

CAREER DEVELOPMENT FUNCTIONS  
OF SCHOOL PSYCHOLOGISTS

by

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Dissertation submitted to the Faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of  
DOCTOR OF EDUCATION

in

Counseling and Student Personnel Services  
(Counseling/Vocational School Psychology)

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May, 1982

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## ACKNOWLEDGEMENTS

The successful completion of a dissertation is generally more than the product of one individual's efforts. So it was with this study. The following individuals are herein acknowledged for their significant contributions to this investigation.

Mary Ann Shepard, my wife, whose unfaltering faith, gentle and considerate nature allowed for the completion of this endeavor. May I now lessen her load as she has always lightened mine.

Mr. and Mrs. John W. Shepard, Sr., my parents, whose lifelong support and encouragement provided the impetus to attempt and complete this project. Their presence is with me always and provides a special inspiration to be the best that I can be.

Dr. Thomas H. Hohenshil, my major advisor, whose patient manner, willing assistance and practical guidance allowed me to find and move along those byways which led to the successful completion of this study.

To Dr. Marion Asche for his generous assistance in helping analyze and interpret study findings.

To Dr. Dean Hummel, Dr. Douglas Brown, Dr. Harriet Cobb and Dr. Carolyn Maddy-Berstein for smoothing out many of the study's rough edges.

To Jennifer, my daughter and John III, my son, who patiently shared their father with his studies. May the future hold no further restraints on the times we share together.

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## Chapter I

### Introduction

The role and function of practicing school psychologists has historically been influenced by a number of forces. First and perhaps most firmly engraved in the field's traditional makeup has been student appraisal. The "testing movement" which gathered a discernible momentum during the early years of the 20th century was clearly adopted by school psychology and remains today a primary staple in the profession's ever widening repertoire of roles (Bardon and Bennett, 1974; Gray, 1963; Hohenshil, 1978). A second influence involved school psychology's identification with the mental health movement of the early 1900's. Since its inception, school psychology has been closely connected with both direct and indirect services to educationally and/or emotionally troubled youth (Gray, 1963; Bardon and Bennett, 1974; Chrin, 1974). A third force in the development of the field concerned the post World War II establishment of special education programs for handicapped youth. School psychologists have quite naturally served to identify and place children in need of special education and a strong linkage between the two fields has been firmly established (Gray, 1963; Valett, 1963; Bardon and Bennett, 1974; Hohenshil, 1981).

More recently, the decade of the 1970's gave rise to significant growth and added dimensions within school psychology. School psychologists now serve as classroom consultants, curriculum and developmental

specialists, and facilitators of educational and behavioral change (Gray, 1964; Bardon and Bennett, 1974; Bergan and Tombari, 1976; Kelman and Wolff, 1976; Grimes, 1981; Trachman, 1981). In short the profession recently moved toward increased involvement in the total school program, stressing preventative intervention rather than after the fact treatment (Bardon and Bennett, 1974; Hohenshil, 1978).

The actions of the profession have also been closely bound to services provided primary aged youngsters. Indeed, school psychologists have traditionally serviced the elementary student to the near exclusion of those attending secondary school programs (Hohenshil and Warden, 1978; Fagan, 1981). A majority of practicing school psychologists's involvement in secondary schools has been restricted to either re-evaluations of currently placed handicapped students or in crisis intervention with students who have failed to adjust to their final years in public education. Kramer's and Nagels' 1980 review of research articles published by school psychology's three major journals served to underscore the profession's preoccupation with the needs of elementary aged youth. Specifically, of the research articles published by the School Psychology Digest, Journal of School Psychology, and Psychology in the Schools between the years 1974 and 1977, 81% related to primary aged children grades K-5, only 7% addressed high school youth.

In acknowledgement of school psychology's strong involvement in services provided to younger aged, atypical youth, there have been

calls for redirection in the field (Hohenshil, 1974a, 1975, 1978; Hohenshil, Ryan, Warden, 1978; Fagan, 1981; Grimes, 1981; Trachman, 1981). Perhaps the most innovative and practical course suggested for the future of school psychology concerns the profession's participation in career development programs. Hohenshil (1974b, 1975, 1978, 1979), Hohenshil and Warden (1978), Hohenshil, Ryan and Warden (1978), and Hummel and Hohenshil (1974), have written regarding the many constructive benefits which could be derived from training school psychologists in the dynamics of occupational development, assessment, consultation and counseling. These authors point to the strong background school psychologists possess regarding the parallel fields of child development, individual appraisal and consultation. They point to the natural extension of such involvement into the arena of career development. Furthermore, they strongly recommend the establishment of vocational school psychology as a specialty.

The idea of school psychologists participating in career development programs is relatively new. Fundamentally, the concept has strong roots in recent changes within the field of vocational education. These changes were largely stimulated by the passage of federal legislation and funding. During the late 1960's and 1970's federal legislation materially encouraged regular and vocational educators to better meet the needs of handicapped and disadvantaged pupils. Unfortunately, school systems were caught largely unprepared to deal with the vocational needs of handicapped and disadvantaged

students. School counselors and vocational educators, however strong in their technical expertise, were generally unfamiliar with the characteristics and learning styles of special needs students (Phelps, 1978; Dietrich, 1980; O'Brian, 1980; Batsche, 1981). Conversely, special educators and school psychologists lacked knowledge and skills pertinent to career and vocational education (Hohenshil, Ryan and Warden, 1978; Hohenshil and Warden, 1978; Hohenshil, 1981). Thus the 1970's began with an absence of school based instructional and support personnel prepared to provide comprehensive career development services to special needs clients. The time has manifestly arrived for the creation of a new specialty in educational services.

Since the term was first used in 1974, the concept of the vocational school psychologist has gained momentum. Numerous articles have been published in support of the idea. Indeed, two special issues of The School Psychology Digest have been devoted to the subject (1974, 1978). In 1977, the National Association of School Psychologists appointed the National Commission to Study the School Psychologists Role in Career and Vocational Education. Subsequently, the NASP Delegate Assembly unanimously voted to adopt the Commission's recommendation for increased involvement of school psychologists in career development programs as well as the establishment of vocational school psychologists to serve secondary students and adults. More recently, the movement towards vocational school psychology is supported by the many statewide conferences which have dealt with the topic. Additionally, two doctoral level programs now exist for the training of vocational school psychologists.

### Rationale for the Study

Thus, there has been growing support for an expansion of school psychology into the domains of career and vocational education. There remains no tangible evidence, however, that school psychologists are moving toward increased vocational involvement or whether they are amenable to such duties. Change, despite its apparent usefulness, often is a victim of personal resistance, arbitrary supervision, monetary restraint and the like. The question arises as to the progress made among practicing school psychologists in the field of vocational school psychology. There exists a need to survey a representative sampling of school psychologists in regard to their endorsement and participation in differing aspects of career and vocational education. This was done to some extent in Pfeffer's 1978 study of "proposed functions related to career education for school psychologists' present and future performances" (Pfeffer, 1978, p. 195). His investigation was, however, limited to leadership personnel within the National Association of School Psychologists and thus lacks generalizability to the general, "grass roots," membership of NASP. To date, no empirical study has appeared in the literature reporting the performance of practicing school psychologists in differing aspects of vocational school psychology. Similarly, there has been no empirical investigation assessing the value practicing school psychologists attribute to differing aspects of vocational school psychology. Finally, little has been written in regard to specific functions involved in vocational school psychology.

### Purpose of Study

The major purpose of the present study is to analyze proposed career development functions of school psychologists based on the general membership of the National Association of School Psychologists. This study will focus on the following research questions:

1. What functions do practicing school psychologists perform in the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision?
2. What future importance do practicing school psychologists attach to the areas of vocational assessment, career counseling and development activities, and career consultation, liaison and supervision?
3. What differences exist between the reported performances of school psychologists relative to vocational assessment, career counseling and development activities and career consultation, liaison, and supervision and what school psychologists report should be practiced relative to vocational assessment, career counseling and development activities and career consultation, liaison and supervision?
4. Do age, level and type of training and experience have any significant relationship to school psychologists' reported present performance in the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision?
5. Do age level and type of training and experience have any relationship to the reported importance school psychologists attach to vocational assessment, career counseling and development activities and career consultation, liaison and supervision?

Pfeffer's dissertation posed questions related to several of those listed above. His subjects, however, were limited to the leadership of NASP. Furthermore, this study was completed in 1977, before vocational school psychology had gathered a discernible momentum. Thus, the investigation's early completion and limited generalizability restricts its usefulness in comprehending the present status of vocational school psychology among practicing school psychologists. Pfeffer realized this and recommended a comparable follow-up study concerning the "grass roots" membership of NASP.

The significance of the present investigation underscore essentially three major points: First, knowledge of the extent school psychologists are involved in key career development practices has significance in respect to their pre and inservice training. If indeed school psychologists are only minimally involved in career development activities, greater efforts at pre and inservice education will be required. Graduate level training programs will need to broaden the scope of their course offerings. Vocationally orientated practicums and internships will need to be included in field experiences offered to students. State departments of education may wish to reconsider school psychology certification requirements and plan alternately in forming statewide inservice programs. Information supplied through this study could be utilized by the National Committee on Vocational School Psychology which is currently studying the need for inservicing school psychologists in career development techniques. Second, the mood of the school psychologists towards the

practice of vocational school psychology has implications regarding how receptive school psychologists would be towards vocationally orientated inservices and workshops. Third, as a specialty essentially in its formative stages, vocational school psychology could profit from attempts to define its very content and boundaries. Data obtained from this study should provide added definition and direction to the future course of the field.

#### Limitations of the Study

As the study is restricted to practitioners who are members of the National Association of School Psychologists, findings may not be generalized to school psychologists outside of this organization.

#### Definition of Terms

The following key terms are herein defined:

1. Functions--the specific activities or performances assigned to the incumbent of a social status (Merton, 1968; Pfeffer, 1978). In terms of this study, respondent functions are operationally defined as their responses on the questionnaire.

2. Career education--that aspect of the total educational process which focuses on the successful adoption of the individual to the world of work (Hoyt, Evans, Mackin, Mangum, 1974).

3. Vocational education--that part of career education that has traditionally addressed the development of specific work skills in adolescents and adults.

4. Career guidance--a systematic program of counselor coordinated information and activities designed to facilitate an

individual's career development. It includes assessment, individual and group counseling, job placement, information, follow-up and follow through services (Herr and Cramer, 1972).

5. Vocational School Psychology--a specialization in school psychology which addresses the career development needs of students aged K through adult education. Major services of the specialty include vocational assessment, career counseling and career related consultations, particularly as they pertain to special needs students.

#### Summary and Organization of the Study

Historically, school psychologists have primarily performed the duties of tester and classifier of primary aged children. The 1970's, however, witnessed an increasing dissatisfaction with this traditional view of school psychology. Different functions, encompassing most aspects of the total school program, have been espoused for the profession. One such proposed function concerns school psychology's involvement with career development programs. Indeed the concept of the "vocational school psychologist" has gathered a discernible momentum since its inception in 1974. The purpose of this study is to analyze proposed functions of the school psychologist in career development based on a survey of the membership of the National Association of School Psychologists.

In Chapter 1, the problem was presented in conjunction with the rationale, purpose, objectives and the significance of the study. Limitations of the investigation were discussed and key terms were defined. Chapter 2 contains a review of related studies and literature regarding the role and function of school psychologists in

career education. A comprehensive description of the investigative techniques in the study, including a detailing of the subjects, instrumentation, data gathering and analysis procedures, compose the third chapter. A presentation of the results of the study comprise Chapter 4. Chapter 5 provides conclusions and recommendations.

## Chapter II

### Review of Literature

In this chapter a review of the relevant literature is presented. Four major sections are included. The first section is concerned with the development of professional school psychology. The second pertains to the role and function of school psychologists. The third outlines personal and professional characteristics of school psychologists. The fourth presents four differing intervention strategies in career development, i.e., career education, vocational education, career guidance and vocational school psychology. Remaining sections include literature relevant to mail questionnaire survey research and a chapter summary.

#### The History and Development of School Psychology

##### The Early Years

The development of school psychology can be traced directly to work initiated by several psychologists in the late 1800's. In 1884, England's Sir Francis Galton devised a variety of psycho-motor instruments and induced school systems to keep ongoing records of pupil performance on such tests (Bardon and Bennett, 1974). Galton's assessment of school children's psycho-motor abilities is considered by some to be the initial example of school psychological services (White and Harris, 1961). In 1896, Lightner Witmer founded, at the University of Pennsylvania, America's first psycho-educational clinic (White and

Harris, 1961; Eiserer, 1963; Gray, 1963; Bardon and Bennett, 1974).

The clinic's primary goal involved training psychologists to work with the learning problems of children. Later the same year, Witmer presented an address to the American Psychological Association in which he in part recommended:

"The training of students in a new profession - that of the psychological expert, who should find his career in connection with the school system, through the examination and treatment of mental and morally retarded children" (Gray, 1963, p. 34).

In 1899, William Healey established in Chicago, the first public school department of child study (Eiserer, 1963; Bardon and Bennett, 1974). Shortly afterward, child study and psychological services were operating in Cincinnati, Cleveland, New York City, Detroit and Philadelphia (Tindall, 1964).

Concern in England, the United States and France regarding the education of children suffering from learning problems, further influenced the course and content of school psychology. Classes for the mentally retarded first originated in Europe as early as 1859 (Robinson and Robinson, 1965). In the United States, education for retarded students evolved from classes for incorrigible boys (Gray, 1963). Providence established a school for the retarded in 1876, and Chicago, Boston and New York soon followed suit. By 1911 there were classes for the retarded in some 200 cities (Robinson and Robinson, 1965). Interest in France regarding the educational potential of children with learning problems led in 1904 to Binets' and Simons'

development of the first successful instrument to measure the intellectual capacity of children (Gray, 1963; Wallin and Ferguson, 1967; Bardon and Bennett, 1974). Mental assessment in America was greatly stimulated by the passage of laws promoting and regulating special education services. By 1938, some 15 states had passed such legislation (Gray, 1963). Many of these states also mandated the administration of psychological tests to determine eligibility for special educational placement.

By the early 1900's a small number of American school systems began employing individuals to assess children regarding their learning aptitude, specific abilities and school achievement. In 1915 Dr. Arnold Gesell was appointed in the capacity of a school psychologist by the Connecticut Board of Education. His duties were to "make mental examinations of backward and defective children and to devise better methods for their care in the public schools" (Bardon and Bennett, 1974, p. 16). The term "school psychologist" apparently first appeared in an article by Hutt in 1923 titled, "The School Psychologist" (Gray, 1963). Two years later Walter published an article titled "Functions of a School Psychologist."

A less direct but still significant influence upon the development of school psychology involved the American public's increased concern for the mental health of its citizens. This concern was stimulated through the work and writings of Clifford Bears. Bears, a former mental patient, wrote in 1905 of the horrors of his commitment

to a mental institute and later went on to establish the National Committee for Mental Hygiene (Bardon and Bennett, 1974; White and Harris, 1961). The period of 1900-1920 also witnessed the beginnings of the "guidance movement" in public schools under the leadership of Brewer (Pfeffer, 1978). Together the mental health and guidance movements provided a basis for the school psychologist to assist children in ways other than through assessment and diagnoses. Significantly, in 1942 the Journal of Consulting Psychology devoted an entire issue to the broader potential of school psychology (Gray, 1963). Articles in this issue included "The School Psychologist as a Mental Health Specialist," "The School Psychologist Investigates Reading Disability" and "Organizing School Curriculum to Meet Individual Differences." In 1946 the division of school psychology was organized as a part of the American Psychological Association.

#### A Profession Defined

By the early 1950's the mental health movement was well established. School psychologists were employed in increasing numbers throughout the nation, typically operating as school based clinicians (Bardon and Bennett, 1974). The post-World War era also witnessed a burgeoning growth in special education programs, bringing about an even greater need for psychological testing and consultation services (Gray, 1963; Balow, 1966). The profession had reached a point where clarification was needed in respect to the training school psychologists should receive and the types of services they were to provide. The Thayer Conference of 1954 was organized

primarily for these very reasons. The conference was sponsored by the Education and Training Board of the APA with monies made available by the Public Health Service, U.S. Department of Health Education and Welfare. Participants included practicing school psychologists as well as others who played a significant role in the performance of school psychologists. Conference findings, which included recommendations regarding the role, competency and preparation of school psychologists, were subsequently reported in Cutts, School Psychologists at Mid-Century (Cutts, 1955). Following the Thayer Conference, the Division of School Psychologists of the APA, further reviewed the role and function of school psychologists. Findings were published in a 1958 report titled "The Psychologist on the School Staff" (cited in Mullen, 1958). This report, in conjunction with the work of the Thayer Conference, manifestly strengthened the identity of school psychology.

#### Present and Future Developments

During the 1960's, the scope of school psychology was increasingly influenced by public and governmental concern regarding social problems which were affecting the schools (Bardon and Bennett, 1974). Increasingly, emphasis was placed on children whose learning and behavioral problems stemmed from the nature of their socio-cultural situations. The recognition and use of learning theory in the schools further affected the school psychologists' functioning (Balow, 1966). More and more psychologists began to apply principles of human learning to the dynamics of the school setting.

The decade of the 1970's witnessed a further expansion in the number of practicing school psychologists as well as the services they supplied. Emphasis towards a more comprehensive involvement in the total workings of the school system was increasingly observed in both the training and practice of school psychologists (Barclay, 1973; Bardon and Bennett, 1974; Bergan and Tombari, 1976; Grimes, 1981; Kabler, 1977; Kelman and Wolff, 1976; and Trachtman, 1981).

The future of school psychology portends both the promise of retrenchment and further enterprise. What directions the profession actually evolves along may well hinge upon its continued analysis of and response to the needs of both society and the educational system at large. The profession's involvement with respect to the career development needs of handicapped and disadvantaged students may well constitute one such direction.

#### Role and Function of the School Psychologist

A great deal of consideration has been given the role and function of the school psychologist. The purpose of this section is to present a brief review of the major services of school psychologists which have been proposed.

Diagnostic testing most probably heads the list of roles proposed for school psychologists (Cutts, 1955; Mullen, 1958; White and Harris, 1961; Valett, 1963; Chrin, 1974). Closely associated with this role has been the school psychologists' identification of and recommendations for the education of exceptional children (Cutts, 1955; Mullen,

1958; White and Harris, 1961; Valett, 1963; Bardon and Bennett, 1974; Hohenshil, 1981). Consultation with school personnel, parents and community members is another function repeatedly mentioned for the school psychologist (Mullen, 1958; Vallett, 1963; Chrin, 1974). Such consultation involves working cooperatively with others to enhance the emotional climates of homes, schools and the community at large. Yet another proposed service area is research. The rationale for and conduct of research by school psychologists has been discussed by Cutts (1955), Mullen (1958), Valett (1963) and Bardon and Bennett (1974).

There have also been studies relevant to professional roles actually practiced by school psychologists. In most instances, diagnostic assessment is cited as the role most frequently performed (Walling, 1965; Flax and Anderson, 1966; Herson, 1967; Murray, 1975; and Ramage, 1979). Parent, teacher, and student conferences have also been listed as primary duties practiced by school psychologists (Flax and Anderson, 1966; Herson, 1967; Murray, 1975 and Ramage, 1979). Among the functions least performed were program evaluation, research and group testing (Herson, 1967; Murray, 1975; Ramage, 1979).

#### Personal and Professional Characteristics of School Psychologists

The purpose of this section is to detail key personal and professional characteristics of school psychologists. The information presented is based on Ramages' national study of school psychologists (Ramage, 1979). Data relevant to the gender, primary employer, age, professional training and job title of school psychologists will be reported.

Gender. Females comprised forty-five percent of participating school psychologists.

Primary Employer. Seventy-nine percent of subject participants were employed in school districts and seven percent were employed in colleges and universities.

Age. Thirty-three percent of respondents aged from 25 to 34, twenty-eight percent aged 35 to 44 and twenty-seven percent aged 45 to 47.

Professional Training. The highest degrees granted to respondents were as follows: one percent bachelors, twenty-seven percent one year masters, thirty-nine percent two year masters, fourteen percent three year masters and twenty-four percent doctorates.

Job Title. A majority of respondents identified themselves as school psychologists. Twelve percent associated as administrators, seven percent indicated titles as college or university professors and five percent described themselves as psychologists.

#### Intervention Strategies in Career Development

A myriad of theoretical contentions and research have been published regarding the reasons why individuals move in particular occupational directions. Authors and theorists such as Super, Tiedeman and Ginzburg have focused on the roles that self-image and developmental stages play in the processes of career maturity, job selection and satisfaction (Osipow, 1973). Holland and Roe have written in regard to the positive relationships they believe exist between certain vocational and personality typologies (Osipow, 1973; Tolbert,

1979). Hollingshead, Caplow and Miller and Form contend that the most significant influence on occupational choice is the culture and society one is raised in (Osipow, 1973; Tolbert, 1974). Others, such as Parsons and his disciples, have proposed that career success occurs through a straightforward matching of an individual's aptitudes and interests with an appropriate job selection (Miller, 1973; Osipow, 1973; Herr and Cramer, (1972). From the perspective of this study, career development will refer to a lifelong process of maturing work values, crystalizing vocational identities, learning of opportunities and implementing plans in part and full-time recreational and work activities (Tolbert, 1974). Thus in a broad sense, career development is a process, "cradle to grave" in nature, initiated before individuals enter formal education and continuing throughout life (Hohenshil, 1980). Significantly, as a process it can be positively affected by a variety of purposeful intervention techniques. The following subsections will deal with four such strategies of intervention: career education, vocational education, career guidance and vocational school psychology.

#### Career Education as a Concept

Although Hoyt formally defined career education in 1972, the basis of the term has historical roots reaching back to the beginnings of American education. It will be the purpose of this section to discuss the concept of career education and to briefly describe its more recent history. Subsequent discussions will, in turn, more

closely detail the interrelated histories of vocational education, career guidance and vocational school psychology.

The career education movement of the 1970's was initially sustained and supported through the nationwide attention brought it largely through the efforts of Sidney P. Marland, Jr., Commissioner of the U.S. Office of Education. His views regarding the basic assumptions of career education were formalized in the booklet, Career Education, A Handbook for Implementation, (U.S. Department of Health, Education and Welfare, Office of Education, 1973), as well as several succeeding publications. Marland's beliefs involved the following key concepts (Phelps and Lutz, 1978):

1. Preparation for meaningful and productive working careers will be a basic goal of all education.
2. All course instruction will emphasize what aspects of the subject matter contribute to a successful career.
3. Concrete, tangible work experiences will be employed in the instruction of abstract or academic content.
4. Preparation for careers will involve the interaction of work attitudes, human relations skills, knowledge of the world of work, exposure to possible career choices and acquisition of pertinent job skills.
5. Learning experiences will go beyond the classroom to include home, community and employing environments.
6. Career education is a lifelong process. The education establishment will reflect this in offering programs grades K through adult education.

7. Career education is but one meaningful aspect of the total educational process.

Kenneth Hoyt, Director of the Office of Career Education in the U. S. Office of Education, has also been a significant figure in the establishment of career education philosophy and program implementation. Hoyt presents a somewhat different emphasis in defining career education as:

"the total movement of public education and the community aimed at helping all individuals to become familiar with work values of a work orientated society, to integrate these values in their personal lives in such a way that work becomes possible, meaningful and satisfying to each individual" (Hoyt, Evans, Mackin, Mangum, 1974, p. 15).

A broader, more general definition, by Normon Stanger of Los Angeles State College, defines career education as: "all the extensive and comprehensive educational efforts that are directed to motivate, train, counsel and improve an individual in his life work experiences (cited in Hoyt, Evans, Mackin, Mangum, 1974, p. 14).

As will be later demonstrated, the concept of career education appears to be the most recent result of our nation's longstanding concern with the integration of vocational concepts into public education. The term "career education" may have been first publicly used in a resolution passed by the American Vocational Association in the late 1960's (Hoyt, 1980). It was again employed by James B. Allen, Marland's predecessor in office, in a 1970 address which recommended

implementing many of career education's more basic concepts (Evans, 1975). Hoyt (1980) places the real birth of career education as of January 23, 1971, when Commissioner Marland delivered a key address on the subject.

Formal preparation for the advancement of career education had begun as early as 1968. Exemplary vocational education projects funded by the United States Office of Education incorporated most of the later popularized concepts of career education. In 1970, New Jersey appropriated funds to initiate career education programs in three cities. By 1971 five states had passed legislation establishing career education programs. Similar laws were pending or had been proposed in 14 additional states (Hoyt, Evans, Mackin, Mangum, 1974). By 1975 more than 9,000 of the nation's 16,000 K-12 school districts reported initiating some form of career education effort (Hoyt, 1980).

Legislation passed by the federal government also served to stimulate the growth of career education. Between 1970 and 1979 some 240 million dollars were spent in support of the movement (Hoyt, 1980). In 1974, the United States Office of Education published its own position paper on career education and many non-government groups have adopted resolutions supporting the concept. Presently, most major journals have published special issues or articles concerning career education and most academic disciplines have met in major conferences on the subject (Hohenshil, 1975). Moreover, as both Hoyt (1980) and Brodinsky (1979) have pointed out, the career education movement was remarkably successful during the 1970's.

## Vocational Education

The development of vocational education has been strongly influenced by the historical times in which it evolved. In the 1800's agricultural education mirrored the rural nature of American society and portended the passage of the Morrill Act of 1862. This act reserved public lands to support agricultural education and led to the establishment of numerous vocationally oriented land-grant colleges (Roberts, 1971). With the coming of the industrial revolution, voices were heard supporting the inclusion of commercial subjects into public school curriculum (Herr, 1972). The increasing influx of migrants into this country only further accelerated the need and demand for vocationally oriented classwork. In the early 1900's concern regarding the highly academic nature of public school instruction turned to criticism of the efficacy and practicality of contemporary education (Herr, 1972). Moreover, the rising influence of private groups and agencies such as the National Society for the Promotion of Industrial Education, the National Teachers Association and the American Federation of Labor, led directly to the passage of federal legislation supporting vocational education programs (Roberts, 1971). Prominent individuals such as Frank Parsons, David Snedden, Charles Proccer and John Dewey, also wrote and spoke on the benefits of vocationally based school experiences (Herr, 1972). Subsequently, from 1901 through 1968, some ten key pieces of federal legislation were passed promoting establishment and growth in industrial and vocational education.

The emphasis of vocational education in the 1960's and 1970's again reflected the nature of the times. Previously, the direction of vocational education had reflected chiefly economic and industrial concerns (Herr, 1972). The 1960's and 1970's, however, witnessed an unparalleled sensitivity to the needs of the individual, particularly those of special needs groups. Correspondingly, the passage of the Manpower Development and Training Act of 1962, the Vocational Education Act of 1963 and the Vocational Amendments Act of 1968, departed from tradition by stressing the need to fit programs to people rather than the converse. More practical, less academic vocational instruction was emphasized as well as closer linkages between vocational education, vocational guidance and regular education (Herr, 1972; Hoyt, 1980). In 1973, sections 503 and 504 of the Rehabilitation Amendments Act affirmed the right of handicapped persons to participate in career educational programs. P.L. 94-142 (1974) sustained and expanded upon the rights set forth in the Rehabilitation Act. The Vocational Amendments of 1976 continued categorical funding for the vocational education of the handicapped and disadvantaged. More recently, the Comprehensive Employment and Training Act of 1978 strengthened the federal commitment to special needs students by targeting monies for improved vocational counseling and assessment services to handicapped youth. The scope and comprehensive nature of these acts in turn laid a strong foundation for the coming of the career education movement (Herr, 1972; Hohenshil, 1975).

### Career Guidance

Frank Parson's work in the early 1900's is generally regarded as providing the stimulus and guiding framework from which career guidance in this country evolved. Parson's (1909) classic publication Choosing a Profession contains beliefs and suggestions in many ways similar to those espoused by the career counselors of today. Central to Parson's contribution was his outline of the process of vocational guidance. In Parson's view, vocational guidance should proceed through a three step formula. First, individuals must gain a true understanding of themselves in terms of their capacities, values, aptitudes and interests. Second, they must become knowledgeable regarding the world of work, particularly in terms of the advantages and disadvantages of different professions. Last, they must employ "true reasoning in establishing relations between these two groups of data" (Herr and Cramer, 1972; Miller, 1973; Williamson, 1975). It was some time, however, before Parson's concepts were generally employed in toto. From 1900 to 1930 vocational guidance generally emphasized the study of occupations rather than individuals. Furthermore, such information was generally disseminated by "teacher-counselors" as opposed to guidance counselors (Herr and Cramer, 1972; Miller, 1973; Williamson, 1975).

Through the 1930s, 1940s, and 1950s, vocational guidance increasingly involved the services of the school counselor (Herr and Cramer, 1972). However, efforts to include counselors in school processes began as early as 1915 when Davis proposed that each

school employ a guidance counselor. Three years later, the Committee on Vocational Guidance recommended that "vocational guidance should be a continuous process designed to help the individual choose, to plan his preparation for, to enter upon and to make progress in an occupation" (Miller, 1974, p. 9). The committee further recommended the establishment of vocational guidance programs. The depression years witnessed increased federal influence on the future direction of career guidance. The National Youth Administration began programs designed to assist youth in their self-evaluation and vocational decision-making. Efforts initiated by N.Y.A. also led to the Dictionary of Occupational Titles and the Occupational Outlook Service (Herr and Cramer, 1972). The George-Dean Act of 1938 defined the position of vocational counselor and provided funding for counselor training and support (Miller, 1974).

Re-evaluations of the concept of career development dramatically influenced vocational guidance during the post-World War II years. Super, Rogers, Crites, Ginzberg and others, described personality development as a continuous rather than static process (Osipow, 1973; Tolbert, 1974; Herr and Cramer, 1972). In a related fashion, career decision-making was increasingly considered a life long rather than once in a lifetime occurrence. Correspondingly, career guidance began to focus on helping individuals realize their skills, self-attitudes, values and interests (Herr, 1968).

As previously related, the 1960's witnessed nationwide concern for the development and rights of the individual. The rights and education of minority and disadvantaged groups were particularly emphasized. Nevertheless, middle and high school counselors still concentrated their efforts on grooming students for college placement (Hoyt, 1977). By the mid-1960's, both the counseling profession and the federal government took steps to rectify the imbalance in emphasis. Landmark conferences and publications sponsored by counselor groups such as the National Vocational Guidance Association and American Personnel and Guidance Association, proposed changes in counselor preparation and practice such that greater attention would be paid career developmental processes, business-labor-education cooperation, curriculum development, field experiences and placement services (Association for Counselor Education and Supervision, 1978). The passage and implementation of Part D, Vocational Education Amendments of 1968, emphasized career guidance programs beginning in the elementary schools and marked the federal government's initial effort on behalf of a comprehensive concept of career education (Hoyt, 1977).

By the late 1960's and early 1970's, the term "career guidance" was appearing in the professional literature with increasing frequency. The shift in terms, from vocational to career guidance connoted altered implications for the role and purpose of the counselor (Herr and Cramer, 1972). This was strongly evidenced by the emphasis and direction of thought espoused by counselor educators throughout the

1970's. In 1973, the National Vocational Guidance Association and American Vocational Association jointly issued a position paper outlining 18 career guidance experiences in which all students should be involved. The paper further examined the role counselors, teachers, administrators and the community were to play in well functioning career guidance programs (cited in Association for Counselor Education and Supervision, 1978). In March of 1975 the American Personnel and Guidance Association adopted a position paper entitled "Career Education: Role and Function of Counseling and Guidance Personnel Practitioners in Career Education" (cited in Association for Counselor Education and Supervision, 1978). The paper contained more than 23 leadership and participatory functions desirable in career guidance programs at any educational level. Hoyt (1977, 1980) has stressed in detail the leadership role counselors should assume in career education programs. The Association of Counselor Education and Supervision (1978) has also encouraged active participation by counselors in the development and the implementation of guidance based career counseling programs.

Others have described the counselor's role in career education. Brown, Felts and Forestandi (1973) recommend counselor intervention in the career development of such target groups as community, students, parents and school, all through the practices of coordinating, counseling, and consultation. Burtnett, Collison and Segrist (1980) describe career guidance as involving a comprehensive program of

design, implementation and evaluation. Miles (1976) stresses the positive role counselor consultation processes can play in career education. Hutchins (1976) and Tschumi (1976) in turn have emphasized therapeutic techniques which can be employed by counselors involved in career guidance programs.

Finally, there has been considerable literature pertinent to the counselor's role in the career education of special groups. Atkinson, Morten and Wing (1979), Kearney and Clayton (1973), Miller and Leonard (1974) and Miles (1980), detail counselor responsibilities in career education programs for minorities. Fitzgerald (1980) and Hansen (1974), discuss counselor functions in working with the career development of women. Hohenshil and Humes (1979), Humes (1978a, b), Hershenson (1974) and Sinick (1979), have written in reference to the counselor's role in career education programs involving the handicapped. Hartwig (1975), Phillips (1979) and Schlossberg (1975) have focused on career counseling with adults.

#### Vocational School Psychology

Most new concepts have their basis in the nature of the historical periods in which they occur. Usually, for an idea to be adopted it must first fulfill some present need. This was particularly the case in the development of vocational school psychology. In the early 1970's, a void was created by the passage of five landmark pieces of federal legislation which provided for significantly expanded career development services to special needs students. The Vocational

Rehabilitation Act, especially Sections 503 and 504, and the Education for All Handicapped Children Act, virtually assured that handicapped persons have the same right of participation in career development programs as non-handicapped individuals. The Vocational Education Amendments Act, the Career Education Incentive Act, and the CETA Amendments all provided federal funding to assist special needs persons select, prepare for, and participate in gainful employment (Roberts, 1971). In a short period of six years, these five pieces of legislation began requiring a variety of professional areas (vocational education, special education, career education, rehabilitation, school psychology and school counseling) to work closely together in order to deliver high quality career development programs and services to handicapped youths and adults.

It became apparent, however, that no one professional group was prepared to supply high quality vocational and career education services to special needs persons. School counselors and vocational educators were, as a whole, unfamiliar with the behavioral and academic traits of handicapped and disadvantaged students. Special educators and school psychologists lacked knowledge and experiences relevant to career and vocational education programs (Hohenshil, Ryan and Warden, 1978; Hohenshil and Warden, 1978; Phelps, 1978; Dietrich, 1980; O'Brian, 1980; Batche, 1981; Hohenshil, 1981).

Recognizing the critical need for the types of services that would be provided by school psychologists with vocational competencies, and the high potential for the profession, Hohenshil conducted a comprehensive computer assisted search of the literature in 1973 to determine if there was any significant activity in the vocational areas by school psychologists. The computer assisted search included all the major document bases in psychology, vocational education, special education, school counseling, and rehabilitation. This search did not produce a single reference which dealt specifically with the potential roles of the school psychologist in occupational training programs, a rather startling discovery in light of the large federal, state, and local expenditures for this type of educational programming since 1917 (Hohenshil, Shepard and Capps, (1982).

Leadership in the National Association of School Psychologists quickly recognized the promise of vocational school psychology. In 1974, a special issue of The School Psychology Digest was devoted to the roles of school psychology in career education programs. The issue included four articles which established initial credibility for school psychologists' involvement in career education processes. As guest editor, Hohenshil (1974a) addressed the positive impact school psychologists could have upon career education programs. Tiedemen (1974) described the psychological foundations of career education and recommended several functions for school psychologists in the planning and implementation of career education programs. Hummel and

Hohenshil (1974) described the psychological foundations of career education and recommended several functions for school psychologists in the planning and implementation of career education programs. In "The Vocational School Psychologist: A Specialty in Quest of a Training Program" (1974b), Hohenshil set forth a rationale for school psychologists' involvement in career education programs. He further cited means by which they could be properly trained for such interaction. Significantly, the article marked the first known use of the term "vocational school psychology."

Following this special edition of the School Psychology Digest, roles pertinent to the development of vocational school psychology began to appear in the literature with regularity. Donahue (1976, 1978) wrote regarding the vocational school psychologist as a consultant. Donahue (1978), Hohenshil (1975), Hohenshil, Ryan and Warden (1978) and Hohenshil and Warden (1978) addressed the direct and indirect services vocational school psychologists could provide in assisting vocational educators in their understanding and instruction of special needs persons. Hohenshil (1974a, 1979) stressed the benefits of vocational school psychologists working with adult career education programs. Hohenshil, Hummel, and Maddy-Berstein (1980) discussed ways school psychologists could help parents help their children in career development processes. Several articles have also been written in terms of the professional training of vocational school psychologists (Hohenshil, 1974; Fagan, 1976; Fagan and Hohenshil, 1976; Hohenshil and Warden, 1978; Medway, 1978; Brown, 1981). Others

have published their ideas regarding school psychologists' participation in career education. Smith (1978) wrote in regard to a school psychologist as coordinator of a vocational technical learning center. Telzrow (1975) discussed the school psychologist as a director of career education.

Two doctoral dissertations have dealt with the school psychologists' involvement in career education services (Murray, 1975; Pfeffer, 1978). Murray's 1975 analysis of the role of school psychologists in the State of Virginia cited several vocational functions which could be performed by school psychologists. These functions included administration of vocational interest inventories, planning of vocational education curriculum and evaluation of vocational education programs. Findings suggested that participating school psychologists were undecided as to whether these functions should be the responsibility of school psychologists. Pfeffer's dissertation addressed "proposed functions related to career education for school psychologists' present and future performances" (Pfeffer, 1978, p. 195). Individuals in positions of leadership within the National Association of School Psychologists served as study participants. Each was mailed a 58-item questionnaire and personal data form. Participants were queried as to the present and future performance of school psychologists with respect to vocational pupils appraisal, career counseling and development activities and career related consultation, liaison and supervision. Study findings supported minimal involvement by school psychologists in regard to student career development activities. None

of the three role areas were seen as ones in which school psychologists are presently involved. The career counseling and development area was the only area rated as one which school psychologists should be involved with the future. Only age appeared as a variable of influence in any of the three role areas. Pfeffer concluded that school psychology needs to ready its membership for involvement in career education. Pfeffer recommended that particular emphasis be paid to career counseling and development activities.

From 1977 to the present, the specialty of vocational school psychology gained increased acceptance by leadership personnel within school psychology. In 1977, the National Association of School Psychologists appointed the National Commission to Study the School Psychologists' Role in Career and Vocational Education. In 1979 the Commission completed its Study Report and communicated its conclusions and recommendations to NASP. Significantly, the NASP Delegate Assembly voted to unanimously adopt the Commission's findings. Specifically, the Study Report called for increased involvement by school psychologists in career development programs in addition to the development of a specialty in vocational school psychology to serve secondary students and adults. Furthermore, the NASP National Committee on Vocational School Psychology was appointed in 1980 and 1981 to further the progress and implementation of vocational school psychology.

Currently, the successful development of vocational school psychology is reflected by the number of statewide conferences dedicated to this theme. In 1981, Georgia, South Carolina and Virginia all

held conferences devoted to the topic of vocational school psychology. Doctoral level training programs with the specialty of vocational school psychology have now been established at Oklahoma State University and through a cooperative program by Virginia Tech and James Madison University. Other universities have also begun to include a vocational component in their training program for all school psychology students.

#### Proposed Functions for the Vocational School Psychologist

The purpose of this subsection is to present a brief summary of the major functions of vocational school psychologists which have been proposed.

Since school psychologists have been traditionally trained and employed to assess children, it is not surprising that such a function is included in the duties of the vocational school psychologist (Hohenshil, 1974; Hohenshil and Warden, 1978; Hohenshil, 1981; Hohenshil, Shepard and Capps, 1982, Shepard, 1981). Significantly, however, the assessment procedures normally employed by school psychologists have been extended to include evaluations pertinent to vocational aptitude, interest and maturity.

Consultation with school personnel, parents, and the community comprise another function consistently suggested for the vocational school psychologist. This includes consulting with parents and teachers in regard to individual students, as well as cooperative efforts with regular, special educational and vocational instructors

in terms of establishing classroom environments conducive to appropriate learning and adjustment (Hohenshil and Warden, 1978; Hohenshil, 1981; Hohenshil, Shepard and Capps, 1982; Shepard, 1981).

Yet another proposed function concerns the vocational school psychologists' involvement in group and individual counseling services to secondary school students. Hohenshil (in press), Hohenshil and Warden (1978) and Hohenshil, Shepard, and Capps (1982) have proposed that vocational school psychologists can serve the special needs of handicapped students more effectively than can traditionally trained secondary counselors. Hohenshil (in press) projects that while secondary counselors will continue to work with the developmental concerns of normal students, vocational school psychologists will increasingly lend their expertise to the personal, academic and vocational concerns of secondary aged handicapped students. It has been suggested that vocational school psychologists work with handicapped students in terms of value clarification, work adjustment and job application processes (Hohenshil and Warden, 1978; Hohenshil, 1981; Hohenshil, Shepard and Capps, 1982; Shepard, 1981).

Other functions which have been cited include referral agent to in-school and community resource services (Hohenshil and Warden, 1978), program evaluator (Hohenshil and Warden, 1978), researcher (Hohenshil and Warden, 1978) assessment and consultation with adult populations (Hohenshil, 1979), and administrator of career and vocational education programs (Telzrow, 1975; Smith, 1978).

### The Mail Questionnaire Survey

Historically, surveys date to the first census ordered by Caesar Augustus (Mouley, 1970). The use of mail questionnaire-surveys can be traced to 1577 when King Phillip II of Spain reportedly requested a census of his New World possessions via a courier carried questionnaire forwarded to his overseas governors (Erdos, 1970). Other historical figures who have attempted mail questionnaire research include Charles Darwin, Horace Mann, Sir Francis Galton and psychologist G. Stanley Hall (Mouley, 1970; Erdos, 1970). As the popularity of mail questionnaire surveys grew, so did their misuse. Abuses in both the quantity and quality of questionnaires reached a point during the post-World War I period that the National Education Association devoted an extensive article to the subject. The NEA recommended that the quality of questionnaire surveys must be improved and asked its members not to respond to inadequate questionnaires (Mouley, 1970). As a result of such resistance, the standards and quality of mail questionnaires have improved. Today, professionals possess a better understanding of their strengths, limitations and uses. Significantly, questionnaire survey research is presently accepted as an appropriate form of research data collection (Mouley, 1970; Erdos, 1970).

There are of course alternate methods of survey data gathering. Personal interviews, panels, telephone and controlled observations are other widely used survey tools (Kerlinger, 1973; Good, 1966; Dillman, 1978; Guba, 1978; Wiersma, 1980). Mail questionnaires,

however, offer a number of advantages over these methods. Sax (1979) cites several pluses involving the use of mail questionnaire surveys:

1. The technique of mailing questionnaires is generally less expensive than other survey methods.
2. The use of the mails for questionnaires means that more people can be reached than would be possible with interviews.
3. Standardization of presentation, form and content is possible.

Similar advantages are offered by Oppenheim (1966), who mentions economy, availability of a larger sampling population and elimination of interview bias. Duckworth (1978), while citing all of the above, adds that respondents are permitted to complete forms at their leisure. Erdos (1970) and Mouley (1970) mention that mail questionnaires provide a better opportunity for truthful and reflective responses and allow for centralized control.

Disadvantages associated with mail questionnaire surveys most often include:

1. Excessively long and/or difficult instruments (Mouley, 1970; Dillman; 1978, Wiersma, 1980).
2. Excessive non-response rate (Wiersma, 1980).
3. Item content of questionnaire is leading and/or ambiguous (Mouley, 1970).
4. Questions deal with trivial information (Wiersma, 1980).

Fortunately, most of the above drawbacks can be foreseen and corrected through careful planning and design (Good, 1966; Erdos, 1970; Duckworth, 1978; Dillman, 1978). The problem of nonrespondents, however,

is not easily rectified and frequently occurs with all types of data gathering (Erdos, 1970). While no single percentage of reply rate is cited as a criterion for success, Erdos (1970) states that a minimum of 50% response must be obtained for the researcher to demonstrate reliability. Wiersma (1980) states that 75% is generally considered a minimum rate of return. Shannon (as cited in Mouley, 1970) reports an average of 65% return for a reputable questionnaire study. Kerlinger (1973) suggests that efforts should be made to receive a minimum response of 80% and lacking this to learn something of the characteristics of the nonrespondents. An 80% response rate is also necessary to earn the endorsement of the Advertising Research Foundation (Erdos, 1970). Most authors agree, however, that proper instrument length, cover letters and follow up positively affect a mail questionnaire's eventual response rate.

#### Summary

This chapter has attempted to review aspects of the literature which have directly affected the evolution of vocational school psychology. The historical development of school psychology was traced from its real beginnings in the 19th century to its present promise. The role and function as well as personal and professional characteristics of school psychologists were presented. Career education, vocational education and career guidance were discussed in terms of their historical antecedents and current perspective. The evolution and proposed functions of vocational school psychology were detailed. Additionally, advantages and disadvantages involved in mail questionnaire studies were discussed.

## Chapter III

### Methodology

Chapter Three includes a presentation of research methods selected for use in this study. The chapter includes sections describing the study participants, study instrumentation, as well as statistical procedures used in analyzing obtained data.

#### Subjects

To investigate the status of vocational school psychology among practicing school psychologists a sample of 364 school psychologists was drawn from the membership of the National Association of School Psychologists. Members of the National Association of School Psychologists were chosen because NASP represents the major school psychology organization and can supply a large pool of names and corresponding location data. A random sampling procedure was employed to select the study participants. A sample size of 364 (based on a NASP membership of 7000) is supported in the literature (Krejcie, R. V. and Morgan, 1970; cited in Asche, 1979).

To facilitate cooperation and a greater percentage of return, a letter encouraging participant involvement was mailed prior to the questionnaire itself. Participants were apprised of the confidentiality of their responses as well as the proposed uses of survey findings (particularly as they relate to NASP). Follow-up letters and duplicate

questionnaires were mailed to nonrespondents two weeks after the initial questionnaire mailing. A follow-up phone call was placed to randomly selected nonrespondents seven weeks after the initial questionnaire mailing.

### Instrumentation

Studies found in the literature suggest that job function analysis can be conducted via the use of a questionnaire. Most studies (Smith, 1962; Walling, 1965; Flax and Anderson, 1966; Herson, 1967; Murray, 1975) investigating the role and function of school psychologists have been based on the general design used in the School Executive Studies of Gross, Mason and McEachern (1958). The questionnaire employed in this study, while based in part on those listed above, is essentially different in that it primarily deals with the vocational aspects of school psychology.

In addition to the questionnaire, the present study also utilized a personal data form. The form requested from each participant both identifying and demographic data. Such information proved useful in following up with nonrespondents as well as in analyzing the relationship of certain demographic variables to participant responses.

### The Questionnaire

The questionnaire used in this study was designed by Pfeffer in 1978 to assess the present and future performance of school psychologists related to career education (Pfeffer, 1978). Several position papers served as guides during the initial construction of the scale

(American Personnel and Guidance Association, 1975; American Vocational Association-National Vocational Guidance Association, 1973; Association of Counselor Education and Supervision, (1978), Virginia Tech faculty members were consulted regarding the clarity and make-up of the questionnaire as were ten practicing school psychologists in Mercer County, New Jersey (Pfeffer, 1978). In reviewing the appropriateness of the questionnaire for use, today, the present author assessed both the scales' content validity and internal consistency. Item content of the questionnaire appeared relevant in light of vocational functions which have been proposed for school psychologists. Reliability coefficients for the questionnaire's six scales were determined through an analysis of subject responses used in Pfeffer's dissertation study. A Cronbach alpha was employed in the analysis. The following reliability coefficients were determined:

Pupil Appraisal, Present Performance - .94

Career Counseling and Development Activities, Present Performance - .92

Consultation, Liaison and Supervision, Present Performance - .93

Pupil Appraisal - Future Importance - .94

Career Counseling and Development Activities - Future Importance - .90

Consultation, Liaison and Supervision - Future Importance - .92

The questionnaire is composed of 58 items, each describing a function associated with vocational school psychology. The 58 items are identical to those included in Pfeffer questionnaire. Participants were asked to indicate their performance with respect to each of the items by checking one of the following five columns: (1) "Definitely Are"; (2) "Probably Are"; (3) "May or May Not"; (4) "Probably Are Not"; (5) "Definitely Are Not." Participants were also asked to indicate the importance they attach to each of the 58 items by checking one of the following five columns: (1) "Definitely Are"; (2) "Probably Are"; (3) "Undecided"; (4) "Probably Are Not"; (5) "Definitely Are Not."

The questionnaire is divided into three discrete scales, each composed of items associated with a general function of vocational school psychology. The same three scales are employed in analyzing both the present and future performance of school psychologists.

Following is a listing and brief description of each scale.

1. Pupil Appraisal -- activities of the school psychologist associated with the testing and assessment of others.

2. Career Counseling and Development Activities -- activities of the school psychologist associated with student counseling services and programs which provide information and experiences relative to students learning about themselves, society, the world of work, and career decision making.

3. Consultation, Liaison and Supervision -- activities of the school psychologist other than appraisal and counseling services which are associated with working jointly with others or coordinating or directing the efforts of others in the provision of student services and programs.

#### Personal Data Form

To help describe individual sample participants as well as to determine the relationship of certain demographic variables on participants' beliefs, background information was requested. Such data was obtained via a personal data form. The form consists of 13 items relating to age, level of training, years of experience as a school psychologist, education and experience in career/vocational education. (Copies of the instrument and personal data form are included in Appendix A).

#### Data Collection

##### Preliminary Letter

A pre-survey letter introducing the study and requesting cooperation from prospective participants was prepared by the researcher and signed by the present and past Presidents of the National Association of School Psychologists and the writer's major advisor. The letter was sent to all prospective participants three days before the mailing of the instruments. A copy of the letter is included in Appendix A.

##### Packet of Materials

Each packet of materials included a questionnaire, personal data form, a cover letter and a stamped, self-addressed return envelope. In addition, the following techniques were used:

1. At the bottom of each cover letter, a quarter was attached with a double adhesive tape and the participants were asked to have a coffee break while completing the instruments.
2. Each participant was promised a summary of the study's findings.
3. Each participant was notified that individual responses would be held in strictest confidence.

The above materials were sent to each prospective participant January 30, 1982. A copy of the letter is included in Appendix A.

#### First Follow-Up Contact

The first follow-up contact was made by mail fourteen days (February 13, 1982) after the above packet of materials was sent. This was in the form of a humorous, contemporary card gently requesting the participants who had not responded to complete and return the instruments by George Washington's birthday. A copy of this card is included in Appendix A.

#### Second Follow-Up Contact

The second follow-up contact was made fifteen days (February 28, 1982) after the first follow-up contact. A letter was sent to all nonrespondents and was signed by the writer's major advisor. The letter included information about the percentage of response already received and urged those who had not responded to please do so. A copy of this letter is included in Appendix A.

### Third Follow-Up Contact

The third follow-up contact was made approximately three weeks (March 20, 21, 1982) after the second follow-up contact. A personal phone call was placed to ten randomly selected nonrespondents. The purpose of this call was to obtain demographic information relevant to the nonrespondents' age, sex, professional training, years of experience as a school psychologist and training and job performance relating to vocational/career education.

### Data Analysis

Upon return of completed survey materials, responses were collated and analyzed with the aid of a computer. Responses were analyzed by way of tabulated frequencies, means, variances, percentages, multiple regressions and correlated (dependent) t-tests.

The major purposes of analysis are:

1. To examine school psychologists' performances in the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision.
2. To examine school psychologists in regard to what importance they attach to the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision.
3. To examine differences which may exist between the actual performance of school psychologists relative to vocational assessment, career counseling and development activities and career consultation,

liaison and supervision and what school psychologists report should be practiced relative to vocational assessment, career counseling and development activities and career consultation, liaison and supervision.

4. To examine the relationship of age, level of training, years of experience in school psychology, training and experience in career/vocational education to participant questionnaire responses.

The specific computational techniques employed in data analysis were:

1. Descriptive information relating the involvement of school psychologists in differing aspects of vocational school psychology. For each item statement the total number of respondents, the mean response and the variance of the response were determined. For each scale the total mean response and the variance were determined.

2. Descriptive information relating the importance school psychologists attach to differing aspects of vocational school psychology. For each item statement the total number of respondents, the mean response and the variance of the response were determined. For each scale the total mean response and the variance were determined.

3. Multiple regressions were computed on each of the questionnaire's six scales to establish relationships between demographic data and participant responses.

4. Dependent t-tests were computed in regard to differences which may exist between the reported performance of school psychologists relative to vocational school psychology and what school psychologists

report should be practiced relative to vocational school psychology. The actual analysis was accomplished through comparisons between the two pupil appraisal scales, the two career counseling and developmental activities scales, the two consultation, liaison and supervision scales, and between the total of all present performance items and the total of all future importance items.

### Summary

Chapter Three has portrayed research methods selected for use in this study. The first section of the chapter defined the population studied. The second section included a description of the instruments used. The final sections included a discussion of procedures for data collection as well as methods used to analyze data.

## Chapter IV

### Results of the Study

This chapter presents the results of the study. The first section concerns the response rate of the participants. The second deals with the reliability of the questionnaire's six scales. The third pertains to the descriptive data. The fourth deals with a comparison of present performance and future importance scale responses. The fifth concentrates on relationships which exist between demographic responses and questionnaire scale responses. The last section includes a summary of the chapter.

#### Response Rate

As discussed in Chapter II, one of the essential factors in a successful questionnaire study is a high response rate on the part of prospective participants. Therefore, a combination of research devices were employed in an effort to encourage the selected participants to respond.

There were five stages in the data collecting process: (1) the preliminary letter, (2) the mailing of the original set of materials, (3) the first follow-up contact, (4) the second follow-up contact and (5) the final contact by personal phone call. Each return was identified with the mailing stage which elicited it through the use of a simple identifying mark openly placed on the front of the personal data form. A response rate of 63.4% was received as a result

of the original set of materials. The third stage (first follow-up contact) produced an additional 10.3% return. The fourth stage (second follow-up contact) led to an additional 9.7% return. The fifth stage (personal phone contact) obtained an additional .3% return.

In all, a total percentage rate of 83.7 was obtained. It should be noted that thirteen different sets of materials were returned labeled "Return to Sender. Unable to Forward." One other packet was returned incorrectly filled out. Therefore, all of the above calculations are based upon a base of 350 potential participants rather than 364. Of the 293 total responses, 75 were self-classified as non-practitioners. Study findings thus reflect the data from 218 practicing school psychologists.

The ten nonrespondents contacted via phone calls were composed evenly of males and females. Five were practitioners, four were college or university professors and one was a student. Three non-participants resided in the Western NASP region, one resided in the West-Central region; three resided in the North Eastern region and three resided in the Canadian-Mexican region. Seven of the ten nonrespondents had not taken coursework in career/vocational education.

#### Questionnaire Scale Reliability

Reliability coefficients were determined for each of the present questionnaire's six scales through the use of Cronbach alpha (an accepted measure of internal consistency). The following coefficients were obtained for each scale:

Pupil Appraisal, Present Performance - .92

Pupil Appraisal, Future Importance - .94

Counseling and Development Activities, Present  
Performance - .91

Counseling and Development Activities, Future  
Importance - .90

Consultation, Liaison and Supervision, Present  
Performance - .93

Consultation, Liaison and Supervision, Future  
Importance - .93

#### Descriptive Data

The Personal Data Form was the primary source of data used to describe the personal and professional characteristics of the study group. The following subsections contain descriptive data pertinent to respondents' age, gender, training, experience, graduate coursework in career/vocational education and job time spent in career/vocational related functions.

#### Age Distribution

The age distribution of study participants differed somewhat from the distribution reported in the National Survey of School Psychologists (Ramage, 1979). Specifically, 45% of respondents were aged 24-34, as opposed to 30% for the National Survey. Both the present study and the National Survey found 28% of

respondents to be aged 35-44. Only 13% of the present studies participants were aged 45-54 compared with 29% of National Survey respondents. Sixty-three percent of the present study were less than forty years of age. Such changes in age distribution are attributed to the recent surge of graduates from school psychology training programs. One may also note that Ramage's study was not restricted to members of the National Association of School Psychologists.

#### Sex Distribution

Males comprised 52.2% and females 47.8% of participants. This compared with 55% and 45% reported on the National Survey (Ramage, 1969).

#### Highest Degree Earned

The highest degrees earned by the respondents were as follows: .4% bachelors; 41.2% masters; 34.9% 6th year/specialists degrees; 16.5% doctorates.

#### Years of Experience as a School Psychologist

Some 32% of respondents had been employed three years or less as a school psychologist. Approximately 25% had been employed from four to six years, 29% had worked from seven to 14 years and 13.7% had worked 15 or more years.

#### Graduate Course Hours in Career/Vocational Education

Participants without graduate course work in career/vocational education comprised 48.6% of the study sample. Twenty-one percent of participants had completed from one to 10 semester hours of career/vocational related course work. Six percent of respondents had completed from 12-24 hours, 7.1% had completed 30 to 60 hours and 9.5% had completed 61 or more hours.

### Job Time Spent in Career/Vocational Related Functions

Fifty-five percent of respondents were not involved in career/vocational related job functions. This compared with 13% who were involved one percent of the time, 20% involved two to five percent and 9% involved seven to twenty percent. Only 2% of participants reported being involved more than twenty percent of the time.

### Analysis of School Psychologists' Role Area Responses

To determine participants' beliefs in regard to school psychologists' involvement in different functions of career development, the questionnaire described in Chapter III was employed. To facilitate analyses of questionnaire responses, numerical values of one to five were assigned to the response categories. For the Present Performance section, the following values were assigned:

1. Definitely Am
2. Probably Am
3. May or May Not
4. Probably Am Not
5. Definitely Am Not

For the Future Importance section, the following values were listed:

1. Definitely Should
2. Probably Should
3. Undecided
4. Probably Should Not
5. Definitely Should Not

The following subsections contain information relevant to participant responses to each of the questionnaire's six scales. Frequencies, means and deviations for scale items are located in Appendix B.

#### Pupil Appraisal-Present Performance

Total participant responses indicated little involvement by practicing school psychologists in the area of vocational pupil appraisal. At least 50% of respondents rated themselves as probably or definitely not involved with functions cited in 14 of the 17 pupil appraisal scale items. This held true for functions involving the administration of vocational inventories, the planning of vocational test programs, interpreting student vocational test findings to parents, teachers and community members and consulting with teachers regarding the development of classroom vocational assessment devices.

Conversely, 21% of participants indicated they definitely or probably were involved in the administration of psychological evaluations to identify pupils for general vocational education. Forty-nine percent indicated they definitely or probably administer psychological evaluations to special needs students for vocational education and rehabilitation programs. Twenty-one percent indicated they definitely or probably conduct student interviews to explore student interests, vocational goals and career aspirations. A total mean of 4.3 was obtained for this scale.

#### Pupil Appraisal-Future Importance

Total responses to this scale suggest that practicing school psychologists are generally undecided regarding the importance

they attach to vocational pupil appraisal. Closer analysis of specific item replies, however, denote several definite response preferences. Specifically, a majority of participants were not in favor of school psychologists tutoring students on how to take employment tests, scheduling appropriate testing for students through state employment agencies and evaluating school district vocational testing programs. Conversely, at least 50% of respondents felt that the following functions definitely or probably should be performed by schools:

1. Administer psychological evaluations to identify pupils for general vocational education programs (74% favored).

2. Administer psychological evaluations to special needs pupils for vocational education and rehabilitation programs (90% favored).

3. Interpret results of vocational aptitude tests and vocational interest inventories to students individually or in groups (57% favored).

4. Conduct student interviews to explore interests, vocational goals and career aspirations (61% favored).

5. Interpret student results on vocational aptitude and interest inventories to teachers (52% favored).

6. Interpret results of individual student vocational aptitude and interest inventories to parents (55% favored).

### Counseling and Development Activities-Present Performance

Total participant responses supported only limited involvement by practicing school psychologists in the area of career counseling and development activities. At least 50% of respondents rated themselves as probably or definitely not involved with functions cited in 14 of the 20 scale items. This held true for functions which involved school psychologists in organizing and evaluating student career activities, vocational counseling, inservicing vocational teachers in behavior management techniques and recommending vocational programs for students.

Conversely, 40% of participants indicated they definitely or probably lead or co-lead small group activities designed to promote student self-awareness. Forty-three percent indicated they definitely or probably speak with students referred for psychological evaluation about vocational curricular opportunities. Forty-three percent indicated they definitely or probably serve as a resource person to students interested in psychology or related fields. Forty-one percent indicated they definitely or probably aid teachers in developing skills in small group activities designed to promote self-awareness. A total mean of 3.8 was obtained for this scale.

### Counseling and Development Activities-Future Importance

Total responses to this scale suggest that practicing school psychologists generally favor involvement in career counseling and related activities. At least 50% of participants felt that 17

of the 20 scale functions definitely or probably should be performed. Some of the highest rated scale items included:

1. Lead or co-lead small group activities designed to promote student self-awareness (86% favored).
2. Serve as resource person to students interested in careers in psychology or related fields (87% favored).
3. Aid teachers in developing skills in small group activities to promote student self-awareness (88% favored).

The only function not rated as important by a great majority of respondents involved planning and organizing school wide vocational counseling and orientation programs. A total mean score of 2.2 was obtained for this scale.

#### Consultation, Liaison and Supervision-Present Performance

Total participant responses supported little involvement by practicing school psychologists in the area of vocational consultation, liaison and supervision. At least 50% of participants rated themselves as probably or definitely not involved with functions cited in 20 of the 21 scale items. Indeed, the following functions were performed by less than seven percent of respondents:

1. Direct a school career or vocational education program.
2. Plan and organize efforts such as grant writing to obtain additional funding for career development programs.
3. Serve as advisor to the psychology club.

4. Instruct courses in psychology at the secondary level.
5. Promote student career development activities by speaking to community organizations.
6. Conduct research and evaluations relating to career development programs in the school district.
7. Help select vocational education instructors for special needs students.

Conversely, 40% of participants indicated they definitely or probably do make recommendations to the school administration for the placement of students in vocational education classes and programs. Twenty-seven percent indicated they definitely or probably make recommendations to the school administration on the need for vocational education classes, services and programs within the school district. Twenty-six percent indicated they definitely or probably evaluate the programs of exceptional students placed in community or residential school programs providing vocational and career education. A total mean score of 4.2 was obtained for this scale.

#### Consultation, Liaison and Supervision-Future Importance

Total responses to this scale suggest that practicing school psychologists are generally undecided regarding the future importance they attach to vocationally related consultation, liaison and supervision. Closer examination of specific item replies, however, indicate several definite response preferences. Specifically, a high percentage of respondents attached importance to the following scale functions:

1. Serve as a resource speaker to classes of students to help them recognize the importance of mental health and interpersonal skill in occupational success (79% favored).
2. Serve on curriculum committee for planning vocational classes and programs for special needs students (76% favored).
3. Make recommendations to the school administration for the placement of students in vocational education classes and programs (75% favored).
4. Make recommendations to the school administration on the need for vocational education classes, services and programs within the school (70% favored).

Functions which respondents attached little importance to involved organizing and supervising career awareness and vocational orientation programs to secondary aged school students. A total mean score of 2.7 was obtained for this scale.

#### Scale Response Comparisons

Differences between present performance and future importance scale responses were analyzed through the use of correlated t-tests. Table 1 includes variables analyzed in the study. Table 2 presents the results of this analysis. Following Table 2, each comparison is stated and followed by a brief summary of the analysis.

Table 1  
Variables Analyzed in T-Tests

Variable	M	SD	Std. Error of Mean
Pupil Appraisal- Present Performance	4.3	.74	.05
Pupil Appraisal- Future Importance	2.8	.94	.07
Counseling and Dev. Act.- Present Performance	3.8	.87	.06
Counseling and Dev. Act.- Future Importance	2.3	.69	.05
Consultation, Liaison, Super.- Present Performance	4.3	.86	.06
Consultation, Liaison, Super.- Future Importance	2.8	.82	.06
Total Present Performance	241.1	38.7	2.7
Total Future Importance	153.0	41.0	2.9

Table 2  
Results of T-Tests

Areas Compared	N	Mean Dif- ference	SD	t-Value	Level of Significance
Pupil Appraisal-Pres. Perf. and Future Importance	205	1.5	1.0	21.6	.0001
Counseling and Dev. Activities-Pres. Perf. and Future Importance	207	1.6	.94	23.7	.0001
Consultation, Liaison and Super.- Pres. Perf. and Future Importance	199	1.5	1.0	20.6	.0001
Total of Pres. Perf. Scales and Future Impor- tance Scales	195	.77	.43	24.9	.0001

### Scale Comparisons

#### 1. Pupil Appraisal-Present Performance and Future Importance

The results of the t-tests supported a statistically significant difference between participant responses on the Pupil Appraisal-Present Performance and Future Importance scales. The t-values were significant beyond the .0001 level.

#### 2. Counseling and Development Activities-Present Performance and Future Importance

The results of the t-tests supported a statistically significant difference between participants' responses on the Counseling and Development Activities-Present Performance and Future Importance scales. The t-values were significant beyond the .0001 level.

#### 3. Consultation, Liaison and Supervision-Present Performance and Future Importance

The results of the t-tests supported a statistically significant difference between participants' responses on the Consultation, Liaison and Supervision scales. The t-values were significant beyond the .0001 level.

#### 4. Total of Present Performance Scales and Total of Future Importance Scales

The results of the t-tests supported a statistically significant difference between participants' responses on the total of the Present Performance scales and total of the Future Importance scales. The t-values were significant beyond the .0001 level.

### Relationships Between Demographic and Questionnaire Responses

Relationships existing between specific demographic variables and questionnaire total scale responses were examined through the use of multiple regression analysis. The Statistical Analysis System (SAS) with the Max R option was employed as the computer routine for this analysis (SAS Institute, Inc., 1979). The results of this analysis are reported in Table 3. It should be noted that an examination of a correlation matrix revealed a high correlation (.72) between respondent age and years of experience. Therefore, years of experience was deleted to avoid multicollinearity. Values reported in Table 3 also reflect the best six variable model found. Following Table 3, relationships between demographic variables and individual total scale means are stated and followed by a brief summary of the analysis.

#### Pupil Appraisal-Present Performance

With all variables 34% of the variance was accounted for. The significant variables in the analysis were sex, hours of graduate coursework in career/vocational education and percent of time devoted to career/vocational related functions. These relationships were significant beyond the .01 level.

#### Pupil Appraisal-Future Importance

With all variables 6% of the variance was accounted for. The only significant variable in the analysis was percent of job time devoted to career/vocational related functions. This relationship was significant beyond the .01 level.

Table 3  
Results of Multiple Regressions

Pupil Appraisal-Present Performance					
	<u>DF</u>	<u>Sum. of Sqs.</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Prob F</u>
Regression	5	34.7	6.9	19.5	.0001
Error	191	68.0	3.6		
Total	196	102.7			
	<u>B Value</u>	<u>Std. Error</u>	<u>F</u>	<u>Prob F</u>	
Intercept	4.937				
Age	-0.0005	0.004	1.66	.199	
Sex	-0.206	0.084	5.99	.015	
Training	0.043	0.037	1.29	.257	
Hours	-0.005	0.002	9.36	.002	
Time	-0.061	0.007	69.22	.0001	

Age = Age of participants

Training = Highest degree obtained by participants

Hours = Hours of graduate study in career/vocational education

Time = Percent of job time devoted to career/vocational functions

Table 3 (Continued)

Pupil Appraisal-Future Importance					
	<u>DF</u>	<u>Sum. of Sqs.</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Prob F</u>
Regression	6	16.1	1.8	2.1	.055
Error	189	168.2	0.9		
Total	195	179.4			
	<u>B Value</u>	<u>Std. Error</u>	<u>F</u>	<u>Prob F</u>	
Intercept	3.33				
Area	-0.07	0.04	3.05	.08	
Age	-0.00	0.01	0.01	.94	
Sex	-0.21	0.13	2.59	.11	
Training	0.03	0.06	0.18	.67	
Hours	-0.00	0.00	0.05	.82	
Time	0.03	0.01	6.89	.00	

Area = Region of country

Training = Highest degree obtained

Hours = Hours of graduate study in career/vocational education

Time = Percent of job time devoted to career/vocational related functions

Table 3 (Continued)

Counseling and Development Activities- Present Performance					
	<u>DF</u>	<u>Sum. of Sqs.</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Prob F</u>
Regression	6	20.2	3.4	4.9	.0001
Error	191	131.9	.7		
Total	197	152.1			
	<u>B Value</u>	<u>Std. Error</u>	<u>F</u>	<u>Prob F</u>	
Intercept	4.90				
Area	-0.03	0.04	0.51	.48	
Age	-0.01	0.01	4.12	.04	
Sex	-3.34	0.12	8.44	.00	
Training	-0.01	0.53	0.03	.87	
Hours	-0.03	0.00	2.27	.13	
Time	-0.04	0.01	11.69	.00	

Area = Region of the country

Training = Highest degree obtained

Hours = Hours of graduate study in career/vocational education

Time = Percent of job time devoted to career/vocational related functions

Table 3 (Continued)

Counseling and Development Activities- Future Importance					
	<u>DF</u>	<u>Sum. of Sqs.</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Prob F</u>
Regression	6	2.2	.36	.73	.63
Error	189	93.4	.49		
Total	195	95.5			
	<u>B Value</u>	<u>Std. Error</u>	<u>F</u>	<u>Prob F</u>	
Intercept	2.59				
Area	-0.04	0.03	2.02	.16	
Age	0.00	0.00	0.21	.65	
Sex	-0.14	0.10	2.04	.16	
Training	-0.02	0.05	0.16	.69	
Hours	-0.00	0.00	0.42	.52	
Time	-0.00	0.01	0.04	.85	

Area = Region of country

Training = Highest degree obtained

Hours = Hours of graduate study in career/vocational education

Time = Percent of job time devoted to career/vocational related functions

Table 3 (Continued)

Consultation, Liaison and Supervision- Present Performance					
	<u>DF</u>	<u>Sum. of Sqs.</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Prob F</u>
Regression	6	10.0	1.6	2.41	.029
Error	187	128.8	0.7		
Total	193	138.8			
	<u>B Value</u>	<u>Std. Error</u>	<u>F</u>	<u>Prob F</u>	
Intercept	4.53				
Area	0.07	0.04	3.45	.07	
Age	-0.00	0.01	0.41	.52	
Sex	-0.70	0.12	2.03	.16	
Training	0.02	0.05	0.21	.65	
Hours	-0.00	0.00	2.52	.11	
Time	-0.03	0.01	5.85	.01	

Area = Region of country

Training = Highest degree obtained

Hours = Hours of graduate study in career/vocational education

Time = Percent of job time devoted to career/vocational related  
Functions

Table 3 (Continued)

Consultation, Liaison and Supervision- Future Importance					
	<u>DF</u>	<u>Sum. of Sqs.</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Prob F</u>
Regression	6	3.9	.07	.98	.44
Error	184	124.2	.07		
Total	190	128.2			
	<u>B Value</u>	<u>Std. Error</u>	<u>F</u>	<u>Prob F</u>	
Intercept	3.19				
Area	-0.06	0.04	2.33	.13	
Age	0.00	0.01	0.03	.86	
Sex	-0.14	0.12	1.42	.23	
Training	-0.00	0.05	0.01	.94	
Hours	-0.00	0.00	0.70	.40	
Time	-0.01	0.00	1.07	.30	

Area = Region of country

Training = Highest degree obtained

Hours = Hours of graduate study in career/vocational education

Time = Percent of job time devoted to career/vocational related functions

#### Counseling and Development Activities-Present Performance

With all variables 13% of the variance was accounted for. The significant variables in the analysis were age, sex and percent of job time devoted to career/vocational related functions. These relationships were significant beyond the .05 level.

#### Counseling and Development Activities-Future Importance

With all variables 2% of the variance was accounted for. No variable was found to be significant beyond the .05 level.

#### Consultation, Liaison and Supervision-Present Performance

With all variables 7% of the variance was accounted for. The only significant variable in the analysis was percent of job time devoted to career/vocational related functions. This relationship was found to be significant beyond the .01 level.

#### Consultation, Liaison and Supervision-Future Importance

With all variables 3% of the variance was accounted for. No variable was found to be significant beyond the .05 level.

#### Summary

The results of the study were portrayed in Chapter IV. The first section addressed the response rate of the participants. The second dealt with the reliability of the questionnaire's six scales. The third included a presentation of the descriptive data. The fourth was concerned with comparisons of present performance and future importance scale responses. The last section addressed relationships which exist between demographic responses and questionnaire scale responses.

## Chapter V

### Summary, Conclusions and Recommendations

In this chapter, a summarization of the study is presented including its purpose and design. The survey findings drawn from the data analysis are then summarized. Following sections include study conclusions, implications and recommendations for future research and for the profession.

#### Review of the Problem and Research Methods

An analysis of proposed career development functions for school psychologists was the focus of this investigation. Specifically, the study sought answers to the following questions:

1. What is the performance of school psychologists in the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision?
2. What importance do school psychologists attach to the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision?
3. What differences exist between the actual performance of school psychologists relative to vocational assessment, career counseling and development activities and career consultation, liaison and supervision and what school psychologist report should be practiced relative to vocational assessment, career counseling

and development activities and career consultation, liaison and supervision?

4. What is the relationship of age, level of training, course work and experience in career/vocational education to participant questionnaire responses?

To gather the data needed for the study, a questionnaire was mailed to a national sample of the general membership of the National Association of School Psychologists. The questionnaire contained 58 proposed career development functions for school psychologists, cutting across three school psychology role areas. Personal data forms were also completed to gather demographic information regarding the participants.

The specific computational techniques employed in the data analysis included:

1. Descriptive information relating the involvement of school psychologists in differing aspects of vocational school psychology. For each item statement the total number of respondents, the mean response and the variance of the response were determined. For each scale the total mean response and the variance were determined.

2. Descriptive information relating the importance school psychologists attach to differing aspects of vocational school psychology. For each item statement the total number of respondents, the mean response and the variance of the response were determined. For each scale the total mean response and the variance were determined.

3. Multiple regressions were computed on each of the questionnaire's six scales to establish relationships between demographic data and participant responses.

4. Dependent t-tests were computed in regard to differences which may exist between the reported performance of school psychologists relative to vocational school psychology and what future importance school psychologists attach to functions involved in vocational school psychology.

#### Summary of the Findings

From the results of this study, the research questions can be answered and conclusions, implications and recommendations derived. This section details key study findings. Findings drawn from the survey questionnaire's six scales are first described and then followed by a comparison of individual scale results. Lastly, an analysis of relationships which exist between selected demographic variables and scale score responses is presented.

#### Pupil Appraisal-Present Performance

Participants indicated very minimal performance in functions relating to vocational pupil appraisal. A limited number of participants were, however, involved in activities pertinent to individual assessments of students.

#### Career Counseling and Development Activities-Present Performance

Participants indicated very little involvement in career counseling and development activities. A limited number of

participants were, however, involved in functions connected with group activities which foster student self-awareness. A limited percentage of others indicated they speak with referred students regarding vocational curriculum opportunities.

#### Consultation, Liaison and Supervision-Present Performance

Respondents indicated very limited performance in functions involving career development, related consultation, liaison and supervision. Indeed, the only item which was moderately performed involved making recommendations regarding the placement of students in vocational classes.

#### Pupil Appraisal-Future Importance

Participants attached importance to only a few functions listed on this scale. Moreover, most respondents appeared undecided as to the importance of school psychologist involvement in this area. Only two items were rated as probably important by the greater majority of participants. Both items involved administering psychological evaluations to students placed or considered for placement in vocational classes. Interestingly, respondents were undecided as to the importance of school psychologists' administering vocational inventories.

#### Career Counseling and Development Activities-Future Importance

Participants generally attached importance to career counseling and development scale items. They particularly supported involvement in planning, leading and evaluating group activities which

promote student self-awareness and emotional growth. Importance was also attached to speaking with referred students regarding curriculum opportunities in vocational education. Participants attached little importance to two items, preparing students for job interviews and organizing vocational orientation activities for incoming secondary students.

#### Consultation, Liaison and Supervision-Future Importance

Participants generally appeared undecided regarding school psychologists' involvement in career development related consultation, liaison and supervision. Several functions were rated overall as probably important by the greater majority of respondents. These included helping students see the relationships between mental health services and occupational success, helping plan vocational curriculum for special needs students and making recommendations for the placement of students in vocational classes.

#### Scale Score Comparisons

Scale comparisons reported in Chapter IV revealed significant differences between the perceived performances of participants relative to career development functions and the importance participants attached to such functions. Additionally, with all scale comparisons, the importance attached to functions exceeded participant involvement. The actual mean differences between present performance and future importance scales were also quite large. A mean difference of 1.5 was determined for the Pupil Appraisal

scales. A mean difference of 1.6 was obtained for the Counseling and Development Activities scales. A mean difference of 1.5 was determined for the Consultation, Liaison and Supervision scales.

Age/Level of Training/Course Work  
and Experience in Career Education--  
Influence on Scale Responses

Examination of multiple regression results comparing relationships between selected demographic variables and questionnaire scale responses revealed several statistically significant relationships. The following subsections contain presentations of these relationships.

Pupil Appraisal-Present Performance

There was a significant positive relationship between participant hours of graduate course study in career/vocational education and present participant performance in vocational pupil appraisal functions.

A significant positive relationship also held for the percentage of time participants devoted to career/vocational functions and their present performance involving vocational pupil appraisal. Age and years of training had no significant influence on participant responses to this scale.

### Pupil Appraisal-Future Importance

There was a significant positive relationship between time devoted to career/vocational functions and the importance participants attached to vocational pupil appraisal. Age, years of training and course work in career/vocational education had no significant influence on participant responses to this scale.

### Career Counseling and Development Activities-Present Performance

There was a significant positive relationship between participant age and present performance in career counseling and development activities. Thus older participants were more likely to perform scale functions than were younger participants. Time devoted to career/vocational functions also related positively to participation in career counseling and development activities. Years of training and course work in career/vocational education did not significantly relate to scale responses.

### Career Counseling and Development Activities-Future Importance

Participant age, years of training, course work in career/vocational education and percentage of job time devoted to career/vocational functions did not relate significantly to responses on this scale.

### Consultation, Liaison and Supervision--Present Performance

Findings supported a significant positive relationship between job time devoted to career/vocational functions and participant performance in career development related consultation, liaison

and supervision. Age, years of training and course work in career/vocational education were not significantly related.

#### Consultation, Liaison and Supervision-Future Importance

Participant age, years of training, course work in career/vocational education and percent of job time devoted to career/vocational functions did not relate significantly to responses on this scale.

#### Conclusions

1. Practicing school psychologists are not highly involved in career development functions. Indeed, 75% of respondents devoted 3% or less of their time to such functions.

2. Practicing school psychologists are more frequently involved in traditionally performed school psychology functions which indirectly relate to career development activities. More than 20% of participants indicated they psychologically evaluate special needs students for vocational programs, lead group activities which promote self-awareness and make recommendations for placement of students in vocational education programs.

3. Practicing school psychologists attach greater importance to career development functions which relate to responsibilities traditionally performed by school psychologists. Functions involving testing students for vocational education placement, interpreting vocational test findings and interviewing students regarding their career development, were strongly supported by participants. Moreover, practitioners consistently endorsed career development functions associated with the vocational needs of handicapped and disadvantaged students.

4. Practicing school psychologists are less involved in and attach less importance to career development functions which involve duties not traditionally performed by school psychologists. This is particularly true for functions which involve supervision of career development activities.

5. Greatest promise for school psychologists' future performance in functions relating to career development activities seemed to be in career counseling and development functions. Seventeen of the 20 proposed functions were viewed by participants as ones school psychologists should perform. It is somewhat surprising that participants rated this function area as more important than pupil appraisal, perhaps the oldest and most closely associated aspect of school psychology. This may be due to the increased emphasis role expansion has received in the literature and in training programs. It may well be that school psychologists are less satisfied with the testing duties involved in their vocation and wish to expand the services they supply to students. Perhaps too, practitioners are not satisfied with the performance of guidance counselors in the area of career counseling and guidance.

6. An important difference exists between the perceived involvement of practicing school psychologists in career development functions and the future importance they attach to such functions. More specifically, the importance practicing school psychologists attach to career development functions exceeds their involvement in such functions. This could reflect a desire on the part of

practicing school psychologists to increase their future involvement in career development functions.

7. There appears to be no significant relationship between the level of post-secondary training possessed by practicing school psychologists and their performance in career development functions. This also holds true for the importance practicing school psychologists attach to such functions. It may well be that higher degree programs contain little more emphasis towards career development functions than do bachelor and one-year masters programs.

8. The hours of graduate course work practicing school psychologists have relating to career/vocational education appears to influence positively their involvement in vocational pupil appraisal. This may result from the type of course study participants received. That is, such course work may have emphasized vocational assessment procedures and practices. It may also be that as practicing school psychologists increased their involvement in vocational assessment, they saw a greater need to return for additional schooling on the subject.

9. The percent of job time practicing school psychologists devote to career education functions appears to positively influence the importance they attach to vocational pupil appraisal. One could hypothesize that the job time participants devoted to career development functions actually involved vocational assessment. This increased involvement led respondents to greater appreciation of vocational appraisal services.

10. Older aged practicing school psychologists are more likely to be involved in career counseling and development activities than are younger aged practitioners. This may be a result of dissatisfaction more experienced school psychologists begin to feel toward the traditional functions involved in school psychology. As practitioners grow older and work longer, they may begin to perform alternative functions.

11. The great majority of practicing school psychologists believe that they are unprepared to effectively participate in career development activities. This would lead one to believe that the pre and inservice training school psychologists presently receive involving career development functions is quite limited.

#### Discussion

The results of this study supported many of the career development functions proposed for school psychologists in the literature. The finding that practicing school psychologists attach importance to their involvement in career counseling and development activities clearly supports Hohenshil's (1975, 1982), Hohenshil's and Warden's (1978), Hummel and Hohenshil's (1974) and Shepard's (1981) contentions that school psychologists should increase their participation in career counseling functions. Hohenshil's (1974, 1975) proposal that school psychologists should be involved in assessing handicapped students for placement in career/vocational education programs is also endorsed through study findings.

Additional confirmation is seen for Hohenshil's (1974) idea of the school psychologist working with vocational education instructors in regard to behavior modification techniques. Findings further supported Hummel's and Hohenshil's (1974) suggestion that school psychologists be consulted regarding the curriculum of special needs students. Little importance, however, was attached to school psychologists' involvement in curriculum committees serving to develop career education programs.

Very little importance was attached to school psychologists serving as supervisors of career education programs as proposed by Telzrow (1975). Hohenshil's and Warden's (1978) suggestion that practitioners be involved in writing vocationally oriented grants, administering individual vocational inventories and conducting research relevant to career/vocational education also received little support.

Last, the fact that 90% of study participants indicated they are inadequately prepared to perform career/vocational functions suggests that little is being done to educate school psychologists in the 17 vocational competency domains recommended by Hohenshil and Warden (1978).

Comparisons can also be drawn between the results of this study and those reported by Murray (1975) and Pfeffer (1978). Briefly, of the items from Murray's and Pfeffer's questionnaire instruments which addressed school psychologists' performance in career/vocational areas, four were viewed similarly by the participants of

this investigation. The respondents of all three studies were in general agreement on the following items:

1. Making recommendations for placement of students in vocational programs (probably should).
2. Communicating to the administration the need for vocational classes, services or programs (probably should).
3. Participation in evaluation programs pertaining to vocational classes, services or programs (probably should not).
4. Participate in inservice training programs for secondary vocational teachers (probably should).

Murray's study participants generally agreed with those of the present study in that both groups attached importance to school psychologists' interpreting the results of vocational inventories. Conversely, Pfeffer's respondents appeared undecided regarding this function. Murray's group was neutral regarding school psychologists' serving in curriculum planning for vocational classes while both Pfeffer's and the present study favored such participation. Both Pfeffer's participants and those of the present study placed little value on school psychologists serving as directors of career/vocational programs. Conversely, both groups attached importance to school psychologists' involvement in career counseling and development activities.

### Implications of the Study

There appear to be six general implications which can be drawn from the results of this study. Each will be dealt with separately in the following discussion.

1. It would appear that practicing school psychologists are not significantly involved in career development functions. If school psychologists are to begin to deal with the career/vocational education needs of secondary school students, particularly those of the handicapped and disadvantaged, they will need to significantly increase their involvement in this area.

2. Given that practicing school psychologists should be more involved in career development functions, they will need to receive specialized training in vocational assessment, career counseling, career development and career education theories and practices. Currently, 90% of the population responding to the question regarding the adequacy of school psychologists' academic preparation for involvement in career/vocational related functions believed the present preparation of school psychologists to be inadequate in this area.

3. It is reasonable to conclude that factors other than school psychologists' professional expertise and preferences keep them from performing career development functions. Such factors will need to be studied. Means by which school psychologists will be allowed greater latitude to perform career development functions will also need to be addressed.

4. School psychologists appear to attach greater importance to career development functions they are familiar with. Therefore, inservice training they receive might well begin with career development activities which relate to duties traditionally performed by school psychologists, e.g., vocational assessment, vocationally related counseling and consultation techniques. Indeed, career counseling and development activities appear to be areas of particular interest to practitioners.

Since it would appear that the majority of practicing school psychologists are more involved in and familiar with services to elementary aged students, vocationally oriented pre and inservice training should also stress the dynamics of secondary career/vocational education programs. The idea that properly trained school psychologists could function as supervisors of career development programs could also be introduced to school psychologists.

5. Findings indicate that school psychology trainers are not exposing their students to career development processes and practices. It may be that such educators are not appropriately equipped to instruct such topics. Thus they may need to gain additional knowledge regarding career development concepts and functions before they can provide adequate training for students.

6. Findings suggest that state departments of education and school psychology associations are not providing school psychologists with appropriate inservice activities relevant to career development practices and principles.

### Recommendations for Further Research

On the basis of the results of this study, the following recommendations for further research are offered:

1. Research be conducted to survey a sample of practicing school psychologists located in individual states to compare their beliefs regarding school psychologists' involvement in career development functions with the beliefs of the nationwide sample of practitioners reported in this study.
2. Research be conducted to survey other pupil personnel specialists, state supervisory staff, school administrators, vocational and special education instructors as well as other school personnel and compare their beliefs as to school psychologists' functioning in career development functions with the beliefs of practicing school psychologists.
3. That a follow-up nationwide survey of practicing school psychologists similar to this study be completed in four to five years time, and results compared with the findings of this study.
4. Research be conducted to survey a nationwide sample of school psychology trainers regarding their competencies to instruct students in career development concepts and practices.
5. Research be conducted to survey statewide samples of school psychology trainers regarding their competencies to instruct students in career development concepts and practices.

### Recommendations for the Profession

On the basis of the results of this study, the following recommendations to the profession are offered:

1. It would appear that there will be increased involvement by school psychologists in career development functions. This should dictate a commitment by school psychology training programs to provide their students with additional education regarding the rationale and dynamics underlying career development processes and practices. Beyond course work in these areas, attention should be directed toward providing practicum experiences in career/vocational education programs, vocational rehabilitation agencies, etc.

2. School psychology associations should actively encourage and involve themselves in providing skill attainment in career development functions to school psychologists through conferences, seminars, inservice education and feedback to school psychology training institutes regarding the importance of career development functions.

3. State school psychology certification requirements should reflect the contributions that school psychologists can make to students through the appropriate application of career development practices. This can be accomplished by including course work and

professional expertise in career development functions as requirements for school psychology certification.

4. The National Association of School Psychologists, particularly the NASP National Committee on Vocational School Psychology, should continue to take a leadership role in studying the future of vocational school psychology. NASP is encouraged to present information relevant to vocational school psychology to its membership through publications, conferences and training programs.

5. School psychology should initiate and maintain closer liaison with other pupil personnel and school staff members presently involved in career development functions. School psychologists should begin to explore, with other appropriate school personnel, the dimensions of staff roles and responsibilities involved in system-wide career development programs. Cooperative and complimentary relationships between school personnel involved in career development functions should be established and maintained.

6. The National Association of School Psychologists might establish liaison with other major organizations such as the American Personnel and Guidance Association, the National Education Association, the Council for Exceptional Children and the American Vocational Association to facilitate role definition among school personnel involved in career development functions.

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APPENDIX A

## Personal Data Form

1. Name \_\_\_\_\_ 2. Age \_\_\_\_\_  
           Last                            Middle                            First
3. Sex \_\_\_\_\_
4. Most advanced level of academic training:  
       \_\_\_\_\_ Bachelor's Degree  
       \_\_\_\_\_ Masters Degree  
       \_\_\_\_\_ 6th Year/Specialist Degrees  
       \_\_\_\_\_ Doctorate in Education (Ed.D. or Ph.D.)  
       \_\_\_\_\_ Doctorate in Psychology (Ph.D. or Psy.D.)  
       \_\_\_\_\_ Other (please specify \_\_\_\_\_)
5. Number of years experience as a school psychologist: \_\_\_\_\_
6. Primary role as professional:  
       \_\_\_\_\_ School Psychologist - practitioner  
       \_\_\_\_\_ School Psychologist - trainer  
       \_\_\_\_\_ Other (please specify \_\_\_\_\_)
7. Semester hours of course work directly related to career or vocational education: \_\_\_\_\_
8. Do you believe school psychologists should provide increased services to secondary school students (grades 9-12)?  
       \_\_\_\_\_ Yes  
       \_\_\_\_\_ No
9. Do you feel adequately prepared to supply increased services to secondary school students (grades 9-12)?  
       \_\_\_\_\_ Yes  
       \_\_\_\_\_ No
10. Please check any of the following activities in which you have participated regarding career/vocational education:  
       \_\_\_\_\_ Have attended conferences and/or workshops regarding career/vocational education  
       \_\_\_\_\_ Have read material regarding career/vocational education  
       \_\_\_\_\_ Have authored or co-authored material regarding career/vocational education  
       \_\_\_\_\_ Have served as a resource speaker regarding career/vocational education  
       \_\_\_\_\_ Have taken courses in career/vocational education  
       \_\_\_\_\_ Have taken courses in areas related to career/vocational education, i.e., vocational and technical education, occupational vocational psychology, psychology of work, etc.

- Have taught courses in career/vocational education  
 Have taught courses in areas related to career/vocational education, i.e., vocational and technical education, occupational psychology, psychology of work, etc.  
 Have visited school system having career education programs

11. What percent of your time is devoted to career related functions? \_\_\_\_\_

12. Do you feel school psychologists academic preparation is adequate for them to knowledgeably participate in career and vocational educational functions?

- Yes  
 No

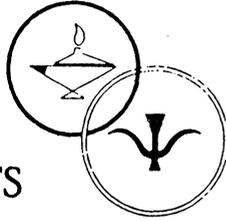
13. If you responded with a "no" to question 12, please check the types of experiences you feel would help prepare school psychologists for participation in career/vocational education functions.

- Course work in career/vocational education  
 Course work in areas related to career/vocational education, i.e., occupational-vocational psychology, vocational and technical education, psychology of work, etc.  
 Participation in inservice education programs regarding career/vocational education  
 Participation at workshops and conferences devoted to career/vocational education  
 Practicum or internship experiences in vocational schools, vocational and career centers, vocational rehabilitation agencies, etc.  
 Visits to school systems having career/vocational education programs  
 Other (please specify):

	PRESENT PERFORMANCE						FUTURE IMPORTANCE					
	Definitely Am	Probably Am	May or May Not	Probably Am Not	Definitely Am Not		Definitely Should	Probably Should	Undecided	Probably Should Not	Definitely Should Not	
<b>PUPIL APPRAISAL</b>												
1. Plan and develop the school's vocational interest and vocational aptitude testing program												
2. Design the school's career education needs assessment program												
3. Administer and score vocational aptitude tests and vocational interest inventories												
4. Interpret results of vocational aptitude and vocational interest inventories to students individually and/or in groups												
5. Administer psychological evaluations to identify pupils for general vocational education programs												
6. Administer psychological evaluations to special needs students for vocational education and rehabilitation programs												
7. Assess students potential in vocational skill areas through job and work sample assessment												
8. Conduct student interviews to explore interests, vocational goals and career aspirations												
9. Help students learn how to take employment tests												
10. Administer career education needs assessment												
11. Interpret student results of vocational aptitude and interest inventories to teachers												
12. Prepare results of vocational aptitude and interest inventories for use in curriculum planning and research												
13. Consult with vocational teachers on the development of their own instruments for vocational achievement testing												
14. Interpret results of individual student vocational aptitude and interest inventories to parents												
15. Schedule appropriate testing (General Aptitude Battery) for students through state employment services												
16. Serve as the school representative to report and explain to community groups results of the vocational interest and vocational aptitude testing program												
17. Evaluate the vocational interest and vocational aptitude testing program												
<b>CAREER COUNSELING AND DEVELOPMENT ACTIVITIES</b>												
1. Plan and organize the school's individual and group career counseling programs												
2. Plan and organize parent discussion groups regarding ways for parents to facilitate the emotional growth of their children												
3. Plan and organize programs to provide students interested in social service and mental health professions with field experiences. (Example--trips to State Hospitals, facilities for the handicapped and disadvantaged; work experience placement in programs such as welfare services, services for the handicapped.)												
4. Plan and organize a speakers bureau of community based specialists in social service and mental health professions to speak to students concerning careers in their field												
5. Plan and organize the orientation program to familiarize incoming secondary school students regarding curricular opportunities including general college prep, vocational education												
6. Lead or co-lead small group activities designed to promote student self-awareness. (Example--value clarification and decision-making exercises.)												
7. Lead or co-lead student role playing activities depicting work related conflict situations and the use of interpersonal skills in resolving them												
8. Lead or co-lead student discussion groups on the relationships between personal/work values, personality traits and career decisions												
9. Prepare students for job interviews through simulated experiences												
10. Counsel with vocational students enrolled in work study programs who are having work adjustment problems												
11. Speak with students referred for psychological evaluation about curricular opportunities including vocational education programs												

	PRESENT PERFORMANCE					FUTURE IMPORTAICE				
	Definitely Am	Probably Am	May or May Not	Probably Am Not	Definitely Am Not	Definitely Should	Probably Should	Undecided	Probably Should Not	Definitely Should Not
12. Serve as resource person (speaking, providing materials) to students interested in careers in psychology and related fields including preparation and training needed, opportunities and rewards										
13. Provide opportunities for students interested in careers in psychology to spend "on the job" time with the psychologist										
14. Aid teachers in developing skills in small group activities designed to promote student self-awareness										
15. Provide inservice training for vocational teachers regarding behavioral management techniques										
16. Participate in parent conferences involving the planning and recommending of vocational program and/or career opportunities for students										
17. Lead or co-lead parent discussion groups regarding ways for parents to facilitate the emotional growth of their children										
18. Evaluate group activities designed to foster students self-awareness										
19. Conduct follow-up studies of those students placed in social service or mental health work experience programs to determine the effectiveness of the experience										
20. Evaluate the effectiveness of parent discussion groups regarding ways for parents to facilitate the emotional growth of their children										
<b>CONSULTATION, LIAISON AND SUPERVISION</b>										
1. Plan and organize liaison services with social service agencies such as the Division of Vocational Rehabilitation and Employment Services										
2. Plan and organize liaison services with community based day programs and residential school programs equipped to provide for the vocational education needs of exceptional children										
3. Direct the school's vocational education program										
4. Direct the school's career education program										
5. Plan and organize efforts such as grant writing to obtain funds for career education programs and projects										
6. Serve as a resource speaker to classes of students to help them recognize the importance of mental health and interpersonal skills in occupational success										
7. Serve as advisor for the psychology club										
8. Teach a course such as psychology of work, psychology in everyday living, for secondary students										
9. Write articles for the school newspaper regarding topics such as careers in psychology, personality and work, consumer psychology										
10. Serve on curriculum committee for planning vocational classes and programs for special needs students										
11. Serve on curriculum committee to help develop comprehensive career education program										
12. Help select vocational teachers of special needs pupils										
13. Make recommendations to the school administration for the placement of students in vocational education classes and programs										
14. Make recommendations to the school administration on the need for vocational education classes, services, and programs within the school district										
15. Speak at PTA's on such subjects as vocational/career psychology, career education programs										
16. Promote the concept of career education through speaking to various civic organizations, writing newspaper articles										
17. Serve as school based liaison for students placed in community based day programs and residential school programs equipped to provide for the vocational education needs of exceptional children										
18. Serve as school based liaison for social service agencies such as the Division of Vocational Rehabilitation and employment services										
19. Conduct research and evaluation projects regarding career education programs										
20. Evaluate vocational education classes and programs within the school district										
21. Evaluate the progress of exceptional students placed in community based day programs or residential school programs providing vocational and career education										

NATIONAL  
ASSOCIATION  
OF  
SCHOOL  
PSYCHOLOGISTS



OFFICE OF COMMITTEE CHAIRPERSON

January 22, 1982

Dear Colleague:

We are writing to urge your participation in a study being conducted by John Shepard, a doctoral candidate in the Virginia Tech/James Madison University cooperative doctoral program.

The study is designed to assess the extent to which practicing school psychologists are involved in various aspects of career development and vocational education programs. John's study has been endorsed by the NASP National Committee on Vocational School Psychology, which will use the results to assist in the development of various types of pre and inservice education activities for school psychologists. Your individual responses will, of course, be kept in strict confidence since only group data will be used in the analysis.

We hope that you will assist John Shepard and NASP by taking 15-20 minutes to complete and return the materials you will receive in a few days. His study will generate valuable data to assist the further development of the school psychology profession.

Thomas H. Hohenshil  
Professor and Dissertation  
Director  
Virginia Tech

Douglas T. Brown  
Dissertation Committee  
Member  
James Madison University

John Guidubaldi  
Kent State University  
Dissertation Consultant  
and Adjunct Professor  
Virginia Tech

/ph

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## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

*Blacksburg, Virginia* 24061  
(703) 961-7578

January 25, 1982

Dear Colleague:

As a school psychologist presently working on my dissertation in the Virginia Tech/James Madison University cooperative doctoral program, I am asking for your help in the collection of my data.

Enclosed with this letter are a personal information form and opinionnaire regarding various functions that school psychologists may perform. The materials I am asking you to complete will require about 15-20 minutes of your time.

As you know, the study is endorsed by the NASP National Committee on Vocational School Psychology. Several leaders in NASP have already expressed their interest and support for this study. The results will be used by the NASP National Committee to assist in the development of various types of pre and inservice activities for school psychologists. Your individual responses will, of course, be kept in strict confidence since only group data will be used in the analysis.

Thank you, in advance, for your good assistance. I will send you a summary of the results of the study when it is completed.

Sincerely,

John W. Shepard  
School Psychologist  
Doctoral Candidate

Enclosures

p.s. Enclosed is .25¢. Help yourself to a coffee break while you are completing the materials.

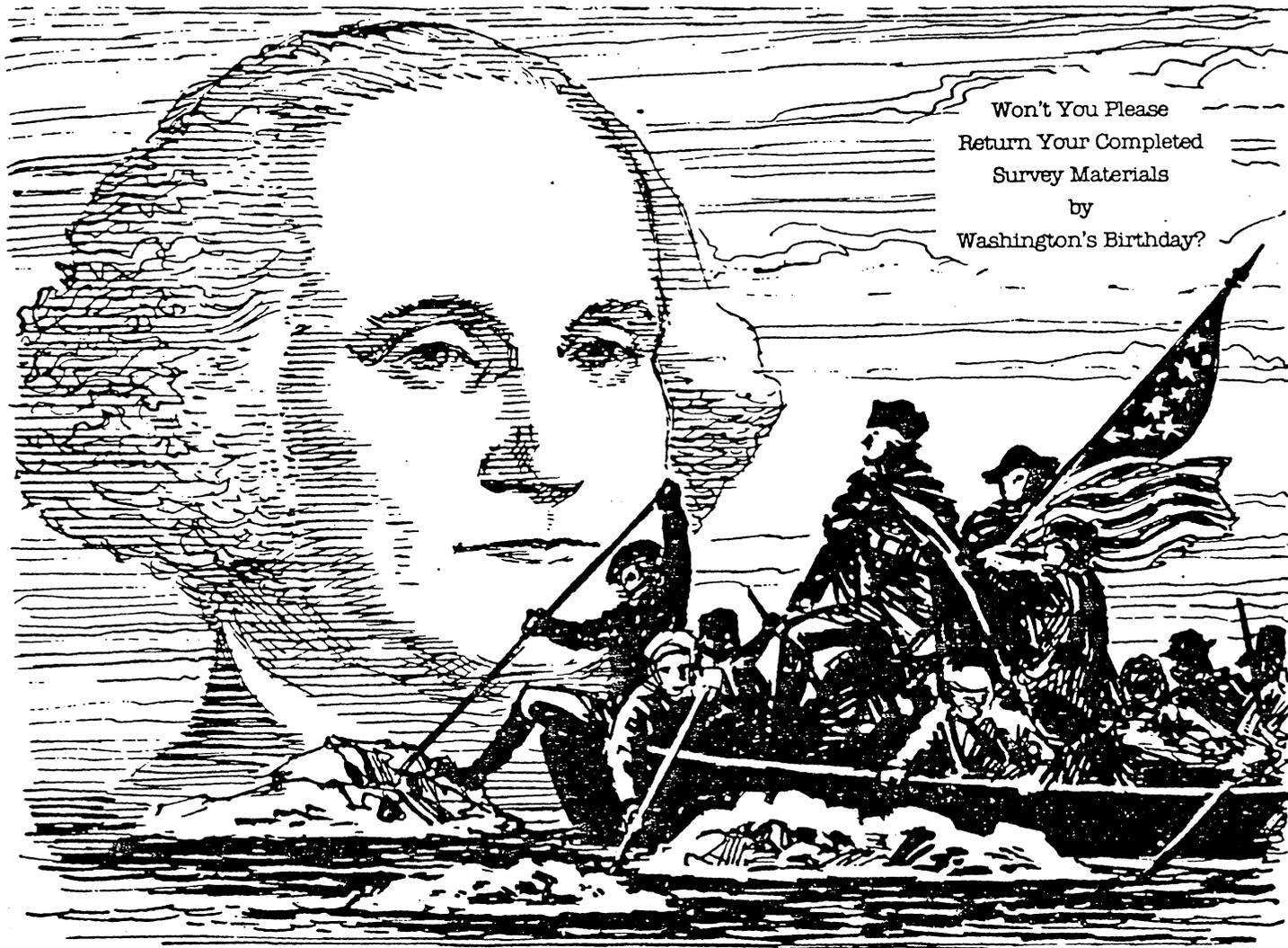
I CAN NOT  
TELL A LIE . . .



I NEED YOUR  
HELP!

(Front page of Contemporary Card used as First Follow-Up Letter)

(Inside Page of Contemporary Card used as First Follow-Up Letter)



Won't You Please  
Return Your Completed  
Survey Materials  
by  
Washington's Birthday?



COLLEGE OF EDUCATION  
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

February 26, 1982

Dear Colleague:

About four weeks ago, 364 school psychologists in the United States and Canada were asked to participate in a study conducted by John Shepard. The response of our fellow school psychologists has been tremendous. At the present time, more than 75% have responded by completing and returning the survey materials.

According to John's records, he has not received your completed materials. Since we want the highest possible participation, I will appreciate it very much if you will assist John with his study. Your responses are vital to his findings. The results are intended to show trends in school psychology and will be used by the National Association of School Psychologists in its ongoing study of the school psychologists' role in career/vocational education. All individual responses will be held in strictest confidence.

Enclosed are duplicate survey forms and a stamped, self-addressed envelope. Won't you please take a few minutes to complete and forward them on to John?

Thanks for your help.

Sincerely yours,

Thomas H. Hohenshil  
Professor  
School Psychology

APPENDIX B

Frequencies, Means and Deviations for  
Pupil Appraisal - Present Performance Items

<u>Item No.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>No Response</u>	<u>Mean</u>	<u>SD</u>
1	7	4	12	17	171	7	4.62	1.93
2	2	3	10	17	179	7	4.74	.70
3	10	13	20	17	149	9	4.34	.17
4	13	11	25	16	142	11	4.27	.23
5	29	36	29	20	97	7	3.57	.53
6	59	44	30	16	62	7	2.90	.61
7	3	7	9	25	166	8	4.64	.83
8	29	39	33	18	90	9	3.49	.53
9	2	5	12	16	175	8	4.70	.76
10	2	7	11	13	172	13	4.69	.80
11	10	16	18	27	139	8	4.28	.19
12	7	3	12	20	168	8	4.61	.92
13	3	4	15	18	169	9	4.66	.81
14	11	14	19	16	148	10	4.32	.20
15	2	3	9	10	186	8	4.79	.68
16	2	4	7	8	188	9	4.80	.68
17	6	9	12	10	173	8	4.60	.98

Frequencies, Means and Deviations for  
Pupil Appraisal - Future Importance Items

<u>Item No.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>No Response</u>	<u>Mean</u>	<u>SD</u>
1	31	73	43	35	26	10	2.7	1.25
2	21	73	37	44	28	11	2.9	1.23
3	32	52	39	44	39	12	3.0	1.40
4	45	71	27	33	25	17	2.6	1.30
5	72	81	23	13	17	12	2.1	1.20
6	107	81	6	8	6	10	1.7	.92
7	22	47	51	47	37	14	3.1	1.27
8	56	70	28	30	21	13	2.4	1.31
9	17	36	49	44	59	13	3.4	1.20
10	18	45	47	51	37	20	3.2	1.25
11	35	73	38	36	23	13	2.7	1.26
12	33	68	37	31	34	13	2.8	1.33
13	26	71	47	34	28	12	2.8	1.24
14	37	76	33	30	28	14	2.7	1.31
15	10	24	50	48	75	11	3.7	1.20
16	13	42	56	33	62	12	3.4	1.28
17	30	70	46	23	38	11	2.9	1.32

Frequencies, Means and Deviations for  
Counseling and Development Activities - Present Performance Items

<u>Item No.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>No Response</u>	<u>Mean</u>	<u>SD</u>
1	4	4	10	22	167	11	4.6	.82
2	41	29	36	20	80	12	3.3	1.58
3	4	15	22	14	153	10	4.2	1.06
4	3	6	21	14	162	12	4.5	.89
5	3	3	11	13	176	12	4.7	.75
6	40	43	35	10	80	10	3.2	1.59
7	12	18	28	21	130	9	4.1	1.27
8	10	20	26	15	138	9	4.2	1.25
9	3	3	17	13	173	9	4.7	.80
10	9	17	28	6	150	8	4.3	1.22
11	48	41	43	11	66	9	3.0	1.56
12	44	44	33	20	65	12	3.1	1.56
13	15	26	24	22	120	11	4.0	1.36
14	35	51	40	17	65	10	3.1	1.50
15	17	19	33	28	109	12	3.9	1.34
16	22	32	33	25	92	14	3.7	1.45
17	39	36	44	22	63	14	3.2	1.51
18	24	36	28	23	92	15	3.6	1.50
19	5	13	12	28	148	14	4.4	1.02
20	19	31	23	24	105	16	3.8	1.43



Frequencies, Means and Deviations for  
Consultation, Liaison and Supervision - Present Performance Items

<u>Item No.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>No Response</u>	<u>Mean</u>	<u>SD</u>
1	15	14	26	17	131	15	4.2	1.30
2	17	18	19	26	119	19	4.1	1.35
3	2	0	6	9	187	14	4.9	.55
4	2	1	6	9	183	17	4.8	.59
5	2	2	10	15	172	17	4.8	.68
6	22	21	37	25	101	12	3.7	1.42
7	6	6	15	8	166	17	4.6	.96
8	7	4	12	13	168	14	4.6	.94
9	7	7	13	9	167	15	4.6	.99
10	10	20	19	15	141	13	4.3	1.25
11	4	9	12	18	159	16	4.6	.93
12	4	10	15	10	163	16	4.6	.97
13	40	41	26	16	80	15	3.3	1.61
14	24	31	28	24	96	15	3.7	1.49
15	6	8	30	20	141	13	4.4	1.06
16	3	3	12	22	163	15	4.7	.78
17	20	18	19	17	130	14	4.1	1.40
18	12	16	23	17	136	14	4.2	1.26
19	3	4	9	16	171	15	4.7	.77
20	4	9	12	22	156	15	4.6	.93
21	27	26	21	19	111	14	3.8	1.52

Frequencies, Means and Deviations for  
Consultation, Liaison and Supervision - Future Importance Items

<u>Item No.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>No Response</u>	<u>Mean</u>	<u>SD</u>
1	36	55	47	25	40	18	2.9	1.37
2	41	70	35	22	31	19	2.7	1.34
3	6	8	40	33	15	16	4.2	1.07
4	7	10	41	33	108	19	4.1	1.12
5	12	40	44	40	64	18	3.5	1.29
6	55	105	24	6	12	16	2.1	1.02
7	35	79	49	11	24	20	2.5	1.20
8	35	63	56	20	29	15	2.7	1.26
9	27	85	51	18	22	15	2.6	1.15
10	57	97	19	13	16	16	2.2	1.14
11	33	67	43	29	30	16	2.8	1.30
12	31	57	39	28	45	18	3.0	1.40
13	78	75	20	12	18	15	2.1	1.23
14	62	79	26	13	21	17	2.3	1.26
15	24	86	46	24	23	15	2.7	1.17
16	11	56	53	36	45	17	3.2	1.23
17	38	75	31	24	34	16	2.7	1.36
18	29	55	46	37	34	17	3.0	1.31
19	24	46	65	31	35	17	3.0	1.25
20	20	49	47	39	45	18	3.2	1.31
21	53	74	28	18	21	24	2.4	1.28

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the scanned document**

## CAREER DEVELOPMENT FUNCTIONS OF SCHOOL PSYCHOLOGISTS

by

John W. Shepard

(ABSTRACT)

Historically, school psychologists have primarily performed the duties of tester and classifier of primary aged children. The 1970's, however, witnessed an increasing dissatisfaction with this traditional view of school psychology. Different functions, encompassing most aspects of the total school program, have been espoused for the profession. One such proposed function concerns school psychology's involvement with career development programs. Indeed the concept of the "vocational school psychologist" has gathered a discernible momentum since its inception in 1974. This study was undertaken to analyze proposed functions of practicing school psychologists in career development based on a survey of the membership of the National Association of School Psychologists. Specifically, the study sought answers to the following questions:

1. What is the performance of school psychologists in the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision?

2. What importance do school psychologists attach to the areas of vocational assessment, career counseling and development activities and career consultation, liaison and supervision?

3. What differences exist between the actual performance of school psychologists relative to vocational assessment, career counseling and development activities and career consultation, liaison and supervision and what school psychologists report should be practiced relative to vocational assessment, career counseling and development activities and career consultation, liaison and supervision?

4. What is the relationship of age, level of training, years of experience in school psychology, training and experience in career/vocational education to participant questionnaire responses?

To gather the data needed for the study, a questionnaire was mailed to a national sample of school psychology practitioners. The questionnaire contained 58 proposed career development functions for school psychologists, cutting across three school psychology role areas. Personal data forms were also completed to gather demographic information regarding the participants.

It was found that practicing school psychologists are only minimally involved in career development functions. Further, the importance practitioners attached to career development activities significantly exceeded their involvement in such functions. In all, participants favored and were more heavily involved in

career development activities which indirectly related to responsibilities traditionally performed by school psychologists. This included testing students for placement in career/vocational education programs, interviewing students regarding their career development and interpreting vocational test findings. Greatest promise for school psychologists' future performance in functions related to career development involved the area of career counseling and development activities.

Several demographic variables related significantly with questionnaire scale responses. The hours of graduate course work practicing school psychologists have in career/vocational education appears to influence positively their involvement in vocational pupil appraisal. The percent of job time practicing school psychologists devote to career development functions appears to influence positively the importance they attach to vocational pupil appraisal. Older aged practicing school psychologists are more likely to be involved in career development activities than are younger aged practitioners. Significantly, 90% of respondents felt inadequately prepared to participate in career development functions.

It was concluded that school psychology needs to better prepare its membership for involvement in career development responsibilities. Particular attention should be paid toward establishing working relationships with other professionals who are involved

in career education services. The relationship of the survey's findings to the literature was discussed and recommendations for future research and for the profession were offered.