



III School Psychologists



School Psychological Services



School Psychology in Iowa
An Agenda for the Future

3-1294

SCHOOL PSYCHOLOGY IN IOWA:
AN AGENDA FOR THE FUTURE

1983

A collaborative effort involving the:

Iowa School Psychologists Association
Iowa Psychological Association
Area Education Agencies
Iowa School Psychologists
University Graduate Programs in School Psychology
at Drake, UNI, ISU, and U of I
Department of Public Instruction

FORWARD

The following report is the result of the combined effort of professionals who attended the futures conference on school psychology held in Newton, Iowa, in 1982. This meeting was a collaborative effort including the Iowa School Psychologists Association, Iowa Psychological Association, Area Education Agencies, University Graduate Programs for School Psychology, School Psychologists from throughout Iowa and the Department of Public Instruction. Additionally, this program is an outgrowth of the efforts at the national level cosponsored by the National Association of School Psychologists and American Psychological Association, and the School Psychology Training Network. Appreciation is expressed to all who made this effort possible in Iowa and at a national level.

This conference was conducted with a spirit and belief that we do affect our future. This report is a plan for action, with goals and various possible scenarios. We would hope that the future will be the best possible scenario described in the following pages. Our belief is that with the attention to the identified goals, the future will be a positive environment for the students served by school psychologists in Iowa.

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Scenarios

THREE SCENARIOS OF SCHOOL PSYCHOLOGY IN 1992

Scenarios for Preservice Education

Desirable and Possible Future

As demands for school psychological services continue, training programs will move to a more highly refined reciprocal relationship with practitioners and consumers of services. Core programs will reflect the specialist level or equivalent training as the minimum entry point for practitioners. A growing interest in skills specialization will stimulate the development of training sequences beyond the core entry level requirement. Students in school psychology will have the options for specialization in areas such as consultation, neuropsychology, behavioral technology, family services, vocational school psychology, environmental psychology, and research. These options will parallel the expansion of service parameters and theoretical/technical advances. Besides consistency in basic course requirements, training programs will include expanded internship experiences.

Resulting from the rapid growth of school psychology in the 70s, training program core faculty will largely consist of individuals specifically trained in school psychology. This is not to say that school psychology programs will become inbred or otherwise isolated from professionals in allied fields. Multidisciplinary training options will provide for the utilization of faculty from a wide variety of related fields in order to enhance the development of speciality areas. Core faculty will aid students in integrating instructional components for the purpose of applications within the role and function of school psychology. School psychology programs will make administrative allowances for ongoing professional development and field work for faculty members.

Because of the rapidly changing service demands placed on school psychologists, school psychology training programs in the 90s will be involved in continuous, active program planning which involves input from consumers at all levels. Consumers will be broadly viewed as including potential school psychology trainees, students in training, employers of school psychologists, parents, children and teachers. Despite fairly consistent program requirements across training institutions, increased flexibility will exist in terms of matching programs to student's needs. While economic factors may serve as a major impetus for such an orientation in program planning, increasing options for field based instruction and the use of media in delivering instruction will facilitate this process. School psychology students will receive applied training from the very onset of their program. The boundaries of school psychology training programs will be extended with more formalized relationships with other service agencies. This will permit the use of practitioners as trainers on a routine basis. It will also assist the program faculty in their attempts to interface preservice training with the actual role and function of school psychologists.

School psychology programs will be structured in such a way as to be sensitive to consumer expectations at all levels. Ongoing program evaluation will involve feedback and information gathering from consumers.

The capabilities of school psychology programs in the 90s will be enhanced by the characteristics of their students. The background of students will be improved via a higher level of maturity and preparation. School psychology students will come from a variety of undergraduate degree areas; however, prior training should be relevant to the pursuit of school psychology as a career. School psychology students must see their education as a life long process, not ending with the short sighted completion of basic program requirements. Interest in specialization and in continued professional development will be fostered by program model and the example of faculty.

In summary, school psychology programs in the 90s will be characterized by a strong core training component, expanded field based training experiences, options for specialization and responsiveness to the continued educational needs of practicing school psychologists. Training programs will display improved sensitivity to consumers by a process of continuous planning and evaluation.

Probable Future, An Extrapolation of Current Trends

As current trends are projected for school psychology training programs in the 90s, it seems that their orientation will be towards survivalism and entrenchment. Program content will mirror sixth year certification requirement and because of the competition for role parameters from other professional groups, the single most identifying feature of school psychology training programs will continue to be that of traditional psychometrics and diagnostic skills. Planning activities for program change will be observed; however, the focus will be on long range changes as opposed to continuous development and modification. The number of school psychology training programs should remain fairly stable as there becomes a strong tendency to utilize specific programs in meeting the needs of regions. This stability may come about after some overall reduction in the number of training programs because of a decline in new school psychology positions. It is foreseeable that most school psychology graduates will enter the job market as replacements rather than filling new positions. Hence, the need for high student production will be significantly diminished. While the need for school psychological services will continue to be high, the combination of a decrease in new school psychology positions and role entrenchment will lead to cautious, conservative program planning.

The stabilization of school psychology training programs and the decreasing availability of new positions will create some striking changes in the characteristics of program faculty. New faculty members will most likely come from applied school psychology backgrounds; however, the percentage of faculty with school psychology training will increase very slowly as they too will enter the market on a replacement basis. It may not be unusual to hear the school psychology committee called the "old guard" as

it is expected that the average age of university faculty members will increase. Perhaps due to accreditation requirements, continuing education will be required for school psychology faculty members. Provisions of such training will probably remain informal.

Significant changes may be seen in the mode of school psychology training programs. It is anticipated that some increased flexibility will be devised in order to compensate for a higher percentage of part-time students. School psychology trainers will have to be more aggressive in offering their wares to practitioners under the umbrella of continuing professional development in order to compensate for a projected decline in the number of full time students. Programs will become more oriented toward night classes and off campus offerings. Students will become more diverse in terms of needs and expectations, which along with consumer demands for accountability, will necessitate a strong emphasis on time and cost efficiency in delivering school psychology training. There will continue to be a high level of discussion about program effectiveness, yet the actual evaluation activities conducted by training programs will not be too sophisticated.

In trying to project the typical school psychology student in the 90s, several factors seem pertinent. There will be an attempt to upgrade background requirements for admission into programs. Students who bring with them a breadth of experience and technical skills will be desired. As suggested earlier, it is expected that there will be fewer students becoming involved at the preservice training level and it does not seem unreasonable to project that these students will be older on the average and that more students will be pursuing programs on a part-time basis. Indeed, school psychology faculty may find themselves in the position of more actively recruiting perspective students.

An Undesirable, Yet Possible Future

As grim as it may seem, it is well within the realm of possibilities that school psychology training programs, identifiable by title, may not exist in 1992. If professional roles of school psychologists become eroded by other professional groups, economics and the perceptions of consumers, it is quite possible that an identifiable profession of school psychology may cease to exist. For example, if school psychologists are relegated to the role of simply administering intellectual evaluations for the purpose of special education programming, the foundation for maintaining the profession could crumble for several reasons. Changes in special education legislation and regulations might make it unnecessary for such services to be provided. Perhaps more likely, private agencies or other professional groups could be employed to render such services. School psychology training programs exist because of an identifiable professional body called school psychologists. If there is no demand for the latter group, then the fate of the former is obvious.

THREE SCENARIOS OF SCHOOL PSYCHOLOGY IN 1992

Professional Accountability and Communication

Desirable and Possible Future

School psychology developed effective and meaningful accountability systems during the early 1980s. Those cost and time effective data collectors provided feedback regarding both child change data on individual students as well as impact data regarding the profession as a whole. Through an organized communication system statewide, consumers and the public (including the state legislature) were informed of the impact of school psychological services. Awareness and credibility is at an all time high in Iowa and school psychology flourishes.

Probable Future, An Extrapolation of Current Trends

1. Energy

Energy in 1992 is less readily available with frequent shortages occurring. Costs for fossil fuels have skyrocketed. School psychologists provide much of their services in clinic settings, with on-site visits highly coordinated with other support (team) members. Accountability/Communication systems primarily occur through print media to inform the public as to the impact of school psychological services

2. Economics

Inflation and unemployment skyrocketed with the "misery index" hitting a new high in 1992. School psychology has emphasized accountability to the public in order to maximize appropriate decision making as "public service/mental health" cuts go deeper.

3. Family

In 1992 family suffers under divergent pressures. First, economic pressures cause increased stress and conflict. However, the universality of economic problems provide impetus for families to draw together for support. Accountability includes an increased need to target most successful strategies to allow fewer dollars for psychology to still cause the greatest impact. Communication to the public as a whole as to the deterioration of family mental health due to economic stress has become a professional necessity to provide a voice for the families/individuals in need.

4. Social

Society, in general, has aged since the 1980s. The WW II baby boom is nearing retirement and with a decrease in the average family size, a major portion of the country's population, i.e., 90% has no contact with education except through taxation. School psychology must provide accountability data to the public to show the positive consequences of school psychological services and education in general.

5. Technological

Technology has developed at a staggering rate. The knowledge explosion has increased the distance between recent advances in the technology field and the awareness of the "common" man. School psychology has made an attempt to utilize various record keeping/accountability systems. However, it is generally accepted that keeping up with all advances are virtually impossible.

6. Medical

Pharmacological advances provide learning assistance for numerous children. Knowledge of potential drug treatments tax both the medical and psychological practitioners to keep abreast of breakthroughs.

7. Political/Regulation

Politics of the 1990s can be characterized as more decentralized than was the case during the 1970s and early 1980s. With the increase of local control, power groups have been increasingly successful in single issue contests. School psychology has attempted to modify its communication/accountability systems to address the various local issues as a whole, but pressure has mounted to depend upon the individual psychologist to battle on their own level for continuation of funding. Division rather than cohesion characterizes the profession.

An Undesirable, Yet Possible Future

School Psychology did not effectively collect and/or communicate accountability data to either its clients or the public in general. Without a data base to evidence positive effects on students because of school psychological services, the profession was unable to mount a positive response during the 1983 legislative session to economic forces which stated, "you don't need to pay \$19,000 to someone to give an I.Q. test." A coalition including those budgetary conservatives as well as religious fundamentalists which distrusted school psychology due to its non-theological base were successful in 1984 to write school psychology out of state statutes. In its place was a new job title, "educational tester", with a pupil ratio of 1:6,000 and a job description including only academically related testing for eligibility in special programs. The last school psychologist working in Iowa was terminated from her position at the end of 1986-87 school year.

THREE SCENARIOS OF SCHOOL PSYCHOLOGY IN 1992

Personnel Improvement

Desirable and Possible Future

This scenario was labeled "Major Breakthrough" by the group and takes an optimistic view of the future.

In general, the primary premise of this is that those in control see the need for all types of inservices to insure quality psychological services and provide the psychologist with the time and means needed to meet his/her needs. The standards for school psychological services would be well developed and uniform across the nation. Entry level of school psychologists also would be fairly high in terms of skill level. Part of this would be related to better training programs and part to the availability of money to support student training. The emphasis across school psychological services will be an increasing focus on prevention rather than detection of handicaps. Included in this, is an over-riding goal of positive mental health. The caseload of the school psychologist will be manageable so that the time needed for intervention will be available. Job stress will be kept to an optimal level.

Inservices will be available on many levels. The technology of the times will be used to provide updated information to all psychologists. The use of all types of media will increase, plus the availability of such to the individual psychologist will be enhanced. Use of videotapes, micro-processors and such will allow for more self-study by the psychologist. Money will be available to produce the needed course of study.

Probable Future, An Extrapolation of Current Trends

This scenario deals with reality and was labeled as "Cost Effective and Accountability". The general stage for this is that AEAs will remain intact with possibly more local control. Inservices will have a place in the philosophy of the agency but because of cost, not as high, in the priorities as one would want.

Cost effective methods will be found to meet some of the inservice needs. Trainers from the universities will travel more and more to the various AEAs to provide courses and such. TSPA and NASP will continue to work to provide inservices at a reasonable cost to the psychologist. The use of videotaping will increase to build up libraries of inservice topics. Inservices will expand to include such things as training to reduce staff stress, self-evaluation and the use of technological improvements such as word processors and computers.

In summary, there will be a continued effort to achieve uniform standards in the providing of school psychological services. The amount of inservices available to the individual psychologist will directly correlate with the cost effectiveness of providing the services to him/her. The more cost effective, the more likely the psychologist will be able to partake.

An Undesirable, Yet Possible Future

The first scenario deals with a pessimistic view of the future and was labeled "Economic Depression" by the group. The general setting for this is that the AEAs had been eliminated and that psychologists were being supervised by regular education administrators. The number of psychologists had decreased and those who remained had large areas to cover with ever increasing caseloads. Inservices in terms of skill development had been eliminated. In its place, authority inservice orientations were provided to the psychologist. In this type of inservice, the psychologist was told what the rules and demands of his/her job were and how they would be expected to handle each and every referral. The goals of this type of inservice are viewed as compliance rather than skill development. Training programs had returned to earlier levels of expertise where psychometrics were the primary emphasis. Parallel to this, the opportunities to train in specialized areas had completely disappeared.

THREE SCENARIOS OF SCHOOL PSYCHOLOGY IN 1992

Role, Definition, and Service Delivery Systems

Assumption

Assumptions that may have an impact on the psychologist's role, definition, and service delivery systems:

1. Trend to bigger farms.
2. Consolidation of school districts
3. Prevalence of clinical model due to lack of fuel resources
4. School during summer months
5. Movement back to nuclear family, as well as extended family
6. Technological enhancing
7. Memory enhancement behavior enhancement.
8. Increased survivability of premature infants
9. Movement toward private schools
10. Continued emphasis on specialized areas of assignment.

Desirable and Possible Future

1. Expand target population
 - A. Total family
 - B. Influencing educational system policy making
 - C. Expanding teacher inservice
 - D. Expanding consultation role
 - E. Community wide consultation
2. Retain identity as individual child evaluator while maintaining flexibility to provide variety of services.
3. Improvement of evaluation instruments
 - A. Electronic observation aides
 - B. Local norms

- C. Shorten or refine existing instruments
- D. Direct assessment using electronic video technology
- 4. Computer - assisted accountability
- 5. More sophisticated neuropsychological evaluation with specific recommendations for education
- 6. Better communication between psychologists and medical personnel
- 7. Specialization of psychological services (e.g., preschool, autism, deaf-blind, hearing impaired, ED, MR, behavior management, family therapy, vocational, TAG)
- 8. Research defined as integral part of school psychologist's role
- 9. Psychologist/student ratio: 1/1,000
- 10. Preventative role - early education intervention, consultation, in-service, affective education
- 11. Increased involvement in psychological intervention approaches and follow through on student IEP's
- 12. More direct involvement in regular education programs.

Probably Future, An Extrapolation of Current Trends

- 1. Multidisciplinary team may not exist with same number of disciplines (fewer)
- 2. Reduction in allied disciplines will result in expanded role for psychologist
- 3. Consolidation of school districts will affect service delivery
- 4. Increased stringent special education classifications result in more work with regular education children
- 5. Expanded consultation model - increased teaming with teachers
- 6. Computerized IEP's, psychologist accountability systems
- 7. Expand target population
 - A. Total family
 - B. Influencing educational system policy making
 - C. Expanding teacher inservice

- D. Expanding consultation role
- E. Community wide consultation
- 8. Retain identity as individual child evaluator while maintaining flexibility to provide variety of services
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- 10. Computer - assisted accountability
- 11. More sophisticated neuropsychological evaluation with specific recommendations for education
- 12. Better communication between psychologists and medical personnel
- 13. Specialization of psychological services (e.g., preschool, autism, deaf-blind, hearing impaired, ED, MR, behavior management, family therapy, vocational, TAG)
- 14. Research defined as integral part of school psychologist's role

An Undesirable, Yet Possible Future

- 1. Nonexistent school psychologist role - other disciplines take over this role
- 2. Head psychologist and psychometrist
- 3. Loss of autonomy and role definition
- 4. Deregulation - no longer mandating psychologist's participation in services
- 5. Quota system of accountability - test certain number of children
- 6. Court cases limiting our psychometric repertoire and other psychometric techniques
- 7. Increased ratio - 1:4,000 or more
- 8. Elimination of categorical special education classes
- 9. Elimination of staff supervision by school psychologist

STANDARDS OF PRACTICE 1992

Assumptions

1. Technological changes and the increasing utilization of computers will produce many new legal and ethical issues.
2. There will be an increasingly disproportionate distribution of wealth and this will impact on many persons' access to services.
3. Medical and biological advances will eliminate physical, chemical, and neurological difficulties. The mechanical problems effecting children's learning and adjustment will be solved.
4. There will be a change in general social values as it relates to responsibility for the public welfare. Altruism will be scoffed and we will no longer be our mother's keeper.
5. Money will be tight and there will be increasing demands placed on decreasing finances. This could mean that decisions will be based on expence and economic factors rather than human factors and personal needs.

SCENARIOS

Desirable Scenario

In the future, 1992, the school psychologist will be an integral part of the entire educational system. Not only will s/he have a major role in special education but s/he will provide extensive services to general education students.

Within special education there will be drastic reductions and changes. Only severely deviant student's will be served and this will be on a non-categorical basis. A system will be established in which services are provided according to needs not according to labels. Also, a major shift will occur with regard to the multi-disciplinary team. Over time the cumulative effect of the "collective Peter Principle" will be felt and teaming, as it is thought of today, will be obsolete. Not only is it ineffective, it is very inefficient. Who will pick up the pieces? The school psychologist is the only professional with the background and training to assume the majority of functions once thought of as the team's responsibility.

In the general school environment the psychologist will be placing increased emphasis on education (prevention), consultation, and direct services. Many of these services will be provided on a group basis to maximize efficiency. These services will continue and expand because it will be possible, through advanced technology, to demonstrate their value to society.

Undesirable Scenario

School psychology as it is known today will not longer exist. This is primarily contingent upon technology that will replace psychometric functions. If a psychologist's function is to administer and interpret tests, they will not be needed since a computer will be more reliable, cheaper, and easier to administer.

Current Extrapolation

Our group did not develop this scenario.

Goals

ACCOUNTABILITY

Goal 1: School psychologists will have collected specific accountability data for the majority of their direct and indirect service activities by 1987.

Enhancers	Inhibitors
Public demand for accountability, growing demand for diversified services, availability of new technology to collect/analyze data, professional responsibility, research training of psychologists to deal with data analysis.	Breadth and complexity of school psychologists' roles, lack of ability to objectify data due to nature of activities, limited time/priority of activities, clients' right to privacy, school psychologists' resistance to change.

Action Plan

Action	Who	Facilitator
1. By 1984 all school psychologists will be involved in the collection of systematic behavior change data regarding clients receiving direct or indirect school psychological services.	Field service school psychologist, Area Education Agency school psychological supervisors.	Department of Public Instruction consultant for school psychological Area Education Agency school psychological supervisors, Iowa Futures Committee on School Psychological Services.
2. By 1984 all school psychologists will be involved in the collection of systematic quantitative data regarding clients receiving direct or indirect school psychological services.		
3. By 1984 summaries of all research efforts by school psychologists will be collected.		

COMMUNICATION

Goal 2: School Psychologists will communicate with consumers and the public the impact of school psychological (direct and indirect) services.

Enhancers	Inhibitors
<p>Client/Public right to accountability, positive public relations, increasing demands for more diverse services, assisting the self-direction of the profession, professional leadership, association with other professional groups.</p>	<p>Limited time/priorities of activities, limited training in public relations, diversity of audiences, competition with other professions.</p>

Action Plan

Action	Who	Facilitator
<p>1. By 1983 school psychological services in each Area Education Agency, the Department of Public Instruction and ISPA will have developed a systematic plan for communicating the quantitative and qualitative data to consumers and the public, as well as educational, governmental and professional groups.</p>	<p>Field service school psychologists, Area Education Agency school psychological services supervisor, Department of Public Instruction consultant for school psychological services,</p>	<p>Department of Public Instruction Consultant for School Psychological Services, Iowa Futures Committee on School Psychological Services, Area Education Agency school psychological services supervisors.</p>
<p>2. By 1984 school psychological services in each Area Education Agency, the Department of Public Instruction and ISPA, will submit a status report on their at least partial implementation of the communication plan.</p>	<p>representatives from state psychological organizations.</p>	
<p>3. By 1984 school psychological associations, the Department of Public Instruction and ISPA, will initiate plans for communicating school psychological services to consumers and the public.</p>		

TEAM CONCEPT

Goal 3: The school psychologist will assume leadership responsibility within the team. Synthesis and interpretation of diagnostic data will be the responsibility of the school psychologist.

Enhancers	Inhibitors
<ol style="list-style-type: none"> 1. Their broad range of training in all handicapping conditions gives the school psychologist the skill and knowledge to assume the leadership role. 2. School Psychologists are currently perceived by the other team members as capable of assuming a leadership role. 3. The present team system is not cost effective. There are often too many staff members present which requires time away from the direct service to students. 4. Parents are often overwhelmed by the large number of AEA and LEA people present. Parents would be more at ease with smaller staffing teams. 	<ol style="list-style-type: none"> 1. The egalitarian concept of the team members -- no one is any more skilled or qualified than anyone else. 2. There are School Psychologists with inadequate skills and knowledge to assume a leadership role. 3. Other disciplines perceive themselves as having skills equal to or better than the School Psychologists.

Action Plan

Action	Who	Facilitator
<ol style="list-style-type: none"> 1. The S.P. will demonstrate their leadership skills by the active practice of them during the "teaming" process. 	Individual S.P.	A.S.A.P.
<ol style="list-style-type: none"> 2. Influence the policy makes regarding this concept. 	Supervisors, Consumers, S.P.'s	Fall of 1982 and during 82-83 school year.

Action	Who	Facilitator
3. Redefine the role of the School Psychologist as the synthesizer in the staffing team.	Supervisors, Sp. Ed. Directors	1984
4. Collect cost effectiveness data on the teams and the amount of time required.	Supervisors	1984

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

Goal 4: University programs will have systematic programs of evaluation which include the views of graduate, employees, students and professional organization representatives. Faculty will demonstrate how the evaluation process influences program model and content.

Enhancers	Inhibitors
<ol style="list-style-type: none"> 1. Interagency agreement will exist relative to program development and evaluation. 2. Computer assisted data retrieval systems exist for this purpose. 3. University and outside agency resources are available for these purposes. 	<ol style="list-style-type: none"> 1. Cost and person power. 2. Resistance to change.

Action Plan

Action	Who	Facilitator
<ol style="list-style-type: none"> 1. A standing committee will exist to participate in offering ISPA input to systematic programs of evaluation for university training programs in school psychology. Three committee members will be appointed from the pool of AEA Representatives by the ISPA executive council. 	<p>ISPA and other organizations composing the university evaluation panel.</p>	<p>University Administration, IPA, NASP, Agencies which employ committee members, DPI.</p>
<ol style="list-style-type: none"> 2. To enhance the communication between university trainers and others, the ISPA Newsletter will feature a section dealing with university evaluation panel activities as well as soliciting input from its leadership regarding said activities. 	<p>ISPA Newsletter editor, evaluation panel members, university trainers.</p>	<p>ISPA Newsletter leadership, University trainers holding membership in ISPA, students in school psychology.</p>

Action	Who	Facilitator
<p>3. Funding will be secured for the development and maintenance of a computer assisted data-based evaluation system.</p>	<p>ISPA</p>	<p>NASP, DPI, Universities, AEs maintaining computers.</p>
<p>4. Training programs at UNI, ISU, and UI individually solicit feedback from graduates, employers of graduates, current students, professional organizations, and other consumers of their services regarding: a) representativeness/currentness of training (e.g., how does this training program's courses prepare you to assume the major roles within your profession; does the training reflect recent changes in the field; etc.) b) needs for future training activities.</p>	<p>School Psychology Program coordinator/faculty.</p>	<p>Department Heads, graduate students, ISPA.</p>
<p>5. Training programs will document feedback from consumers and report every two years to providers of feedback on the activities initiated in response to consumer needs.</p>	<p>Program faculty, ISPA, DPI.</p>	<p>Department Heads, ISPA Newsletter</p>
<p>6. The establishment of a university task force to collect and evaluate information regarding program content, and make recommendations.</p>	<p>School psychology program coordinators, students.</p>	<p>Department heads, trainers and students in school psychology.</p>

Goal 5: School psychologists will have individualized continuing education plans by 1987, with an established working standard.

Enhancers	Inhibitors
<ol style="list-style-type: none"> 1. Flexible release time. 2. Multimedia options. 3. Compensation system. 4. Available programs reflect needs of trainers and practitioners. 5. National, state and local agency involvement. 	<ol style="list-style-type: none"> 1. Cost 2. Distribution of need, location of school psychologist. 3. Resistance to change.

Action Plan

Action	Who	Facilitator
<p>1. ISPA will sponsor topical workshops and convention themes to help practitioners meet their continuing education needs. These activities will be approved CEU offerings.</p>	<p>ISPA program chair.</p>	<p>DPI, IPA program Chair, AEA school psychologist supervisors, University professors, CEC, etc.</p>
<p>2. ISPA will assist in the development of multi-media self instructional modules over specific continuing education needs of Iowa school psychologists.</p>	<p>University trainers, those marketing new and useful technology.</p>	<p>NASP, ISPA, DPI, APA division 16</p>
<p>3. DPI, working with all AEA's, will propose a model ICEP program, encouraging school psychologists to voluntarily pursue continuing education. In 1987, concensus on ICEP's will be attained so that DPI can specify standards for continuing education.</p>	<p>DPI, School psychology supervisors and staff.</p>	<p>Directors of Special Education, DPI, school psychologists.</p>

Action	Who	Facilitator
<p>4. DPI, with input from AEA's, will develop a mechanism for funding to support CE offerings. DPI will work with ISPA and universities to negotiate offering of cost-effective CE offerings.</p>	<p>DPI</p>	<p>State Consultants, trainers, ISPA program committee.</p>
<p>5. Job descriptions for school psychologists to mandate continuing education credit, with time allotted within working schedule for this purpose.</p>	<p>School psychological supervisors, special education and AEA directors.</p>	<p>DPI, school psychologists, professional associations.</p>

Goal 6: Continuing educational programs will reflect specializations needed in the field and will be cost effective.

Enhancers	Inhibitors
<ol style="list-style-type: none"> 1. Programs parallel needs and interests. 2. Compatible service delivery mechanism. 3. Cross-departmental offerings allow for specialization in Iowa school psychology training programs. 4. Multi-media communications options. 5. Involvement of public and private sector. 	<ol style="list-style-type: none"> 1. Time and resources for program. 2. High start-up costs. 3. Resistance to alternative presentation modes (i.e., "impersonal")

Action Plan

Action	Who	Facilitator
<ol style="list-style-type: none"> 1. ISPA to sponsor specialization networks linking practitioners (including those in the private sector where appropriate), university trainers, and other appropriate resource persons. 	<p>ISPA networking committee and those specializing in an area of school psychology.</p>	<p>AEA school psychologist supervisors, DPI, IPA and the population of resource persons available in speciality area.</p>
<ol style="list-style-type: none"> 2. ISPA to assist in sponsoring certified training such that those completing the training will demonstrate mastery in a speciality area of school psychology. 	<p>ISPA Executive Board.</p>	<p>DPI, NASP, IPA, AEA school psychology supervisors.</p>

Action	Who	Facilitator
3. Development and utilization of video-tapes and telenetworks of mini-courses in new developments within the field.	AEAs, trainers.	AEAs, DPI, universities, ISPA, NASP.
4. Continuing education offerings to include training in areas of specialization as necessitated by service demands.	University Training Programs ISPA, NASP, DPI, AEAs.	Universities, ISPA, AEAs, DPI
5. ISPA, DPI, universities, and practicing psychologists meet to propose ideas for CE programs. Agreement is sought on a continuing plan for the selection of programs. Continuing plan will take into account need to monitor offerings, with evaluation of costs and perceived impact.	Liason Committee for Pre-service and Continuing Education.	ISPA, DPI, University school psychology coordinators, AEA school psychology staffs.

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