

## **A Rasch Modelling Approach to Measuring School Need for Psychological Services**

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### **Abstract**

The role and deployment of school psychologists in Western Australia has been reviewed a number of times since the establishment of services to schools. Current practices whereby school psychologist allocation to schools is achieved continues to appear to rely on school student population figures, its socioeconomic index and an appraisal of the school's "difficulty" level. Psychological services are then allocated accordingly, the decision-making mechanism based on an *ad hoc* conception of school need.

The research reported in this paper concentrated on the issue of trying to establish what aspects or characteristics of schools constitutes a greater or lesser level of need for services and then attempt to measure this need in an objective evidence-based manner. The various elements of school need for psychological services are posited to cluster around constructs extrapolated from the domains of service reported in the international professional literature. These are *characteristics of students*, *characteristics of schools* and *teacher expertise*. The three constructs constitute the preliminary conceptual framework for the study upon which the empirical investigation was based.

The study was conducted in three phases: First, theoretical framework refinement utilising data collected from a questionnaire; second item development, piloting and trialling; and third, utilising a refined linear scale to measure a sample of schools need for psychological services. Data were obtained from samples of principals, teachers and school psychologists working in two Department of Education and Training (DET) school districts. Data analysis employed the Rasch Rating Scale Model and Analyses of Variance. Data fitting the model confirmed that a uni-dimensional trait was measured. Data-to-model fit was estimated by item difficulty thresholds, individual item fit statistics, the person Separation Index and Principal Components Factors loadings of residuals. The results demonstrated that the linear scale instrument developed in the research provided an authentic measure of school need and that the measures of the phase three schools differed significantly from each other. The empirical findings of the study are discussed in the context of their application in informing decisions about the level of psychological services that should be provided to schools congruent with the psychological needs of their students.

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## **A Rasch Modelling approach to measuring school need for psychological services**

### **Introduction**

The paper begins by examining the necessity for school psychology service delivery to adapt in response to the rapidly changing nature of schooling. Then the function of school psychology is examined from an international perspective which highlights the emergence of newer models of service delivery and the incumbent difficulties in their implementation. The absence of systemic attempts to document the functions of school psychologists in Western Australia and the absence of objective mechanisms to allocate psychologists to government schools is reported. The theoretical model upon which the study is based is presented next, together with the research questions, research methodology and empirical results. The findings are discussed in relation to the practical issue of providing psychological services to schools commensurate with an objective measure of school need.

### **Background**

School psychological services need to evolve to meet the changing needs of schools in the twenty first century. Political, social and economic factors have impacted significantly on the nature of schooling in the developed western economies with greater numbers of single-parent and low-income families, working parents, immigrant groups, violent incidents in schools and the community (Paisley & Borders, 1995; Swerdlik & French, 2000; Sheridan & Gutkin, 2000). The literature on school psychological services is replete with debate on changes in the role and functions of school psychologists (Bradley-Johnson & Dean, 2000; Denholm, Collis, Garton, Hudson, McFarland, MacKenzie and Owens, 1998). Despite these calls for reform they have yet to take hold at a grassroots level in North America (Sheridan & Gutkin, 2000) although in Australian schools, psychologists have become more engaged as evidenced by school-wide approaches to student health and well-being, welfare and discipline and aspects of curriculum development (Oakland, Faulkner & Annan (2002). This is also the case in New Zealand where the educational psychologists' role, in response to local reforms, is now described as an "idealised community psychology" because practitioners serve communities as well as schools, a movement away from an individual student focused model towards one of ecological contextualised practices (Oakland et al., 2002).

The literature of psychological services provision in Australia, New Zealand and the United States demonstrates greater similarities than differences. This is due in part to the fact that all countries have immigrant populations, their economies and government school systems are flourishing, they have English as a first language and their respective psychology professions are grounded in the values of Western style psychology (Oakland et al., 2002). School psychological services in all countries are readily identified within the domains posited by Yesseldyke, J., Dawson, P., Lehr, C., Reschly, D. J., Reynolds, M., & Telzrow, C., (1997). Viz. service provision in Western Australia can be summarised as: behaviour management; psycho-educational assessment of students at educational risk and students eligible for special educational placement; student mental health and well-being; retention and participation of isolated withdrawn or truanting students; crisis and risk management; and evaluation of gifted and talented students (Area Manager Student Services personal communications, 2007; Swan Education District Student Services Plan , 2004).

However, the Australia context within which school psychologists operate, has altered significantly in recent years (Denholm et al., 1998). Consequently, practitioners have needed to fully develop roles in: (a) psycho-educational evaluation and assessment interventions; (b) interventions to optimise educational services to students; (c) consultation and collaboration with parents and school staff; and (d) program development supervision. Nevertheless, there is a lack of information about what school psychologists actually do in providing services to schools and students although general role descriptions are available. The following sections of this background to the study examine the development and nature of school psychological services internationally against a backdrop of external factors affecting society, government schools and the institution of schooling. It will be argued that it is timely to reconsider how school psychology services are allocated and provide services to those schools that are judged to be in greatest need.

### *The nature of school psychology*

The school psychologist's role has been closely associated with assessing and diagnosing students who have been identified by teachers as not maintaining educational parity with their peers (Murray, 1996). School psychologists are routinely consulted for problem identification (Bardon, 1994; Murray, 1996). This assessment role is present in many services and it reflects the predominant training paradigm that existed from the 1950s to the present. It relies heavily on the medical model. A model which encourages professionals to concentrate on assessing, diagnosing and treating students referred for learning and or behaviour reasons (Sheridan & Gutkin, 2000). A commonly held view is that individual differences can only be understood by means of data obtained from diagnostic instruments whether of the standardized variety or criterion based. Some practitioners are therefore pre-occupied with finding a diagnosis and labelling students rather than obtaining data to be used in collaboration with teachers for the design of interventions. An emphasis on providing assessment-related services results in a cycle of reactive rather than pro-active responses. This in turn reinforces the perception that school psychologists are associated with problem identification rather than problem prevention. By focusing almost exclusively on student-related deficiencies or problems the medical model leads school psychologists to both ask and answer the wrong questions (Conoley & Gutkin, 1995 cited in Sheridan & Gutkin, 2000). On the other hand there are legitimate reasons for applying the medical model, viz. to establish eligibility for education support purposes as this is mandated by the legislative framework in Western Australia (The Education Act, 1999) and in the United States (Individuals with Disabilities Education Act amendments, IDEA, P.L. 105-117; U.S. Congress, 1997 cited in Sheridan & Gutkin, 2000).

School psychologists typically spend between 50% to 55% of their time on psycho-educational assessment. The remainder is allocated to direct intervention, problem-solving intervention, systems consultation, applied research and program evaluation (Reschly, 2000). Gilman & Gabriel, (2004) concluded that education professionals might well continue to consider school psychologists as largely assessment experts. So the school psychologist roles and functions have been a focus of continued debate with discussion repeatedly concentrating on how the profession can broaden its scope. For example, by moving towards designing and implementing academic and behavioural interventions and moving away from the present emphasis on assessment-related activities (Gresham, 2004; Roberts, Marshall, Nelson, & Albers, 2001 cited in Gilman & Gabriel, 2004). That is a move towards consultation (Sterling-Turner, Watson, & Moore, 2002 cited in Gilman & Gabriel, 2004) and group and individual counselling (Prout, Alexander, Fletcher, Memis, & Miller, 1993 cited in Gilman & Gabriel, 2004).

The most relevant roles and functions of school psychologists have been the subject of discussion for many years (Passaro, Moon, Wiest, & Wong, 2004). Some have suggested that school psychology practice has not kept up with the debate and is now in need of a broad re-conceptualisation (Gutkin & Conoley, 1990; Sheridan & Gutkin, 2000). Others advocate expanded roles for school psychologists in teaching social and emotional intelligence (Quinn & McDougal, 1998 cited in Passaro et al., 2004) and teacher consultation and collaboration (Wiest & Kriel, 1995, 1997 cited in Passaro et al., 2004). Anticipating the need for a reappraisal of professional practice as school psychology moved into the 21st Century, Yesseldyke, Dawson, Lehr, Reschly, Reynolds, & Telzrow (1997), the National Association of School Psychologists (NASP) produced a blueprint for training and practice. This was intended to enable school psychologists and university departments to work together in developing the practice of school psychology. Blueprint II as it became known, advocated an expanded role for school psychologists in a proactive, preventive paradigm. Similarly, Yesseldyke et al. (1997) identified ten domains for enabling school psychologists to improve service to schools, students, families and agencies involved with children.

The ten skills and competencies identified are:

- data based decision making and accountability;
- interpersonal communication, collaboration and consultation;
- effective instruction and development of cognitive/academic skills;
- socialisation and development of life competencies;
- student diversity in development and learning;
- school structure, organisation and climate;
- prevention, wellness promotion and crisis intervention;
- home/ school/ community collaboration;
- research and program evaluation; and
- legal, ethical practice and professional development.

These show the range of services a school psychology can provide but these are not necessarily provided, although they may be provided in varying degrees. Oakland, Faulkner and Annan (2002) suggest the domains of school psychology services are identifiable through the following six delivery systems:

- individual psycho-educational evaluations of students needing special consideration;
- direct interventions to promote social, cognitive and emotional development;
- indirect interventions for students through teachers or parents, for example;
- research and evaluation to contribute to professional literature upon which practice is based;
- supervision and administration services such as planning provision in schools and liaising with other agencies; and
- prevention services in the social, personal and behavioural areas.

Specification of the domains and areas of service have helped to clarify the role of school psychology and reduce the confusion that has inhibited the further development of professional practice and its acceptance in the wider community. Some have suggested that if school psychologists fail to adapt to school reforms, societal and demographic changes in our communities and spend less time on assessment related activities, the profession may not survive (Bardon, 1994). Indeed, the literature over the past decade suggests that this is the case and that the future direction of school psychology will be characterised by role

expansion (Bradley-Johnson & Dean, 2000; Dwyer & Bernstein, 1998; Fagan, 2002 cited in Gilman & Gabriel, 2004; Gutkin, 1995; Swerdlik & French, 2000). As Gilman & Gabriel (2004) point out, the continuance of these calls for reform indicates that the desired reforms have not yet reached fruition or more simply, that the profession has not moved quickly enough (Fagan, 2002 cited in Gilman & Gabriel, 2004; Yesseldyke, 2000). There may be a number of reasons for this tardiness including the practitioners' perceived lack of control over their role in schools (Nastasi, Vargas, Bernstein, & Plymert, 1998) or lack of training in assisting schools to tackle and solve large problems (Yesseldyke, 2000). Training is clearly necessary to equip school psychologists with the skills to manage system change (Bradley-Johnson & Dean, 2000).

In summary, there is confusion about the role of school psychologists although there is general agreement that it requires clarification. There is also consistent press for reform of practice and delivery of service. The following section exemplifies these issues.

### *School psychological services in Western Australia*

Written policy governing school psychology service provision is lacking in Western Australia, as is contemporary data about the functions of local practitioners and how they spend their time in schools. Overseas professional services are well documented (Gilman & Gabriel, 2004; Oakland et al., 2002). Although psychometric assessment of students' eligibility for education support placement and other specialist facilities is mandated by The Education Act (1999), and relevant legislative frameworks, the medical model orientation that is wide-spread in Western Australian contemporary practice perpetuates the problematic issues discussed by Sheridan & Gutkin (2000) and others (Swerdlik & French, 2000; Oakland et al., 2002). School psychologists elsewhere have shown a clear desire to reduce time spent on psycho-educational assessment (Gilman & Gabriel, 2004; Hosp & Reschly, 2002; Oakland et al., 2002; Reschly, 2000). No corresponding data are available on Western Australian school psychologists' preferred roles and functions. This is even after the education reforms of the past decade and particularly in the light of the Robson Report (2001) of the taskforce on structures, services and resources supporting Government schools. The report recommended that support services be closer to schools and allocated differentially to meet the diverse requirements of school leaders, teachers, students and their communities.

These deficiencies in conjunction with more widespread concerns about psychological service provision to schools constitute the rationale for this study.

### **Theoretical framework**

The various elements of school need for psychological services are posited to cluster around constructs extrapolated from the domains of service identified by Yesseldyke et al., (1997), the delivery systems described by Oakland et al., (2002) and services delivered in Western Australia (Area Manager Student Services personal communication, 2007; Swan Education District Student Services Plan, 2004; West Coast Education District Student Services Plan 2008). These are characteristics of students, characteristics of schools and teacher expertise. These constituted the preliminary conceptual framework for the study upon which the empirical investigation was based. The operational definitions of the three elements were:

- characteristics of students - learning difficulties, disruptive behaviours, truancy, special needs, mental health issues, disabilities, suspension and exclusion data;
- characteristics of schools - presence of agreed vision, goals, evidence of culture of improvement, staff morale, staff collaboration, willingness to consult with school psychologist, willingness to liaise with parents, involvement of other agencies; and

- teacher expertise - knowledge of pedagogy, behaviour management, rapport with students, presence of high expectations for student achievement, skill in identifying student difficulty early.

## Research Objectives

The aim of the study was to make explicit those characteristics of schools, teachers and students that constitute concern and hence the need for school psychological services. Then to identify those characteristics of schools, teachers and students that differentiate the need for psychological services between schools. The research questions were:

1. What are school personnel perceptions of a school's need for psychological services?
2. Can a linear scale be constructed to measure teacher perceptions of school need for psychological services?

## Methodology

The methodology chosen for this research is quantitative and applied the principles of authentic measurement. These are well documented in the literature on the history and philosophy of science (Hempel, 1966), and more recently in explication of objective measurement (Wright, 1999). However, this approach is not necessarily adhered to in human science research, particularly as in applied psychology and education. When Bond and Fox (2001) reviewed the development of psychological measurement, they concluded that in the absence of deliberate and scientific construction of measures, psycho-social research has made, and will continue to make limited progress. A narrow definition of measurement attributed to Stevens (1946 cited in Bond and Fox, 2001) has influenced the course of research in psychology and in turn on quantitative educational research. To overcome this deficiency, contemporary psychometricians have developed conjoint measurement and probabilistic models (Michell, 1990; Rasch, 1960; and Wright & Masters, 1982). These measurement models offer an alternative to inferential methods and most importantly, ensure development of objective (person-free) measures (Bond & Fox, 2001).

Psychological research has historically utilised Likert-type scales to measure a variety of behaviour traits and attitudes and the numerical scores from these scales are simplistically assigned to objects or events. This led to the practice of assigning numbers to objects in violation of the principles of measurement. That is, for a construct to be measurable, it must have an additive structure (Michell, 1990). Traditionally, ordinal data were obtained and these can only describe a trait in terms of the degree of its presence (e.g. greater than or less than). Alternatively, it is more desirable to have data stated in units to enable plotting on a scale with the distances between scale points being of equal magnitude. For traditional Likert scale instruments, the psychological distance between successive judgement points is not necessarily equal and particular items to a greater or lesser degree may influence this. In addition, the value of distances between the rating categories might differ for each item and for different respondents (Bond & Fox, 2001).

It is clear then, that reliance on the data derived from traditional use of a Likert type scale is insufficient of itself to measure the construct of interest in the present study - school need for psychological services. Accordingly, the instrument development and refinement methods applied in this research will utilise the Rasch Model (Rasch, 1960) to produce data that are interval and are measured in common units. The Rasch Model (Rasch, 1960) takes into account two parameters (i.e. the difficulty of the items and the ability of the persons to affirm the items). The probability of a respondent to affirm an item is considered a logarithmic function of the difference between the person's ability and the item's difficulty. The item

difficulty and person ability parameters are both estimated in logits (logarithmic odds). The transformation of raw rating scale scores into these logits enables accurate comparison of data from different respondents and also valid comparison of data on different aspects of the need for school psychology services.

### *Research Design*

The research was conducted in three phases with each phase building upon the preceding phase. The three phases were:

Phase One: A draft questionnaire was piloted with a randomly selected sample of four principals, three school psychologists and six teachers from two DET education districts. The results from this instrument were used to inform the instrument development process in the next phase.

Phase Two: A 120-item rating scale instrument was developed with multiple items written for each variable in the refined theoretical framework. A four category Likert type scale was used for responses (strongly agree, agree, disagree, and unable to judge). The items were tested in a small pilot study in which principals, school psychologists and teachers responded to the items and commented on clarity of wording and ease of response. Following revision, the instrument was trialled with a sample of 240 teachers in a random sample of twelve schools taken from the two education districts. To ease pressure on respondents, three versions of the instrument were administered with each containing a common set of items. The Rasch Unidimensional Measurement Model (RUMM) computer program (Andrich, Sheridan, Lyne & Luo, 2000) was used to test data-to-model fit. Then, a stepwise process using individual item fit-statistics was applied to construct a parsimonious scale of 35 items that complied with the requirements for objective measurement. The final set of items were chosen for good data-to-model fit, coverage of the construct domain and to have a range of difficulties commensurate with person scores.

Phase Three: The *Survey of Need for Psychological Services* (see Appendix A) is a 35-item instrument using a four- category response scale (strongly agree, agree, disagree and cannot judge). The 35 items are hierarchically arranged in seven sub-scales with five items in each of the sub-scales. The instrument was administered to principals and teachers in a stratified random sample of 18 schools from two DET education districts. Characteristics such as type of school and school size were represented as far as possible in the sample in the same proportion as they occur in the population of schools in the two districts. Data were analysed using RUMM2020 and differences in teacher scores accounted for by membership of the staff of different schools were examined by an Analysis of Variance.

### **Results**

Phase One: The sample of principals, teachers and school psychologists critically examined the hierarchical arrangement of items within constructs, ambiguity of item wording and content validity of written items within each of the seven constructs. In addition these respondents were asked to comment on the ease of understanding the survey and making judgements in accordance with the four response categories. This process resulted in changes to wording, some word deletions, some word substitutions and hierarchical re-ordering of some items within constructs.

Phase Two: 238 survey forms were delivered to 12 primary and secondary schools across two DET education districts. 153 completed data sets were collected, a return of 64.3%. Rasch

Rating Scale Model analysis indicated that of the 120 items, 11 had elicited data with poor fit to the model (residuals  $>\pm 2.5$  and/or Chi Square probability statistics  $<0.05$ ). These data were removed prior to further analysis. The summary test-of-fit statistics from the subsequent analysis of 109 items are presented in Table 1. In an ideal data-to-model fit, the mean of the fit residuals should be close to zero and the standard deviation close to 1.0. For item-trait interaction, the Chi Square probability value should be  $<0.05$  with lower levels suggesting the data are not unidimensional. The separation index is a measure of the degree to which teacher affirmation locations are distributed along a continuum. An ideal spread distribution of affirmation locations would result in an index approaching 1.0. The statistics presented in table 1 show the data from the 109 items generally conforms to the requirements of the Rasch Rating Scale Model.

Table 1.  
RUMM Summary test-of-fit statistics for need for psychological services scale

ITEM-PERSON INTERACTION						
	ITEMS			PERSONS		
	Location	Fit	Residual	Location	Fit	Residual
Mean	0.00		-0.00	0.25		-0.24
SD	1.37		0.76	1.02		1.64
ITEM-TRAIT INTERACTION			RELIABILITY INDICES			
Total Item Chi Squ			291.72	Separation Index		0.92
Total Deg of Freedom			218.00	Cronbach Alpha		N/A
Total Chi Squ Prob			0.0006			
POWER OF TEST-OF-FIT						
Power is EXCELLENT						
[Based on SepIndex of 0.92]						

RUMM also produced a person-item location distribution (see Figure 1) displaying location of item thresholds and also location of teacher affirmativeness plotted on the same scale. The respective thresholds for the 109 items are distributed from 'easy' at the left to 'difficult' at the right. The distribution of the relative 'difficulty' of the items closely matches the affirmativeness distribution, indicating that the items present a range of difficulties that match the respondent's view of the need for psychological services in their school.

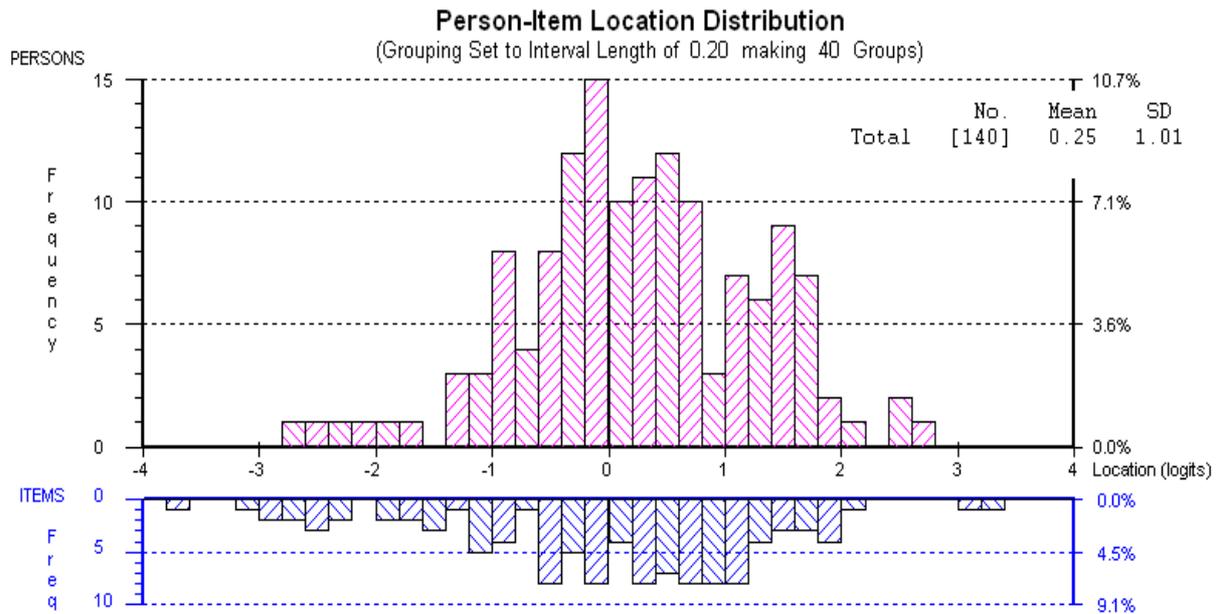


Figure 1. Person-Item Location Distribution

An Analysis of Variance (ANOVA) in person scores with the person factor of different schools was conducted using RUMM2020. A statistically significant difference between the data from different schools was found ( $F=3.08$ ;  $p < 0.05$ ). This result suggests that the instrument can discriminate between the perceptions of teachers from different schools of the school’s need for psychological services.

Phase Three: The 35-item instrument was administered to 10 randomly selected staff in each of 18 target schools across two DET school districts. Seventeen of the eighteen schools completed the instrument and 148 data sets were collected out of a possible 180, a return of 82.2%. The summary test-of-fit statistics are presented in Table 2. The distribution of the fit residuals for items and persons are close to ideal and the Separation Index is high. However, the Chi Square probability value was  $< 0.05$  which suggests the data were not unidimensional. In general the data fit the Rasch Rating Scale model well, suggesting a measure of school need for psychological services was constructed.

Table 2.

RUMM Summary test-of-fit statistics for need for psychological services scale

ITEM-PERSON INTERACTION					
	ITEMS			PERSONS	
	Location	Fit	Residual	Location	Fit Residual
Mean	0.0000		0.15	0.47	-0.11
SD	1.463		1.06	0.84	1.17
ITEM-TRAIT INTERACTION			RELIABILITY INDICES		
Total Item Chi Squ		113.360	Separation Index	0.84	
Total Deg of Freedom		70.000	Cronbach Alpha	N/A	
Total Chi Squ Prob		0.0008			
POWER OF TEST-OF-FIT					
Power is GOOD					
[Based on SepIndex of 0.87]					

RUMM also produced a person-item location distribution (see Figure 2) displaying location of item thresholds and also location of persons plotted on the same scale. The respective thresholds for the 35 items are distributed from ‘easy’ at the left to ‘difficult’ at the right. The distribution of the relative ‘difficulty’ of the items closely matches the teacher distribution, indicating that the items present a range of difficulties that match teacher affirmativeness.

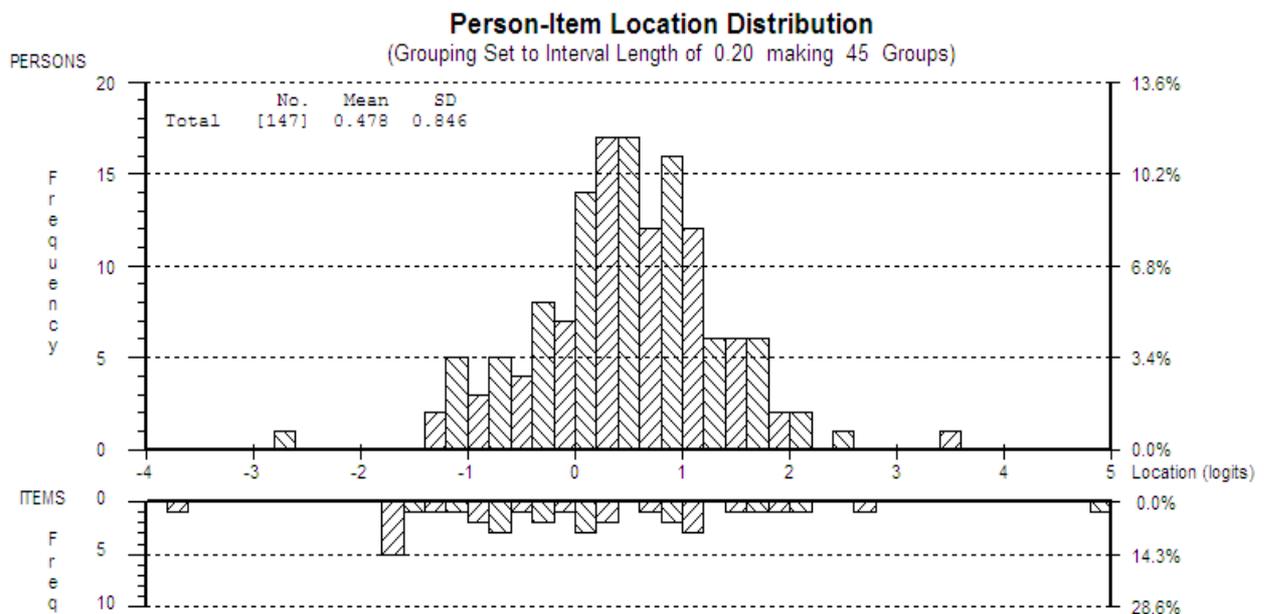


Figure 2. Person-Item Location Distribution

However, five of the items had either high residuals and/or low Chi Square probability values. In any future use of this scale these items ought to be noted and treated with caution.

Finally, an Analysis of Variance (ANOVA) in person scores with the person factor of different schools was conducted for the 35-item data. A statistically significant difference between the data from different schools was found ( $F=2.00$ ;  $p < 0.05$ ). This result suggests that the final instrument can discriminate between the perceptions of teachers from different schools of the schools’ need for psychological services.

## Conclusion

The current *ad hoc* arrangement whereby the district school psychologist allocation is apportioned across schools continues to be a focus of debate for administrators, principals and school psychologists. Rasch analysis of the data obtained from the *Survey of Need for Psychological Services* provided the means to quantify and measure the sub-constructs extrapolated from contemporary literature on school psychological services delivery. The resulting data fitted the Rasch Rating Scale Model making the instrument available for administration to a wider sample of schools thus adding to the database of quantified school need. As the research intentions were realised, informed decisions could be made, about the level of psychological services that should be provided to schools, congruent with the psychological needs of their students.

This research, if extended, is significant at a number of managerial levels of the Department of Education and Training. Central administrators will have objective data about school needs across the system that will inform decisions about differential resources for districts. Directors Schools within districts will have contemporary information describing the role and functions of school psychologists for accountability purposes and will be able to allocate school psychologists to schools commensurate with the psychological needs of students. School principals will be assured that the level of psychological services provided is appropriate having been determined by an authentic measure of needs. School psychologists, as a result of the research, will be able to establish priority for psychological services among their designated schools as each one will be located on the calibrated scale.

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Appendix A.

**SURVEY OF NEED FOR PSYCHOLOGICAL SERVICES**

Your school is:

**INSTRUCTIONS:**

Please do **NOT** write your name just remember the number in the top right corner.

If you **strongly agree** with the statement, please circle **4**

If you **agree** with the statement, circle **3**

If you **disagree** with the statement, circle **2**

If you **can't judge**, circle **1**

<b>Teaching</b>	Strongly agree	Agree	Disagree	Can't Judge
1. Teachers cater for individual differences	4	3	2	1
2. Student progress is documented regularly	4	3	2	1
3. Teachers know what each student needs	4	3	2	1
4. Teaching and learning produces high achievement	4	3	2	1
5. Test results are excellent	4	3	2	1

<b>Development of academic skills</b>	Strongly agree	Agree	Disagree	Can't Judge
6. Students need extra help	4	3	2	1
7. Students like to learn	4	3	2	1
8. Students respond well	4	3	2	1
9. Students are attentive	4	3	2	1
10. Students access study skills training	4	3	2	1

<b>School development of socialization and life skills</b>	Strongly agree	Agree	Disagree	Can't Judge
11. Student attitudes are important	4	3	2	1
12. The school rewards appropriate behaviour	4	3	2	1
13. Behavioural issues are well managed	4	3	2	1
14. There are few discipline problems	4	3	2	1
15. Students quickly resolve conflict	4	3	2	1

<b>Inclusivity in learning and development</b>	Strongly agree	Agree	Disagree	Can't Judge
16. All classes have students with learning difficulties	4	3	2	1
17. We welcome students from diverse backgrounds	4	3	2	1
18. Teachers celebrate the school's diversity	4	3	2	1
19. New students can be seen by the psychologist	4	3	2	1
20. We use the psychologist's ideas for our programs	4	3	2	1

<b>Prevention services and wellness promotion</b>	Strongly agree	Agree	Disagree	Can't Judge
21. There is a need for child protection training	4	3	2	1
22. Programs have improved student well-being	4	3	2	1
23. The school has suicide prevention strategies	4	3	2	1
24. Parents utilise healthy eating programs	4	3	2	1
25. The school coordinates mental health services	4	3	2	1

<b>Home/school/community collaboration</b>	Strongly agree	Agree	Disagree	Can't Judge
26. Parents are welcomed into the school	4	3	2	1
27. The school keeps the community informed	4	3	2	1
28. The community helped develop the school ethos	4	3	2	1
29. Parents are active in the School Council	4	3	2	1
30. Teachers find parents easy to engage	4	3	2	1

<b>School climate</b>	Strongly agree	Agree	Disagree	Can't Judge
31. Teachers strive for school improvement	4	3	2	1
32. Teachers provide agenda items for staff meetings	4	3	2	1
33. Leadership is shared among teachers	4	3	2	1
34. Teacher/psychologist consultation is in place	4	3	2	1
35. Psychological services improve school climate	4	3	2	1

**THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY**