

School Psychology 2010: Results of the National Membership Study

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Presented on Behalf of the NASP
Research Committee

Historical Background

- Need for National Database
 - Legislators and Policy Makers
 - Accrediting Bodies
 - Funding Sources
 - State Credentialing Agencies
 - Training Programs
 - Employers

Background (cont'd)

- NASP Policy: National Study Every 5 Years
 - 1989 - 1990: Graden & Curtis
 - 1994 - 1995: Curtis, Hunley, Walker, & Baker
 - 1999 - 2000: Curtis, Grier, Abshier, Sutton, & Hunley
 - 2004 - 2005: Curtis, Lopez, Batsche, & Smith

Research Method

Survey Instrument

- Development
 - Pilot Testing by Practicing School Psychologists
 - Leadership Review
 - Expert Review
- Consistency of Core Over Time
- Revised with Input from NASP Leadership

Method (cont'd)

Survey Instrument (cont'd)

- All Responses Based on 2009-2010 School Year
- 39 Items
 - Items 1 – 19 Completed by All Respondents
 - Items 20 – 39 Completed only by School Psychologists whose primary employment during 2009-2010 was full-time in school setting
- Access the survey here:
http://www.nasponline.org/advocacy/Mbr_Survey_2009_Final.pdf

Method (cont'd)

- NASP “Regular” Members
- 20% Random Selection by State
- Incentives for Participation
 - Five Awards of One-Year NASP Membership

Method (cont'd)

- Four Mailings: Initiated June, 2010 (2,885)
 - **Postal/ Paper Mailing:** 2,317 (80%)
Cover Letter, Survey, Return Envelope with Code Number
 - **On-line Mailing:** 568 (20%)
Cover letter with link to Survey Monkey and Code #
“Submit” Completed Survey, linked to Second Site to input Code #
- Confidentiality

Method (cont'd)

Completed/Usable Surveys:

On-Line:	214/568	37.7%
Postal:	1058/2317	45.7%
Total:	1272/2885	44.1%

Demographic Characteristics

- Professional Roles
- Gender
- Ethnicity
- Age
- Preparation
- Credentialing
- Professional Association Memberships

Context for Professional Practice

- Primary and Secondary Employment
- School Setting
- Salary
- Length of Contract
- Ratio of Students to School Psychologist
- Percent Minority Students Served
- Supervision, Mentoring, Support

Professional Practices

- Initial Special Education Evaluations
- Special Education Reevaluations
- Consultation
- Counseling
- Student Groups
- In Service Programs
- Presentations for Parents
- Time Devoted to Different Services
- Intensive Interventions, Early Intervening Act's, School-wide Services/Supports for All Students

Demographic Characteristics

The slide features a light green background with a white rectangular area at the top left. A dark blue horizontal bar with rounded ends spans across the white area, positioned below the title. The title 'Demographic Characteristics' is written in a bold, dark teal font.

Professional Roles

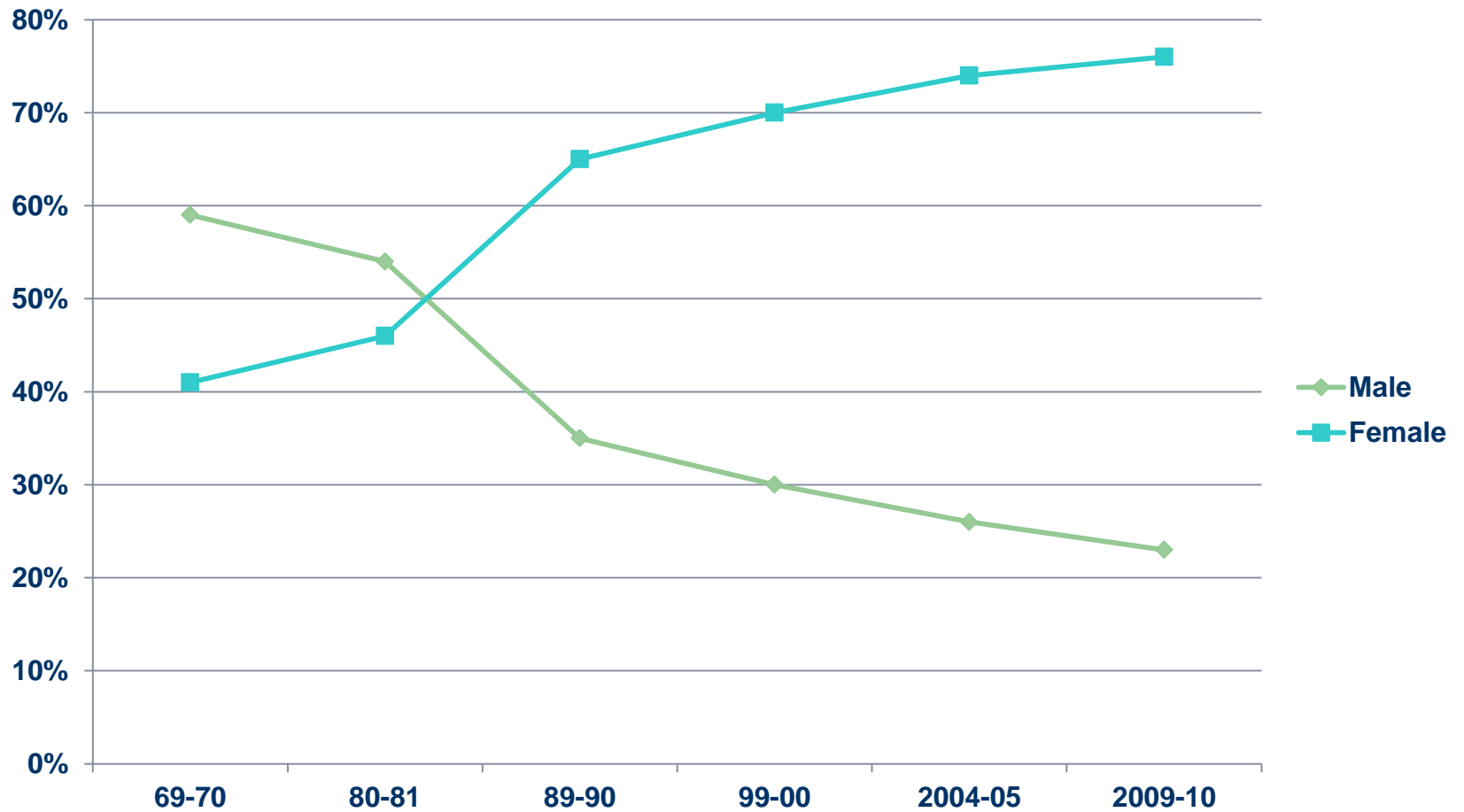
- Practicing School Psychologist: 80.6%
- University Faculty: 7.5%
- Administrator: 4.5%
- State Department: 0.1%
- Other*: 7.3%

*Behavioral Specialist, Educational Consultant, Counselor, Intervention Specialist

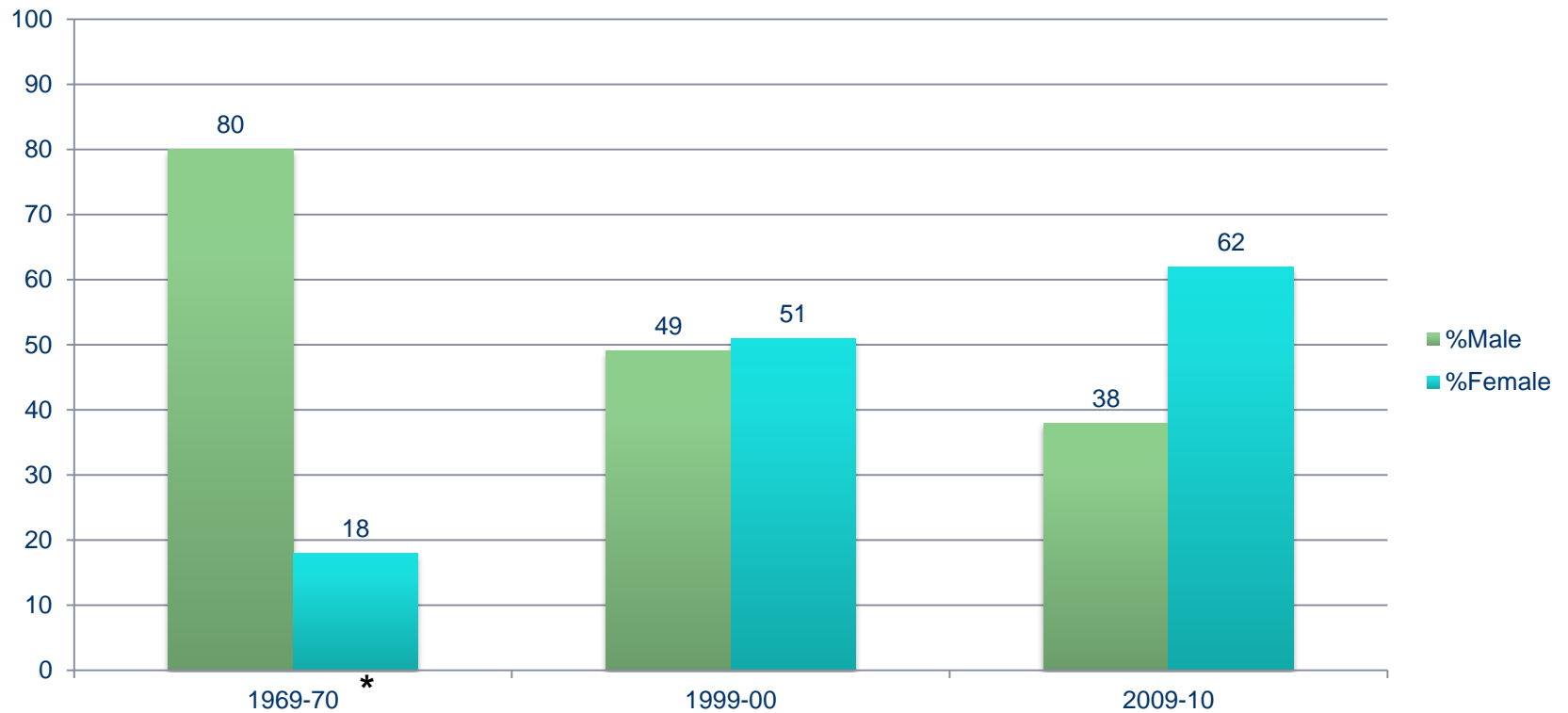
Gender (Percent)

	Total			
	<u>Field</u>	<u>Sch Psy</u>	<u>F-T</u>	<u>Univ</u>
Female	76.6	78.1	76.1	61.7
Male	23.4	21.9	23.9	38.3

Gender (Total Field)



Gender for University Faculty

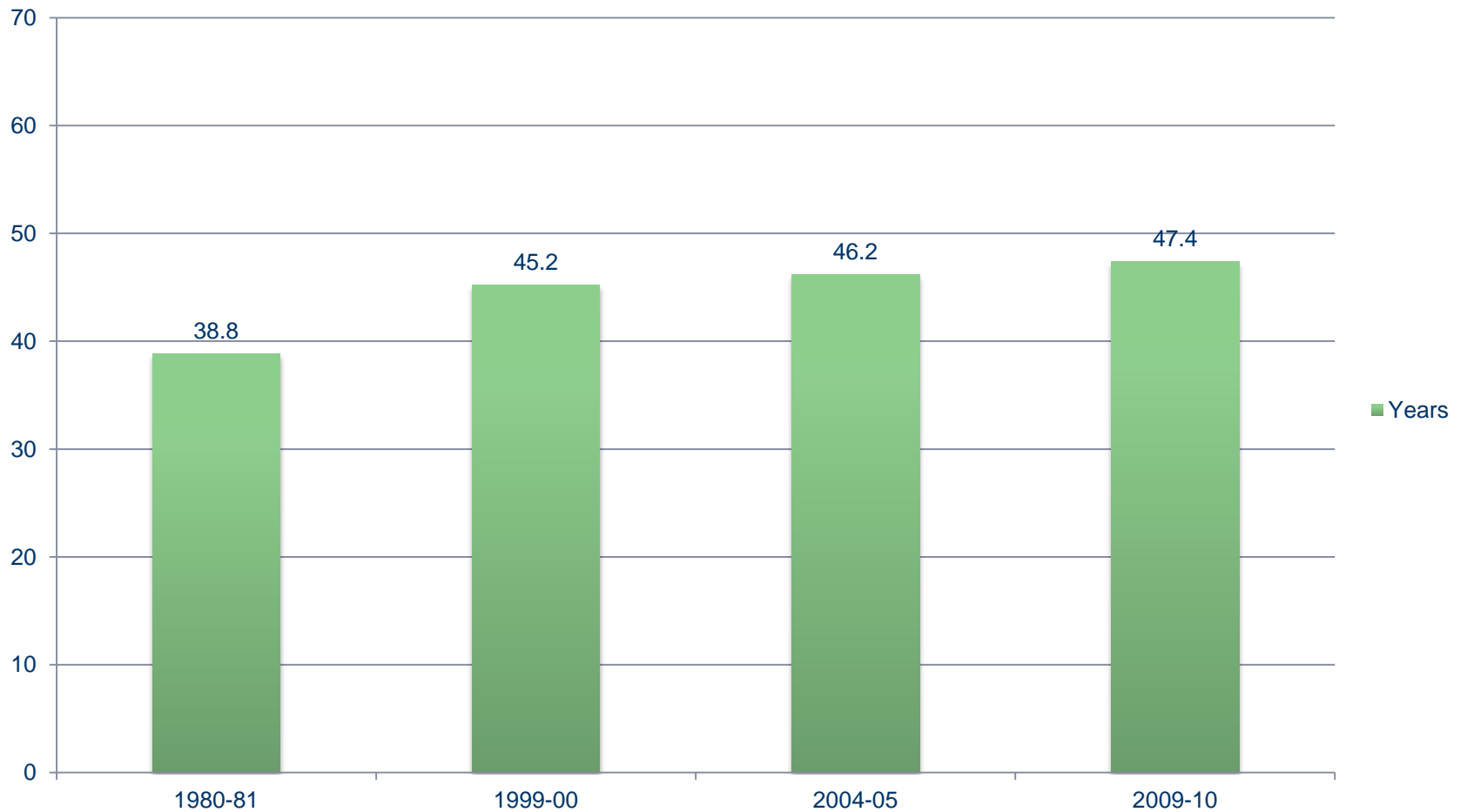


*As reported; does not equal 100%

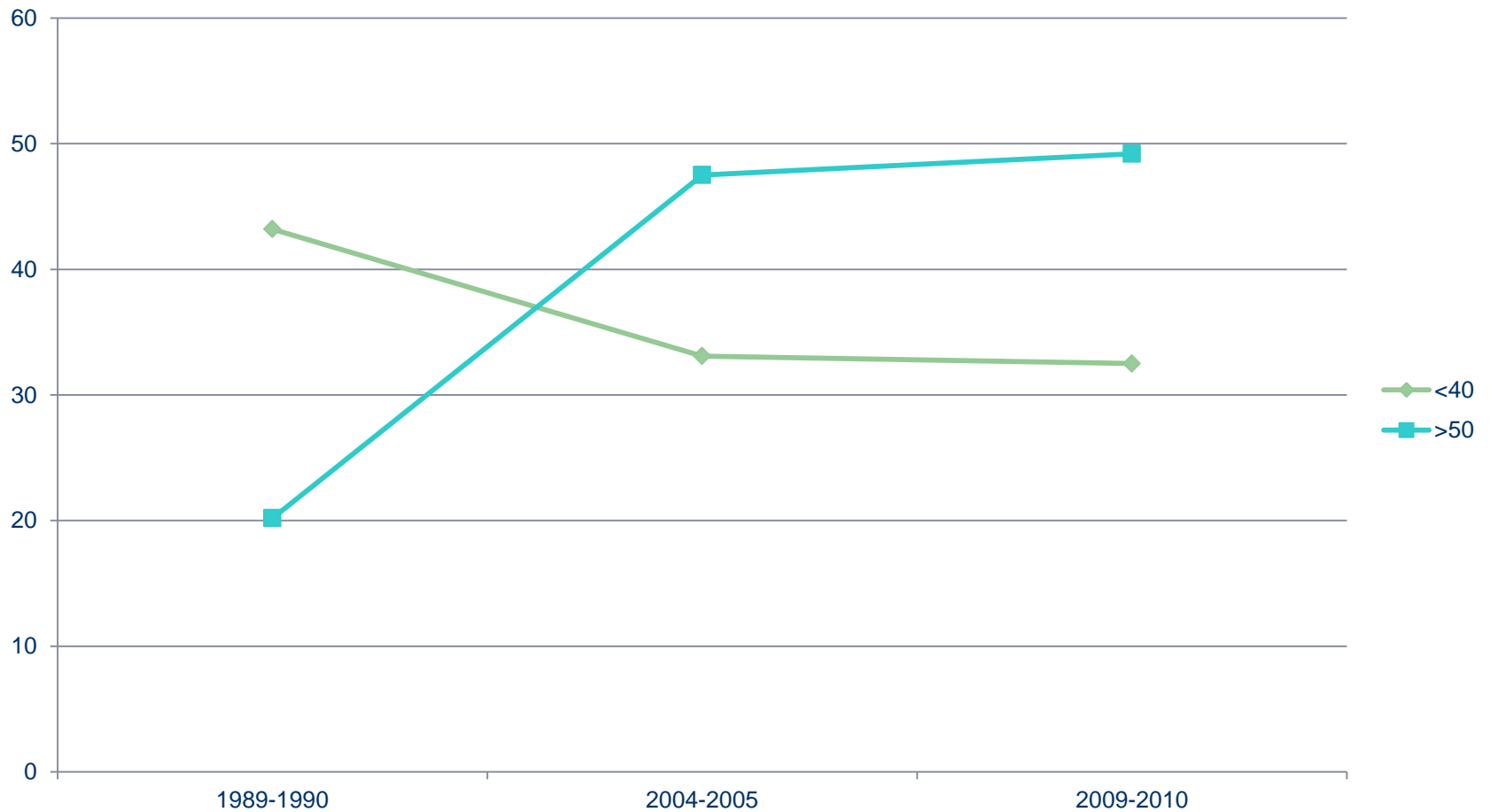
Ethnicity

	1980-81	1989-90	1999-00	2004-05	2009-10
African-Am	1.5%	1.9%	1.9%	1.9%	3%
Caucasian	96%	93.9%	92.8%	92.6%	90.7%
NatAm/AlasNat	<1%	1.1%	0.6%	0.8%	.6%
Asian/Pacific Is.	<1%	0.8%	0.6%	0.9%	1.3%
Hispanic	1.5%	1.5%	3.1%	3.0%	3.4%
Other	<1%	0.9%	0.9%	0.8%	1%

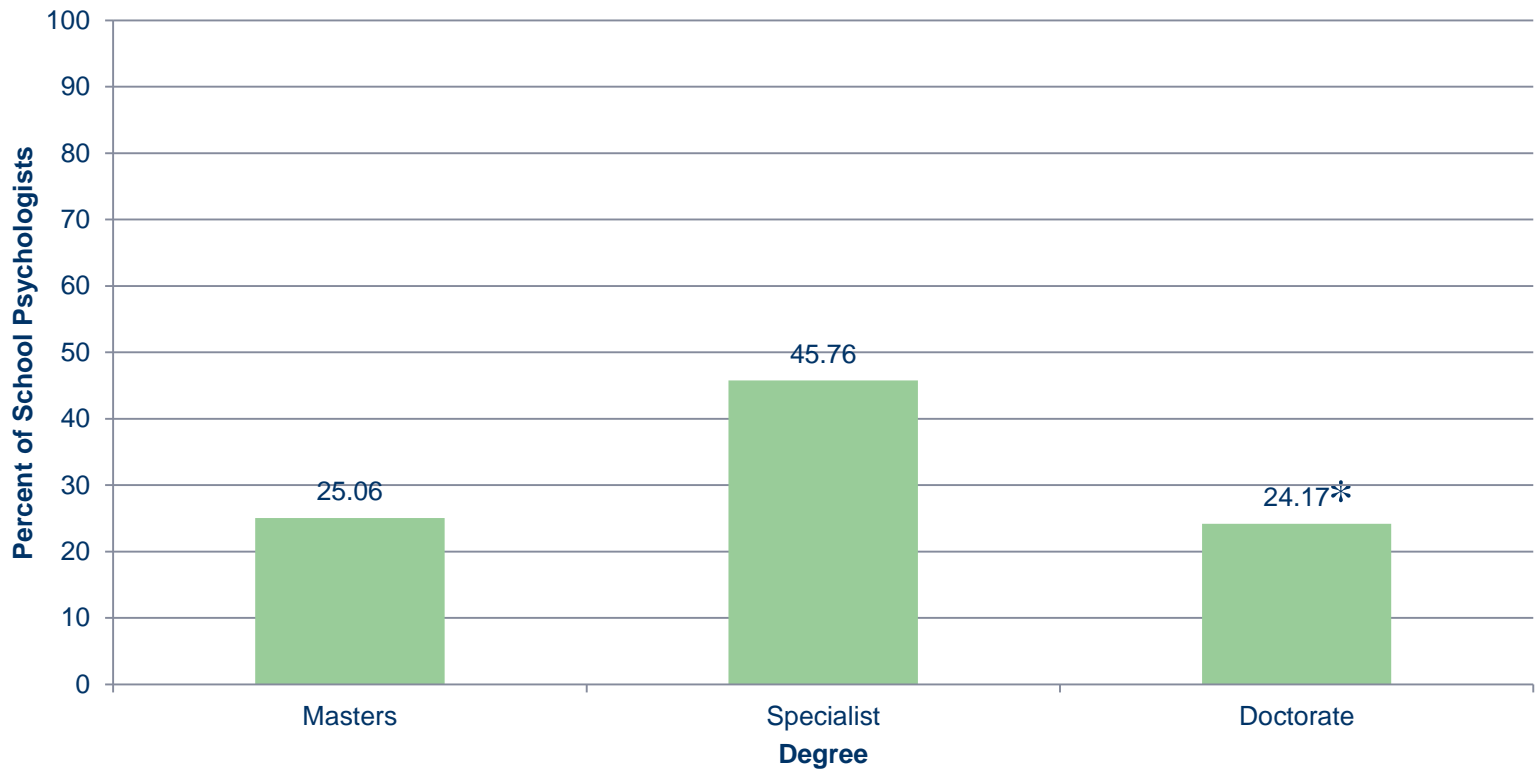
Mean Age



Percent Age: 40 or Younger and 50 or Older

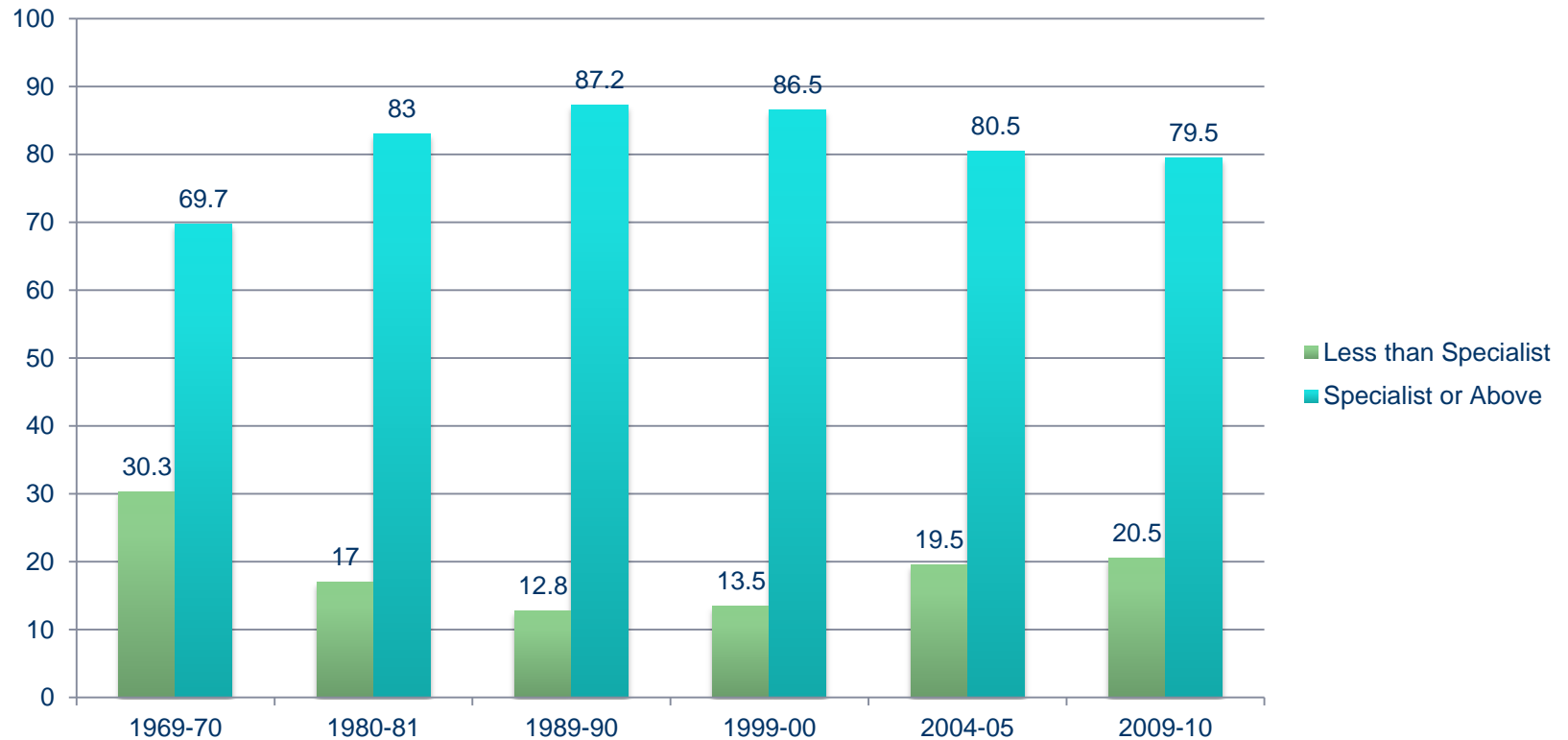


Highest Degree in School Psychology



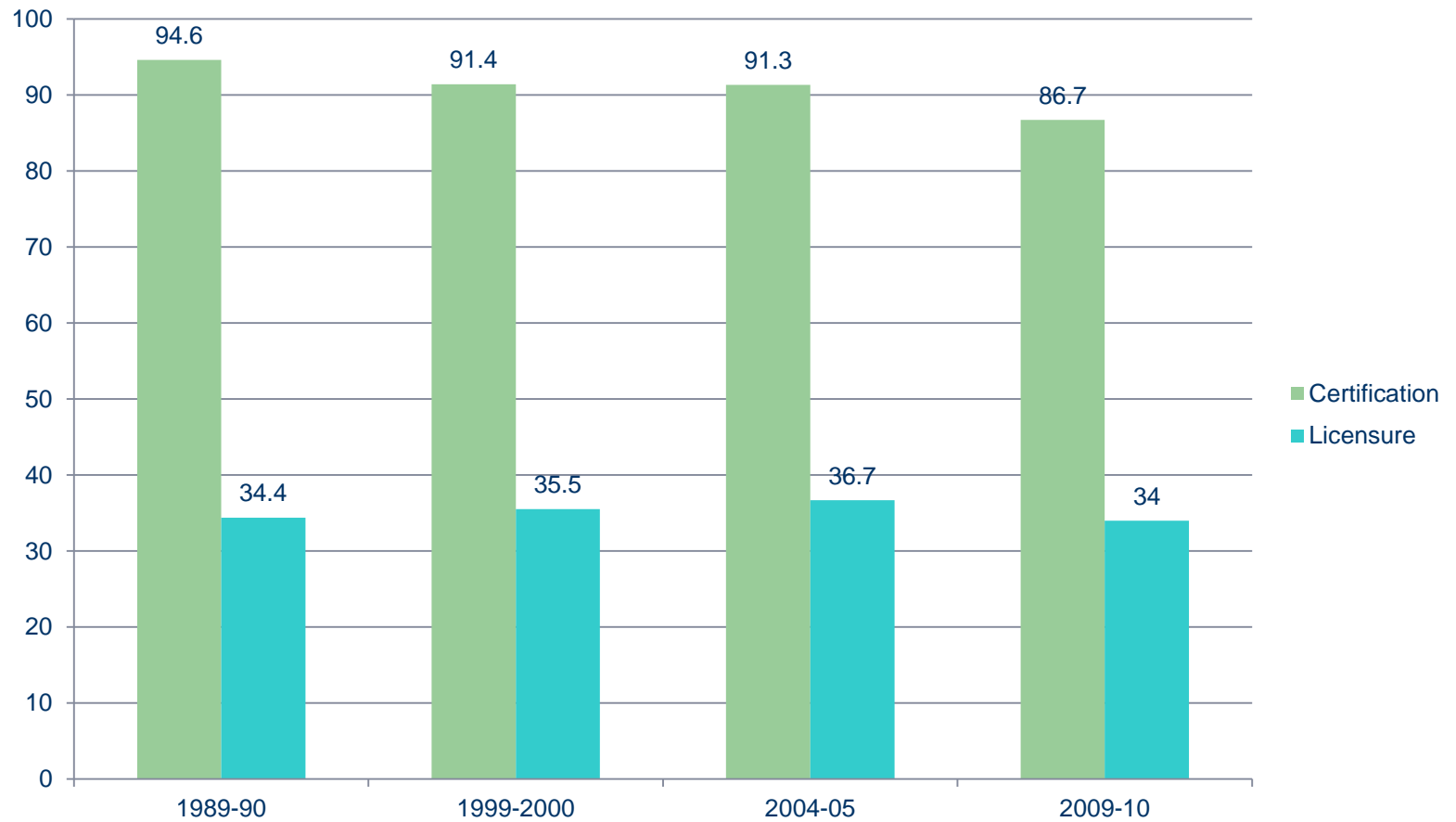
* When those respondents who reported having a doctorate in an area other than school psychology were included, the total percentage with a doctorate = 32.2%

Preparation: Specialist Level* or Higher



*60 Graduate Semester Hours

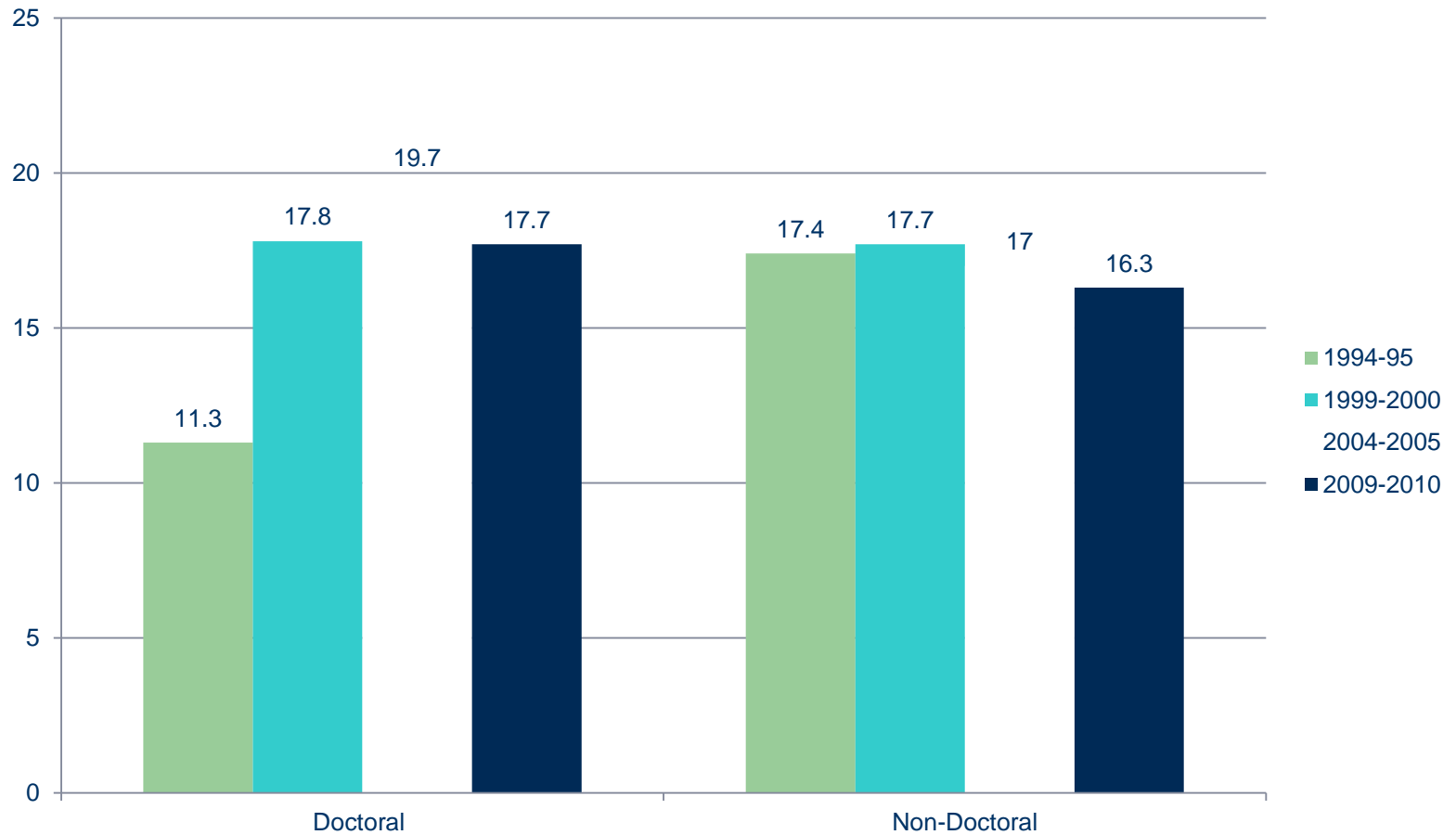
State Credentials



Credentials & Non-School Practice

- **For 16.8%, certification allows practice outside the school setting**
- **For 61.4%, licensure allows practice outside the school setting**

Percent Holding Doctoral & Non-Doctoral Licenses



Professional Memberships

- State School Psychology Assoc: 68.6%
- Nat'l Education Assoc: 31.3%
- American Fed. Of Teachers: 7.6%
- Local Teacher Union: 28.0%
- American Psychological Assoc: 15.7%
- Division 16 of the APA: 10.9%
- American Counseling Assoc: 1.4%
- Council for Ex. Children: 5.4%

Context for Professional Practice

- Primary and Secondary Employment
- School District Setting
- Salary
- Length of Contract
- Ratio of Students to School Psychologist
- Percent Minority Students Served
- Supervision

Primary Employment Setting

- Public Schools: 83.7%
- Private Schools: 6.4%
- Faith-Based Schools: 2.6%
- University: 7.4%
- Independent Practice: 3.5%
- Hospital/Medical: 0.8%
- State Department: 0.6%
- Other: 3.7%

Note: >100% because multiple choices possible

Secondary Employment Settings

- **Public Schools:** 2.9%
- **Private Schools:** 0.7%
- **Faith-Based Schools:** 0.7%
- **University:** 7.8%
- **Ind Practice:** 5.8%
- **State Dept:** 0.4%
- **Hospital:** 0.7%
- **Other:** 2.6%

Full-Time School-Based Practice

The following data are based on responses to items 20 through 39 by school psychologists who are employed full-time in a school setting (public, private or faith-based, preschool through high school)

School Setting

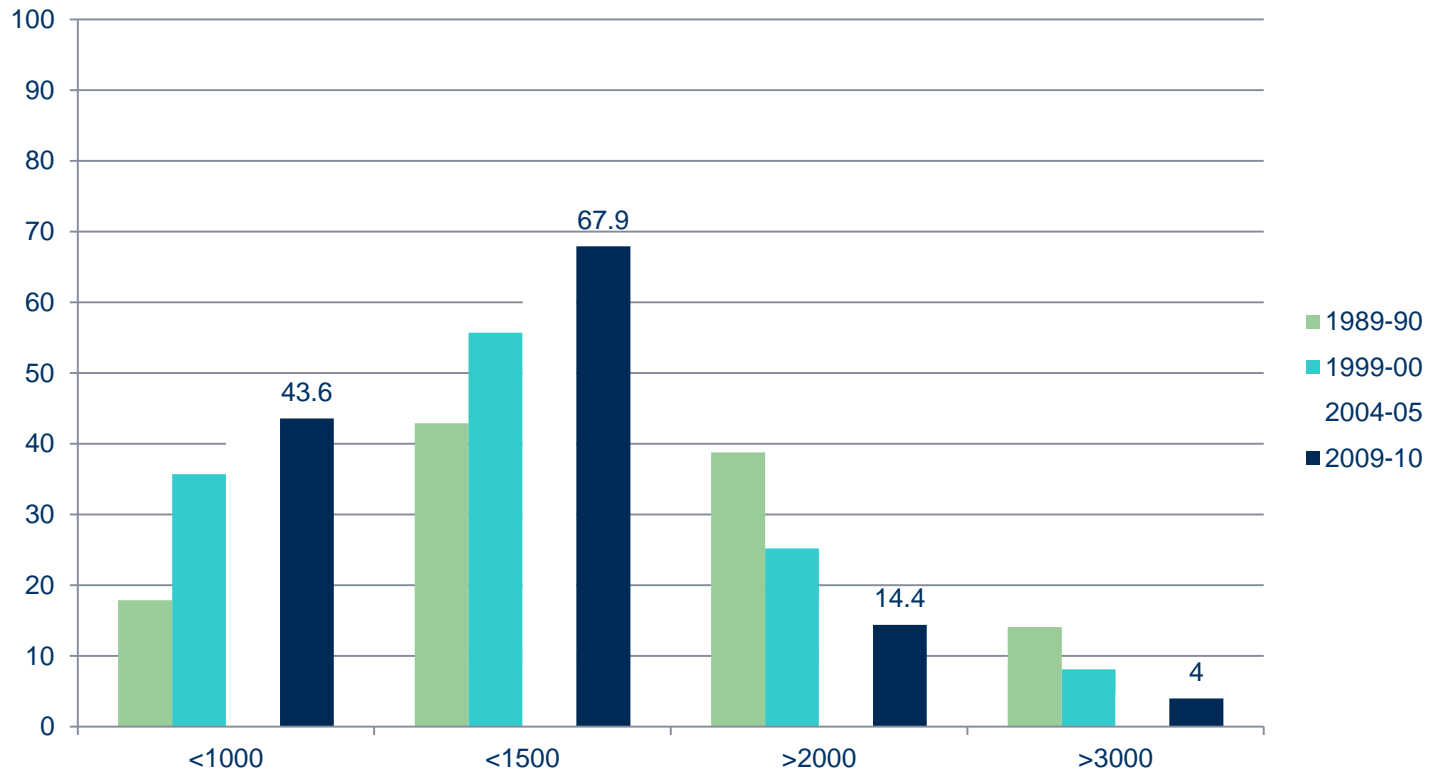
Urban =	26.5%
Suburban =	43.4%
Rural =	24.0%
Combination =	6.1%

Contracts and Salary (Full-Time Practitioner)

- Contracts:
 - 47.9% have contracts of 170 to 190 days
 - 38.7% have contracts of 200 days or more

	Per Diem	180 Days	200 Days
FT Practitioner	356.49	64,168.20	71,298.00
Doctoral	409.42	73,695.60	81,884.00
Non-Doctoral	344.25	61,965.00	68,850.00

Ratio of Students:School Psychologist for District where Employed



Mean Ratio in 2009-2010 = 1383:1 (District)

Service to Students Who are Members of Racial/Ethnic Minority Groups

- Nearly All school psychologists (97.4%) serve students who are members of racial/ethnic minority groups
- More than one-half (52.6%) serve 25% or more minority students
- 36% serve 50% or more minority students
- Only 9.3% of school psychologists in sample are members of racial/ethnic minority groups

Supervision

- Admin. Supervision: 56.2%
- Systematic Support/Mentoring: 28.5%

Professional Practices

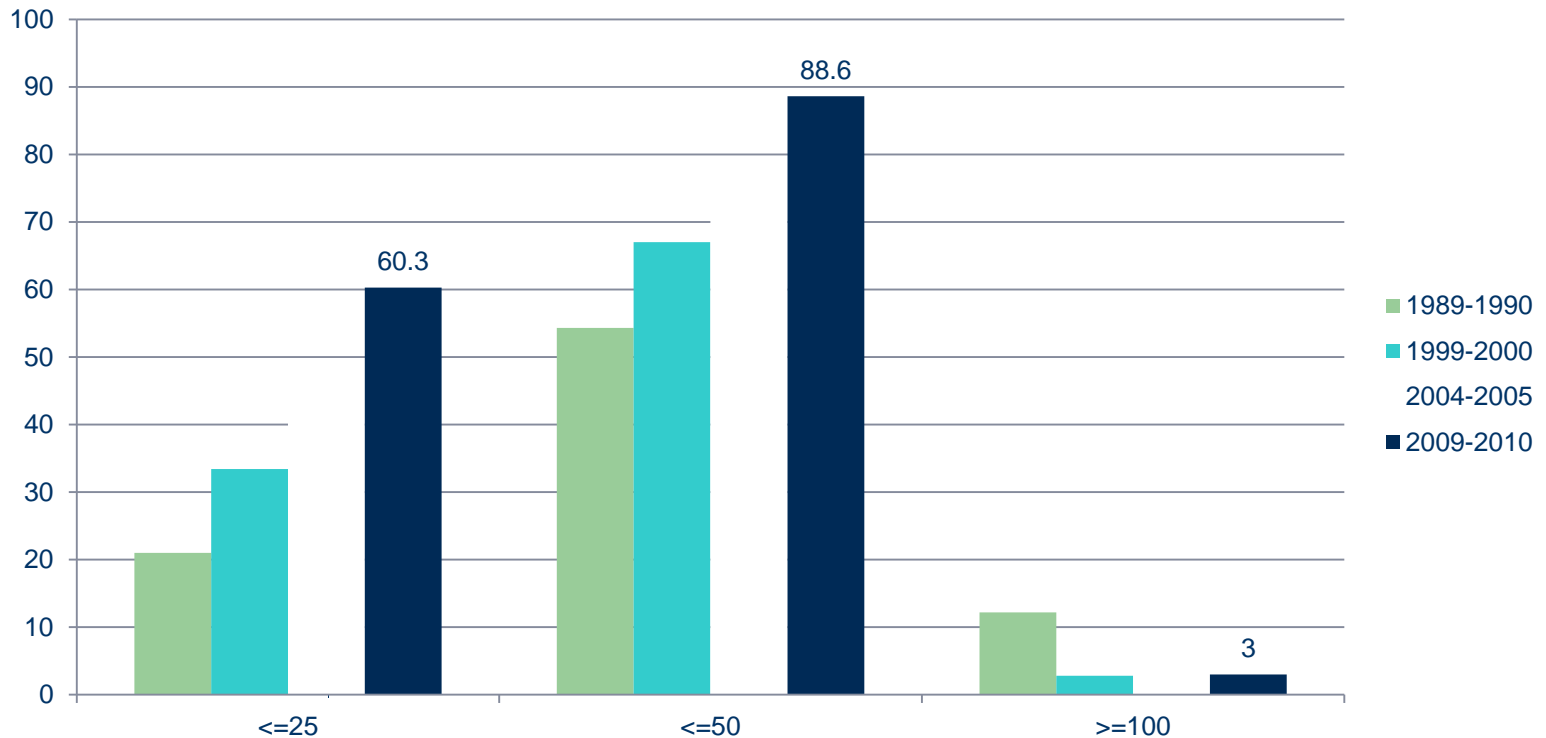


Section 504 Plans

- 75.4% of responding school psychologists who are full-time in school settings participated in developing Section 504 plans.
- Mean of 6.6 504 Plans for 2009-2010

1999-2000: 77.7%, Mean = 9.3

Percent by Number of Initial Special Education Evaluations Completed

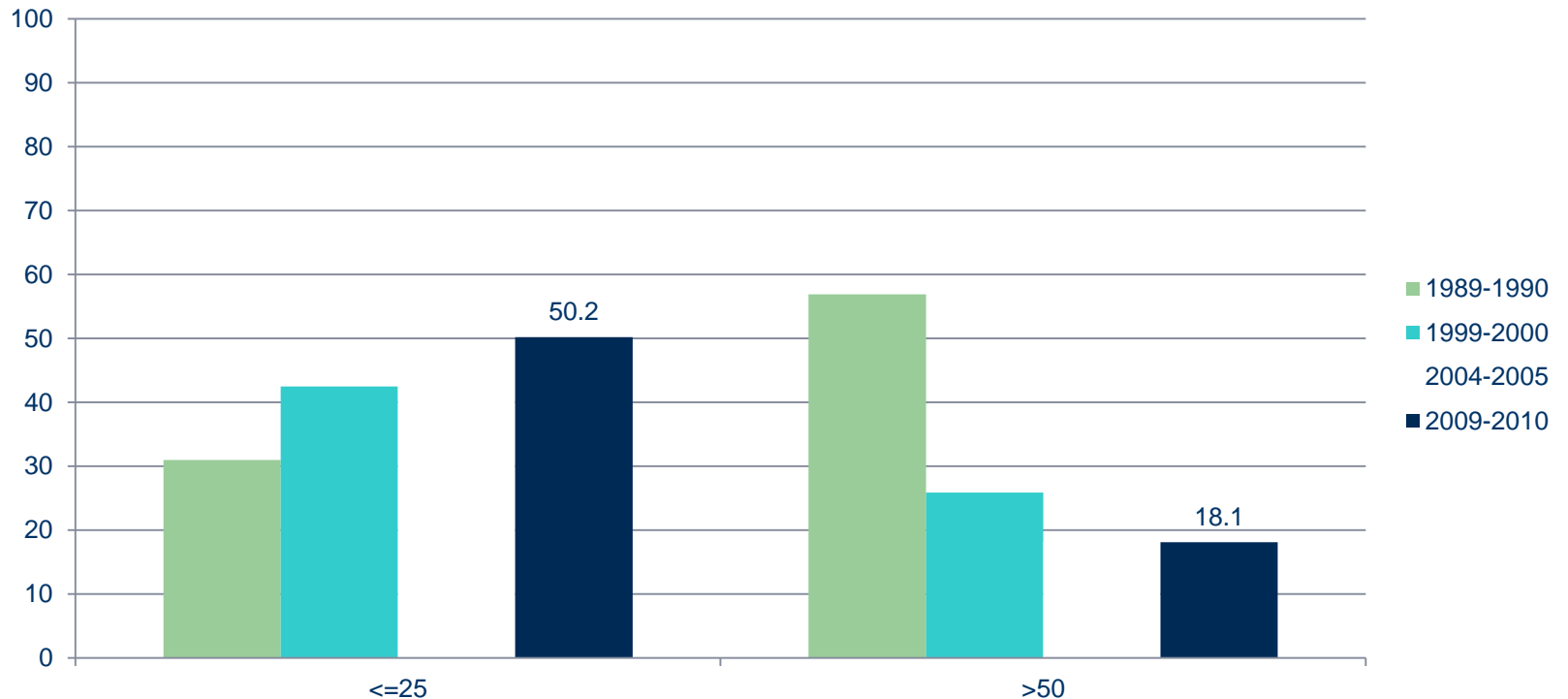


Mean Initial Evals for 1999-2000 = 39.9

Mean for 2009-2010 = 27.3

6.4% did no initial evals – not included above

Percent by Number of Special Education Reevaluations Completed



Mean for 1999-2000 = 37.0

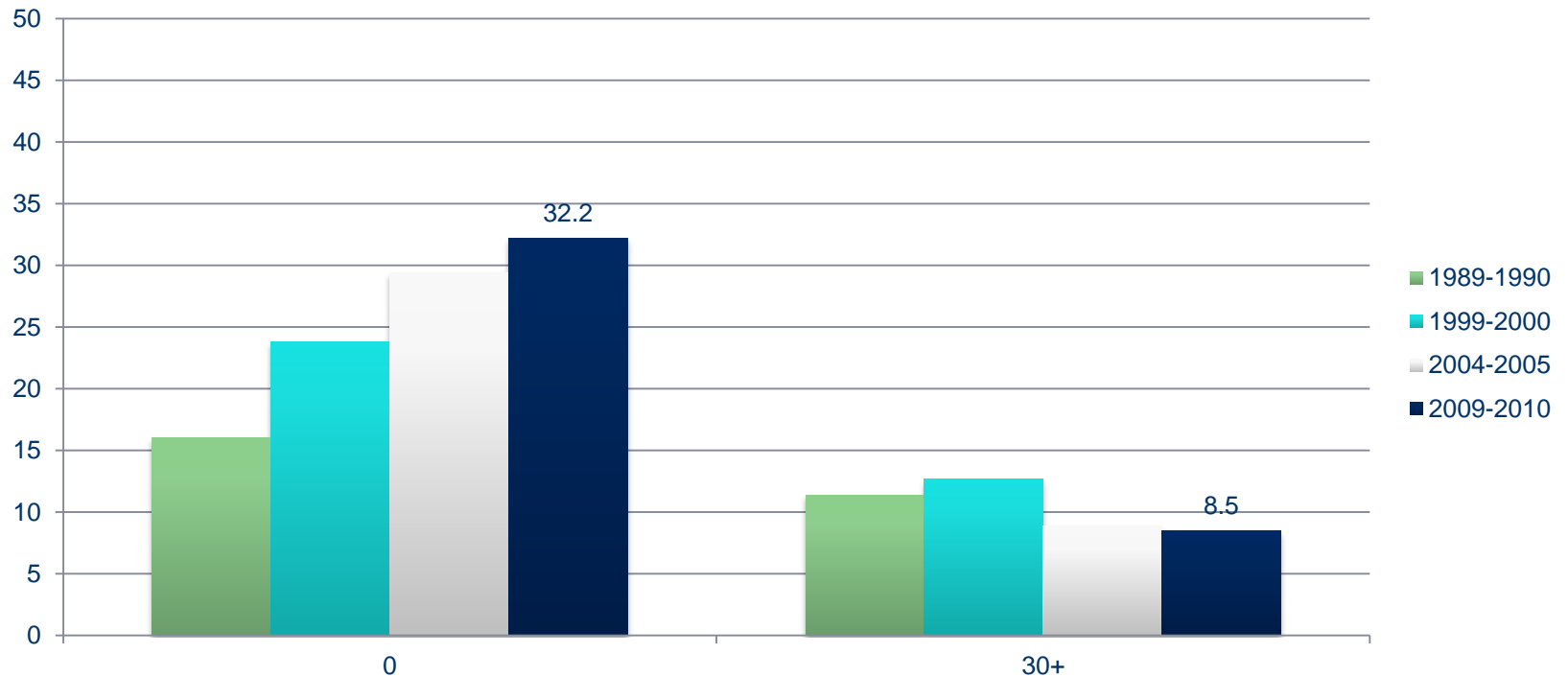
Mean for 2009-2010 = 33.3

4.6% did no reevaluations

Consultation Cases Completed

	Mean # Cases	% Reporting 0 Cases
Individual Student	39.2	4.0
Group	14.7	18.8
Organizational/System	8.0	24.7

Percent by Number of Students Served Through Individual Counseling

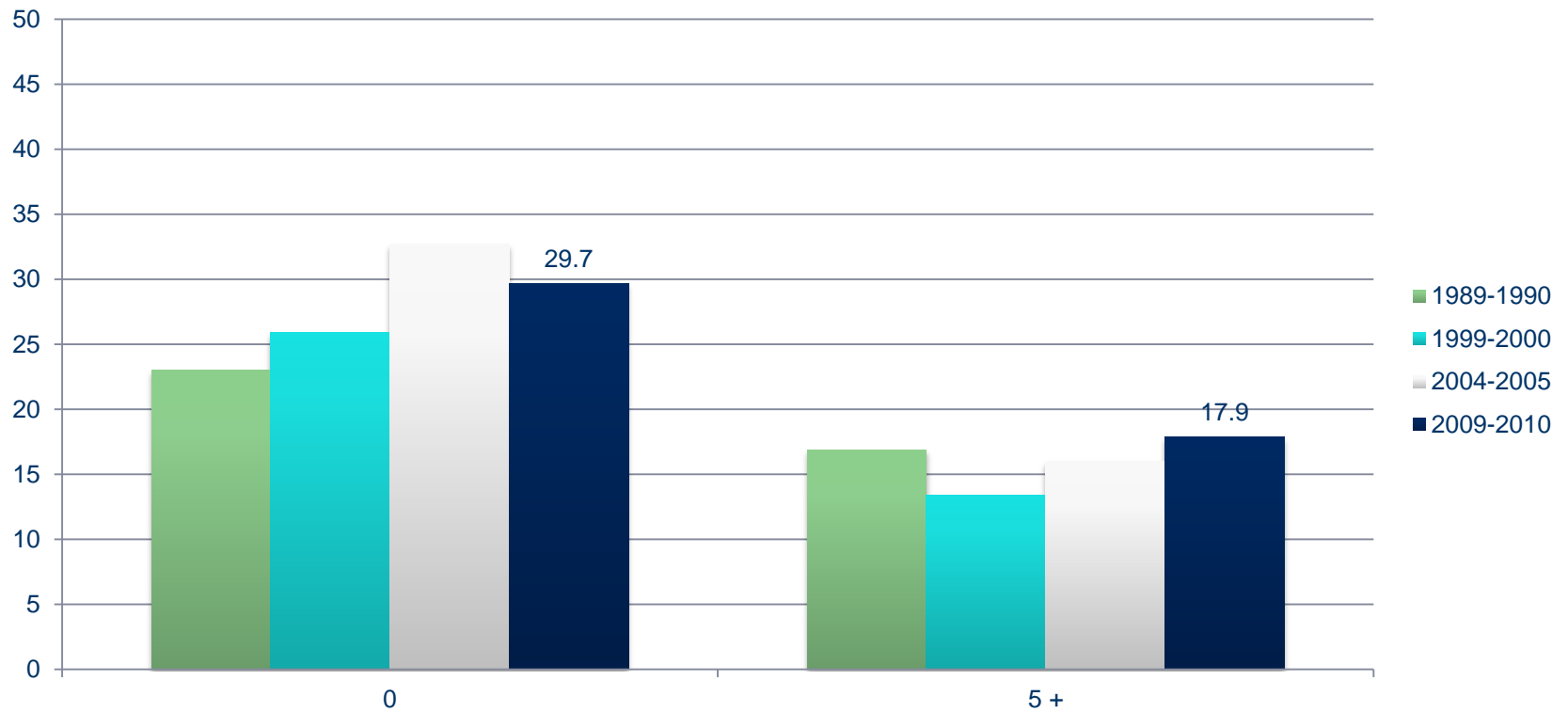


Mean Number of Students Counseled = 10.4

Number of Student Groups Conducted

	Mean #	% Reporting No Groups Conducted
Academic	0.5	82.9
Behavior	1.4	67.2
Mental Health	0.5	82.8
Other	0.4	88.9

Percent by Number of In-Service Programs Conducted



Mean Number Programs in 2009-2010 = 3.0

Percent by Number of Parent Presentations Conducted

- Mean number of presentations = 0.8
- 69.4% of school psychologists report providing no presentations to parents
- 4.3% of school psychologists report providing 5 or more presentations to parents

Percent of Total Work Time

● 504 Plan Development	2.80
● Initial Sp Ed Evals & Reevals	47.01
● Student Consultation (Individual & Group)	10.44
● Organizational/System Consultation	5.84
● Special Ed Focused Team	11.37
● General Ed Problem Solving Team	8.14
● Individual Student Counseling	5.75
● Student Groups	3.06
● In-Service for School Staff	2.79
● Presentations for Parents	0.76

Percent of Total Work Time

- Promoting Effective Academic Curriculum/
Instruction for All Students 11.96
- Promoting School-Wide Social-
Emotional Supports for All Students 10.81
- Promoting Early Intervening Act's 9.50
- Delivering Early Intervening Act's 3.67
- Developing Intensive Individual Interv's 16.12
- Delivering Intensive Individual Interv's 7.09

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