input type="checkbox"/>				
Academic Consultation	<input type="checkbox"/>				
Special Educational needs	<input type="checkbox"/>				
Social-Emotional issues with students	<input type="checkbox"/>				
Providing Educational Interventions/strategies	<input type="checkbox"/>				

Other (please specify)

School Psychological Perceptions Survey					
14. How do you rate the value of the following listed services of the school psychologists?					
	Not Valuable	Slightly Valuable	Somewhat valuable	Pretty valuable	Very Valuable
Individual Counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crisis Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops/in-service training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment for learning and social-emotional challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional Issues with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing Educational interventions/strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<div style="border: 1px solid black; height: 70px; width: 100%;"></div>				

School Psychological Perceptions Survey

15. Given your understanding of school psychological services at your school, in what areas would you like to see more or less of their involvement?

	A lot less involvement	Somewhat Less Involvement	Same level of involvement	Somewhat more involvement	A lot more involvement
Individual Counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crisis Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/in-service training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment for learning and social-emotional challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional issues with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing Educational Interventions/strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

16. How helpful is the school psychological services compared to school counseling services?

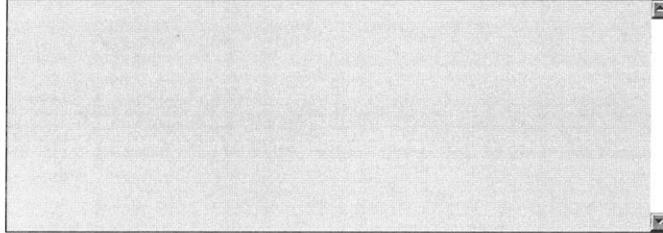
Not effective
 Not quite as effective
 As effective as counselling
 Somewhat more effective
 Very much more effective

17. How helpful are the psychoeducational reports written by school psychologists?

Never helpful
 Rarely helpful
 Occasionally helpful
 Pretty helpful
 Very helpful

School Psychological Perceptions Survey

18. What did you find specifically helpful, or not helpful about the school psychologist's reports?



***19. Think back to a time when a school psychologist was really helpful to you or a child in your school. Describe what the school psychologist did, and how they specifically helped you or the child. Provide examples of what they did if you are able to:**

