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THE STATUS OF PRESCHOOL TRAINING
IN SCHOOL PSYCHOLOGY PROGRAMS IN THE UNITED STATES

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

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1996

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ABSTRACT

The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations. The data collected from this study will be used to make recommendations to school psychology training programs regarding training with infants, toddlers, and/or preschool-age children. The subjects for this study were the population of 197 directors of school psychology training programs located in the United States, as well as five randomly selected second-year master's level students from each program (985 total). Two survey instruments were designed, one for the directors and one for the students, and were mailed during winter quarter of 1996. Return rates included: 75.1% for the program directors and 38.7% for the graduate students. The development of the survey questions was directly related to the literature regarding the delivery of psychological services to early childhood populations.

Data analyses revealed that most school psychology programs in the United States offered coursework that focuses on assessment/ intervention with early childhood populations (63.3%). In addition, most programs offered coursework dealing specifically with cultural diversity issues (87.1%). Furthermore, the majority of programs offered coursework regarding family issues (63.3%). It appeared that in terms of specific coursework offered,
school psychology programs have responded to the needs outlined in Public Law 99-457, which calls for school psychologists to provide services to early childhood populations within a family context.

According to the data regarding the nature and extent of practicum experience with early childhood programs, school psychology programs were lacking. Although many programs reported offering practicum experience with early childhood populations (75.0%), including practicum experience with culturally diverse populations (69.6%), much fewer programs required it (24.3%). Regrettably, it is recognized that school psychology curricula, especially at the master's or specialist level, are jammed full of coursework requirements, leaving little room for more.

Qualitative analyses revealed that the opinions of school psychology program directors regarding preschool training provided strong support in that the majority viewed it as important (50%), while others voiced concern over the present status (38%).
Dedicated to my husband Scott
ACKNOWLEDGMENTS

First and foremost, I want to thank Jesus Christ for giving my life purpose and for his unending provision.

Secondly, this study could not have been completed without the incredible help, support, and love from my husband Scott, who viewed the entire project as a team effort.

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CHAPTER 1

INTRODUCTION

Introduction

The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations. Both the perspective of school psychology training program directors and that of second-year school psychology master's students regarding preschool training in school psychology was sought.

In 1986, Congress passed an amendment to Public Law 94-142, the Education of the Handicapped Act. These amendments, referred to as P.L. 99-457, and in particular Part B of this law, serve as a downward extension of Public Law 94-142, by mandating public schools to serve 3- to 5-year-old children with disabilities. However, infants, toddlers, and preschoolers represent the populations with which the majority of school psychologists have the least amount of experience (Curtis & Batsche, 1991). To illustrate, "...when the mandates for preschool services emerged, many psychologists found themselves ill-prepared. In the past, it was unusual for school psychology training programs to provide more than cursory exposure to issues, research, and services applied to the early childhood population" (Lidz, 1995, p. 6). In fact, traditionally school psychology training programs
have retained an emphasis on the provision of services to the K-12 population. In light of these trends, it is imperative that school psychologists receive the necessary training and practicum experience in order to provide the services to preschool-age children that are mandated by P.L. 99-457, whose passage has clearly expanded school psychologists’ range of responsibility (Curtis & Batsche, 1991).

In particular, Paget (1990) noted that the passage of Public Law 99-457 has created a need for school psychologists to develop new skills and expand their service to include: greater experience in working with preschool-age children and their families, enlarged awareness of cultural diversity, intercollaboration with other professionals, additional practicum experience in working with preschool-age children and their families, greater emphasis on indirect service delivery, and modifications in assessment practices, such as linking assessment directly to intervention.

While several recent publications regarding training issues in school psychology did not even mention the importance of preparing school psychologists to work with preschool populations (Bardon, 1994; Hyman & Kaplinski, 1994; Phillips, 1990; Woody, 1989), other prominent leaders in the field of school psychology are heralding the emergence of a subspecialty, namely preschool psychology (Bagnato, Neisworth, Paget, & Kovaleski, 1987). These authors define Developmental School Psychology as that specialty within school psychology that concentrates on the family consultation, assessment, program planning, and treatment evaluation of preschool-age children. Developmental School Psychology includes an interdisciplinary orientation based on developmental principles that are
applied to preschoolers with special needs within a family approach. This approach advocates integrated practices among professionals across diverse settings.

This study assessed the preschool training practices of all school psychology training programs in the United States. The perspective of second-year master's students was sought also in an effort to obtain the most comprehensive and reliable information regarding preschool training in school psychology. The results were analyzed to explore the various characteristics of the school psychology programs and the specific training they provide with regard to early childhood populations. The results are reported in Chapter IV.

**Statement of the Problem**

The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations. The responses of the directors of school psychology training programs and the responses of second-year master's students regarding preschool training in school psychology via two survey instruments were analyzed. This study will contribute to the literature regarding the current status and future needs of school psychology training programs with respect to preschool training.
This study was implemented to answer the following research questions:

1. What percentage of school psychology training programs offer coursework in the following areas:
   - Infants, toddlers, and/or preschool-age children?
   - Cultural diversity?
   - Family systems?

2. What percentage of school psychology training programs offer practicum experience with infant, toddler, and/or preschool populations? Of these, what percentage include work with culturally diverse infants, toddlers, and/or preschoolers?

3. Of those programs which do offer coursework and practicum experience with early childhood populations, are they primarily assessment-oriented or intervention-based?

4. To what extent do the training program directors deem important coursework and practicum experience with early childhood populations?

5. What is the perspective of second-year school psychology master's students regarding preschool training in school psychology: Will they receive it and to what extent do they deem it important?

6. How do the perspectives of the school psychology training program directors and second-year master's students compare?
Significance of the Study

This study will add to the broad literature base regarding training issues in school psychology programs in the United States and the relatively scant literature base regarding preschool training in school psychology. The results of this study may be used to illuminate the current status of preschool training in school psychology, as well as training needs for the future.

Limitations of the Study

One of the primary limitations of the study was the use of mail survey instruments. Due to financial constraints, mail surveys were utilized instead of the more informative but more costly personal interviews.

A second limitation involved the student survey instruments. The input of students via the Preschool Training Survey for Second-year Master's School Psychology Students was solicited only in the first wave of mailings. Training directors were instructed in a cover letter to distribute the student surveys randomly to five second-year master's students; note that five separate self-addressed, stamped envelopes were included, so that the student surveys could be returned independently of the primary survey intended for the training program director. If students did not respond to this first mailing, subsequent follow-up mailings to obtain their specific input were not conducted, thus reducing the return rate.

Another limitation of the study was not discovered until the data was encoded, run, and analyzed. One of the initial goals of the study was to explore the relationship of school psychology program characteristics with the nature and extent of the preschool training they provide via correlational analyses. This analyses proved to be impossible because of the design
structure of several key questions. This was not discovered until the data had already been collected, and therefore serves as a primary limitation of the study.

Organization of the Remainder of the Study

This chapter includes the introduction to the study, the statement of the problem, the significance of the study, and the limitations of the study. Chapter II contains the review of research and literature relevant to the history of the emergence of the specialty school psychology, including the curriculum development of training programs and the regulation of training programs, as well as how this regulation has upgraded the discipline. Chapter II also contains information with respect to the influence of federal laws on the field of school psychology, the "traditional" curriculum, the current lack of curriculum content in the area of early childhood, and a discussion of what prominent leaders in the profession state is needed regarding preschool training. Chapter III contains a description of the subjects, the instruments used to collect the data, the procedures used for collecting the data, and the procedures used to analyze the data. Chapter IV will include the findings of the study as they relate to the six research questions stated in the statement of the problem. Chapter V will identify the conclusions drawn from the findings and incorporate these conclusions into recommendations for school psychology training programs regarding preschool training.
CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations. Both the perspective of school psychology training program directors and that of second-year school psychology master's students regarding preschool training in school psychology was sought.

This chapter represents a review of literature related to (1) the history of school psychology as a profession, (2) the regulation of school psychology training programs and how it has upgraded the discipline, (3) the influence of federal laws on the field of school psychology, (4) the “traditional” curriculum in school psychology, including the lack of curriculum content in the area of early childhood, and (5) a description of the changes that are needed in school psychology training programs.

Brief History of School Psychology

In delving into the history of school psychology, “there is no single, dramatic event that can be identified as marking the founding of school psychology” (Phillips, 1984, 125). Rather, there are many events in history
which have led to the development of this specialty. Before continuing to explore school psychology as a profession, it would seem that a definition is in order. Lambert (1993) noted that almost all definitions of school psychologist describe this specialist as the cognitive, social, and behavioral scientist in the school. Furthermore, the school psychologist relies upon both psychological theories and empirical evidence to design, administer, and/or participate in a system for supplying psychological services to all those in the schools from early childhood to early adulthood, not simply those who are referred due to mental health or educational difficulties (Lambert, 1993).

One of the most prominent historians of the profession of school psychology is Thomas K. Fagan, writer of numerous journal articles and a recent book on the subject as well (coauthored with Paula Sachs Wise in 1994). These authors divided the history of the specialty into two periods: the Hybrid years (1890-1969) and the Thoroughbred years (1970-present), and for the purposes of cohesion and organization, this writer will do the same. During the Hybrid years, school psychology consisted of a variety of practitioners certified from different fields related to education and psychology and united around a dominant role of psychoeducational assessment for special education placement. In fact, "...among the primary reasons for securing and employing school psychologists was the specific notion of having them help educators sort children reliably into segregated educational settings where exceptional children might be more successful individually, and where their absence would help the system itself function better for the masses of 'average' children" (Fagan & Wise, 1994, p. 27). As one can see, the school psychologist as a "gatekeeper" for special education has quite a lengthy history (Fagan & Wise, 1994). However, while assessment for special
education placement played a dominant role during the Hybrid years, this is not to say that academic and behavioral interventions were not employed by school psychologists as well. They were just utilized to a lesser extent. While our earliest predecessors did not insist that assessment lead directly to intervention (Sandoval, 1993), that is certainly not the case today, as "best practices" in school psychology require a direct link between assessment and intervention.

During the early Hybrid years (1890-1920), school psychology did not possess the characteristics of a profession, in that it lacked autonomy and control of training, credentialing, and practice (Fagan, 1990). However, from 1920-1940 more formalized training in school psychology became available. The first training program was initiated at New York University during the 1920's, with Pennsylvania State University establishing a doctoral program in the 1930's and others, including Ohio State University, offering some relevant coursework related to school psychology (Fagan, 1986).

The period between 1940-1970, the last three decades of the Hybrid years, involved the following: role confusion, molding of organization identity, and a rise in the number of training programs and practitioners (Fagan, 1990). Furthermore, in 1945, the American Psychological Association (APA) provided school psychologists with their first opportunity to achieve national organizational identity by establishing The Division of School Psychologists (Division 16) (Fagan, 1990). Another important event of this period was the Thayer conference in 1954, which offered a midcentury perspective on the role and function of school psychologists. These roles included: "assessment of individual differences, identification of exceptional children, facilitation of learning and adjustment of all children, encouraging and conducting
research, and diagnosis and remediation of educational and personal problems" (Lambert, 1993, p. 172). In addition, those individuals present at the Thayer conference recommended doctoral-level training for school psychologists, while at the same time acknowledging the need for “subdoctoral” professionals. Thayer also proposed that training programs include emphases on study of the following: psychology, education, the community, the social sciences, the humanities, and relevant knowledge of the biological sciences, as well as training in research (Lambert, 1993). The final, and perhaps pivotal, event of the Hybrid years was certainly the creation of the National Association of School Psychologists (NASP) in 1969 (Fagan, 1990), when a sufficient number of school psychologists were employed and subsequently influenced by the standards set in the previous years (Bardon, 1981). The founding of NASP provided nondoctoral school psychology with an initial push, invigorating the field with its unification and mobilization of resources, and its improvement of nondoctoral training and practice standards, thus serving as a primary stimulus for the field’s advancement (Curtis & Zins, 1989; Phillips, 1984).

Regulation of School Psychology Training Programs and the Influence of Federal Laws

The Thoroughbred years (1970-present) are characterized by the following events: regulation, association growth, professional division and subsequent reorganization (Fagan, 1990). In particular, “perhaps the most significant event was the enactment of landmark civil rights legislation for the handicapped (P.L. 94-142) which sensitized every school district to the need for the availability and proper implementation of special education, including
psychological services” (Fagan, 1990, p. 923). P.L. 94-142, the Education for all Handicapped Children Act of 1975, was reauthorized in 1990 as the Individuals with Disabilities Education Act (IDEA) (Curtis & Batsche, 1991). This piece of legislation identified school psychologists as the necessary professionals to conduct psychoeducational assessments of children referred for educational difficulties, with possible enrollment in special education an option to be determined. Although the services that school psychologists are trained to provide are not limited to test administration and interpretation, many state education authorities interpreted P.L. 94-142 guidelines as in fact delineating this as our only essential role (Miranda & Andrews, 1994). Despite the frustrations and burdens sometimes involved in carrying out this legislation (e.g., never-ending paper trails, time consuming third-year reevaluations), P.L. 94-142 represents “an historical step forward in establishing the rights of students with disabilities and a positive stimulus for the opportunities and challenges facing school psychology today” (Curtis & Batsche, 1991, p. 566). It should be noted that P.L. 94-142 also provided for free appropriate public education for preschoolers with disabilities and had become the chief means of funding for special services to children of preschool age up to that point in time (Paget & Nagle, 1986). However, the effects of this legislation on infants, toddlers, and preschoolers were not nearly as substantial as those felt by school-age children (Hebbeler, Smith, & Black, 1991).

A second major piece of legislation enacted during the Thoroughbred years is the Education of the Handicapped Act Amendments of 1986 or P.L. 99-457, an amendment to P.L. 94-142. Part B of this piece of legislation actually serves as a downward extension of P.L. 94-142 by mandating public
schools to serve 3- to 5-year-old children with disabilities (Public Law 99-457, 1986). P.L. 99-457 calls for each state to designate a lead agency to oversee the expansion of early intervention services for its birth-to-five population (Widerstrom, Mowder, & Willis, 1989). Although services to preschool-age children have received only minor interest among school psychologists in previous years, the passage of P.L. 99-457 has undoubtedly both revived interest, as well as substantially extended psychological services to preschoolers (Barnett & Paget, 1988). Of utmost significance is the role families play within this new law, such that P.L. 99-457 both recognizes and emphasizes the singular role of families in child development and serves as a straightforward mandate to include a family's goals and resources when designing intervention plans (Basel, 1989; Short, Simeonsson, & Huntington, 1990). In fact, while Part H of the law establishes a grant program for infants and toddlers, it also includes the following requirement regarding families: early intervention programs must draw up a written Individualized Family Service Plan or IFSP, which is to be drafted together by a multidisciplinary team and the child's parents. The IFSP will include goals for all the family members, as well as for the child (Short, Simeonsson, & Huntington, 1990). Part H requires a philosophical shift on the part of both families and professionals in that families need to realize they have the ability to assist their children in attaining their fullest potential, while professionals need to share their knowledge and expertise by incorporating it into the daily activities of the child (Apter, 1994). This legislation promises additional opportunities for school psychologists who can demonstrate expertise in working with children

As a result of federal legislation passed during the Thoroughbred years, the number of children served by regular education decreased during the 1980's, with a corresponding increase in the number of youngsters served by special education. This increase was no doubt related to the passage of Public Law 94-142. The subsequent impact on school psychology was evidenced by both the growth in the number of practitioners, and increased activity within both national and state associations of school psychologists (Fagan, 1990). A fundamental shift occurred during this period, in which professional regulation was changing from external to internal influence. No longer was school psychology merely responding to others, but instead was working proactively to influence the decisions other agencies might make (Fagan, 1990). As Pryzwansky has stated (1993, p. 220), "...nothing defines a profession like its regulatory practices, and many of the growing pains found in school psychology are now being resolved in the regulatory arena."

A discussion of the recent standards and trends in training, credentialing, regulation, and practice is crucial to the adequate understanding of the development of a profession. While principles and guidelines simply outline expectations by providing direction and recommendations, standards are traditionally viewed as criteria to be enforced (Curtis & Zins, 1989). It was not until 1978 that the first Standards for the Provision of School Psychological Services within the National Association of School Psychologists (NASP) were drafted and published. These standards outlined a broad array of services, including: assessment,
the design and implementation of interventions, consultation, the conducting of research, and the provision of teacher inservices, as well as the provision of leadership within the educational arena (Batsche, Knoff, & Peterson, 1989). These standards were revised in 1982, adopted in 1984 (Curtis & Zins, 1989), and reflected the following additions: definitions of an all-inclusive continuum of school psychological services, tighter requirements for continuing professional development and supervision, guidelines for contractual services, and the outline of conditions for quality service delivery for employing agencies including the necessity of autonomous professional operation (Batsche, et al., 1989).

In addition to the adoption of the Standards for the Provision of School Psychological Services, NASP also adopted the Standards for Training and Field Placement Programs in School Psychology in 1984. These training standards require that for the sixth year/specialist degree, one must engage in a minimum of 3 years of full-time study in graduate school beyond the baccalaureate degree, which must total at least 60 graduate semester hours or the equivalent (NASP, 1984). For the doctoral degree, these same standards require a minimum of 4 years of full-time study in graduate school beyond the baccalaureate degree, which must total at least 84 graduate semester hours or the equivalent (NASP, 1984). Finally, the training standards require that both students enrolled in specialist and doctoral programs must complete at least one academic year of supervised internship experience totalling at least 1200 clock hours, 600 of which must be in the school setting (NASP, 1984). It is important to note that prior to mid-1970, training in school psychology typically involved the fulfillment of specific course requirements leading to credentialed employment as a psychologist in
the schools in accordance with criteria set forth by state departments of education, almost like a 'checklist' approach to graduate education (Curtis & Zins, 1989). One can see the crucial role then that the National Association of School Psychologists (NASP) has played in establishing stricter standards for training in the profession of school psychology.

The meaning of the term "credentialing" has changed throughout school psychology's history (Batsche, Knoff, & Peterson, 1989). In our early history and at the present time, credentialing refers to the certification requirements set forth by the state departments of education. In fact, in an early effort to attain the authority needed to accredit school psychology programs, NASP sought affiliation with the National Council for the Accreditation of Teacher Education (NCATE), which possessed the authority to accredit teacher education programs at virtually all levels (Phillips, 1984). However, recently the notion of credentialing has been expanded to include licensure and/or certification for private practice in school psychology. In other words, the purpose of developing credentials has been to recognize, restrict, and secure the use of a title and/or practice activities (Pryzwansky, 1993). Note that the major impetus for the credentialing process has been with individual state departments, and the role of professional organizations (i.e., NASP) has been primarily to influence the credentialing process, not to originate it. However, NASP has served to influence the process significantly by striving to accomplish uniformity of standards across states that credential school psychologists (Batsche, et al., 1989).

During the 1980's, an alliance of states started an initiative to create a standardized examination for school psychologists to be included as part of the certification process (Pryzwansky, 1993). In 1986, NASP also became
involved and shortly thereafter, the Educational Testing Service published a national examination for school psychologists as part of the National Teacher Examinations. The National School Psychology Certification System (NSPCS) was born, establishing a credential for national certification, including: entry criteria defined by the 1985 NASP credentialing standards (i.e., completion of a NASP-approved training program), a passing mark on the ETS national school psychology examination, and a triennial requirement for continuing professional development (Batsche, Knoff, & Peterson, 1989; Curtis & Zins, 1989; Pryzwansky, 1993). Batsche and colleagues (1989) noted that the intent of the NSPCS is to: 1.) offer consumers of school psychological services a consistent amount of training and experience in service providers who hold national certification, 2.) facilitate school psychology credentialing across states through reciprocity, 3.) encourage the continuing professional development of school psychologists, 4.) promote uniformity in credentialing practices across states, and 5.) allow NASP to set national standards for the profession of school psychology. In fact, the NSPCS advanced the identity of the field in the eyes of the state credentialing bodies, some of whom included as part of their own credentialing requirements the examination, the credential, or both (Fagan & Wise, 1994).

While the growth in the certification of school psychologists occurred very quickly, licensure has developed more slowly, particularly because licensure has typically been subject to state psychology licensing boards, with an entry level requirement of a doctoral degree. Furthermore, growth in licensure of school psychologists is restricted by the overwhelming influence of clinical psychology, psychiatry, and the medical profession, who determine both entry criteria as well as which professions will be permitted to practice in the private
arena (Batsche, Knoff, & Peterson, 1989). This leads to an important matter, namely the entry-level debate which has existed for years between APA and NASP (Batsche et al., 1989; Fagan, 1990). The American Psychological Association (APA) considers the doctoral degree necessary for entry into professional psychology, hence frowning on the National Association of School Psychologists (NASP) for designating the specialist's degree as the necessary entry-level preparation. However, researchers such as Brown & Minke (1986) point out that the entry-level debate is less relevant today than it may have been in years past, as the number of students enrolled in doctoral-level school psychology had risen to include nearly 40% of all students in training in the year 1986. There is a need for research conducted in 1995 to examine if this trend toward increased doctoral-level training is continuing.

The Thoroughbred years (1970-present) are not only known for advances in the regulation of the profession, important as they may be; they are also recognized for various literary accomplishments. For example, beginning in 1969 and continuing through the present, NASP established a newsletter, now called the Communique, the journal School Psychology Digest in 1972 (retitled School Psychology Review), and a national directory of training programs and credentialing requirements (Fagan, 1990). Other journals founded during this time include: Journal of Psychoeducational Assessment, Special Services in the Schools, Professional School Psychology and School Psychology International (Fagan, 1990; Fagan & Wise, 1994). In addition, seminal books published in the field include: The Handbook of School Psychology (Reynolds & Gutkin, 1982) and Best Practices in School Psychology- Volumes I, II, & III (Thomas & Grimes, 1985, 1990, 1995).
Finally, as we look to the future, psychologists practicing in the 1990's find themselves on the threshold of major changes in the delivery of school psychological services. Major shifts in role and function include: prereferral assessment, design and implementation of interventions, and at least secondary prevention for at-risk groups (Fagan & Wise, 1994). There is a greater than ever need for movement from direct to indirect service delivery, with less focus on assessment and more emphasis on assessment linked directly to intervention, increased time spent in consultation with teachers and parents, additional time spent conducting research, and as with the case preschool-age children (due to Public Law 99-457), a greater emphasis on working with families.

The "Traditional" Curriculum in School Psychology

Now that a brief history of school psychology has been provided, a discussion of the "traditional" curriculum found in many present-day training programs will serve as a precursor to the exploration of future training needs. Traditionally the curriculum of most school psychology training programs has been geared to serving the K-12 population of children. This type of training equips school psychologists for specific, well-defined roles in consultation, assessment, and counseling with school-aged children and their families (Widerstrom, Mowder, & Willis, 1989). In a nationwide survey of graduate training programs in school psychology, Pfeiffer and Marmo (1981) found that the top three areas of curricular emphasis within programs included: psychodiagnostic assessment, school consultation, and behavior modification/behavior change strategies. Furthermore, when asked to identify the specific courses most programs required for graduation, the trainers
indicated courses such as: Intelligence Testing, Statistics, Professional Seminar, Child Development, Research, Learning & Motivation, among others. Of notable interest was the fact that courses in early childhood and family issues were not mentioned, and as the survey was conducted prior to the passage of Public Law 99-457, this should not come as a surprise. However, one would hope that after passage of this critical legislation mandating services to preschool-age children, that training programs would respond by incorporating relevant coursework and practicum necessary to prepare students to work effectively with the early childhood population. In fact, the National Association of School Psychologists (NASP) has recognized the critical issues regarding preschool training, namely by forming a position statement on early childhood assessment. It begins by stating: "The purpose of the National Association of School Psychologists is to serve the educational and mental health needs of all children and youth, including infants and young children" (Thomas & Grimes, Eds., 1995, p. 1213). However, Lidz (1995) noted that "...when the mandates for preschool services emerged, many psychologists found themselves ill-prepared. In the past, it was unusual for school psychology training programs to provide more than cursory exposure to issues, research, and services applied to the early childhood population" (Lidz, 1995, p. 6). In other words, the advent of Public Law 99-457 created the need for school psychologists to provide specialized services to preschool children and their families. The million-dollar question is: Are school psychologists being adequately prepared to do so?
Changes Needed in School Psychology Training Programs

"It is clear that an expansion of skills is necessary for successful functioning by school psychologists in delivering services to very young children" (Paget, 1990, p. 109). Specifically, the passage of Public Law 99-457 has created a need for school psychologists to develop new skills and expand their services to include: greater experience in working with families, enlarged awareness of cultural diversity, intercollaboration with other professionals, additional practicum experience in working with preschool-age children and their families, greater emphasis on indirect service delivery, and modifications in assessment practices, such as linking assessment directly to intervention. Each of these areas will now be covered in detail, with a look at the role of training programs in this mission to conclude this discussion.

First of all, school psychologists must learn new skills and build upon already existing ones in order to work more effectively with families. For instance, it is important that school psychologists attempt to achieve an ecological understanding of the network of relationships the child has both within and between settings (Barnett & Paget, 1988). This includes realizing that a child’s development and school success/failure can be viewed as a function of the interaction and reciprocal influence between individual child-centered characteristics (e.g., temperament and motivation), and various environmental and setting characteristics related to home and classroom (Gridley, Mucha, & Hatfield, 1995; Paget & Nagle, 1986). Specifically investigating the impact of the family on the child’s cognitive and social-emotional development, instead of looking only to the child’s immediate

20
school environment (Basel, 1989), as has typically been the case, may be one means in which to provide services within a family context as suggested by P.L. 99-457.

Secondly, although home visits may not be a typical part of a school psychologist’s day, naturalistic observations in the home can provide a wealth of information not often available through other means. The home is the perfect setting in which to obtain information regarding family priorities and concerns, to develop interventions with families, and to offer information to family members concerning their child’s special needs (Wayman, Lynch, & Hanson, 1990). Furthermore, the mandate of P.L. 99-457 regarding individualized family service plans (IFSPs) as an element within our services to preschool-age children could possibly make such visits crucial to a thorough understanding of home/family influences on a child (Paget, 1987).

A third aspect in working with families relates to the involvement of caregivers in the assessment process (Barnett, 1986; Paget, 1990). Caregivers may play an integral role in assessment, in that an analysis of the interactions between the youngster and caregiver can yield important information regarding the emerging skills a child may have. This information may prove to be especially helpful as in the case of a preschool-age child who has had limited formal encounters with teachers or psychologists (Barnett, 1986). Similarly, Paget (1990) suggested that the patterns of interaction between the preschooler and caregiver should be carefully observed, with the caregiver participating directly in the assessment process. For instance, Paget suggested that after watching the child and caregiver engage in spontaneous play, a task the child is able to do, and also a task the child has been unable to do in the past, the psychologist can monitor how the caregiver...
structures the tasks, as well as how they respond to the child's successes and failures. Finally, when infant and preschool special education teachers were surveyed regarding what services they would most like school psychologists to provide, they reported desiring expertise help related to the child's behavior, relationships with siblings, or the family dynamics, thus reflecting the family focus of early intervention programs (Widerstrom, Mowder, & Willis, 1989).

Two recent trends will result in school psychologists needing to develop skills related to working with families, particularly non-Anglo children and their families. The first is the passage of P.L. 99-457 (renamed IDEA in 1991), which, as mentioned previously, has yielded an increase in the extent to which school psychologists develop working alliances with families. The second trend is the ever-increasing cultural/ethnic diversity of the United States, such that the number of non-Anglo youngsters and their families who may require school psychological/early intervention services is also increasing (Flanagan & Miranda, 1995). Furthermore, as Paget (1987) has noted, family diversity is more than just cultural/ethnic diversity, but is defined also by such variables as income and educational attainment, religion, childrearing beliefs, values, and beliefs regarding the seeking of professional services. Quite obviously, there exists the need for the training of school psychologists to work with a clientele that is ethnically/culturally diverse (Rogers, Ponterotto, Conoley, & Wiese, 1992). Whether or not training programs are preparing school psychologists adequately for this role will be addressed momentarily.

Another important skill area for school psychologists concerns working collaboratively with other professionals, as well as members of the child's
family. In fact, it is hoped that professionals and families will develop true, egalitarian alliances (Apter, 1994). Particularly in obtaining early intervention services for an infant with disabilities, families will interact in some capacity with specialists from the professions of psychology, education, medicine, public health, allied health, and social work (Bailey, Simeonsson, Yoder, & Huntington, 1990). Therefore, it naturally follows that in order to provide comprehensive services for infants, toddlers, and preschoolers, it is crucial that these professionals learn how to work intercollaboratively. "Without such collaboration, there is a danger of serving the child-as-components rather than the whole child" (Short, Simeonsson, & Huntington, 1990, p. 91). Specifically, the coordination of efforts across both specialists and professional agencies, as well as collaborative planning, are all essential to meeting the needs of the total child.

Another important issue in school psychological services refers to the greater emphasis placed on an indirect service delivery model. This type of service delivery highlights consultation with teachers and families, leading to the development of school- and home-based interventions. Although traditionally school psychology training programs have emphasized the direct service dimension (Pfeiffer & Marmo, 1981), there is a need to change our focus, especially when working with the preschool-age population. In particular, Part H of P.L. 99-457 has imposed a philosophical shift in which direct intervention with children, although not completely eliminated, has been certainly redirected toward the predominant individuals in children's lives, namely their families and other caregivers (Apter, 1994). Hence, in this new model of service delivery, consultation services to caregivers, as well as to teachers, are of the utmost importance (Barnett & Hall, 1990).
The last skill area to be discussed is that of assessment with preschool-age children. Unfortunately, many assessment and intervention practices with preschoolers are based on established usage, available resources, and practices more appropriate for older, school-age children that are not well-researched or empirically based in applied developmental psychology (Paget & Barnett, 1985). There is the dawning realization within our profession that the necessary assessment skills for younger children are not simply downward extensions of those utilized with older children (Paget & Nagle, 1986). Furthermore, the majority of assessment instruments designed especially for use with preschool populations have lower reliability than those instruments used with school-age children (Gridley, Mucha, & Hatfield, 1995).

Bracken (1987) warned that with the passage of P.L. 99-457, there will be a considerable increase in the number of preschoolers who will take part in psychoeducational assessments, necessitating that increased professional scrutiny be applied to examining the quality of instruments used in preschool assessment. If preschool-age children embody a unique population, we need to develop specific skills, methods, and assessment practices to meet their unique needs.

One way to assess preschool-age children more appropriately is to assess them within the naturalistic context of play. "Because play follows a regular developmental sequence from infancy through childhood and pervades young children's behavioral patterns across contexts, it makes sense to use play behavior as a medium for assessing young children's competencies" (Paget, 1990, p. 115). Play behaviors can be examined through observations and interviews (Barnett & Hall, 1990), or through more formalized assessment, such as Transdisciplinary Play-Based Assessment or
TPBA, developed by Toni Linder and her colleagues (Linder, 1990). TPBA is considered beneficial as an assessment method due to the following reasons: 1.) it takes place in a naturalistic environment, 2.) it is adaptable to all children, despite differing handicapping conditions, 3.) it involves parents as an integral part of the assessment team, and 4.) it embodies a functional intervention-driven model, such that interventions can be designed based on the assessment results.

This brings us to an important point: there is a need for school psychologists to ensure that assessment practices are linked directly to the development and implementation of interventions and curricular goals (Bagnato, Neisworth, Paget, & Kovaleski, 1987; Barnett, 1986; Barnett & Paget, 1988; Curtis & Batsche, 1991; Paget & Nagle, 1986). What good is assessment if not to assist us in developing concrete methods of remediation? School psychologists essentially need to become “problem solvers”, not merely “testers” (Lidz, 1995; Widerstrom, Mowder, & Willis, 1989). Likewise, “intervention is the bottom line for school psychologists. Interventions should flow from every activity of the school psychologist: assessment, consultation, or systems analysis” (Sandoval, 1993, p. 212). However, in order for school psychologists to work out of this philosophy, they need to have a solid base of preparation while enrolled in their training programs. For instance, Kramer and Epps (1991) point out that university trainers must provide students with the skills necessary to become change agents, rather than mere number crunchers handing out irrelevant labels as entrance tickets into ineffective programs. Is it not time for a change?

To meet the need that currently exists for professionals trained in preschool service delivery (Barnett & Paget, 1988), training programs must
make the following changes. This is extremely important as "...infants, toddlers, and preschoolers represent populations for whom most school psychologists are unprepared. Yet, the passage of P.L. 99-457 has expanded our range of responsibility to these youngest age groups" (Curtis & Batsche, 1991, p. 566). First, school psychology training programs need to offer specialized training in working with early childhood populations (Widerstrom, Mowder, & Willis, 1989), including practicum and/or internship placement of students in an early intervention program setting (Bagnato, Neisworth, Paget, & Kovaleski, 1987; Barnett, 1986; Paget & Nagle, 1986). Relevant coursework preparation should incorporate topics in pediatric screening, community and social service agencies, the development of language in children, test- and non-test based assessment, family systems assessment, preschool educational models and curriculum for both typically developing and disabled children, consultation, and program evaluation, as well as core developmental and applied courses (Barnett, 1986; Paget & Nagle, 1986; Woody, 1989). Note that with regard to coursework, Bracken (1987) stated that far too few training programs offer classes on the assessment of preschool children. In contrast, others have stated that school psychology training programs need to emphasize standardized assessment less, focusing more on home- and classroom-based intervention strategies (Widerstrom, Mowder, & Willis, 1989).

Secondly, it is recommended that school psychology students be offered practicum opportunities in a wide variety of instructional and clinical settings, allowing them to work collaboratively with other professionals (Bailey, Simeonsson, Yoder, and Huntington, 1990; Widerstrom, et al., 1989). Practicum experiences should also include multiple opportunities to work collaboratively with the families of young children (Bailey, et al., 1990; Woody,
1989), a component that most school psychology training programs do not include (Basel, 1989). This finding is particularly interesting in light of federal legislation mandates emphasizing the collaboration of professionals with families.

Third, with regard to recent national demographic trends, it is also important for school psychology training programs to incorporate a multicultural component into their curriculum (Curtis & Batsche, 1991; Kramer & Epps, 1991; Miranda & Andrews, 1994; Rogers, Ponterotto, Conoley, and Wiese, 1992). At this point in time, many school psychologists are challenged by working with children and families from ethnically/culturally diverse backgrounds. As a consequence of their lack of training and prior experience, such individuals are not equipped and thus hesitant to work with families whose backgrounds are unlike their own (Flanagan & Miranda, 1995).

In conclusion, although several publications concerning training issues in school psychology did not even mention the need for the preparation of school psychologists to work with preschool populations (Bardon, 1994; Hyman & Kaplinski, 1994; Phillips, 1990; Woody, 1989), others have actually suggested the emergence of a subspecialty: the subspecialty of preschool psychology (Bagnato, Neisworth, Paget, & Kovaleski, 1987). These authors define Developmental School Psychology as that specialty within school psychology that concentrates on the family consultation, assessment, program planning, and treatment evaluation of preschoolers. Attributes which distinguish developmental school psychology include an interdisciplinary orientation based on developmental principles. These principles are applied to special needs preschool-age children within a family approach that advocates integrated practices across diverse settings (Bagnato, et al., 1987).
“Early intervention will benefit broadly from the expertise of the developmental school psychologist, and the field of school psychology, itself, will be expanded and enriched” (Bagnato, et al., 1987, p. 88). Are school psychology training programs poised to play their part in this expansion? Only time will tell...
CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations. In 1986, Congress passed an amendment to Public Law 94-142, the Education of the Handicapped Act. These amendments, referred to as P.L. 99-457, and in particular Part B of this law, serve as a downward extension of Public Law 94-142, by mandating public schools to serve 3- to 5-year-old children with disabilities. Specifically under study was an exploration of the training school psychology programs provide with early childhood populations; both the perspective of school psychology program directors and of second-year master’s students was sought.

This chapter contains four sections: (1) the subjects, (2) the instrument, (3) the procedures used for collecting the data, and (4) the analysis of the data.

Subjects

The subjects for this study were the population of 197 directors of school psychology training programs located in the United States. The training
director from each program served as the sole respondent to the primary survey. Also included for study were five randomly selected second-year master’s level school psychology students from each of the training programs (985 students in all), as their unique perspective on the nature and extent of training with infants, toddlers, and preschool-age children was also sought. To protect confidentiality, individual school psychology training programs were not identified in the data report. Since the entire population of school psychology training programs was included for study, no special sampling techniques were needed. The selection of five second-year master’s level school psychology students from each training program was arbitrary, as the cover letter attached to each set of surveys instructed the training director to distribute the student surveys randomly to five students. Note that six separate, self-addressed stamped envelopes were included, so that the student surveys could be returned in individual envelopes, independently of the training director’s survey in a separate envelope.

Instrument

The survey instruments used for the data collection were developed specifically for the study and included the primary survey, which was developed for the directors of school psychology training programs, and the student survey, designed for completion by second-year master’s students. The development of the survey questions was directly related to the literature regarding the delivery of psychological services to early childhood populations. For instance, Paget (1990) noted that the passage of P.L. 99-457 has created a need for school psychologists to develop new skills and expand their services to include: greater experience in working with families,
enlarged awareness of cultural diversity, intercollaboration with other professionals, additional practicum experience in working with preschool-age children and their families, greater emphasis on indirect service delivery, and modifications in assessment practices, such as linking assessment directly to intervention. Furthermore, Bagnato, Neisworth, Paget, and Kovaleski stated that "...as always, service demands are catalysts for training needs. Thus, the extension of psychoeducational services to infants and preschoolers through Public Law 94-142 (Education of All Handicapped Children Act, 1977) and its amendment, P.L. 99-457 (Congressional Record, 1986), has created the subspecialty of preschool psychology" (1987, p. 76). Many noted leaders in the field of school psychology are calling for additional coursework, practicum, and internship experiences with early childhood populations (Bagnato, et al., 1987; Barnett, 1986; Bracken, 1987; Paget & Nagle, 1986; Woody, 1989; Widerstrom, Mowder, & Willis, 1989). These various ideas expressed in the literature regarding the preparation of school psychologists to provide services to early childhood populations served as the basis for the survey question design.

The primary instrument consisted of a four-page survey containing seventeen multipart questions. The questions were developed to explore the specific training experience with early childhood populations offered within each school psychology training program. The first section of the primary survey asked program directors to describe the early childhood curriculum and the practicum experiences offered within their programs. Directors were asked if practicum experience included work with culturally diverse populations. They were also asked to indicate if the early childhood practicum experience offered was primarily assessment-oriented, intervention-based, or
based on a combination of both assessment and intervention. Also with regard to practicum experience, directors were asked to estimate the percentage of time students spent working with infants, toddlers, and/or preschoolers in practicum and internship.

The second section of the survey asked directors to indicate if there were any faculty in their program whose specialty or research area was early childhood. Also, they were asked to indicate if their program had a personnel preparation training grant, or any other grants in the area of early childhood.

The next section of the survey contained questions designed to obtain each directors' personal beliefs and opinions regarding school psychology training with early childhood populations. One question asked directors to what extent they agreed or disagreed with the following statement: "It is important that school psychology programs offer coursework/practicum experience with early childhood populations." What followed was a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. Also, an open-ended question requiring the directors to share their thoughts and opinions regarding preschool training in school psychology was included.

The last section of the primary survey asked for demographic information, such as the size of the city that housed the university training program, the various degrees granted by the program, the kind of accreditation the program had, and the number of full-time faculty positions there were in the area of school psychology.

The one-page student survey contained six questions. The first two questions asked the student to indicate if they had already or will take coursework on or obtain practicum experience that focuses on infants, toddlers, and/or preschool-age children. Next, students were asked to
indicate if this practicum experience included work with culturally diverse infants, toddlers, and preschool-age children. In the second section, students were asked to what extent they agreed or disagreed with the following statement: "It is important that school psychology programs offer coursework/practicum experience with early childhood populations." As in the primary survey, the respondents were asked to indicate their response on a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. Also in that format students were asked to provide a response to this statement: "My school psychology training program has prepared me to work effectively with early childhood populations." Finally, students were asked to express their thoughts and opinions regarding preschool training in school psychology programs.

Each primary survey questionnaire and its five associated student surveys were marked with an identification number in the lower left-hand corner. This was for mailing purposes only, so that each program could be checked off of the mailing list as the questionnaires were returned. Note that a program's name was never placed on the questionnaire itself, in order that confidentiality could be maintained.

**Item Clarity**

To determine item clarity on both the primary survey and the student survey, the items were reviewed by ten professionals in school psychology. One is a professor of school psychology, who also serves as project director for a personnel preparation training grant in the area of early childhood. Eight of the reviewers are trainees on a personnel preparation training grant, who provide direct services to the preschool children and families of a local Head
Start agency. Note that six of the eight trainees are second-year master's students, while two are doctoral students. Finally, the last reviewer is a developmental psychologist with extensive experience in academia. These experts in the area of early childhood were assembled and asked to complete both the primary survey and the student survey. They were asked to rate each item for clarity on a 5-point Likert scale ranging from (1) vague/ambiguous to (5) clear/concise. Only those items receiving a 4 or better were to be retained for use in the final surveys. Note that all items on both the primary survey and the student survey met this criteria during the pretesting and therefore were included for use in the final survey, although suggestions regarding slight changes in the wording of two questions were heeded. Following completion of the surveys, including the rating of each survey item for clarity, the reviewers engaged in an extensive debriefing, in which the goals of the study were clearly outlined and feedback was obtained with respect to whether the surveys were accomplishing those stated goals.

Data Collection Procedures

The preschool training primary survey and student surveys were sent to the directors of the 197 school psychology training programs in the U.S. in January of 1996. The design and scheduling of the mailings were adapted from the Total Design Method (TDM), a model developed by Don Dillman and his colleagues (Dillman, 1978). Included in the first mailing was the following: a one-page cover letter inviting participation (See Appendix A), the primary survey (See Appendix B), five student surveys (See Appendix B), one self-addressed, stamped return envelope for the primary survey, and five self-addressed, stamped envelopes for the five student surveys, each to be mailed
independently of the others. Attached to the primary survey was a crisp $1 bill, which the cover letter instructed the training director to use to enjoy a cup of coffee or soda as they completed the primary survey. Furthermore, each primary survey, together with the corresponding five student surveys, had an identification number in the lower left-hand corner, an explanation of which was provided in the cover letter. This number was for mail follow-up purposes only. Exactly one week following the first mailing, each training director received a reminder postcard (See Appendix C). This postcard was preprinted, with an address mailing label on one side, and a short, personally signed note on the other side, thanking those who had already returned their survey, while at the same time reminding those who had not yet returned theirs to do so soon. Exactly three weeks after the first mailing, a follow-up survey was sent to all nonrespondents, (i.e., those training programs whose numbered survey had not yet been returned). This second mailing consisted of a second cover letter (See Appendix A) indicating that their questionnaire had not yet been received, as well as a restatement of the appeals included in the original cover letter, a replacement questionnaire, and another self-addressed, stamped return envelope. Seven weeks after the original mailing, the third and final mailing was sent to any remaining nonrespondents and consisted of a third cover letter (See Appendix A), another questionnaire, and a self-addressed, stamped return envelope.

Analysis of Data

Descriptive statistics (i.e., frequencies and percentages) were generated to address the research questions regarding coursework and practicum experiences involving early childhood populations, cultural diversity, and
family issues. Next, open-ended questions designed to explore the opinions and perspectives of program directors and second-year master's students were subjected to qualitative analyses. The program directors' responses were sorted into three common theme or response categories by two independent raters, while the students' responses were sorted into three different response categories; interrater agreement was then calculated. Finally, correlations between program director and student responses to questions regarding curriculum were analyzed for significance.

Summary

This contained a description of the methodology and procedures used to conduct this study. Chapter IV presents the findings of the study as they relate to the research questions in the statement of the problem.
CHAPTER 4

FINDINGS

Introduction

This chapter contains the findings from the analysis of the data. These findings are presented as they pertain to the research questions proposed in the statement of the problem. The findings are discussed in the text and the data pertaining to the discussion follows in table form. The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations.

Return Rate

All 218 training directors of school psychology programs identified by the National Association of School Psychologists Headquarters were solicited to participate in the study, with the program training director serving as the sole respondent to the primary survey and five randomly selected second-year master's students serving as respondents to the student survey. Of those 218 school psychology programs, 21 were identified as defunct; spokespersons from these universities either called or wrote to inform us that their university no longer had a school psychology program. This reduced the population total of school psychology programs to 197. Correspondingly, the total sample size of second-year master's students was 985. Of the 197 school
psychology programs, 148 primary surveys were returned, resulting in a 75.1% response rate. Of the 985 students who were solicited to participate in the study, 381 students participated, resulting in a 38.7% response rate.

School Psychology Program Characteristics

Table 4.1 outlines the characteristics of the school psychology program sample, including demographics, degrees awarded, program accreditation, and number of full-time faculty positions. A review of Table 4.1 reveals that the majority of school psychology programs were located in cities of less than 100,000 (52.0%). With regard to degrees awarded, the majority of school psychology training programs granted either a Masters (MA/MS) degree (66.2%) or an Educational Specialist (EdS) degree (45.3%) or both. In terms of doctoral degrees awarded, while some programs offered a PhD (39.2%), very few reported offering either an EdD (5.4%) or a PsyD (4.7%). Secondly, the majority of school psychology programs were both NASP/NCATE approved (73.6) and state accredited (74.3%), while approximately one-quarter were approved by the American Psychological Association or APA (26.4%), which only approves doctoral programs. With regard to the number of full-time faculty, most school psychology programs had two (29.1%) or three (28.4%) full-time professors. However, some programs indicated as many as seven (2.7%) or eight (1.4%) full-time faculty members in school psychology.
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<td>39</td>
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</tr>
<tr>
<td>APA provisionally approved</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>State accredited</td>
<td>110</td>
<td>74.3</td>
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<tr>
<td>Other accreditation</td>
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<td>3.4</td>
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<table>
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<tr>
<th># of Full-time Faculty</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>15</td>
<td>10.1</td>
</tr>
<tr>
<td>2</td>
<td>43</td>
<td>29.1</td>
</tr>
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<td>3</td>
<td>42</td>
<td>28.4</td>
</tr>
<tr>
<td>4</td>
<td>23</td>
<td>15.5</td>
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<td>2</td>
<td>1.4</td>
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<td>7</td>
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<td>2.7</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>1.4</td>
</tr>
</tbody>
</table>

<sup>a</sup> Due to missing data, the Ns for some responses do not sum to 148.<br><sup>b</sup> The percentages are based on the number of responses provided.<br><sup>c</sup> The Ns do not sum to 148 due to multiple degree offerings and program accreditations.

Table 4.1: Characteristics of school psychology program sample
Coursework That F ocuses on Assessment and/or Intervention with Infants, Toddlers, and/or Preschool-age Children

Table 4.2 displays the percentage of training programs providing coursework that focuses on assessment and/or intervention with infants, toddlers, and/or preschool-age children. In general, the majority of school psychology training programs indicated that such coursework was offered (63.3%) (i.e., they responded "Yes" to the general question, "Do your students take course(s) that focus on assessment and/or intervention with infants, toddlers, and/or preschool-age children?"). With regard to specific course titles, the responses were grouped into nine categories: Cognitive Assessment, Psychoeducational Assessment, Child Assessment, Intervention, Emotional Development, Child Development, Preschool Assessment, Infant Assessment, and Play-Based Assessment. Note that 61.2% of the training directors did not provide a specific course title; therefore the percentages of programs indicating specific course titles were not based on the total number of programs participating in the study and should be interpreted with caution.

Table 4.2 outlines information on the specific course titles, including the percentage of programs requiring the course and the percentage considering it an optional course. The percentage of programs offering the course either inside or outside the department is also indicated, as is whether the course is taught by a school psychology or other faculty member. Cognitive Assessment was the title reported by the most program directors (7.5%). Of those 7.5% who offer a course entitled Cognitive Assessment, overwhelmingly the course was required (93.9%) and was taught inside the department (100%) by a school psychology faculty member (100%). The second most reported course title was Preschool Assessment (6.6%). Of that 6.6%
offering a course entitled Preschool Assessment, approximately one-half required the course (48.3), and most indicated that it was taught inside the department (89.7%) and by a school psychologist (81.8%).
<table>
<thead>
<tr>
<th>Percentage of training programs that offer coursework</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>33.3</td>
</tr>
<tr>
<td>Yes</td>
<td>63.3</td>
</tr>
<tr>
<td>No response</td>
<td>3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Course Title</th>
<th>% offered</th>
<th>% required</th>
<th>% optional</th>
<th>% inside</th>
<th>% outside</th>
<th>% sch psych</th>
<th>% other</th>
</tr>
</thead>
<tbody>
<tr>
<td>No title provided</td>
<td>61.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Assessment</td>
<td>7.5</td>
<td>93.9</td>
<td>6.1</td>
<td>100.0</td>
<td>0</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Psychoeduc. Assess.</td>
<td>5.7</td>
<td>88.8</td>
<td>8.0</td>
<td>88.0</td>
<td>8.0</td>
<td>92.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Child Assessment</td>
<td>5.0</td>
<td>59.1</td>
<td>40.9</td>
<td>81.8</td>
<td>18.2</td>
<td>81.8</td>
<td>13.6</td>
</tr>
<tr>
<td>Intervention</td>
<td>4.8</td>
<td>52.4</td>
<td>38.1</td>
<td>81.0</td>
<td>14.3</td>
<td>81.0</td>
<td>14.3</td>
</tr>
<tr>
<td>Emotional Develop.</td>
<td>1.8</td>
<td>75.0</td>
<td>25.0</td>
<td>62.5</td>
<td>37.5</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Child Development</td>
<td>2.5</td>
<td>54.5</td>
<td>36.4</td>
<td>90.9</td>
<td>9.1</td>
<td>81.8</td>
<td>18.2</td>
</tr>
<tr>
<td>Preschool Assessment</td>
<td>6.6</td>
<td>48.3</td>
<td>48.3</td>
<td>89.7</td>
<td>6.9</td>
<td>79.3</td>
<td>13.8</td>
</tr>
<tr>
<td>Infant Assessment</td>
<td>4.8</td>
<td>28.6</td>
<td>61.9</td>
<td>81.0</td>
<td>9.5</td>
<td>71.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Play-Based Assessment</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All percentages are based on the number of responses provided and in some cases this was less than 148.

Table 4.2: Percentage of training programs providing coursework that focuses on assessment and/or intervention with infants, toddlers, and/or preschool-age children.
**Coursework Dealing with Cultural Diversity Issues**

Table 4.3 displays the percentage of training programs providing coursework dealing with cultural diversity issues. In general, the majority of school psychology programs indicated that such coursework was offered (87.1%). With regard to specific course titles, the responses were grouped into three categories: Social & Cultural Diversity, Multicultural, and Infused (i.e. such issues were infused into existing core courses). Note that 43.9% of the training directors did not provide a specific course title; therefore, the percentages of programs indicating specific course titles were not based on the total number of programs participating in the study and should be interpreted with caution.

Table 4.3 provides information on the specific course titles, including the percentage of those programs requiring the course and those considering it optional. The percentage of programs offering the course either inside or outside the department is also indicated, as is whether the course is taught by a school psychology or other faculty member. Social & Cultural Diversity was the title reported by most program directors (26.9%). Of those 26.9% offering such a course, most required that their students take it (88.6%). Furthermore, most such courses were taught inside the department (65.8%) with approximately one-half by school psychologists (46.8%). The second most reported course title was Multicultural (17.7%), required by 69.2% and taught inside the department (69.2%) by someone other than a school psychologist (63.5%). Some school psychology programs indicated that they had yet to offer a course dealing primarily with cultural diversity issues and instead indicated that such issues were infused into other core school psychology courses (11.6%).

43
<table>
<thead>
<tr>
<th>Percentage of training programs that offer coursework</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>10.2</td>
</tr>
<tr>
<td>Yes</td>
<td>87.1</td>
</tr>
<tr>
<td>No response</td>
<td>2.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Course Title</th>
<th>% offered</th>
<th>% required</th>
<th>% optional</th>
<th>% inside</th>
<th>% outside</th>
<th>% sch psych</th>
<th>% other</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Cult. Diversity</td>
<td>26.9</td>
<td>88.6</td>
<td>11.4</td>
<td>65.8</td>
<td>26.6</td>
<td>46.8</td>
<td>43.0</td>
</tr>
<tr>
<td>Multicultural</td>
<td>17.7</td>
<td>69.2</td>
<td>25.0</td>
<td>69.2</td>
<td>23.1</td>
<td>30.8</td>
<td>63.5</td>
</tr>
<tr>
<td>Infused</td>
<td>11.6</td>
<td>91.2</td>
<td>5.9</td>
<td>88.2</td>
<td>2.9</td>
<td>82.4</td>
<td>5.9</td>
</tr>
</tbody>
</table>

All percentages are based on the number of responses provided and in some cases this was less than 148.

Table 4.3: Percentage of training programs providing coursework regarding cultural diversity issues
Coursework Regarding Family Issues

Table 4.4 shows the percentage of training programs providing coursework that focuses on family issues. In general, the majority of school psychology training programs indicated that such coursework was offered (63.3%). With regard to specific course titles, the responses were grouped into seven categories: Family Therapy, Family Systems, Family Issues, Practicum, Developmental Psychology, Group Counseling, and Community Psychology. Note that 58.8% did not indicate a specific course title; therefore, the percentages of programs indicating specific course titles were not based on the total number of programs participating in the study and should be interpreted with caution.

Table 4.4 outlines information on the specific course titles, including the percentage of programs requiring the course and the percentage considering the course optional. The percentage of programs offering the course either inside or outside the department is also indicated, as is whether the course is taught by a school psychology or other faculty member. Family Therapy was the title reported by the most program directors (15.0%). Of those 15.0%, most indicated that it was an optional course (59.1%) and taught inside the department (68.2%). However, most reported that such a course was taught by a faculty member other than a school psychologist. The second most reported course title was Family Issues, offered by 11.2%, required by most programs (69.7%), and taught inside the department (81.8%) by school psychology faculty members (66.7%).
<table>
<thead>
<tr>
<th>Specific Course Title</th>
<th>% offered</th>
<th>% required</th>
<th>% optional</th>
<th>% inside</th>
<th>% outside</th>
<th>% sch psych</th>
<th>% other</th>
</tr>
</thead>
<tbody>
<tr>
<td>No title provided</td>
<td>58.8</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Therapy</td>
<td>15.0</td>
<td>40.9</td>
<td>59.1</td>
<td>68.2</td>
<td>22.7</td>
<td>36.4</td>
<td>52.3</td>
</tr>
<tr>
<td>Family Systems</td>
<td>5.4</td>
<td>68.8</td>
<td>31.3</td>
<td>75.0</td>
<td>18.8</td>
<td>56.3</td>
<td>31.3</td>
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<tr>
<td>Family Issues</td>
<td>11.2</td>
<td>69.7</td>
<td>30.3</td>
<td>81.8</td>
<td>15.2</td>
<td>66.7</td>
<td>27.3</td>
</tr>
<tr>
<td>Practicum</td>
<td>5.4</td>
<td>75.0</td>
<td>18.8</td>
<td>81.3</td>
<td>6.3</td>
<td>68.8</td>
<td>18.8</td>
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<tr>
<td>Develop. Psych.</td>
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<td>0</td>
<td>100.0</td>
<td>0</td>
<td>87.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Group Counseling</td>
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<td>100.0</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>Community Psych.</td>
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<td>100.0</td>
<td>0</td>
<td>100.0</td>
<td>0</td>
<td>100.0</td>
<td>0</td>
</tr>
</tbody>
</table>

All percentages are based on the number of responses provided and in some cases this was less than 148.

Table 4.4: Percentage of training programs providing coursework regarding family issues
Characteristics of Practicum Experience with Infants, Toddlers, and/or Preschool-age Children

Table 4.5 outlines the characteristics of practicum experience with early childhood populations in school psychology programs. The data revealed several findings regarding the practicum experiences provided. First, the majority of school psychology programs indicated that practicum experience with infants, toddlers, and preschoolers was offered (75.0%), including practicum experience with culturally diverse early childhood populations (69.6%). Although three-quarters of the programs provided such practicum experience, only one-quarter required that their students receive it (24.3%). Table 4.5 also provides information regarding the type of practicum experience offered in school psychology programs (i.e., primarily assessment-oriented, primarily intervention-based, or based on a combination of assessment and intervention). The majority of programs indicated that practicum experience was based on a combination of assessment and intervention (62.2%). However, note that 20.3% of the program directors participating in the study did not respond to this question; therefore, the results must be interpreted with caution. Finally, the respondents were asked to estimate the percentage of time students spend working with infants, toddlers, and/or preschool-age children in practicum and internship, the results of which are presented in Table 4.6. The majority of program directors indicated that with regard to practicum, students spent 1-9% of the time working with early childhood populations (43.2%). Likewise, most reported that students spent 1-9% of the time working with early childhood populations during internship (45.3%). It should be noted that approximately
70% of the programs reported either 1-9% or 10-19% as the percentage of time students spent in practicum and in internship with early childhood populations.
### Practicum Experience Offered

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>34</td>
<td>23.0</td>
</tr>
<tr>
<td>Yes</td>
<td>111</td>
<td>75.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### Practicum Experience Required

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>100</td>
<td>67.6</td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
<td>24.3</td>
</tr>
<tr>
<td>No response</td>
<td>12</td>
<td>8.1</td>
</tr>
</tbody>
</table>

### Practicum Experience with Cultural Diversity Offered

<table>
<thead>
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<th></th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>Yes</td>
<td>103</td>
<td>69.6</td>
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<tr>
<td>No response</td>
<td>31</td>
<td>20.9</td>
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</table>

### Type of Practicum Experience

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily assessment-oriented</td>
<td>22</td>
<td>14.9</td>
</tr>
<tr>
<td>Primarily intervention-based</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>Combination</td>
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<td>62.2</td>
</tr>
<tr>
<td>No response</td>
<td>30</td>
<td>20.3</td>
</tr>
</tbody>
</table>

Table 4.5: Characteristics of practicum experience with infants, toddlers, and/or preschool-age children
<table>
<thead>
<tr>
<th>Percentage of time&lt;sup&gt;a&lt;/sup&gt;</th>
<th>0 %</th>
<th>1-9%</th>
<th>10-19%</th>
<th>20-29%</th>
<th>30%+</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Practicum</td>
<td>8.8%</td>
<td>43.2%</td>
<td>27.0%</td>
<td>4.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>In Internship</td>
<td>4.7%</td>
<td>45.3%</td>
<td>23.6%</td>
<td>5.4%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Percentages are based on the number of responses provided; in some cases this was less than 148.

Table 4.6: Estimation of the percentage of time students spend working with infants, toddlers, and preschool-age children in practicum and internship.
School Psychology Program Variables with Regard to Research and Grants in Early Childhood

With regard to specific characteristics of school psychology training programs, it was determined that 52.7% of the programs had faculty member(s) whose specialty or research area was early childhood. It was further reported that 12.8% of the programs had a personnel preparation training grant in the area of early childhood, while 14.9% reported having another type of grant in the area of early childhood.
Student Responses to Questions Regarding Coursework and Practicum Experience with Early Childhood Populations

Table 4.7 displays the student responses to questions regarding coursework and practicum experience with early childhood populations. Note that three of these questions were also asked of the training directors on the primary survey. The data revealed several findings concerning preschool training from the students' perspective. First, the majority of the students indicated that they either had or would take courses that focus on assessment and/or intervention with infants, toddlers, and/or preschool-age children (61.7%). Secondly, most students indicated that they either had already or would obtain practicum experience with infants, toddlers, and/or preschool-age children (62.7%), with approximately one-half of the students (46.5%) indicating that this practicum experience would include work with culturally diverse early childhood populations. Finally, the students were asked to indicate the extent to which they agreed or disagreed with the following statement: “My school psychology training program has prepared me to work effectively with early childhood populations.” The majority of the students disagreed with this statement (30.7%), with approximately one-fourth indicating neutrality (24.1%), and 29.9% indicating that they agreed with the statement.
Table 4.7: Student responses to questions regarding coursework and practicum experience with early childhood populations

<table>
<thead>
<tr>
<th>Coursework</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>143</td>
<td>37.5</td>
</tr>
<tr>
<td>Yes</td>
<td>235</td>
<td>61.7</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>0.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Experience</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>140</td>
<td>36.7</td>
</tr>
<tr>
<td>Yes</td>
<td>239</td>
<td>62.7</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Experience with Cultural Diversity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>104</td>
<td>27.3</td>
</tr>
<tr>
<td>Yes</td>
<td>177</td>
<td>46.5</td>
</tr>
<tr>
<td>No response</td>
<td>100</td>
<td>26.3</td>
</tr>
</tbody>
</table>

To what extent do you agree with this statement? “My school psychology training program has prepared me to work effectively with early childhood populations.”

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>30</td>
<td>7.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>117</td>
<td>30.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>92</td>
<td>24.1</td>
</tr>
<tr>
<td>Agree</td>
<td>114</td>
<td>29.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>26</td>
<td>6.8</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Table 4.7: Student responses to questions regarding coursework and practicum experience with early childhood populations
Opinions of School Psychology Program Directors and Second-year School Psychology Masters Students Regarding Training with Infants, Toddlers, and Preschool-age Children

The majority of school psychology program directors indicated that they either agreed (36.5%) or strongly agreed (45.9%) with the following statement: “It is important that school psychology programs offer coursework/practicum experience that focuses on early childhood populations.” Similarly, the students indicated that they either agreed (36.0%) or strongly agreed (52.0%) with the same statement regarding the importance of coursework/practicum with early childhood populations, indicating that the graduate students are mirroring the views of their trainers.

In the open-ended question in which the program directors were invited to express their thoughts and opinions regarding preschool training in school psychology programs, there tended to be three common themes or response categories that evolved. The responses to the open-ended question were sorted into these three response categories by two independent raters. Interrater agreement was computed as number of agreements that a reply qualified as one of the three response categories divided by the total number of agreements plus disagreements. Following the usage of this method, it was determined that interrater agreement ranged from .89 to 1.00. The three response categories are outlined in Table 4.8 and include those who viewed preschool training in school psychology as important or essential, those who believed that preschool training is underemphasized, lacking, or simply infused into existing coursework and practica, and those who stated concerns about an already overloaded curriculum. Also provided in Table 4.8 are characteristic examples of the responses from each category, the total
number of responses from each category, the percentages, and the interrater reliability agreement for each category. A review of Table 4.8 revealed that most of the training directors who responded to this question indicated that preschool training is important, necessary, and vital (50%). Other directors expressed concerns about the present status of preschool training, stating that it is underemphasized, lacking, or simply infused into other coursework (38%). Finally, other directors indicated concerns about an already overloaded curriculum and questioned where to fit it in and what to drop (12%). Note that of the 148 program directors who completed and returned the survey, 40 did not complete this open-ended question and instead left the item blank.

The students were invited to express their thoughts and opinions regarding preschool training via the same open-ended question. There tended to be three common themes or response categories that evolved for their responses as well, including those who believed that more training is needed, those who viewed preschool training as important or essential, and those who indicated that preschool training is not a top priority and should be offered as electives or optional courses. The three response categories are outlined in Table 4.9, as well as characteristic examples of the responses from each category, the total number of responses from each category, the percentages, and the interrater reliability for each category. Interrater agreement ranged from .89 to 1.00. A review of Table 4.9 revealed that most of the students who responded to this question indicated that preschool training is important, necessary, and vital (48%). Other students expressed concern regarding the current status of preschool training (i.e., more training is needed- 33%). Still others noted that preschool training in school psychology programs is not a top priority and should be offered through electives or
optional courses (11%). Note that of the 381 students who completed and returned the survey, 104 did not complete this open-ended question and instead left the item blank.
<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Samples</th>
<th>N/a</th>
<th>%</th>
<th>Interrater Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important / Essential</td>
<td>View of preschool training training as necessary and important</td>
<td>Preschool training is critical to the development of a multiskilled school psychologist; absolutely necessary; vital.</td>
<td>54</td>
<td>50%</td>
<td>91%</td>
</tr>
<tr>
<td>Underemphasized / specific</td>
<td>Concerns about present status</td>
<td>This area of training is lacking greatly and field may suffer from limited training; we need to plan for the future ASAP!</td>
<td>41</td>
<td>38%</td>
<td>89%</td>
</tr>
<tr>
<td>training lacking / preschool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>training simply infused into</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>existing coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No room in curriculum</td>
<td>Concerns about already overloaded curriculum</td>
<td>The problem is time! We cannot continue to &quot;add on&quot; topics to an already jammed 3-year program.</td>
<td>13</td>
<td>12%</td>
<td>100%</td>
</tr>
</tbody>
</table>

a Due to some nonresponses on this item, the Ns do not sum to 148.

Table 4.8: Opinions of school psychology program directors regarding current status of preschool training
<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Samples</th>
<th>Na</th>
<th>%</th>
<th>Interrater Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>More training needed / Underemphasized or lacking</td>
<td>Concerns about the current status of preschool training</td>
<td>It is nonexistent in my coursework. Preschool training in my opinion is incredibly ignored.</td>
<td>91</td>
<td>33%</td>
<td>89%</td>
</tr>
<tr>
<td>Essential / Important necessary / helpful</td>
<td>View of preschool training as important and necessary</td>
<td>I think that it is essential that school psychology programs include preschool training.</td>
<td>133</td>
<td>48%</td>
<td>89%</td>
</tr>
<tr>
<td>Offered through electives Not a top priority</td>
<td>Preschool training could be offered through electives or optional courses / not a priority</td>
<td>An elective course would be beneficial; preschool training is not a top priority.</td>
<td>30</td>
<td>11%</td>
<td>91%</td>
</tr>
<tr>
<td>Other</td>
<td>Any response clearly not representative of the three above response categories</td>
<td></td>
<td>23</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*a Due to some nonresponses on this item, the Ns do not sum to 381.

Table 4.9: Opinions of school psychology second-year master’s students regarding current status of preschool training
Correlations Between Program Directors' Responses and Graduate Students' Responses to Selected Questions

Table 4.10 presents the Pearson-Product Moment Correlations for the directors' responses and the students' responses to selected questions. These questions asked both groups to indicate if coursework regarding assessment and/or intervention with early childhood populations was offered, if practicum experience was offered, and if this practicum experience included work with culturally diverse early childhood populations. The directors' and students' responses to the question: "To what extent do you agree or disagree with the following statement: 'It is important that school psychology programs offer coursework/practicum experience that focuses on early childhood populations'" were also correlated. The correlational analysis suggested that the first three of the four questions were statistically significant, indicating that the students and the directors shared similar perspectives on these questions.
### Directors' Responses

<table>
<thead>
<tr>
<th>Students' Responses</th>
<th>Coursework offered</th>
<th>Practicum experience offered</th>
<th>Practicum experience with culturally diverse populations offered</th>
<th>Opinion statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework offered</td>
<td>.229*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum experience offered</td>
<td></td>
<td>.149*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum experience with culturally diverse pop. offered</td>
<td></td>
<td></td>
<td>.148*</td>
<td></td>
</tr>
<tr>
<td>Opinion statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: An (*) asterisk indicates that correlations were significant $p < .01$.

**Table 4.10: Correlations between program directors' responses and graduate students' responses to selected questions**
Summary

This chapter presented the findings of the study. Chapter 5 contains a summary of the major findings outlined in this study, the conclusions derived from the study, and recommendations for school psychology training programs with regard to preschool training.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the methods used to conduct the study, a summary of the major findings outlined in the study, the conclusions derived from the findings, and finally recommendations to school psychology programs regarding training with early childhood populations.

Summary

The purpose of this study was to investigate the current status of the preservice preparation of school psychologists to provide services to early childhood populations. The data collected from this study will be used to make recommendations to school psychology training programs regarding training with infants, toddlers, and/or preschool-age children.

This study explored the characteristics of school psychology training programs (i.e. demographics, degrees awarded, program accreditation, and number of full-time faculty positions) and the nature of the coursework and practicum experience offered with early childhood populations, including culturally diverse populations. The opinions and perspectives of both school psychology program directors and second-year master's students regarding preschool training were obtained.
The participants in this study included the population of 197 directors of school psychology training programs located in the United States. The training director from each program served as the sole respondent to the primary survey. Also included for study were five randomly selected second-year master's level school psychology students from each of the training programs (985 in all), in order to obtain their unique perspective on the nature and extent of training with infants, toddlers, and preschool-age children. Of the 197 school psychology programs solicited to participate in the study, 148 program directors completed and returned the primary survey, resulting in a 75.1% response rate. Of the 985 students who were solicited to participate, 381 surveys were returned, resulting in a 38.7% response rate. This relatively lower student response rate is most likely related to the fact that the students' input was only solicited in the first wave of mailings. If the students did not respond to this first mailing, subsequent follow-ups to obtain their input were not conducted. This was not the case with the school psychology program directors, as their input was solicited in three complete mailings, as well as through a postcard reminder, thus resulting in a much higher response rate (75.1%).

The six research questions, as presented in the Statement of the Problem in Chapter 1, were statistically analyzed via SAS; descriptive statistics (frequencies and percentages) and Pearson product-moment correlations were generated. All alpha levels were reported in tables with an alpha level of .01 used as the least acceptable level of significance.
Findings

Nine sets of findings are summarized. First, there is a description of school psychology program characteristics (i.e., demographics, program accreditation, number of faculty, etc.). Second, there is a summary of the nature and extent of coursework with early childhood populations. Third, there is a summary of the nature and extent of coursework with culturally diverse populations. Fourth, there is a summary of the nature and extent of coursework regarding family issues. Fifth, there is a summary of the characteristics of practicum experience with infants, toddlers, and/or preschool-age children. Sixth, there is a discussion of school psychology program variables with regard to research and grants in the area of early childhood. Seventh, there is a description of the student responses to questions regarding coursework and practicum experience with early childhood populations. Eighth, there is an exploration of the opinions and perspectives of school psychology program directors and students regarding preschool training. Ninth, there is an exploration of the relationship between the perspective of program directors and the perspective of graduate students regarding preschool training in school psychology programs (i.e., how do they compare?).

School Psychology Program Characteristics

Most school psychology programs were located in cities of less than 100,000 people. Few programs (less than 20%) were located in larger cities of more than 1,000,000. With regard to degree status, most programs indicated that they offered either a Master's (MA/MS) (66.2%) or educational specialist (EdS) (45.3%) degree. Not surprisingly, fewer programs reported
offering doctoral degrees in school psychology, as it appears that school psychology continues to be primarily a master's-level field (PhD-39.2%, EdD-5.4%, and PsyD-4.7%). In terms of program accreditation, the majority of programs had both NASP/NCATE approval (73.6%) and state accreditation (74.3%). Fewer programs reported having APA approval (26.4%), but as APA approves only doctoral-level programs and the majority of school psychology programs were master's- or specialist-level programs, this finding was not surprising. Finally, it was reported that the majority of school psychology programs had either two (29.1%) or three (28.4%) full-time faculty positions, although some programs boasted as many as seven (2.7%) or eight (1.4%) school psychology faculty members.

Coursework that Focuses on Assessment and/or Intervention with Infants, Toddlers, and/or Preschool-age Children

The majority of school psychology programs in the United States reported offering coursework that focuses on assessment and/or intervention with early childhood populations (63.3%). With regard to course titles, a large number of program directors (61.2%) did not provide any specific course titles. It is presumed that this section of the survey was not completed by many respondents as it appeared too time-consuming to complete. It is also possible that the programs are infusing issues regarding early childhood into existing coursework and therefore could not provide specific titles. Note the percentages of programs providing titles were not based on the total number of programs participating in the study and should be interpreted with caution.

Cognitive Assessment was the course title reported by most programs (7.5%). Of those 7.5% offering such a course, overwhelmingly the course was
required (93.9%) and was taught inside the department (100%) and by a school psychologist (100%). Given the priority that has been traditionally placed on cognitive assessment in the field of school psychology, this finding was not surprising. Such a response indicates that many programs are still primarily focused on assessment, leading one to question: Where is the intervention in early intervention! Recall that “intervention is the bottom line for school psychologists. Interventions should flow from every activity of the school psychologist: assessment, consultation, or systems analysis” (Sandoval, 1993, p. 212). Furthermore, of concern is the possibility that such a response indicates that many school psychology programs are addressing the issue of preschool training by simply infusing it into existing coursework (i.e., Cognitive Assessment). If this is indeed the case, then preschool training is “following in the footsteps” of consultation and cultural diversity, two other areas first addressed by infusion into existing curricula, and only later given individual focus via free-standing courses. The preparation of school psychologists in the areas of consultation and cultural diversity was included in both the 1978, 1984, and 1994 Standards for Training and Field Placement Programs in School Psychology. Note that “it is a rather widely established practice for most approval and accrediting agencies and organizations to allow at least 18 months for implementation following the adoption of new standards.” However, “what is probably as significant as the standards themselves is the issue of enforcement. Even though the standards are supposed to represent what the profession establishes as requirements for training, unless there is some way to apply them, they tend to exert only a gradual influence over time.” (M. J. Curtis, personal communication, April 8, 1996). Therefore, even though training specifics are addressed in the
Standards for Training and Field Placement Programs in School Psychology, it may take training programs much longer to actually implement them effectively. For this reason, a replication of this study in five to ten years is warranted to evaluate if the trends witnessed in the areas of cultural diversity and consultation, in which actual implementation lagged behind the outcry for training, will also prove to be a trend in preschool training as well.

With regard to assessment and intervention with early childhood populations, the second most reported course title was Preschool Assessment. Of the 6.6% who offered such a course, almost one-half required it (48.3%) and indicated that it was taught inside the department (89.7%) by a school psychologist (81.8%). It is unfortunate that more program directors did not provide specific course titles so that a more accurate percentage of those programs offering a course like Preschool Assessment could be calculated.

**Coursework Dealing with Cultural Diversity Issues**

The majority of school psychology programs indicated that coursework dealing specifically with cultural diversity issues was offered (87.1%). With regard to specific course titles, the responses were grouped into three categories: Social & Cultural Diversity, Multicultural, and Infused (i.e., such issues were infused into existing core courses). As with the data regarding coursework that focuses on assessment/intervention with early childhood populations, many training directors did not provide a specific course title (43.9%), making interpretation of the specific coursework title data less reliable, as it was not based on the total number of programs who participated in the study, but only on the subset of directors who chose to answer that part of the question.
Social & Cultural Diversity was the course title reported by most program directors (26.9%). Of those 26.9%, most required the course (88.6%), indicated that it was taught inside the department (65.8%) with almost one-half by school psychologists (46.8%). The second most reported course title was Multicultural (17.7%), required by 69.2%, and taught inside the department (69.2%) by someone other than a school psychologist (63.5%). In contrast, some school psychology programs indicated that they had yet to offer a course dealing primarily with multicultural issues and instead indicated that such issues were still infused into other core school psychology courses (11.6%). A survey of multicultural training in school psychology by Rogers, Conoley, Ponterotto, & Wiese (1992), discussed in the Review of the Literature, revealed that 60% of the school psychology programs offered at least one course focusing on cultural diversity. Recall that this present study determined that 87.1% of the participating school psychology programs offered coursework specifically devoted to issues regarding cultural diversity. Furthermore, most school psychology programs appeared not only to offer such a course but to require it! It is likely that the Standards for Training and Field Placement Programs in School Psychology has influenced this trend toward increased focus on cultural diversity.

Percentage of Training Programs Providing Coursework Regarding Family Issues

In general, the majority of school psychology programs indicated that coursework regarding family issues was offered (63.3%). With regard to specific course titles, the responses were grouped into seven categories. As with the other coursework specifics previously discussed, many program
directors did not indicate a specific course title (58.8%), presumably because this section of the primary survey appeared too time-consuming for them to complete. Therefore, the percentages of programs indicating specific course titles should be interpreted with caution, as they are not representative of the total number of programs participating in the study.

Family Therapy was the title reported by the majority of program directors (15.0%). Of those 15.0%, most indicated that it was an optional course (59.1%) and taught inside the department (68.2%). However, most reported that such a course was taught by a faculty member other than a school psychologist (presumably by a marriage and family therapist or a licensed professional counselor). The second most reported course title was Family Issues, offered by 11.2%, required by most programs (69.7%), and taught inside the department (81.8%) by school psychology faculty members (66.7%). As Public Law 99-457 calls for increased involvement with a child’s family members, it is encouraging to report that the majority of school psychology programs offered (and in many cases required) coursework regarding family issues. This trend toward increased training with families must continue if school psychologists are to implement P.L. 99-457 effectively. This would include offering practicum experience in which the graduate students worked directly with the families of children, as well as with the children themselves. Home visits may be an excellent way for students to obtain information regarding family priorities and concerns, to develop interventions with families, and to offer information to family members concerning their child’s special needs (Wayman, Lynch, & Hanson, 1990). Direct and indirect involvement of the child’s caregivers in the assessment process is another way to adopt a family focus (Barnett, 1986; Paget, 1990).
Characteristics of Practicum Experience with Infants, Toddlers, and/or Preschool-age Children

The majority of school psychology programs indicated that practicum experience with infants, toddler, and/or preschool-age children was offered (75.0%), including practicum experience with culturally diverse early childhood populations (69.6%). Although many programs offered such practicum experience, much fewer required it (24.3%). This figure is of concern as "it is clear that an expansion of skills is necessary for successful functioning by school psychologists in delivering services to very young children" (Paget, 1990, p. 109). This expansion of skills includes greater experience in working with families, enlarged awareness of cultural diversity, intercollaboration with other professionals, greater emphasis on indirect service delivery, modifications in assessment practices, such as linking assessment directly to intervention, and additional practicum experience in working with preschool-age children and their families" (Paget, 1990). In other words, coursework is not enough! Students also need practicum experience in order to develop the skills needed to work effectively with children and their families. It is possible that if school psychology programs simply offer, but do not require, practicum experience with early childhood populations, graduate students will not be prepared to provide the services to preschoolers that are mandated by P.L. 99-457.

With regard to specific type of practicum experience offered in school psychology programs, the majority of programs indicated that it was based on a combination of assessment and intervention. However, note that 20.3% of the program directors participating in the study did not respond to this question geared to address the type of practicum experience offered;
therefore, the results should be interpreted cautiously. Finally, the directors were asked to estimate the percentage of time students spent working with infants, toddlers, and preschoolers in practicum and internship. Approximately 70% of school psychology programs reported that students spend either 1-9% or 10-19% of the time in practicum or internship with early childhood populations, which indicates that school psychology continues to be focused on the K-12 population.

School Psychology Program Variables with Regard to Research and Grants in Early Childhood

With regard to specific characteristics of school psychology training programs, it was determined that over one-half (52.7%) of the programs had faculty member(s) whose specialty or research area is early childhood. This figure is encouraging, given that programs are probably more likely to offer coursework and practicum with infants, toddlers, and/or preschool-age children if they have faculty with a specific knowledge base and expertise with this population. Furthermore, it was reported that 12.8% of the programs had a personnel preparation training grant in the area of early childhood, while 14.9% reported having another type of grant in the area of early childhood. Financial support in the form of grants can empower school psychology programs to augment their already-existing curriculum with additional coursework and practicum. It is also a way for professors to gradually infuse new content into their programs. Grant monies allow them to establish new practices that will hopefully continue after the grant money has been depleted.
Opinions of School Psychology Program Directors and Second-year School Psychology Master's Students Regarding Training with Infants, Toddlers, and/or Preschool-age Children

The majority of school psychology program directors indicated that they either agreed (36.5%) or strongly agreed (45.9%) with the following statement: "It is important that school psychology programs offer coursework/practicum experience that focuses on early childhood populations." Similarly, in response to the same question, the students indicated that they also either agreed (36.0%) or strongly agreed (52.0%). This would indicated that the graduate students are mirroring the views of their university trainers with respect to preschool training.

Both the program directors and the graduate students were also invited to express their thoughts and opinions regarding training in school psychology programs via an open-ended question. The responses of the program directors tended to form three common themes or response categories. These included: a view of preschool training as important or essential (50%), a belief that preschool training is underemphasized, lacking, or simply infused into existing coursework or practice (38%), and a concern about an already overloaded curriculum (12%). It is encouraging to report that the majority of school psychology program directors viewed preschool training as important and voiced concern regarding the present status. Such support may indicate that preschool training will be emphasized to a greater extent in the future. However, this open-ended question shed light on an important facet to this discussion, namely the reported concern regarding an already overloaded curriculum. One director stated, "While our faculty agrees that (preschool) training is important, our program is busting at the seams
creditwise..." , while another said, "The problem is time! We cannot continue to 'add-on' topics to an already jammed 3-year program...", and "It's a great idea! We have so much to cover- need to find something to drop!"

With regard to the perspectives of school psychology graduate students, their responses were also grouped into three common themes or response categories. They included: a view of preschool training as important, necessary, and vital (48%), concern regarding the current status of preschool training (i.e., more is needed- 33%), and a belief that preschool training is not a top priority and should be offered only through electives or optional courses (11%). As with the program directors, it is encouraging to report that the majority of the graduate students who responded to the open-ended question indicated that preschool training is important. One student in particular remarked, "I think early intervention is CRITICAL to making a real difference in a child's life!"

Correlations Between Program Directors' Responses and Graduate Students' Responses to Selected Questions

Several key questions were asked of both the school psychology program directors and the second-year school psychology master's students. For instance, these questions asked both groups to indicate if coursework with early childhood populations was offered (in the student's case, had they already or would they take courses in the future focusing on assessment and/or intervention with infants, toddlers, and/or preschool-age children?), if practicum experience was offered, and if this practicum experience included work with culturally diverse early childhood populations. The analysis suggested that the correlations of director and student responses to these
three questions were statistically significant, indicating that the directors and students shared similar perspectives.

Conclusions

First, based on the findings, it was determined that most school psychology programs in the United States offered coursework that focuses on assessment and/or intervention with early childhood populations. In addition, most programs offered coursework dealing specifically with cultural diversity issues. Furthermore, the majority of programs offered coursework regarding family issues. It appears that in terms of specific coursework offered, school psychology programs have responded to the needs outlined in Public Law 99-457, which calls for school psychologists to provide services to early childhood populations within a family context.

Second, according to the data regarding the nature and extent of practicum experience with early childhood populations, school psychology programs were lacking. Although many programs reported offering practicum experience with infants, toddlers, and/or preschool-age children (75.0%), including practicum experience with culturally diverse early childhood populations (69.6%), much fewer programs required it (24.3%). Regretably, it is recognized that school psychology curricula, especially at the master's or specialist level, are jammed full of coursework requirements, leaving little room for additional coursework. However, many school psychologists will find employment in school districts where they will be called upon to work with early childhood populations. If such important practicum training with early childhood populations is simply provided but not required in school psychology training programs, those students who do not fit it into their
schedule will be hard-pressed to deliver appropriate and effective services once they are out of graduate school. Recall that working with preschool-age children is not simply a downward extension of the practices used with the K-12 population!

Third, the opinions of school psychology program directors regarding preschool training provided strong support in that the majority viewed preschool training as important (50%), while others voiced concern over the present status (38%). Likewise, the perspective of second-year master's students included a view of preschool training as an important, necessary, and vital element of school psychology programs (48%), while others expressed concern by indicating that more training with preschool-age populations is needed (33%).

Recommendations for School Psychology Training Programs

First, if we know that many assessment and intervention practices with preschoolers are based on established usage, available resources, and practices more appropriate for older, school-age children (Paget & Barnett, 1985), and if we know that many preschool assessment instruments are severely limited in item gradient, floor, and reliability (Bracken, 1987), then it is recommended that training programs address these issues by developing more effective ways to train their students in working with this population. If preschool-age children truly embody a unique population, then we need to develop specific skills, methods, and assessment practices to meet their unique needs.

Second, it is recommended that school psychology programs develop a plan to create "stand-alone" coursework and practicum with early childhood
populations, as infusing it into existing coursework may not provide enough exposure to adequately prepare school psychologists for later work with this population. An alternative is to infuse work with early childhood populations into practicum so that the practicum becomes infant through twelve, replacing the traditional K-12 focus.

Third, it is recommended that school psychology programs both offer and require more practicum and internship experience with infants, toddlers, and/or preschool-age children. Furthermore, as families are a primary focus of Public Law 99-457, more practicum experience with families is also warranted. Naturalistic observations in the home via home visits is one way to provide graduate students with more exposure to families; including families in the assessment process is another. We need to empower parents to deal with school professionals, as a number of these parents may be dealing with these professionals in the public school arena for the duration of their child's school career.

Fourth, if it is true that most school psychology programs have overloaded curricula at the master's/specialist level, one recommendation is that they offer preschool training as a specialty area for doctoral students. However, the curriculum at the master's level would still be lacking, thus this recommendation does not completely address the issue at hand.

Fifth, if school psychology programs do not have any faculty whose specialty or research area is early childhood, then it is recommended that they consult with other school psychology training programs for assistance. Inviting a visiting or adjunct professor to lead a workshop focusing on early childhood populations would be one way to provide students with some exposure. Developing linkages with early childhood programs is another.

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Sixth, it is recommended that this study be replicated in five to ten years to see if a trend toward increased training with early childhood populations in school psychology programs continues to develop.
Traditionally school psychology training programs have prepared students to work with the K-12 population. However, with the passage of P.L. 99-457, it is now within the domain of school psychologists to provide services to preschool children. School psychologists need to develop new skills and expand their services to include: greater experience in working with families, enlarged awareness of cultural diversity, intercollaboration with other professionals, additional practicum experience with preschool-age children and their families, greater emphasis on indirect service delivery, and the direct link of assessment to intervention.

Some school psychologists may find themselves limited in their ability to deliver these services if they do not receive the necessary training in their graduate program. Your training program, along with all other such programs in the United States, has been selected for study. In order for the results to truly reflect the current status of the preparation of school psychologists to provide services to preschool-age children, it is important that each questionnaire be completed and returned. Note also that 5 student questionnaires have been included. Please distribute them to 5 of your 2nd-year Masters students. Six self-addressed stamped envelopes have been included, one for the primary survey that you complete, the others for the 5 student surveys.

You may be assured of complete confidentiality. The questionnaires have an identification number for mailing purposes only. This is so that we may check your program off of the mailing list when each questionnaire is returned. Your program's name will never be placed on the questionnaires.

Please accept this $1 bill as a token of our appreciation. Enjoy a cup of coffee or a soda as you complete the various items. Furthermore, we would be most happy to answer any questions you might have. Please write us at the address listed above or call us at (614) 292-5909. Thank you for your participation.

Sincerely,

Susan T. Boyer, M. A.  Antoinette Miranda, Ph.D.
Doctoral Candidate  Asst. Professor-School Psychology/Project Advisor
February 6, 1996

Director- School Psychology Program  
Tri-State University  
912 Academic Drive  
Watertown, IL 49569

About three weeks ago we wrote to you seeking information concerning preschool training in school psychology programs. As of today we have not yet received your completed questionnaire.

Our research unit has undertaken this study because of the belief that school psychologists need specialized training with early childhood populations in order to provide the services that are mandated by Public Law 99-457.

We are writing to you again because of the significance each questionnaire has to the usefulness of this study. In order for the results to truly reflect the current status of the preparation of school psychologists to provide services to preschool-age children, it is essential that each training director in the population return their questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Cordially,

Susan T. Boyer, M.A.  
Doctoral Candidate  

Antoinette Miranda, Ph.D.  
Asst. Professor-School Psychology/Project Advisor
I am writing to you about our study of preschool training in school psychology programs. We have not yet received your completed questionnaire.

The large number of questionnaires returned is very encouraging. But, whether we will be able to describe accurately the status of the preparation of school psychologists to provide services to preschool-age children depends upon you and the others who have not yet responded.

This is the first nationwide study of this type regarding preschool training that has ever been done. Therefore, the results are of particular importance to university trainers, as well as the consumers of graduate education - the students.

In case our other correspondence did not reach you, a replacement questionnaire is enclosed. May I urge you to complete and return it as quickly as possible.

Your contribution to the success of this study will be appreciated greatly.

Most sincerely,

Susan T. Boyer, M.A.
Doctoral Candidate

Antoinette Miranda, Ph.D.
Asst. Professor- School Psychology/Project Director
**PRESCHOOL TRAINING SURVEY**

**Q-1** Do your students take course(s) that focus on assessment and/or intervention with infants, toddlers, and/or preschool-age children? (Circle number)

<table>
<thead>
<tr>
<th></th>
<th>1 NO</th>
<th>2 YES</th>
</tr>
</thead>
</table>

If YES, please list the courses, indicate if the course is **required** or **optional**, indicate if the course is taught by faculty **inside** or **outside** the department, and if the course is taught by a **school psychology** or **other** faculty member.

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**Q-2** Do your students take course(s) dealing with cultural diversity issues? (Circle number)

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<th></th>
<th>1 NO</th>
<th>2 YES</th>
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If YES, please list the courses, indicate if the course is **required** or **optional**, indicate if the course is taught by faculty **inside** or **outside** the department, and if the course is taught by a **school psychology** or **other** faculty member.

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</table>
Q-3  Do your students take course(s) dealing specifically with family issues?  
(Circle number)  

1  NO  
2  YES  

If YES, please list the courses, indicate if the course is required or optional, 
indicate if the course is taught by faculty inside or outside the department, 
and if the course if taught by a school psychology or other faculty member.  

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Q-4  Is practicum experience with infants, toddlers, and/or preschoolers offered?  
(Circle number)  

1  NO  
2  YES  

Q-5  If yes, does this practicum experience include work with culturally diverse 
infants, toddlers, and preschoolers?  (Circle number)  

1  NO  
2  YES  

Q-6  Also, if practicum experience is offered, is it:  (Circle number)  

1  PRIMARILY ASSESSMENT-ORIENTED  
2  PRIMARILY INTERVENTION-BASED  
3  BASED ON A COMBINATION OF ASSESSMENT & INTERVENTION  

Q-7  Is practicum experience with infants, toddlers, and/or preschoolers required 
for ALL students?  (Circle number)  

1  NO  
2  YES
Q-8 Please estimate the percentage of time students spend working with infants, toddlers, and/or preschoolers. (Circle number)

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<th>in practicum:</th>
<th>in internship:</th>
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<tr>
<td>1 0%</td>
<td>1 0%</td>
</tr>
<tr>
<td>2 1-9%</td>
<td>2 1-9%</td>
</tr>
<tr>
<td>3 10-19%</td>
<td>3 10-19%</td>
</tr>
<tr>
<td>4 20-29%</td>
<td>4 20-29%</td>
</tr>
<tr>
<td>5 30%+</td>
<td>5 30%+</td>
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</tbody>
</table>

Q-9 Are there any faculty in your school psychology program whose specialty or research area is early childhood? (Circle number)

1 NO
2 YES

Q-10 Does your program have a personnel preparation training grant in the area of early childhood? (Circle number)

1 NO
2 YES

Q-11 Does your program have any other grant(s) in the area of early childhood? (Circle number)

1 NO
2 YES

Q-12 To what extent do you agree or disagree with this statement? "It is important that school psychology programs offer coursework/practicum experience that focuses on early childhood populations." (Circle number)

1 STRONGLY DISAGREE
2 DISAGREE
3 NEUTRAL
4 AGREE
5 STRONGLY AGREE
Q-13 Below, please express your thoughts and opinions regarding preschool training in school psychology programs.


Q-14 Please approximate the size of the city in which your university is located. (Circle number)
1 less than 100,000
2 100,000 - 200,000
3 200,000 - 500,000
4 500,000 - 1,000,000
5 1,000,000 - 5,000,000
6 more than 5,000,000

Q-15 What degrees in the area of school psychology does your program grant? (Circle all that apply)
1 MA/MS
2 EdS
3 EdD
4 PsyD
5 PhD

Q-16 How many full-time faculty positions in school psychology does your university have? (Please indicate number in the blank provided)

Q-17 Is your school psychology program: (Circle all that apply)
1 NASP/NCATE approved
2 APA approved
3 APA provisionally approved
4 State accredited
5 Other

Thank you for your time!
PRESCHOOL TRAINING SURVEY OF
2ND-YEAR SCHOOL PSYCHOLOGY
MASTERS STUDENTS

Q-1 Have you or will you take course(s) that focus on assessment &/or intervention with infants, toddlers, &/or preschool-age children? (Circle number)

1  NO
2  YES

Q-2 Have you or will you obtain practicum experience with infants, toddlers, and/or preschool-age children? (Circle number)

1  NO
2  YES

Q-3 If yes, does this practicum experience include work with culturally diverse infants, toddlers, and preschool-age children? (Circle number)

1  NO
2  YES

Q-4 To what extent do you agree or disagree with this statement? "It is important that school psychology programs offer coursework/practicum experience that focuses on early childhood populations." (Circle number)

1  STRONGLY DISAGREE
2  DISAGREE
3  NEUTRAL
4  AGREE
5  STRONGLY AGREE

Q-5 To what extent do you agree or disagree with this statement? "My school psychology training program has prepared me to work effectively with early childhood populations." (Circle number)

1  STRONGLY DISAGREE
2  DISAGREE
3  NEUTRAL
4  AGREE
5  STRONGLY AGREE

Q-6 Below, please express your thoughts and opinions regarding preschool training in school psychology programs. Continue on the back of this page if necessary.

Thank you for your time!
APPENDIX C
POSTCARD REMINDER
February 6, 1996

Last week a questionnaire seeking information regarding preschool training in your school psychology program was mailed to you. Your program, along with all other programs in the United States, was included for study.

If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today. In order for the results to truly reflect the status of preschool training in school psychology, it is important that each questionnaire be completed and returned.

If by some chance you did not receive the survey, or it got misplaced, please call us right now, collect (614-292-5909) and we will get another one in the mail to you today.

Sincerely,

Susan T. Boyer, M. A. 
Doctoral Candidate

Antoinette Miranda, Ph.D. 
Asst. Professor- Ohio State/Project Advisor


