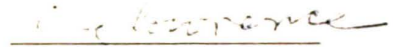


**A COMPARISON OF PRE-SERVICE TEACHERS' AND PRE-SERVICE
SCHOOL PSYCHOLOGISTS' /GUIDANCE COUNSELORS' PERCEPTIONS
OF TEACHER INVOLVEMENT IN DESIGNING INTERVENTIONS**

KIMBERLY B. MATSON

To the Graduate and Research Council:

I am submitting herewith a field study written by Kimberly B. Matson entitled, "A Comparison of Pre-service Teachers' and Pre-service School Psychologists'/Guidance Counselors' Perceptions of Teacher Involvement in Designing Interventions." I have examined the final copy of this paper for form and content, and I recommend that it be accepted in partial fulfillment of the requirements for the degree of Educational Specialist.



Dr. L. Lowrance
Major Professor

We have read this field study
and recommend its acceptance:



Dr. M. McCarthy
Second Committee Member



Dr. M. Gold
Third Committee Member

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Date 7-29-01

A Comparison of Pre-Service Teachers' and Pre-Service School Psychologists'/Guidance
Counselors' Perceptions of Teacher Involvement in Designing Interventions

A Field Study Report

Presented to the Graduate and Research Council of

Austin Peay State University

In Partial Fulfillment

Of the Requirements for the Degree

Education Specialist

By

Kimberly B. Matson

July 12, 2001

ABSTRACT

This research attempted to determine if there is a discrepancy between pre-service teachers' (Sample I) and pre-service school psychologists'/guidance counselors' (Sample II) perceptions of teacher involvement in designing interventions for students. A survey comprised of eight questions rated on a Likert scale from 1 (least) to 4 (greatest) was given to both samples. Questions of the surveys were identical for both samples. Differences between the two sample responses were found. With the exception of question 4 on the survey, Sample II had a higher percentage of responses in category 4 on the survey questions than did Sample I. With the exception of questions 7 and 8 on the survey, Sample I had a higher percentage of responses in category 1. However, no significant differences were found between the two samples' frequency of category responses for any of the eight survey questions.

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CHAPTER I

INTRODUCTION

This research attempted to determine if there was a discrepancy between pre-service teachers' and pre-service school psychologists'/guidance counselors' perceptions of teachers' involvement in collaboration to develop interventions for students. Changes in the school systems are calling for the development of more interventions to effectively address some of the changes that are being recognized in the school systems. Collaboration among teachers and school psychologists'/guidance counselors is a critical part of developing these needed interventions.

Statement of the Problem

Teachers and school psychologists'/guidance counselors may not be aware of teachers' roles in collaboration to develop interventions. This lack of awareness may lead to a lack of collaboration or even feelings of resentment and defensiveness between teachers and school psychologists'/guidance counselors. Pre-service teachers and pre-service school psychologists'/guidance counselors may not be informed during their educational training of the roles teachers need to fulfill in collaboration to develop interventions. This study examined this issue by comparing pre-service teachers' and pre-service school psychologists'/guidance counselors' perceptions of teachers' input into collaboration to develop interventions for students.

Implications of Study

The results of this study should be of concern to teacher education programs and university school psychology/guidance counseling programs. The results of this study highlight a possible lack of training for pre-service teachers and pre-service school psychologists/guidance counselors in the area of collaboration responsibilities. School professionals and administrators should also benefit from the results of this study. Teachers and school psychologists/guidance counselors should be prepared to effectively collaborate when they enter their respective professional roles in the school system. Pre-service teachers and pre-service school psychologists/guidance counselors may benefit from the results of this study by becoming aware of the importance of university training in the area of collaboration.

Hypothesis

It is hypothesized in this study that no differences exist between pre-service teachers' and pre-service school psychologists'/guidance counselors' perceptions of teachers' input into collaboration to develop interventions.

Limitations of Study

There are several possible limitations to this study. Subjects will be drawn from only one university. Therefore, it will be more difficult to generalize results to other universities whose teacher education curriculum and school psychology/guidance counselor curriculums may differ from this university's teacher education and school psychology/guidance counselor curriculums. A small sample size will be used to determine results. The instrument of measurement used is not a standardized instrument.

CHAPTER II

REVIEW OF RELATED LITERATURE

A paradigm shift in the role of the school psychologist to developing more wide-ranging interventions is being seen in current literature. A call for an increase in collaboration among school psychologists and teachers is reported by Kratochwill and Stoiber (2000). Successful development and implementation of interventions for students depends in large part on the relationship between school psychologists and teachers. Interventions developed by school psychologists and then imposed on schools or teachers will not be successful unless there is input from the teachers.

Perhaps the historical focus of school psychologists' primary role being to provide assessments is a barrier to school professionals recognizing the school psychology paradigm shift toward a role of providing more consultation. This barrier is beginning to be crossed as organizations such as NASP lead school psychologists toward providing more consultative services (Fagan, Gorin & Tharinger, 2000). The importance of this paradigm shift is being recognized in current literature. Sheridan and Gutkin (2000) argue that school psychologists should use their expertise in developing interventions and preventions more than their expertise in assessing and diagnosing. Shapiro (2000) describes a need for a change in the type of consultation historically provided by school psychologists. One recommended change is for school psychologists to be more cognizant of teaching methods and strategies. This recommendation supports the need for school psychologists and teachers to share their expertise when developing interventions. As the school psychology paradigm shifts, it affects general education teachers as well as special education teachers. School psychology programs are expanding to a broader form of service addressing school-wide prevention and intervention

(DeAngelis, 2000). This expansion emphasizes even more the need for all teachers and school psychologists to be aware of their collaborative roles in developing and implementing interventions.

A study by Kikas (1999) indicates that teachers view services provided by school psychologists as important. One hundred and ninety teachers and 30 school psychologists were questioned regarding the expectations of school psychologists. It was found that the problems needing intervention by the school psychologist were perceived differently by the teachers and the school psychologists. The teachers considered child-centered interventions to be the primary means for school psychologists to address problems. The school psychologists differed from the teachers in that the school psychologists stressed the need to consult with teachers in addition to providing child-centered services.

One possible limitation of this study is being able to generalize the results to different settings. This study took place in Estonia where lack of well-developed psychological, social, and educational services leads school psychologists to assume roles outside of the school system in addition to their roles within the schools. Although this variable is present in this study, the findings indicating differing perceptions among teachers and school psychologists are worth noting. A study presented at the Annual Convention of the National Association of School Psychologists (Peterson, Waldron & Paulson, 1998) examined what teachers want from school psychologists and to what capacity teachers are seeking assistance from school psychologists. Sixty-four in-service teachers participated in this study.

Results of the study indicated limited interaction between teachers and school psychologists. Teacher comments quoted in this study are as follows: "All we get from the school psychologists are test results," "We don't work with school psychologists. We just get

the results of the tests.” It was found that only 1% of the teachers surveyed had had more than 16 interactions with school psychologists within the school year. Fifty-five percent of the teachers felt they had a good understanding of the school psychologist’s role. The teachers indicated a preference for psychometric services and problem solving services from the school psychologist. The least preferred services indicated by the teachers were trainer/educator and fact finder services. Report information (e.g., IQ scores, achievement scores, recommendations, background information) was reported by the teachers as helpful. Although the teachers reported feeling comfortable working with school psychologists to solve problems, the results indicated that this type of collaboration did not happen often.

When seeking assistance for different problems, teachers ranked school psychologists as almost the last professional from which they would seek assistance. For assistance for students with learning disabilities or behavioral disabilities, the teachers ranked school psychologists as their third choice for assistance, following other teachers and then the assistance principal or principal. Assistance from a friend or family member was the teachers’ fourth choice of assistance with these problems. When seeking assistance for a student whose performance was below average in a subject, assistance from the school psychologist was ranked second to last out of eight choices. Teachers reported a desire for the following information (in order of preference) from school psychologists: teaching/managing students with emotional difficulties, effects of medication on children’s classroom performance, teaching/managing students with medical conditions, and teaching/managing students with learning disabilities. Information about inclusion was reported as the least desired by teachers.

The researcher offers several reasons for teachers not seeking assistance from school psychologists. A lack of availability of the school psychologist due to the demands of their role

as an assessor is one suggested reason. Another possible reason for the communication problems between teachers and school psychologists indicated by this study is teachers' lack of knowledge of the services other than assessment that school psychologists are qualified to provide.

Informing teachers of school psychologists' expertise in areas, only one of which is assessment, is recommended so that teachers are aware of the resources school psychologists can offer.

Hagemeier, Bischoff, Jacobs, and Osmon, (1998) conducted another study supporting teachers 'misperceptions of school psychologists' roles leading to minimal collaboration among teachers and school psychologists. Included in the sample population for this study were 240 general education teachers and 11 special education teachers. The teachers, in addition to other school personnel, were surveyed to determine their perceptions of school psychologists. Data from these surveys were examined to see if a discrepancy existed between perceptions of ideal versus actual roles of school psychologists.

Results of this study indicate general education teachers having a narrow view of the roles and responsibilities of school psychologists. Contact between general education teachers and school psychologists was reported as minimal. Special education teachers reported having a better understanding of the school psychologists' actual roles. Special education teachers also reported having more contact with school psychologists than the amount of contact reported by general education teachers. Information collected from this study indicates that school personnel see school psychologists as "guests" within the school building rather than a member of the school personnel.

Other findings from this study indicated school personnel would like school psychologists to spend 21-49% of their time with behavioral intervention, 50-75% of their time spent developing prevention activities, and 11-30% of their time in consultation. Fifty-four

percent of special education teachers desired collaboration with school psychologists to develop pre-referral interventions. Over 90% of this group reported a desire for school psychologists to be involved in implementing interventions in the classroom. Over half of the respondents reported wanting follow-up meetings with parents and teachers regarding interventions as important. A desire for school psychologists' involvement in staff, community, and organizational development including training sessions to assist parents and teachers was reported by 11 to 49% of the respondents. A preference for school psychologists spending their time in special education programs and placement activities was reported by almost 90% of the respondents. This study shows a contradiction between teachers' perceptions of school psychologists' roles and teachers' desired services from school psychologists. Supported in this study are teachers' desires for more collaboration with school psychologists in developing and implementing interventions for students.

A study by Graham (1998) found teachers favoring a collaborative approach instead of a consultative approach when the teacher's request was vague. Teacher preference for a consultative approach instead of a collaborative approach was found when the request was clear. One hundred and forty teachers enrolled in university courses and/or currently teaching participated in this study. The participants viewed videotaped scenarios in which a consultee presented a consultant with either a specific request for assistance or a vague request for process clarification. Teachers in the videotape received either specific expert advice, a presentation of a basic problem-solving process, or a request for the teacher to collect baseline information. A 3x2 between subjects factorial design was used: 2 (clear request, vague request) by 3 (specific expert response, collaborative problem-solving process response, or a deferred response).

Results of the studied showed a teacher preference for a collaborative approach when the request was vague and a preference for a consultative approach when the request was clear. The researcher gave suggestions for these findings. It is suggested that a teacher may resent a consultation process that requires generating more intervention strategies when the teacher has clearly related previously attempted interventions to the situation. The lower ratings of a collaborative approach when a clear request was given may be the result of a poorer match between the nature of the request and the response given. It is possible that consultees tend to expect an intervention plan to be developed at the initial meeting and are frustrated when more information is requested in order to develop the intervention plan. The researcher recognized possible limitations to this study. It is possible that teachers' preferences for consultative versus collaborative approaches may differ depending on the depth and severity of the problem presented. This study further supports the need for clarification of teachers' and school psychologists' roles with respect to collaboration.

Clarification of teachers' and school psychologists' roles with respect to collaboration should begin in pre-service teacher and pre-service school psychology education programs. Andrew (1997) advocates for a change in present teacher education standards. One of the eight areas of change discussed is collaboration preparation for pre-service teachers. Andrew (1997) contends that the model of teacher preparation programs must change to meet the changing professional roles of teachers. It is suggested that linking teacher accreditation and licensing standards to more progressive and realistic goals may be an improvement over the current implementation of standards to meet minimum goals.

Field experiences for novice teachers are an area of concern addressed by Little and Robinson (1997). This study evaluated a federally funded program designed to enhance the

skills of student teachers. Little and Robinson (1997) postulate that there is a need to restructure student field experiences so that student teachers learn the skills needed to serve diverse students. One of the identified areas of concern related to creating an environment of collaboration and collegiality. A lack of collaborative problem solving and exchange of ideas among in-service teachers as well as student teachers is suggested.

In the study by Little and Robinson (1997), special education student teachers were paired with mentor teachers with at least 10 years of experience. Twelve school districts were represented in this study. Two of the three factors analyzed were 1.) decision making and 2.) reflective decision-making skills. Student teachers and mentor teachers were given continuous opportunities to consult and collaborate about students in their classrooms. The teachers also wrote case studies on their students and discussed these case studies in a forum. This discussion allowed them to review implemented instructional revisions and their impact on their students. Data was collected through structured, open-ended interviews with the participants. It was found that the participants felt that the diversity of perspectives, knowledge bases, and experiences found in the collaboration were beneficial. Several factors making the peer reflection processes were noted: professional knowledge, sound communication skills, encouragement, support, active involvement and commitment by participants, and the teaming skills of collaboration.

The authors give implications for teacher education programs based on the data from this study. There is a need to integrate practices used in real contexts into teacher preparation programs. Effective interpersonal and communication skills must be addressed in teacher preparation programs so that student teachers learn how to appropriately collaborate in the school setting. In order for student teachers to develop critical decision making skills the authors suggest that teacher preparation programs recognize the importance of flexible procedures,

differentiated responses, qualitative appreciation of complex processes, and decentralized responsibility for judgment and action. Communication among university programs and school districts is noted as imperative for supporting the development of student teachers.

A study by Pohlman, Hoffman, Dodds, and Pryzwansky, (1998) used a semi-structured interview to assess 13 undergraduate students in their final student-teaching semester and their 13 supervising field-based teachers. Part of the interview was used to identify the participants' perceptions of using school psychological services. Findings from this study highlighted several important areas relating to teachers' misconceptions and insufficient information about school psychological services. Overall, the supervising teachers appeared to have more knowledge than the student teachers about school psychological services. However, the supervising teachers did perceive the school psychologist as inaccessible in a direct way. Many of the supervising teachers reported a limited use of school psychological services while most of the student teachers reported never having been introduced to the school psychologist.

Responses by the student teachers indicated that they confused the school psychologist with the school counselor. The supervising teachers identified testing and diagnosis as the prominent knowledge base of school psychologists. Student teachers' perceptions of school psychologists' most prominent knowledge base differed somewhat from supervising teachers' perceptions. Student teachers' identified child psychological theory, assessment, and knowledge of available resources as school psychologists' most prominent knowledge base. Both groups of participants indicated that the teacher was more knowledgeable than the school psychologist about individual students due to the teacher's daily exposure to the classroom reality. This study raises several areas of concern for the collaborative relationship between teachers and school psychologists. Findings from this study further support the need for educating pre-service

teachers and pre-service school psychologists/pre-service guidance counselors in the roles and responsibilities of each profession.

A study by O'Shea, Williams, and Sattler, (1999) validates the benefits of training pre-service teachers in university programs about the collaborative process. This study included 103 pre-service teachers enrolled in elementary education or special education coursework. The purpose of the study was to determine the pre-service teachers' views of collaboration experiences that took place within the context of the course assignments. The pre-service teachers because of this educational experience made critical insights into the collaborative process. The pre-service teachers developed awareness of their roles to meet diverse needs and in working collaboratively to adapt strategies and share decision making. Some of the pre-service teachers reported frustration because of interacting with their peers. However, some reported an increase in understanding the importance of teacher attitudes in the collaborative process. The researchers emphasized the importance of preparing pre-service teachers to work in a collaborative process in order to increase the quality of services provided to students.

Hudson and Glomb (1997) offer guidelines and strategies for teacher preparation programs to address collaboration instruction for pre-service teachers. In order for teachers to effectively communicate and share their knowledge and skills, they must learn effective interpersonal and communication skills. According to this article, these skills need to be addressed in teacher preparation programs. It is suggested that teacher preparation programs should offer a unit or course that focuses on these skills and strategies in the context of serving students with learning disabilities in the general classroom.

Although this suggested context is an important one, collaboration skills are relevant for all contexts within the school system. Hudson and Glomb (1997) stress that professionals need

to understand and respect the different perspectives of their colleagues. By providing teacher preparation courses or units addressing this factor, teachers will be more prepared to express their own viewpoints as well as consider the viewpoints of their colleagues. Emphasizing an honest evaluation of one's own feelings and thoughts is an essential component of this process. Another suggested factor to address in teacher preparation programs are nonverbal communication skills. A large part of communication is nonverbal. Pre-service teachers need an understanding of how their nonverbal communication effects the collaborative process. Just as important is an understanding of how others' nonverbal communication effects their own perceptions of information shared during the collaborative process. Third factors suggested by the authors are verbal and listening skills. It is important that pre-service teachers learn how to "hear" what collaborative team members are saying. Skills such as paraphrasing what a member has said to make sure that they are "hearing" what the member is actually saying is an example of one of the skills needing to be taught in teacher preparation programs. Active listening is an example of another skill falling in this category needing to be taught in teacher preparation programs.

Formats for teaching collaboration skills in teacher preparation programs is another area addressed by Hudson and Glomb (1997). It is suggested that a separate collaboration class combining field experience is the most effective format for undergraduate and graduate students if it combines special education and elementary/secondary education majors. A co-teaching model with special education faculty and elementary/secondary education faculty should teach this course so that collaboration skills can be modeled. For pre-service teachers, the collaboration course should be taken immediately before student-teaching so that skills and knowledge from methods courses can be used. A format that is more widely used in university

settings is a collaboration class via the special education department for special education majors. The obvious limitation of this format is elementary/secondary education majors not receiving collaborative skills education and training. A third format described by the authors is an infusion of collaborative skills education into introductory courses. Limitations to this format relate to time constraints, limited opportunities to practice the skills, and receiving only a brief overview of collaboration concepts.

Hudson and Glomb (1997) acknowledge several factors that make it difficult to implement an appropriate collaboration course into teacher preparation programs. Ironically, the major factor is a lack of collaboration among university faculty. Some university faculties prefer to work in isolation and are not receptive to working together with other university faculty. However, for pre-service teachers to learn collaboration skills, they need to see appropriate models such as university faculty collaborating to teach these skills. Another influential factor is the organization of education programs within a university. The size of the university may influence this factor. Teacher certification requirements and a university's willingness to exceed these requirements is another factor influencing implementation of collaboration course offerings. Full teaching loads and economic factors may also influence implementation. As mentioned previously, field-based experience designed to practice these skills may be limited.

The importance of collaboration is becoming more recognized in the literature. Legislative mandates such as P.L. 94-142 have been put into place due a recognition of this important need (Coben, Thomas, Sattler & Morsink, 1997). Also addressed in the literature is the need for pre-service education programs to empower education majors with the skills and knowledge needed to effectively collaborate. Although collaborations skills are important across all education disciplines, they are especially important between teachers and school

psychologists. Even though some universities address this issue within their programs, they may not have the most effective format in place. Other universities are not addressing this issue in any organized format. The neglect of some universities to appropriately address this issue leads to students' lack of awareness of other school professionals' roles and how to work together with their colleagues to provide the best services to students.

The proposed study attempts to add to the limited research examining pre-service teachers' and pre-service school psychologists'/guidance counselors' understanding of their roles in the collaborative process in developing interventions. It is hypothesized that pre-service teachers' and pre-service school psychologists'/guidance counselors' perceptions of collaboration differ with respect to the input of teachers into developing interventions.

CHAPTER III

DESIGN AND METHODOLOGY

The Sample

Sample I was comprised of 80 university undergraduate students enrolled in a teaching foundations course that is required by the state of Tennessee for teaching certification. Sample II included 2 university graduate students enrolled in the school psychology program and 5 university graduate students enrolled in the guidance-counseling program. All participants were obtained from the same state university located in Tennessee

There were no identifiable risks associated with the study. Participation in the study did not affect grades or progress in their chosen programs of study. Survey responses were designated as pre-service teacher response, pre-service school psychologist response or pre-service guidance counselor response. This was indicated by the headings on the survey forms: "Pre-service Teacher Survey," "Pre-service School Psychologist Survey," or "Pre-service Guidance Counselor Survey." No information identifying the individual students was on the surveys. All subjects remained anonymous in the tabulation of the final results. Survey forms are given in Appendix A.

The Procedure

Permission to conduct the study was obtained from the Human Subjects Committee of Austin Peay State University. At the request of the Human Subjects Committee, the study was conducted as an anonymous survey. Therefore, no permission from the students participating in the study was obtained in writing. Attached to each survey was a letter of permission to use the

student's responses for data collection. The letter informed the students that their responses would be used in a research study. The letter also stated that their participation in the study was not related to class requirements and had no effect on their grades or progress in their programs of study. The researcher contact information was included in the letter along with a notification that the participants may contact the researcher for information about the study after all data had been collected.

Verbal permission was requested from the participants. Instructions on completing the survey were given by the researcher. The researcher either gathered the surveys immediately after completion or collected them at the end of class from the professors.

Instrumentation and Methodology

Three forms of surveys were used in this study. One form was designated as the "Pre-service Teacher Survey," a second form was designated as the "Pre-service School Psychologist Survey," and a third form was designated as the "Pre-service Guidance Counselor Survey." Data from the second and third forms were compiled to form sample II, "pre-service school psychologists/guidance counselors." Sample I data was formed from the pre-service teachers' responses. Each survey contained eight identical questions that were ranked on a Likert scale in order of least to greatest. The researcher based the questions on pertinent issues identified by Andrew (1997). A change in teacher preparation in order for teachers to meet their changing professional roles is advocated by Andrew (1997). The questions on the survey addressed 4 areas relating to teacher and school psychologist collaboration in developing interventions for individual students and students school-wide. The areas addressed were as follows: importance of teachers' input, necessity of teachers' input, likelihood of teachers' input, and frequency of teachers' input.

The Chi-Square Test For Two Independent Samples was used to determine if there was a significant difference between the two groups' category responses for each survey question. Descriptive statistics were used to demonstrate frequency data. A comparison was made of the two groups' percentage of category responses for each question.

CHAPTER IV

PRESENTATION OF DATA

Results

No significant differences were found at a significance level of .01 for any of the eight survey questions. The difference in category response proportions of survey questions one through eight for Sample I and Sample II were as follows: question 1: $\chi^2 (3, N = 87) = .8$, $p > .01$, question 2: $\chi^2 (3, N = 87) = .3$, $p > .01$, question 3: $\chi^2 (3, N = 87) = .9$, $p > .01$, question 4: $\chi^2 (3, N = 87) = 1.8$, $p > .01$, question 5: $\chi^2 (3, N = 87) = 2.4$, $p > .01$, question 6: $\chi^2 (3, N = 87) = 5.1$, $p > .01$, question 7: $\chi^2 (3, N = 87) = 2.8$, $p > .01$, question 8: $\chi^2 (3, N = 87) = 7.1$, $p > .01$. These findings result in an acceptance of the null hypothesis. There is no significant difference in the two groups' perceptions of teachers' input.

The descriptive statistics used in analyzing the data yielded the following information. Tables show the two samples' percentage of category responses for each survey question. Graphical representations of the descriptive statistics are shown in Appendix B.

Table 1
Question 1: How important is a teacher's input in developing interventions for his or her student?

Category	Sample	
	Sample I	Sample II
not important	0%	0%
minimally important	2.5%	0%
important	27.5%	14.3%
very important	70.0%	85.7%

Table 2

Question 2: How important is a teacher's input in developing interventions for all students in a school?

Category	Sample	
	Sample I	Sample II
not important	1.3%	0%
minimally important	8.8%	0%
important	65.0%	71.4%
very important	25.0%	28.6%

Table 3

Question 3: How necessary is a teacher's input in developing a successful intervention for his or her student?

Category	Sample	
	Sample I	Sample II
not necessary	0%	0%
minimally necessary	1.3%	0%
necessary	31.3%	14.3%
very necessary	67.5%	85.7%

Table 4

Question 4: How necessary is a teacher's input in developing a successful intervention for all students in a school?

Category	Sample	
	Sample I	Sample II
not necessary	1 25%	0%
minimally necessary	10 0%	0%
necessary	61 3%	85 7%
very necessary	27 5%	14 2%

Table 5

Question 5: When developing interventions for an individual student, how likely is it that a teacher's input will be as valuable as a school psychologist's input?

Category	Sample	
	Sample I	Sample II
not likely	5 0%	0%
likely	22 0%	0%
very likely	47 0%	71 4%
definitely	25 0%	28 6%

Table 6

Question 6: When developing interventions for all students in a school, how likely is it that a teacher's input will be as valuable as a school psychologist's input?

Category	Sample	
	Sample I	Sample II
not likely	15 0%	14 3%
likely	50 0%	14 3%
very likely	21 3%	51 1%
definitely	13 8%	14 3%

Table 7

Question 7: How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for his or her student?

Category	Sample	
	Sample I	Sample II
never	0%	0%
seldom	18 8%	42 9%
often	70 0%	42 9%
always	11 3%	14 3%

Table 8
Question 8: How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for all students in a school?

Category	Sample	
	Sample I	Sample II
never	2.5%	14.3%
seldom	61.3%	42.9%
often	33.8%	28.6%
always	2.5%	14.3%

Discussion

Refer to tables. With the exception of question 4 on the survey, pre-service school psychologists/guidance counselors had a higher percentage of responses to "always" on the survey questions than did pre-service teachers. With the exception of questions 7 and 8 on the survey, pre-service teachers had a higher percentage of "never" responses. It was surprising that pre-service teachers tended to rate teachers' input as less important for developing interventions, less necessary for developing interventions for his or her student, and less likely that teachers' input would be as valuable as school psychologists' input into interventions. It is not surprising based on these responses that the pre-service teachers sample felt more than pre-service psychologists/guidance counselors sample that teachers were not often involved in the collaborative process. The pre-service teachers sample did indicate a higher necessity for teacher involvement in developing interventions for all students in a school than was indicated by the pre-service school psychologists' sample responses.

With the growing need for student interventions in the school system, it is imperative that teachers understand the importance and necessity of their roles in intervention development. It is

the responsibility of the university education preparation programs to impart this knowledge to pre-service teachers so that they are prepared for and confident in their roles in developing interventions for students. It is also the responsibility of university school psychology preparation programs/guidance counselor preparation programs to educate pre-service school psychologists/guidance counselors about the importance and necessity of teacher participation in developing interventions for students. Although no statistical significance was found using inferential statistics, the descriptive statistic results do suggest the need for further research in this area.

Limitations of Study

There are several possible limitations to this study. Subjects were drawn from only one university, making it more difficult to generalize results to other universities whose teacher education curriculum and school psychology/guidance counselor curriculum may differ from this university's teacher education and school psychology/guidance counselor curriculum. A small sample size was used to determine results. Although the subjects in Sample II share similar knowledge with respect to developing interventions for students, the sample was not exclusively made up of pre-service school psychologists. The instrument of measurement used was not a standardized instrument.

Recommendations

This study gave a descriptive presentation of differences in a pre-service teachers sample's and a pre-service school psychologists/guidance counselors sample's perceptions of teachers' involvement in developing interventions for students. It is recommended that a similar study be conducted with a larger sample size for both groups. This would allow for the evaluation of the statistical significance of responses. It is also recommended that a similar study take place with

in-service teachers and in-service school psychologists in order to gain a better understanding of in-service professionals' perceptions about this issue.

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APPENDICES

APPENDIX A

Pre-Service Teacher Survey

1. How *important* is a teacher's input in developing interventions for **his or her student**?
 1 (not important) 2 (minimally important) 3 (important) 4 (very important)
2. How *important* is a teacher's input in developing interventions for **all students** in a school?
 1 (not important) 2 (minimally important) 3 (important) 4 (very important)
3. How *necessary* is a teacher's input in developing a successful intervention for **his or her student**?
 1 (not necessary) 2 (minimally necessary) 3 (necessary) 4 (very necessary)
4. How *necessary* is a teacher's input in developing a successful intervention for **all students** in a school?
 1 (not necessary) 2 (minimally necessary) 3 (necessary) 4 (very necessary)
5. When developing interventions for an **individual student**, how likely is it that a teacher's input will be as valuable as a school psychologist's input?
 1 (not likely) 2 (likely) 3 (very likely) 4 (definitely)
6. When developing interventions for **all students** in a school, how likely is it that a teacher's input will be as valuable as a school psychologist's input?
 1 (not likely) 2 (likely) 3 (very likely) 4 (definitely)
7. How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for **his or her student**?
 1 (never) 2 (seldom) 3 (often) 4 (always)
8. How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for **all students** in a school?
 1 (never) 2 (seldom) 3 (often) 4 (always)

APPENDIX B

Pre-Service School Psychologist Survey

1. How *important* is a teacher's input in developing interventions for **his or her student**?
 1 (not important) 2 (minimally important) 3 (important) 4 (very important)
2. How *important* is a teacher's input in developing interventions for **all students** in a school?
 1 (not important) 2 (minimally important) 3 (important) 4 (very important)
3. How *necessary* is a teacher's input in developing a successful intervention for **his or her student**?
 1 (not necessary) 2 (minimally necessary) 3 (necessary) 4 (very necessary)
4. How *necessary* is a teacher's input in developing a successful intervention for **all students** in a school?
 1 (not necessary) 2 (minimally necessary) 3 (necessary) 4 (very necessary)
5. When developing interventions for an **individual student**, how likely is it that a teacher's input will be as valuable as a school psychologist's input?
 1 (not likely) 2 (likely) 3 (very likely) 4 (definitely)
6. When developing interventions for **all students** in a school, how likely is it that a teacher's input will be as valuable as a school psychologist's input?
 1 (not likely) 2 (likely) 3 (very likely) 4 (definitely)
7. How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for **his or her student**?
 1 (never) 2 (seldom) 3 (often) 4 (always)
8. How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for **all students** in a school?
 1 (never) 2 (seldom) 3 (often) 4 (always)

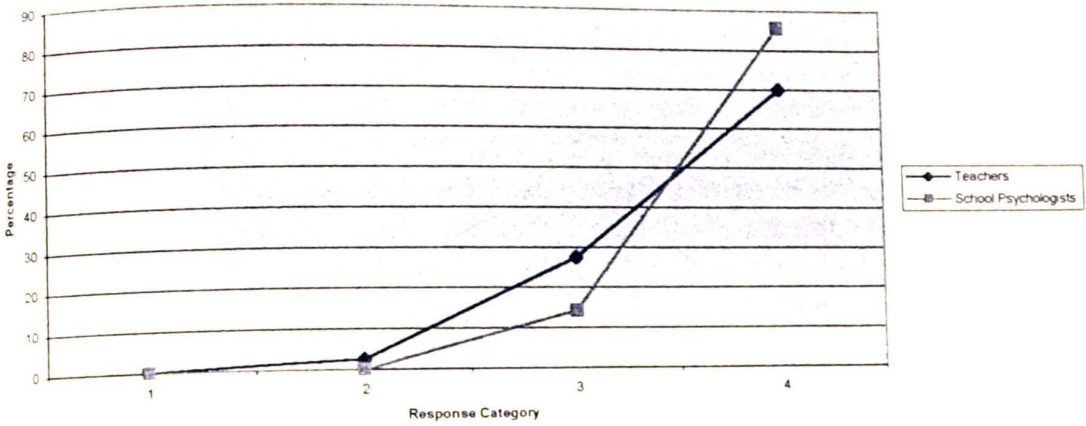
APPENDIX C

Pre-Service Guidance Counselor Survey

1. How *important* is a teacher's input in developing interventions for **his or her student**?
 1 (not important) 2 (minimally important) 3 (important) 4 (very important)
2. How *important* is a teacher's input in developing interventions for **all students** in a school?
 1 (not important) 2 (minimally important) 3 (important) 4 (very important)
3. How *necessary* is a teacher's input in developing a successful intervention for **his or her student**?
 1 (not necessary) 2 (minimally necessary) 3 (necessary) 4 (very necessary)
4. How *necessary* is a teacher's input in developing a successful intervention for **all students** in a school?
 1 (not necessary) 2 (minimally necessary) 3 (necessary) 4 (very necessary)
5. When developing interventions for an **individual student**, how likely is it that a teacher's input will be as valuable as a school psychologist's input?
 1 (not likely) 2 (likely) 3 (very likely) 4 (definitely)
6. When developing interventions for **all students** in a school, how likely is it that a teacher's input will be as valuable as a school psychologist's input?
 1 (not likely) 2 (likely) 3 (very likely) 4 (definitely)
7. How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for **his or her student**?
 1 (never) 2 (seldom) 3 (often) 4 (always)
8. How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for **all students** in a school?
 1 (never) 2 (seldom) 3 (often) 4 (always)

APPENDIX D

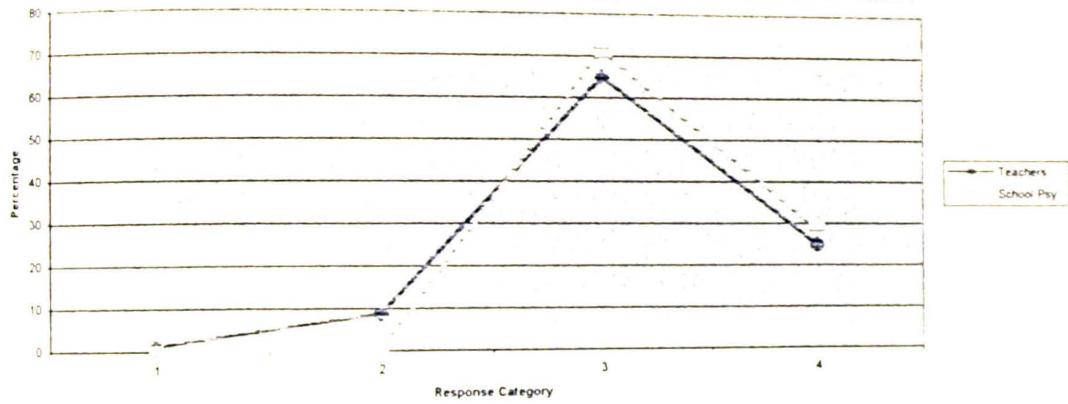
Question 1
How important is a teacher's input in developing interventions for his or her student?



APPENDIX E

Question 2

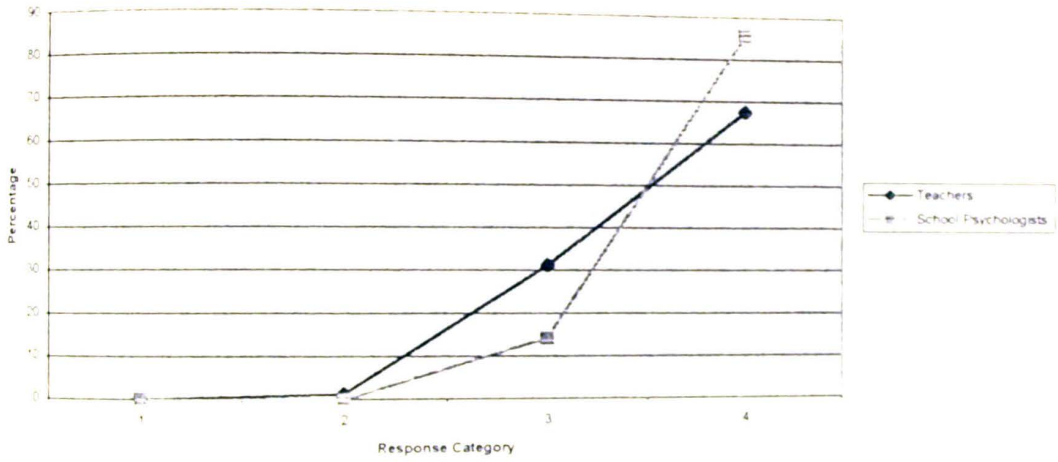
How important is a teacher's input in developing interventions for all students?



APPENDIX F

Question 3

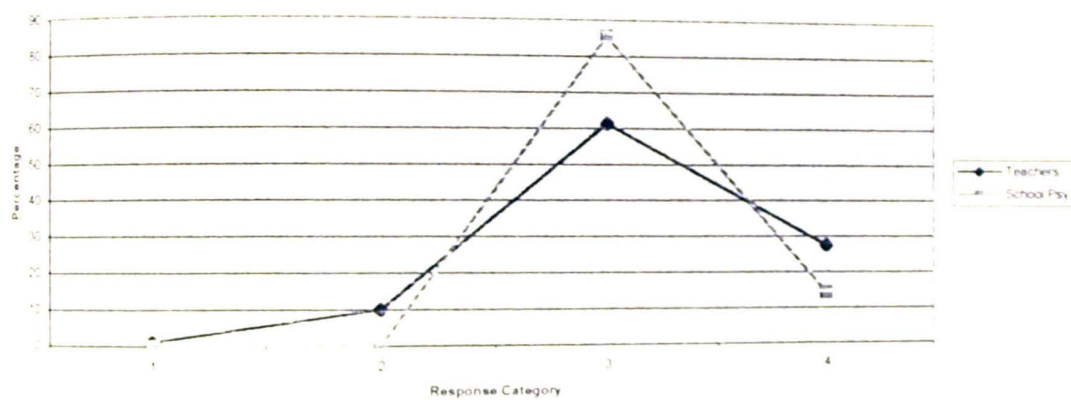
How necessary is a teacher's input in developing a successful intervention for his or her student?



APPENDIX G

Question 4

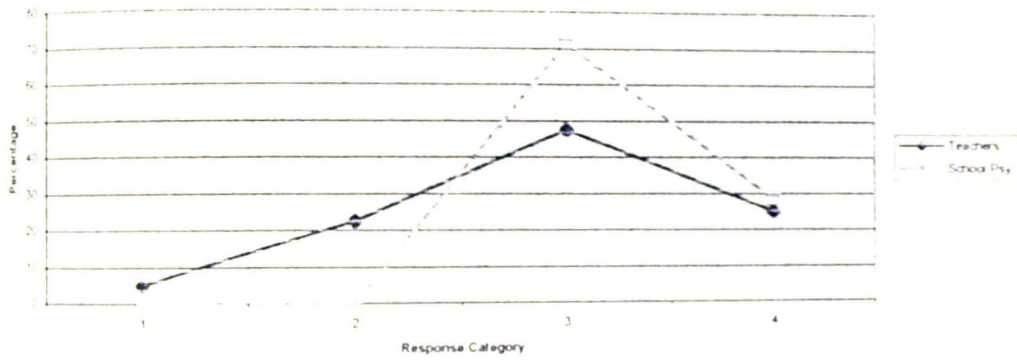
How necessary is a teacher's input in developing successful interventions for all students in a school?



APPENDIX H

Question 5

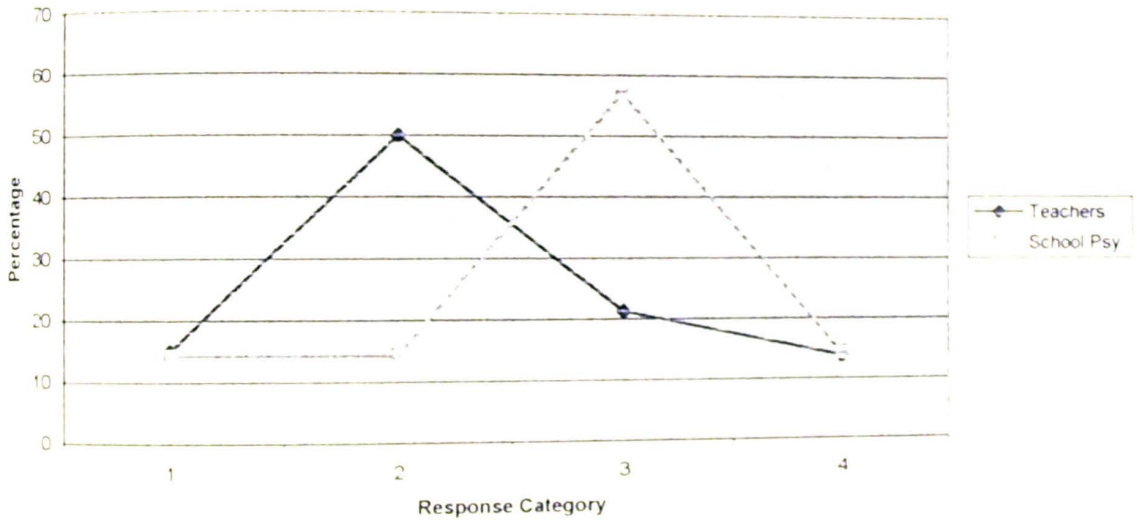
When developing interventions for an individual student, how likely is it that a teacher's input will be as valuable as a school psychologist's input?



APPENDIX I

Question 6

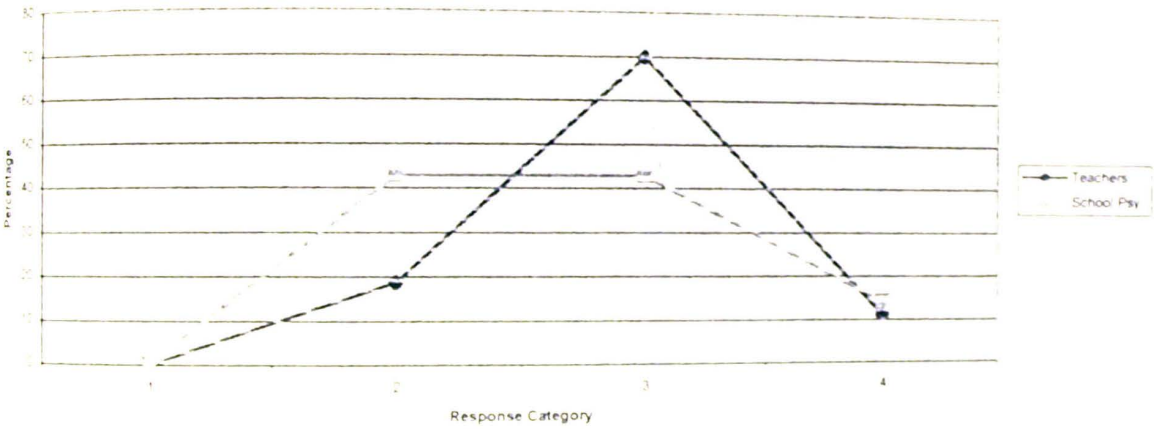
When developing interventions for all students in a school, how likely is it that a teacher's input will be as valuable as a school psychologists?



APPENDIX J

Question 7

How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for all students in a school?



APPENDIX K

Question 8

How often is a teacher involved in a collaborative process with a school psychologist to develop interventions for all students in a school?

