

## ABSTRACT

Title of dissertation: CULTURALLY RELEVANT CONSULTATION  
AMONG SCHOOL PSYCHOLOGY PRACTITIONERS:  
A NATION-WIDE STUDY OF TRAINING AND  
PRACTICE

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Concerns about the overrepresentation of non-European American students in special education as well as the mismatch between a relatively homogeneous population of school psychologists and a more heterogeneous population of students has led to questions about what impacts student outcomes and how best to meet student needs. Research in the literature regarding beneficial practices for working with culturally diverse populations is limited and little is known about what school psychologists do to address culture, particularly in consultation with teachers.

This study examined the training, practice, and individual perspectives of school psychologists for addressing culture in consultation and sought to determine what practitioners do in consultation cases for non-European American or bilingual students. Results, obtained from 219 school psychologists who completed a 36-item questionnaire, indicated that they had relatively little training in both consultation and culturally relevant consultation at the pre-service level. Those with the most training at the pre-service and practice levels reportedly gained information primarily through reading, in-services and workshops. Non-European American school psychologists and recent graduates reported having the most training overall, particularly through post-graduate/professional development opportunities. Most school psychologists said they addressed culture in

consultation cases and there was a greater likelihood that this occurred among practitioners in urban and suburban school settings or among school psychologists who worked with teacher-consultees of a different ethnicity than the student-client. Overwhelmingly, participants agreed that having knowledge and awareness of culture's influence on values, behaviors, communication, and learning were important to daily practice. However, results indicated that school psychologists' approaches in consultation for bilingual or non-European American students varied. Their understanding of culturally relevant consultation and consultation generally appeared limited. Responses left questions about whether practitioners consistently implemented stages of consultation to address student-clients' needs and about whether cultural issues were addressed more than superficially.

Future research is needed to determine how practitioners can consistently be trained at the pre-service and in-service levels to implement effective practices for consultation, especially culturally relevant consultation. Additional research should also explore, in depth, how practitioners actually incorporate culture-related societal, educational, economic, political, and other influences on student learning and behavior into consultation.

CULTURALLY RELEVANT CONSULTATION AMONG SCHOOL PSYCHOLOGY  
PRACTITIONERS: A NATION-WIDE STUDY OF TRAINING AND PRACTICE

by

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Dissertation submitted to the Faculty of the Graduate School of the  
University of Maryland at College Park in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy

2004

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Acknowledgements

From the time I first time I said I would be getting my doctorate to the day I finished I received extensive support from family, friends, faculty, and colleagues. I am grateful to each person who provided an encouraging word, a listening ear, or open arms when I needed them. Although I acknowledge a few here, I know that my task would not have been completed without everyone who supported me on this journey and I say thank you to each of you.

First to my family, words cannot express how blessed I feel to be connected to you. Thank you for always knowing that I could do this and for being patient with me as I pursued my degree, off and on, over the years. Mom, this is especially for you. You knew that I could do it and because of your faith in me I knew I would never give up. Your patience, desire to help, confidence, and care are greatly appreciated. Thank you, Franklin, for sharing your editing talents and brotherly advice at any hour of the morning. Dr. Sirmans (dad), thank you for your encouragement and enthusiasm.

Many friends have encouraged, humored, and supported me and like family, I feel blessed to have you as a part of my life. Monica, thanks for pushing me, praying for and with me, and for being with me on this journey. I am grateful that graduate school brought us together. Future Drs. Chung and Hasegawa, I'm glad to have partially shared the graduate school experience with you and I hope I can help you as you helped me in pursuit of the degree. Dr. Sheppard, coach, thank you! The time, feedback, and encouragement you gave me ensured that I would complete this project. Tanya and Lori, thank you for helping me to have fun along the way and for listening when I needed to vent. C, thank you for being so positive and for providing me with a special place for retreat. My friends from work, especially Debbie, Rosanne and Nancy, your support has

been tremendous. The appreciation I have for you and all you give me on a daily basis cannot be captured by words. Thank you.

Thank you, Sylvia, for seeing me through. Your ideas, feedback, encouragement, and periodic cheerleading are greatly appreciated. It helped to talk with you and know that you were confident I could do this. Thank you to my committee for working with me, making me think more thoroughly, and push myself harder to complete research that I am proud of. Thank you, too, for helping me to become more comfortable tackling complex issues such as culture and use statistics to do it!

The fact that I am writing these acknowledgements means that I have completed a task I set out to complete many years ago. I feel relief, pride, satisfaction, and accomplishment and it is great. Thank you, God, for giving me what I needed to make it this far.

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## CHAPTER I

### Introduction

In the field of school psychology varied viewpoints and perspectives exist about how to effectively provide services in American public schools where student cultural diversity is continuously increasing. Although many argue that cultural issues, including economic, social, and political influences on the lives of students and their families, must be addressed, it is not clear how this information should be implemented into viable practices (Lopez & Rogers, 2001; Tatum, 1997). There appears to be a need for, or at the very least, an understanding of researched information about how to effectively and comprehensively address the needs of students from many backgrounds and influences in schools today. Consistent with this need for school psychologists' knowledge and ability to work within the consultee (teacher) or client's (student) context, the second edition of *School Psychology: A Blueprint for Training and Practice* (Ysseldyke et al., 1997) indicates that problem solving, collaboration, and consideration of culture, environment, and other influences on student learning are necessary to help meet the diverse needs of students in public schools in order to promote their success. Most importantly, the Blueprint articulates the value of activities other than assessment and special education placement to meet students' needs.

Consultative practices provide an alternate way to determine where a problem lies and how one could intervene to help improve the problematic situation (Gutkin & Conoley, 1990). When consultation includes data collection, intervention development, and monitoring, students' chances for academic and social success in the classroom are greater (Reschly, 1988; Rosenfield, 1992). The use of consultation with teachers and other school community members to meet a diverse array of students' needs, results in

more students served in the general education setting rather than through special education (Erchul & Martens, 1997; Rosenfield, 1992). Similarly, when consultation occurs as part of the pre-referral intervention process, there is evidence that suggests special education referrals are more accurate (Yocum & Staebler, 1996). Given the potentially positive outcomes of consultation, its inclusion in the Blueprint and its relevance in schools, it is important to determine what effective consultation practices school psychologists use currently to address students' needs, and how they address diverse aspects of culture in consultation.

The literature suggests that consultation within an ecological framework provides increased possibilities for problem solving in the context of the student's environment (e.g., classroom, school, home, community). From an ecological perspective, school psychologists can assess factors that contribute to a problematic situation and develop interventions that are acceptable to and/or consistent with an individual's (or group's) environment to reduce or resolve a specific problem (Ingraham, 2000). The inclusion of environmental factors such as instruction, classroom dynamics, family, community, societal norms, and culture allows problems to be addressed within a larger context, rather than focusing on the internal deficits of an individual as the special education process does: "We cannot serve children effectively by decontextualizing their problems as internal pathologies as the medical model would have us do" (Sheridan & Gutkin, 2000, p. 489). Pedersen (1999) asserts that there is value in exploring each culture's unique perspectives and Lopez and Rogers (2001) suggest, "legal, sociopolitical, ethical, and professional forces all create powerful rationales that prompt psychologists to develop cross-cultural competencies" (p. 271). Additionally, Lopez and Rogers and Tatum (1997) point out that influences of culturally dominant groups in the U.S. directly

affect the lives of many students served by school psychologists. They note that non-European American students, frequently identified as low achieving and often referred for special education consideration, are in great need of “appropriate psychological services that are viewed by all children and their parents as sensitive to their struggles and to their diverse backgrounds” (p. 271). The literature is clear that alternative strategies are necessary, and that school psychological consultation from an ecological and multicultural perspective is promising and beneficial (Ramirez et al., 1998).

While researchers have examined consultation strategies that promote beneficial outcomes, consultant communication, and how problems should be addressed within the consultation process (e.g., Knoff, Hines, & Kromrey, 1995; Martens, Erchul, & Witt, 1992; Sheridan, Welch, & Orme, 1996), few have explored consultation that specifically addresses cultural factors. Even though authors and researchers like Ingraham (2000) and Lopez and Rogers (2001) provide detailed information about what a school psychologist should do or know when providing consultation that is culturally sensitive, there is limited information about what a school psychologist actually does or needs to do in practice when providing consultation to teachers that is effective and that incorporates cultural differences (e.g., Tarver Behring, Cabello, Kushida, & Murguia, 2000; Naumann, Gutkin, & Sandoval, 1996; Rogers, 1998). Information about the training of school psychologists to address culture in consultation is likewise limited.

As the diversity of the student population continues to rise and the homogeneity of the school psychologist population in terms of ethnicity remains the same (Reschly, 2001), this need for information seems increasingly important (Henning-Stout & Brown-Cheatham, 1999; Rogers, 1998). Likewise, the necessity for information about school psychologists’ training and practice in culturally competent consultation seems especially

important given the gaps between ethnic groups in academic achievement generally and special education placement specifically (Thernstrom & Thernstrom, 2003). Gravois and Rosenfield (2002) assert that when consultation is effective, it contributes to a reduction in non-European American students' disproportional placement in special education. As some argue (e.g., Harry, Klinger, Sturges, & Moore, 2002), consultation provides a way to more effectively and fairly address student needs. Thus, gaining information about current school psychological training and practice in consultation seems essential. The purpose of this study is to add to the knowledge base by determining how practicing school psychologists use the extant literature, their training, or other resources to provide culturally relevant consultation to teachers in U.S. schools today.

#### Cultural Issues in Consultation Practice

Given the growing diversity of student populations in public schools and the need to address a variety of issues influenced by race, language, ethnicity, gender, immigrant status, sexual orientation, and/or socioeconomic status, school psychologists must be aware that problem-solving in consultation means more than just exploring the student's observed school performance. Consultation that considers environmental and individual factors from the broad influences of one's social and/or economic circumstance to the student's home and classroom is considered necessary for comprehensive problem solving (Erchul & Martens, 1997; Hyman & Kaplinski, 1994; Lopez & Rogers, 2001; Rogers, 2000; Rosenfield, 2000; Soo-Hoo, 1998). Lopez and Rogers (2001) and Rogers et al. (1999) also assert that school psychologists have an ethical and professional obligation to provide culturally relevant psychological services, including consultation. They recommend that cultural influence be addressed to avoid misdiagnosis and the implementation of inappropriate interventions.

Knowing a person's frame of reference may help to ensure a comprehensive consultation process (Ramirez, Lepage, Kratochwill, & Duffy, 1998; Soo-Hoo, 1998). Understanding a teacher (consultee) or student's (client) view of a problem and/or exploring the teacher or student's cultural perspective about that problem helps the consultant to reframe situations in meaningful ways for members of the consultation triad, i.e., the consultant, consultee, and client (Ingraham, 2000). In some cases, this exploration of culture's influence helps the consultant perceive the problem from another perspective that creates a bridge between consultant and consultee, consultant and client, or consultee and client (Ingraham).

The ability to transcend one's own perspective may help a consultant who attempts to provide culturally relevant consultation. As Soo-Hoo (1998) suggests, "Consultants who master a variety of cultural value systems and an understanding of cross-cultural communication and contextual meaning are likely to be more effective in their work with diverse clients" (p. 330). Similarly, the notion of cultural competence suggests that a consultant needs to know and understand the influence of culture to communicate more effectively, bridge relationships, and help both consultees and clients in comprehensive problem solving (Ingraham, 2000; Rogers, 1998). Clearly, there is a need for school psychologists to consider and understand the influence of both sociopolitical and cultural contexts in which consultees and clients operate.

### Structuring Culturally Relevant Consultation

Ingraham (2000) identifies five components of a knowledge base necessary for consultation that includes the influences of culture in her school-based multicultural consultation framework. This framework encompasses relevant aspects for understanding the influence of culture, guiding the consultation process, and informing



the consultant of appropriate approaches to consultation within specific cultural contexts. It is not intended as a consultation model but as a way to adapt current models so the consultant can explore culture more specifically. As Ingraham points out, the inclusion of cultural factors can complicate consultation; her framework helps clarify aspects of the problem solving process. Ingraham emphasizes the importance of examining the consultation triad (consultant, consultee, and client), consultant and consultee skill with and knowledge of diverse cultures, and the consultant's ability to "bridge and establish connections across members of the consultation constellation" (p. 329). She proposes that the multicultural framework provides a way to examine consultation and give it new directions for practice. The framework provides a helpful resource for school psychologists who attempt to refine their consultation delivery and address culture more directly.

While specific models and general guidelines are used for consultation, these practices may need modification to address students' needs when their culture differs from the one that is dominant in the school setting or when the school psychologist differs from the student or teacher in consultation (Ingraham, 2000). Tarver Behring et al. (2000), for example, found that practitioners modify consultation practices when non-European American clients and parent-consultees are involved and Ingraham pointed out that there may be significant variability in the consultation triad. This variability could lead to differences in approach and/or outcomes for consultation. The importance of context and an ecological perspective should not be lost.

#### Cultural Issues in Consultation Training

Some argue that there is a significant need for school psychologists to develop culturally sensitive skills because many provide psychological services to a substantial

number of students and their families who differ from the dominant culture ethnically, linguistically, racially, and otherwise (e.g., Lopez & Rogers, 2001). Given the number of areas that must be addressed for consultation to be culturally relevant, training is clearly needed and school psychologists trained to address culture in consultation may be better prepared than those without training to provide consultation from an ecological and culture-inclusive perspective. However, there is limited information regarding how school psychologists across the country are trained and the information available does not suggest that training frequently addresses culture-related issues in consultation or otherwise (Anton, 2001; Rogers, Ponterotto, Conoley, & Wiese, 1992). This is unfortunate and the lack of information leads to questions, not only about current practice, but about the skills needed for culturally relevant consultation practice and how practitioners initially gain such skills.

The average school psychologist has practiced in the field for more than five years (Curtis, Hunley, & Grier, 2002) and their training for current practice, overall, may come from on-going professional development rather than graduate school. Practitioners may increase their knowledge primarily through conference participation, workshop attendance, or independent reading (Anton, 2001). Although authors like Ingraham (2000) and Lopez and Rogers (2001) have published information about what is needed to address cultural issues in consultation and for cross-culturally competent service provision in general, however, it is not known whether practicing school psychologists are receiving this information or whether they use this information to inform and improve their practices in the field.

Within the literature, one can find 89 competencies identified by Lopez and Rogers (2001). They indicated that identification of the competencies may be helpful for

guiding the provision of training, or for exploring practicing psychologists' current skills and needs to improve their ability to provide comprehensive services for culturally, linguistically, racially, and ethnically diverse student populations. If it is known what school psychologists should do to consult effectively (e.g., Ingraham, 2000; Lopez & Rogers, 2001; Soo-Hoo, 1998), this information could benefit trainers of school psychologists and practitioners to know what else is needed to improve consultation services for all student populations.

#### Statement of the Problem

School psychological consultation in a cultural context has recently received more attention in the literature through the work of researchers such as Ingraham (2000), Lopez & Rogers (2001), Ramirez et al. (1998), Rogers (1998, 2000), Rogers et al. (1999), Sheridan (2000), Soo-Hoo (1998) and Tarver Behring et al. (2000). However, while the school psychological literature base regarding consultation that incorporates culture is slowly growing, numerous areas need further exploration. Ingraham (2000) and Lopez and Rogers (2000) for example, identify the competencies necessary for effective culturally relevant practice. They offer information about what is essential for school-based consultation that incorporates culture and recommend that further study be conducted to determine the applicability of their conclusions to the daily practice of school psychologists. The work of Tarver Behring et al. provides evidence that suggests school psychologists do vary consultation methods when addressing the needs of students from non-dominant cultural groups. Ingraham proposes a framework through which consultation, no matter the model or process, can be viewed and Lopez and Rogers provide "best practices" for cross-cultural school psychology from results of their empirical study.

The work of these authors gives an indication that consultation across cultures is multi-faceted, varied, and requires consideration on many levels to determine culture's impact and how it influences any "problem" situation. Given its complexity, specific training to provide culturally appropriate services to all seems beneficial, regardless of the school psychologist's cultural background. However, information about such training is limited in the literature and knowledge about current consultation practices among school psychologists is not available at this time. Therefore, this study will explore practitioners' perception of training and practice with regard to consultation and culture. The following questions are asked:

1. How are school psychologists trained to work with and/or provide consultation for culturally diverse (ethnic, bilingual/linguistic minority) populations? Are differences in training experiences associated with differences in school psychologists' ethnicity (European American or non-European American), highest degree, or years since their training was completed?
2. How do school psychologists address culture in consultation? Are specific models of consultation used? Are there differences in who addresses culture or the models of consultation used?
3. Do school psychologists indicating that knowledge and awareness of cultural influences are important to daily practice address culture in consultation more than school psychologists who do not indicate that knowledge and awareness are important? Are there differences between European American and non-European American school psychologists in their assessment of the importance of knowledge and awareness of cultural influences?

4. Within the consultation triad, do school psychologists address culture more when the student's (client) ethnicity differs from their own? When the teacher's (consultee) ethnicity differs from the student? When the student is bilingual/linguistic minority?
5. What interventions do school psychologists develop for consultation where ethnic or bilingual/language minority students are served?
6. What aspects of culture do school psychologists view as central to the student populations they serve?
7. Do school psychologists feel that culture is relevant to their cases and/or are they satisfied with how culture is addressed?
8. Do school psychologists have questions or comments regarding consultation that addresses culture?

### Definition of Terms

#### Bilingual/Linguistic Minority Student

Bilingual or linguistic minority refers to students with a first language other than English, who live in households where a non-English language is intermittently or continuously used (Lopez, 1995).

#### Consultation

Consultation is a broad term that refers to the indirect service provided by a school psychologist (consultant) for the purpose of solving a work-related problem presented by a teacher (consultee) about a student (client). In this study, it refers to the interactive process between a consultant (school psychologist) and consultee (teacher) that includes:

1. problem identification (often with data collection),
2. planned interventions,
3. implementation of interventions, and
4. monitoring and evaluation (often measurement of the effects of the intervention for the client)

(Reschly, 1988; Rosenfield, 1992; Sheridan et al., 1996).

### Culture

Culture encompasses characteristics such as race, ethnicity, language, gender, and socio-economic status. It typically reflects the patterns of a group of people in values, beliefs, communication styles, and norms for interaction (Ingraham, 2000; Ramirez et al., 1998). Culture is a fluid term and, as such, it should be acknowledged that despite membership in a particular cultural group, differences often exist among individuals who identify with that group and individuals are often a part of more than one group. Definitions of a person's culture must consider levels of acculturation and personal identity (Tarver Behring et al., 2000). One must also consider his or her own perception of another individual's culture as this perception may be how the other individual's culture is defined, whether that is true for the individual or not (Ingraham).

For the purpose of this study, culture refers to the ethnicity and first language of members of the consultation triad (school psychologist, teacher, student) and is presumed to "influence all aspects of the consultation process" (Ingraham, 2000, p. 326). Within the questionnaire used in this study, participants were asked questions about whether they addressed culture in their consultation case. "Address culture" refers to whether or not participants indicated that they considered culture's influence on the problem-situation and/or with interventions developed for their case. Also within the questionnaire used for

this study, participants were asked specific questions about the knowledge and awareness of cultural influences based on cultural competencies identified by Lopez and Rogers (2001). Knowledge and awareness of culture refers to the level of importance participants assign to specific aspects of culture.

### Ethnicity

Ethnicity refers to one aspect of culture with which a person identifies him/herself. Generally, there are four primary categories frequently explored in cultural research; they include European American/white, African American/black, Asian American/Asian, and Hispanic/Latino (Tarver Behring et al., 2000; Tatum, 1997). According to the U.S. Census Bureau (2001), ethnic categories also include American Indian and Alaska Native, and Native Hawaiian and Other Pacific Islander. For the purpose of the current study, ethnicity refers to any of these categories.

### Highest Degree

Highest degree refers to the degree title (master's, specialist/master's+30, doctorate) held by the participant in the study.

### Model of Consultation

Within consultation, the model (e.g., mental health, behavioral, instructional, other, or no specific) refers to the structure or format of consultation that the participant in the study indicates was used.

### Training

Training refers to the knowledge and skills of school psychology a practitioner obtains as a result of graduate-level coursework, practica, internship, other field experiences, and continuing professional development activities such as attendance at

conferences, workshops or other actions (Anton, 2001; Fowler & Harrison, 2001; Rogers et al., 1992).

### Work Setting

Work setting refers to the region of the continental United States, category of Local Education Agency (urban, suburban, or rural), school level (elementary, middle, or high), and school type (general public, private, alternative/special education, combined programs, or other school placement) in which the school psychologist participating in the study works.

### Years Since Training Completed

Years since training completed refers to how long ago participants completed their designated highest degree.



## CHAPTER II

### Review of Literature

#### Introduction

The purpose of this chapter is to review the literature relevant to school psychological consultation, training, and multicultural issues in consultation. The literature review specifically includes: information about student and school psychologist demographics; an examination of consultation practices in school psychology, specifically consultation with teachers; cultural issues in consultation; cultural competence; and training in school psychology. It is intended to provide an understanding of practices in the field, training, and how issues relevant to culture are addressed in consultation. Based on this review, it is evident that the research base for examining cultural issues in consultation is limited. However, from what is known, addressing culture in addition to other ecological and experiential issues in the consultation process appears to be an effective and appropriate practice for assisting students from non-dominant cultural groups, teachers and/or families, and school systems in reaching educational goals (Nastasi, Varjas, Bernstein, & Jayasena, 2000; Ramirez et al., 1998; Rogers et al., 1999).

#### Importance of Including Culture

When students and service providers come from different cultures, consideration of culture's influence in the consultation relationship and the problem solving process is essential (Sheridan, 2000). Currently, there are significant differences in the profiles of students and the school psychologists that serve them. As it is hypothesized in this study that cultural difference influences consultation, the purpose of this section is to explore the profiles of these two groups.

### Student Population Profile

Several authors have addressed the changing demographics of students in U.S. public schools. Merchant (2000) noted that “the data on the racial, ethnic, and linguistic composition of today’s students reflect a clear trend in which young people historically categorized as ‘minority’ now account for an increasingly large proportion of today’s public school students” (p. 87). As societies come together more frequently throughout the world, issues related to culture become even more salient (Pedersen, 1999). Given that more students are entering schools with limited or no English, this fact may have even greater significance (Merchant).

According to U.S. census data from 2000, 69.1% of the U.S. population was European American/white, non-Hispanic/Latino (U.S. Census Bureau, 2001). However, the number of people from other ethnic backgrounds across the country has steadily increased and this has occurred in schools as well. During the 2000 to 2001 school year, of the 47.2 million students enrolled in public elementary and secondary schools, 61.2% were European American/white, non-Hispanic; 17.2% were African American, non-Hispanic; 16.3% were Hispanic/Latino; 4.1% were Asian/Pacific Islander; and 1.2% were American Indian/Alaska Native (U.S. Department of Education, 2001). These statistics have significantly changed in the last 17 years. In 1986, the numbers of European American students was higher at 70.4%. At that time, 16.1% of enrolled students were African American; 9.9% were Hispanic/Latino; 2.8% were Asian/Pacific Islander; and 0.9% was American Indian/Alaska Native (U.S. Department of Education).

Although enrollment of all public elementary school students is predicted to decrease nationally in the next nine years, it is expected to increase in 19 states as a result of immigration, internal migration, and a relatively high birth rate during the ‘90s (U.S.

Department of Education, 2001). High school enrollment was predicted to increase by 5% by 2012 (U.S. Department of Education). Across the country, 86.1% of all public schools reported offering free and reduced price lunches during the 2000 to 2001 school year and 39.3% of enrolled students were eligible for free and reduced lunch programs. Clearly, the general make-up of U.S. school children has changed and this is evident in all aspects of the public school system.

With the passage of time, certain non-European American groups of children receiving special education services have substantially increased at a rate disproportional to their total numbers in schools. This is the case for African American/black students, especially when considering specific diagnostic categories for their special education eligibility. Hosp (2001) indicated that African American students are overrepresented in categories for mental retardation and emotional disturbance. Asian American students are underrepresented in all categories but speech-language impairment. White and Hispanic/Latino students in special education, by diagnostic category, are most consistent with their total numbers in the school population (Hosp). However, Losen and Orfield (2002) indicated “inappropriate practices in both general and special education classrooms have resulted in overrepresentation, misclassification, and hardship for minority students, particularly African American children” (p. xv).

While explanations for the disparities may vary (see Harry et al., 2002; Hosp, 2001; Oswald, Coutinho, & Best, 2002), acknowledgement that the disproportion exists allows one to recognize that differences are present for America’s public school children. It is possible that the likelihood of accurate identification of students with disabilities and appropriate service provision for all is increased when school psychologists use best

practice, including consultation, to explore students' needs comprehensively and in the natural context of their lives (Harry et al.; Yocum & Staebler, 1996).

### School Psychologist Profile

Differences in the demographics of school psychologists and the students they serve could lead to misunderstanding or conflict in practice. Merchant (2000) suggests that this may happen with educators and students, as the student population is significantly more diverse than that of teachers and principals. She cautions that if current practices are not reexamined in light of today's students' needs, "customary practices and policies (which may have worked well in the past) may now systematically disadvantage particular groups of students while advantaging others" (Merchant, p. 87). It is important to consider that differences between students and school psychologists may require school psychologists to operate differently in order to effectively service students from all backgrounds and circumstances.

Many surveys have determined the demographics and job-related functions of school psychologists nationwide. Based on results of these surveys, it is evident that philosophical positions about and calls for change in the role and function of a school psychologist have evolved, but minimal change has occurred in the overall profile of school psychologists and their practice (Curtis, Grier, & Hunley, 2004; Fagan, 2002; Reschly & Connolly, 1990; Rogers, 1998).

Despite some variability by region, U. S. school psychologists, once predominantly male, are now primarily female, white, and with an average age above 45 (Curtis et al., 2004; Hosp & Reschly, 2002). Specifically, approximately 93% of all school psychologists are European American, at least 70% are female, and almost one in three are 50 or older (Curtis et al., 2004; Reschly, 2001). Most practitioners, regardless

of ethnicity, hold master's/specialist level degrees but increasing numbers of school psychologists are obtaining doctoral degrees. According to Curtis, Grier, Abshier, Sutton, and Hunley (2002), between 1999 and 2000, approximately 41% of school psychologists had master's degrees, 28.2% had specialist level degrees, and approximately 30.3% had doctorates. Most practitioners work in public school settings with ratios of one school psychologist to over 1,900 students (Hosp & Reschly, 2002; Reschly, 2001). More African American practitioners work in urban school communities with more African American students (Reschly, 2001).

In his study conducted to determine roles, assessment practices, reform attitudes, and job satisfaction among black and white school psychologists, Reschly (2001) found that among all practitioners, job requirements, assessment practices, and level of job satisfaction were generally similar. All spent the majority of their time in activities related to special education (testing, eligibility meetings, etc.). However, more white school psychologists provided direct interventions and consultation for individual students. More black school psychologists agreed or strongly agreed that the overrepresentation of minority students in special education was discriminatory. While similarities and differences were found, Reschly concluded that the perspectives and practices of black and white school psychologists were more similar than different.

Although parallels exist among practitioners, the student and school psychologist populations clearly differ and although school psychologists may work with students of all cultures, there are concerns about the effectiveness of their primary method of service delivery: special education-related activities (e.g., Losen & Orfield, 2002). Especially for those school psychologists in settings where there is significant cultural diversity or where students served are significantly different from the cultural majority in the school,

the methods used may require additional analysis to determine what best meets students' needs. Ingraham & Meyers (2000) indicate that "psychologists working in culturally diverse school settings have had to rely upon models and research not designed for the specific populations in those settings..." (p. 315). As a result of the increasing heterogeneity among students that exists in many public schools across the country, school psychological consultation requires a perspective that is culture- inclusive (Ingraham, 2000).

Triandis (1999) suggests that when students share the same cultural background as their service providers, issues related to culture are less significant. However, when targeted students differ from the dominant culture and/or they are not a part of the majority culture within the school setting, culture's influence likely becomes more significant (Tatum, 1997). Rather than using models and research for practice that address a traditionally European American school population, school psychologists must consider whether their models and theories fit non-European American students' needs.

### Consultation

Given the current study's focus on consultation, this section is intended to provide information about consultation as a method of service delivery. Models and definitions of consultation are discussed. Specifically, since the current study focuses on consultation with teachers, a section is included that emphasizes literature relevant to teachers as consultees. Considering the purpose for studying consultation, an exploration of outcomes of consultation versus test-place practices is also included and specific consultation practices by school psychologists is reviewed. In addition, the purpose of including culture in consultation is introduced in this section.

### Models/Definitions

Today, school psychologists use varied forms of consultation, although many suggest that they are not used often enough (Fagan, 2002) and practitioners have frequently indicated their preference to consult more, rather than continue to spend the majority of their time participating in special education decision-making or related activities (Costenbader, Swartz, & Petrix, 1992; Fagan, 2002; Hosp & Reschly, 2002; Reschly, 2001; Shinn & McConnell, 1994). In general, consultation has received more attention because it is viewed as a way to provide support and assistance to both general and special educators and because of “educational reforms, changes in beliefs about service delivery to children, and community pressures” (Ponti & Flower, 1993, p. 277).

From the school psychology literature it appears that behavioral consultation is a model used frequently in practice (Erchul & Martens, 1997) and two other models also predominate when addressing the needs of individual students. They include mental health consultation and instructional consultation. Other consultation models exist but these well-known and influential models contribute significantly to the practice of school-based consultation.

Behavioral consultation is a technique designed to address the needs of and/or resolve a behavioral problem for a client in the social context where the behavior occurs (Henning-Stout, 1993; Meyers, Alpert, & Fleisher, 1983). It was established initially through the work of John R. Bergan (Erchul & Martens, 1997). This indirect service delivery method involves collaboration between the consultant (school psychologist) and consultee (teacher or parent) and requires the consultee to provide services to the client (student) (Kratochwill, Elliott, & Carrington Rotto, 1995). Behavioral consultation is based on the principles of social learning theory (Meyers et al.; Parsons, 1996) and is intended to help solve the problems of a client by exploring the “active roles that the

consultee and the child play in mediating their own and one another's behaviors" (Henning-Stout, p. 23), developing effective interventions, and also improving the consultee's knowledge and behavior (Erchul & Martens; Parsons, 1996). It includes four stages of problem solving: a) problem identification to establish the consultation process, identify intended outcomes of the process, and gather specific data about the problem; b) problem analysis in which the consultant helps the consultee identify factors that might help resolve the problem; c) intervention plan development and implementation; and d) problem evaluation in which the consultant and consultee determine if goals for the client have been met, if the plan has been effective, and to determine if consultation should continue or end (Brown, Pryzwansky, & Schulte, 1998; Erchul & Martens, 1997; Kratochwill, Elliott, & Carrington Rotto, 1995).

Mental health consultation, like behavioral consultation, is a stage-based model designed to improve client functioning. Unlike behavioral consultation, mental health consultation was initially designed for community mental health centers and then adapted for use in schools. Caplan (1970) developed this model for use within a nonhierarchical relationship between a consultant and consultee to address a client's problem identified by the consultee. Although there are three other types of mental health consultation (client-centered case consultation, program-centered administrative consultation, and consultee-centered administrative consultation), Erchul and Martens (1997) indicate that a fourth type, consultee-centered case consultation is "most closely associated with Caplan" (p. 75) and this form is most relevant for the indirect service provided by the school psychologist working with the teacher to affect the student.

Key aspects of the mental health consultation model include the consultee's responsibility for the client, the optional use of recommendations made by the consultant,



the consultant having no responsibility for the outcomes of consultation, and the centrality of the relationship between the consultant and consultee (Caplan, 1970). The stages of mental health consultation include: a) establishment of a relationship with the consultee; b) assessment of the problem situation; c) development of interventions to be implemented by the consultee; and d) evaluation activities to determine how consultation should continue (Caplan).

In instructional consultation (Rosenfield, 1987), the consultant and consultee also work together to address the needs of a client. Similar to behavioral and mental health consultations, it requires a working relationship between a consultant and consultee and follows specific stages. The instructional consultation model stresses collaboration between consultant and consultee and requires exploration of not only what the student brings to a problem situation but also what task requirements and environmental influences affect student functioning. Rosenfield (1987) introduced this form of consultation for use in schools and emphasized the importance of addressing a student-client's academic needs.

The model follows a non-traditional paradigm in that it looks at the learner (client) in the context of school and classroom, rather than assuming that learning difficulties are the result of internal deficits. Rosenfield (1987) points out that the use of consultation to address students' needs actually "facilitates a least-restrictive-environment solution for a number of children who might otherwise receive a label of mildly handicapped" (p. 18) and helps to increase the possibility of solutions for students without special education.

This focus on resolving an instructional mismatch between the student-learner and his/her environment, requires problem solving to examine ways to improve outcomes for

the student rather than labeling and placing him/her in a different instructional setting without clarifying how the student could become more successful (Rosenfield & Gravois, 1996). The stages of instructional consultation include: a) entry and contracting where the relationship and general plan for consultation are established; b) problem identification and analysis; c) intervention in which plans are established and implemented to address the problem; and d) evaluation/termination in which the intervention and its outcomes are assessed and decisions about how or if consultation should continue are made.

Clearly, behavioral, mental health and instructional consultation models have common features though the emphasis of each specific model differs. All include a triadic relationship that is voluntary and that requires the consultant and consultee to work together to solve a client-related problem in a way that not only resolves the current problem but contributes to future problems not occurring or being handled more efficiently because of skills gained by the consultee in the consultation process (Parsons, 1996). In any case, the process includes a consultant (e.g., school psychologist) working with a consultee (e.g., teacher) to address the needs of another individual (e.g., student) (Erchul & Martens, 1997; Sheridan et al., 1996). The pair move through several stages for solving client problems. These stages are not always sequential and the consultant and consultee may fluidly move from problem analysis to intervention to evaluation and back to problem analysis, for example, depending on circumstances (Ponti & Flower, 1993).

#### Consultation with Teachers

Regardless of the consultation model used, teachers are most frequently the consultees in consultation cases facilitated by school psychologists (Harris, Ingraham,

Lam, 1994). For this reason, many have focused their research on the consultation process between school psychologists (consultants) and teachers (consultees) and looked at issues related to the influence of gender in consultation, consultant effectiveness overall, and the implementation of interventions developed in consultation.

Harris et al. (1994) examined teacher perceptions of consultant effectiveness in the consultation process and looked to see if there were differences in teacher expectations that depended on the gender of the consultant. They surveyed 265 elementary and middle school teachers using a 75 item rating scale and descriptions of a male and female consultant to determine if their expectations for that consultant matched what school psychology literature indicated was important for effective consultation. The rating scale was an adaptation of the Consultant Effectiveness Survey by Knoff, McKenna, and Riser (1991). Among respondents, 52% taught a single grade in general education and had been teaching for an average of almost 16 years. The majority of respondents had also worked with their school building's school psychologist in consultation within the school year the survey was completed. Although a definition of consultation was not provided, the researchers indicated that, on average, teachers consulted with their school psychologist twice per month.

Harris et al. (1994) found that "teachers expect consultants of either gender to exhibit high levels of interpersonal skill, professionalism, and efficiency" (p. 138). Teachers' rankings of specific attributes on the scale were fairly consistent with what trainers and practitioners of previous studies indicated were important for effective consultation. Differences in the expectations for male and female consultants were not identified. Although the focus of Harris et al.'s study differs from the current one in its emphasis on gender rather than cultural ethnicity, the study helps to exemplify the need

for trained professionals who can provide quality consultation. This finding is promising since differences in the profiles of school psychologists and students are present and will likely continue and since most school psychologists are female. While addressing culture, gender may be one factor that does not heavily influence teacher expectations for consultation service.

In another study by Flugum and Reschly (1994), consultation outcomes were explored for cases involving teachers as the consultees. Although the majority of included consultants were school psychologists, special education consultants, school social workers, speech pathologists and other professionals managed cases as well. The researchers' focus was on 312 students who did not qualify for special education services. The purpose of their study was to determine if pre-referral interventions that included quality indices ("i.e., behavioral definition, direct measure, step-by-step plan, treatment integrity, graphing of results, and direct comparison to baseline", p. 1) predicted beneficial outcomes in consultation. Consultants and consultees independently completed questionnaires that asked for information about the intervention(s) implemented, intervention outcomes, and quality indicators. Responses from consultants indicated that, "With the exception of a behavioral definition and baseline data, each of the quality indices was associated with positive student outcomes. ... Teachers' responses produced fewer significant correlations between the quality indices and outcome measures" (p. 8).

Flugum and Reschly (1994) concluded that most interventions lacked expected quality. However, those cases that included the quality indices were considered more successful by both consultants and consultees. "The authors strongly suspect that greater implementation of the quality indicators would produce more effective interventions and

better outcomes for students” (p. 11). This finding was significant because pre-referral interventions are a required and essential first step before considering special education and/or that it is a student’s internal deficits that are preventing greater academic success. Interventions implemented improperly or not at all may continue to affect the numbers of students referred and placed in special education.

In addition to expectations for consultants and outcomes of the consultation process, many other aspects of consultation with teachers, including communication and perceived skills, are explored within the literature and discussed later in the chapter (e.g., Bossard & Gutkin, 1983; Rogers, 1998). Conoley, Conoley, Ivey, and Scheel (1991) explored ways to ensure teacher-consultees implemented agreed upon interventions as planned. They indicated that lack of implementation is often a problem in consultation and is often the result of consultees not fully accepting or agreeing with the intervention design.

In Conoley et al.’s (1991) study, teachers were asked their beliefs after reading about a fictitious student’s problem. Later they were given the same description with an intervention and rationale for the intervention then asked to rate the acceptability of recommendations about the case. Teacher-participants were given the case descriptions three times in all, one with a rationale that matched their beliefs, one that was a mismatch, and one that had no rationale. Ratings of the participants indicated that the “use of a rationale matching the consultee’s beliefs about the case description of the problematic child led to greater acceptance of the recommended intervention than did a mismatched rationale” (p. 548). Given this finding and the findings of Flugum and Reschly (1994) and Harris et al. (1994), there appear to be specific things a school psychologist-consultant can do related to interpersonal interactions and the integrity with

which interventions are developed and implemented to encourage effective interactions with consultees that result in quality interventions and improved outcomes for students.

### Consultation versus Test-Place Practices

While specific practices in consultation can be identified that support effective outcomes, it is clear from the literature that practitioners continue to spend most of their professional time in activities related to special education (Hosp & Reschly, 2002) and the outcomes for their efforts in this domain may be less clear. However, there is a clear division within the literature about the benefits of consultation and the questionable nature of test-place special education activities.

Consultation can be used to indirectly service one individual, a small group, a class, or a school as a whole. It tends to move participants away from diagnostic labeling (e.g., special education), toward an exploration of why certain events or actions take place, and toward the development of interventions to be implemented within the natural setting (e.g., classroom). This may be daunting for some, a difficult shift, and/or a less comfortable means of service delivery than providing information obtained through standardized tests (Pianta, 2000) as school psychologists have traditionally done.

Despite potential difficulties, practitioners, researchers, advocates, and critics in the field of school psychology have continually called for change and/or emphasized the need to move beyond traditional test and place practices to help students be successful learners in their general education classrooms (Harry, 1994; Rosenfield, 2000; Rosenfield & Gravois, 1996; Sheridan & Gutkin, 2000; Shinn & McConnell, 1994). In part, requests for reform may be because of on-going concern about the effectiveness or appropriateness of special education for many students.

If school psychologists continue to work primarily from a deficit model, a traditional paradigm of school psychological practice and special education, students will continue to receive interventions that do not produce results that help them progress toward academic goals within the general curriculum and this is inadequate (Sheridan & Gutkin, 2000). Those advocating for change have encouraged school psychologists to work more frequently and consistently within an ecological framework that considers the child in context (e.g., classroom, school, home, community, etc.) rather than continuing to focus on the assessment and diagnosis of internal deficits among individual children (Rosenfield, 2000).

In the last 15 to 20 years it has become increasingly evident that school psychologists must do more prevention and intervention, rather than remain “gatekeepers” of special education (Erchul & Meyers, 1997; Ysseldyke et al., 1997). This is especially relevant because since the 1970s, there has been a consistent pattern of non-European American students being placed in special education programs at higher rates than European American students (Hosp, 2001; Losen & Orfield, 2002). These students lag behind once placed in special education and do not catch up even after school is complete. For example, Oswald et al. (2002) note that three to five years out of school, African American students who received special education are almost two times as likely as European American students in special education not to be employed. Given societal differences and disadvantages for those in a non-dominant cultural group, exiting school even further behind peers and with fewer opportunities for employment is clearly problematic (Tatum, 1997).

Oswald et al. (2002) closely examined this issue of disproportionality in their national study using data from the Elementary and Secondary School Civil Rights

Compliance Report for the 1994-1995 school year. They explored ethnicity, gender, and other demographic factors on student placement in special education through the disability categories of serious emotional disturbance (SED), learning disabilities (LD), and mental retardation (MR). They also gathered information about the school districts' percentage of non-European American students, percentage of linguistic minority students, percentage of students in households below the poverty line, and student-teacher ratios (Oswald et al.). The researchers asked, "Are these district-level and child-level variables significantly associated with the likelihood of being identified as a child with MR, SED, or LD?" (p. 5). Information about the number of students involved was not provided, however, the researchers indicate that they used enrollment and disability categories data collected through the Department of Education's Office of Civil Rights for its annual report.

Oswald et al. (2002) found that ethnicity and gender, and factors such as the economic level of the school district and percentage of non-European American students were all significantly associated with the risk of placement in special education. With the exception of Asian American/Pacific Islander male students, white, Hispanic, American Indian, and black males were more likely to be identified as SED than any group of females. Specifically, in comparison to white females, white males were 3.8 times more likely to be identified as SED. Black males were 5.5 times and American Indian males were 5.0 times more likely to be identified in this way. In districts with lower poverty rates, MR among black males was identified more but as poverty rates increased, blacks and Hispanics were identified more frequently as SED or LD rather than MR. For white students, identification as mentally retarded was not beyond expectation given the student population and other school district variables. However, in communities with higher



percentages of non-European American students, European American students were less likely to be identified as LD and in these settings, American Indian students were more likely to be identified as emotionally disturbed.

While some details about the study were excluded (e.g., all analyses and information on participants and procedures), information provided in the chapter by Oswald et al. (2002) exemplifies the racial inequities that exist in special education and that Losen and Orfield (2002) attempted to illustrate in their edited book. Given the role that school psychologists play in the identification of students for special education through the use of assessments and participation in special education decision-making, it appears that many factors must be carefully considered when determining that a child qualifies for special education.

Through consultation, school psychologists can potentially help to ensure that students benefit from prevention and intervention activities that increase chances for them to efficiently progress within the general education curriculum. Though this is not to suggest that consultation is the only solution, and given that it is not more widely, more frequently used, or more effectively used (Fagan, 2002; Flugum & Reschly, 1994), it seems that no matter the hurdles, consultation that emphasizes educational issues from an ecological perspective may provide a beneficial alternative for meeting needs and enhancing outcomes for students of all cultural backgrounds (e.g., Harry et al., 2002; Pianta, 2000; Ramirez et al., 1998).

#### Consultation among Practicing School Psychologists

While the benefits of consultation or other alternatives to traditional practice may be evident to some, school psychologists do not always provide consultative services. A study conducted by Bahr (1996) explored this issue. One hundred fifty nine randomly

selected members of the National Association of School Psychologists completed a survey after two rounds of mailings. Of the returned surveys, 137 were completed adequately for inclusion in the study intended to determine school psychologists' perception of their role and function. Of the participants, 80% reported that they were practitioners in schools; 13% reported being trainers or school administrators; 6% reported working in related fields (e.g., therapist); and 1% did not report job title. The participants were predominantly female (86%) and European American (93%). Half (50%) were between the ages of 40 and 49. They came from all areas of the country.

Bahr (1996) conducted a three-part survey by mail to: a) gather demographic information; b) obtain information about actual and preferred time in specific job-related functions/roles; and c) to assess participants' perceptions of reform and job roles. The third section utilized a semantic differential-type scale in which participants rated 21 statements on a continuum. The statements ranged from "traditional practice" (e.g., "Assessment that results in classification and placement decisions is useful.") to "reform position" (e.g., "Assessment that results in development of interventions is useful.") and included areas related to assessment, consultation and intervention, classification, and training and professional activities.

Of the 21 items from the third part of the survey, participants rated 13 of the items neutrally and eight items in the reform position. Two of 10 assessment items were in the reform category; four of six consultation and intervention items were in this category; and two of two items related to training and professional activities were in the reform category. All three items related to classification were in the neutral category. Further analysis was conducted to determine what professional activities predicted "reform mindedness." Bahr (1996) found that school psychologists working as administrators or

trainers and practitioners who conducted 25 or fewer assessments “had more favorable attitudes toward reform” than others in the study (p. 305). Those conducting curriculum based assessment also provided more ratings consistent with the reform position. Interestingly, among practitioners who rated more items in the reform category, they provided more counseling than consultation or intervention development. The researcher noted that despite school psychologists frequently reporting a desire to conduct more consultation, those that can actually provide more counseling. Overall, however, he concluded that participants were neutral, not significantly traditional nor reform-minded. Based on his and other research findings, Bahr questioned whether school psychologists feel the “cognitive dissonance of implementing a ‘refer-test-place’ model while preferring an expanded role” (p. 306).

Just as Bahr (1996) acknowledged school psychologists’ frequently reported preference for practices other than assessment, several national surveys conducted within the past few decades have determined that although school psychologists would prefer to provide consultation services to address students’ needs, they continue to primarily conduct assessments. Among those who would prefer to consult, they say additional time and training is needed (Costenbader et al., 1992; Fisher, Jenkins, & Crumbley, 1986). Those with time to consult more frequently are the school psychologists who provide service to a smaller number of students. Curtis et al. (2002) found that where the ratio of school psychologist to students was less, school psychologists reported that they consulted more frequently. National surveys have typically been conducted with members of national professional school psychology organizations and their samples have been primarily European American. Most included fairly even divisions between

male and female practitioners. Their findings almost consistently indicate that the roles for school psychologists have not changed significantly, despite calls for reform.

Meacham and Peckham (1978) randomly surveyed members of the American Psychological Association's Division of School Psychology and members of state associations to assess the training, roles, and preferences of practicing school psychologists. Survey participants were 55.9% male and 44.1% female. Information about race or ethnicity was not included. Most participants were trained specifically in school psychology programs and the majority held master's degrees. The average ratio of practicing school psychologist to student was 1:4,556. Though participants were asked about consultation, details about specific models were not provided. Based on results of their national study, Meacham and Peckham determined that practitioners' primary focus in training and practice was assessment. Though consulting was most preferred, school psychologists indicated that it was done less frequently in practice and that they received less training in this area than in assessment and interpretation.

Since this survey in 1978, several others have been conducted nationally that explored similar issues. Martin and Meyers (1980) more closely examined consultation. Through their study, information about the school psychologists' actual role in consultation was elaborated on in the literature. Though several limitations were noted about the sample for the study, their research provided some clarity about consultation practice just over two decades ago.

One hundred twenty two school psychologists randomly sampled from the American Psychological Association's Division of School Psychology were included in the study by Martin and Meyers (1980). The average age of the sample was 45.2 years. In terms of race and gender, 56% were male, 44% were female, and 97.1% were

European American. The majority (44.8%) indicated that they spent 11 to 30% of their time in consultation activities. Those with higher salaries were found to consult more frequently than others. Most utilized a client-centered approach guided primarily by a conceptualization of humanistic psychology and/or behaviorism. The authors did not provide details about these concepts (e.g., humanistic psychology, behaviorism, ego psychology, social psychology theories, organizational development) nor how respondents might have defined these concepts. Unfortunately, a specific definition of consultation was also not provided. This may have helped to clarify what the conceptual approaches meant to school psychologists' practice. Differences were not found in types of consultation practices by gender or salary.

Martin and Meyers (1980) also asked respondents to identify factors perceived to affect consultation outcomes. To this, respondents indicated that the sex and/or age of the consultee did not influence results. However, respondents primarily consulted with teachers and information about their cultures was not explored.

Smith (1984) found that randomly selected practicing school psychologists from the National Association of School Psychologists and the American Psychological Association's Division of School Psychology, spent the majority of their time in assessment though they desired more time for intervention, consultation, and research. Similar to the sample from Meacham and Peckham's (1978) study, Smith's sample was 54% male and 46% female. The majority were trained in school psychology programs and held non-doctoral (e.g., Bachelors, Masters, Specialist) degrees. Though not looked at for differences, ethnicity was also included: 97% of the sample was European American. Most practitioners primarily worked with the special education population though they also desired more time for the general population school-wide. Regional

differences were noted in the division of school psychologists' time and those practitioners with a student ratio or 1:1,500 or less spent more time in consultation and intervention than in assessment activities.

Fisher et al. (1986) replicated Meacham and Peckham's (1978) survey and found that training and practice were more congruent than they were previously. Also, practitioners indicated that their roles were more consistent with what they desired, though most still preferred to provide more consultation. However, training was considered inadequate for the provision of consultation. Since the same survey was used, information about the types of consultation provided was not obtained. School psychologists in the sample were over half- female (43.9% male; 56.1% female). Most had non-doctoral degrees and were primarily trained in school psychology programs. The majority of practitioners' time was spent in special education and the average ratio of school psychologist to student was 1:2,209.

While Martin and Meyers (1980) further explored school psychologists' role in consultation in the empirical literature and Fisher et al. (1986) expanded on it, Costenbader et al. (1992) extended this exploration further by examining consultation training and practice from the practitioners' perspective. Similar to the study by Martin and Meyers (1980), consultation was not defined by the authors in this study. This is problematic because, though the general definition of consultation may be understood, critics of consultation literature point out that this lack of definition may be a hindrance to fully understanding the practice of school-based consultation and its benefits (Pryzwansky, 1986).

Costenbader et al. (1992) investigated school psychologists' training, practice, perception of competence in consultation, and preferred versus actual participation in

consultation activities through their random survey of practitioners of the National Association of School Psychologists. Participants in the study were 34% male, 66% female, 75% non-doctoral, with an average age of 40.9. According to the authors, the sample was representative of school psychologists nationally. However, information about race and/or ethnicity was not provided. Costenbader et al. found that almost two-thirds of the school psychologists surveyed were not formally trained in consultation. This was consistent with the findings of Fisher et al. (1986). Participants viewed training in this area to be a central aspect of being a school psychologist. Doctoral-level school psychologists and more recent graduates reported having more formal training (e.g., at least one course) in consultation.

These studies share some aspects in common. With the exception of Bahr's (1996) study, all solely used practicing school psychologists randomly selected from national and state professional organizations. They provided information about gender, age, degree level, basic information about training, and some included information about the number of years participants had practiced as school psychologists since they were trained. Of the studies that included information about race, all included 93% or more European American participants. Though this information and results of these studies are helpful for understanding what school psychologists have done in practice for the last 25 years and their opinions about reform, it also indicates that few systematic studies have occurred to assess specific consultation practices in school settings nationally. Similarly, it demonstrates that little exploration of the influence of race and culture in consultation has occurred (Ingraham, 2000).

### Rationale for the Inclusion of Culture

Interestingly, few national studies have explored how race, ethnicity, or other cultural factors contribute to or impact the outcomes of consultation though there is evidence to suggest that consultation is effective (Sheridan et al., 1996) and a viable alternative to traditional test and place practices (Flugum & Reschly, 1994). Given the limitations of special education and issues related to the overrepresentation of some non-European American populations in special education (Oswald et al., 2002), exploring alternative practices seems essential and necessary for appropriate service provision. Rogers et al. (1999) indicate that if cultural influences are neglected they can lead to misdiagnosis, problematic interventions, and other errors that do not serve children well. As stated previously, providing psychological services, including consultation, to racially, ethnically, linguistically, and otherwise culturally-different student populations requires school psychologists to develop culturally sensitive skills (Lopez & Rogers, 2001) and skills to include culture in the problem solving process (Ingraham, 2000; Jackson & Hayes, 1993).

Although the information is limited, it is possible to examine consultation models from a cultural perspective to determine if the same or other approaches are needed to provide effective consultation services to address the needs of diverse student populations. Brown et al. (1998) made this point when they discussed the cultural limitations of behavioral consultation. They indicated that this model of consultation is “anchored in two of the traditional values of our Eurocentric culture: individual achievement and future time orientation” (p. 65). For cultural groups that value cooperation and group rather than individual achievements or are present-time oriented, behavioral consultation may not result in desired outcomes. For instance, if time is not



addressed differently, groups that do not emphasize the attainment of short and/or long term goals may not see the benefit of goal setting as this consultation model has one do. Similarly, if individual rather than group reinforcement strategies are used as part of the intervention, clients of some cultures will not value or be motivated by these strategies.

The authors acknowledge that if modifications are made to fit with the values and belief systems of individuals for whom consultation interventions are developed and applied, the consultation process may be more appropriate and therefore, more effective with individuals of non-Eurocentric backgrounds (Brown et al., 1998). In order for such modifications to be made, however, the consultant has to be aware that cultural differences affect clients or consultees in consultation. A consultant who does not consider culture may continually help devise interventions that do not fit the perspective of the client.

Soo-Hoo (1998) presents a case study to illustrate this point. She describes a situation in which a recently immigrated Filipino mother stays with her seven-year-old son during the school day despite the school's efforts to encourage the mother to help the child become more independent. After a first meeting with the mother, the African American female school psychologist and European American and Filipino-American teachers learn that the mother is trying to protect her son and that she believes the United States to be a dangerous place. Because the mother smiles politely and nods with apparent understanding of what the school staff says, they believe that she is in agreement with them. However, her polite smiles and nods are a show of deference rather than agreement. Their meeting, a first attempt at intervention, is unsuccessful and the mother continues to accompany her son to school and stay with him. Another intervention is tried in which the mother is allowed to stay at school as a volunteer,

helping with papers and other tasks. However, this too is unsuccessful as the mother and son continue to stay very close to each other throughout the school day.

As the staff considered all possibilities for why their interventions were ineffective, they determined that cultural difference may play a role. In Filipino culture interdependence is valued more than independence and the mother's role, in part, is that of protector and director of her child's life. With this information, the school staff shifted their approach rather than continuing to address the mother from their American-cultural point of view. In their third meeting with her, the school psychologist and Filipino-American teacher acknowledged the mother's concern about being protector and ensuring her son's safety. Their focus had "shifted to how everyone could protect her child more effectively. Protecting her child no longer meant that she needed to hover over him.... Rather it meant that she and the teachers needed to teach him to take care of himself according to his age level" (Soo-Hoo, 1998, p. 340). From this vantage point, the mother's trust in the school increased and together, they were able to establish a plan for teaching the child safety.

Though this case is not specifically an example of culture included in behavioral consultation, it illustrates the importance of considering culture's influence when problem solving. Prior to doing this, the school staff's interventions were ineffective. However, after exploring culture's influence, communication improved and interventions could be developed with the mother that proved effective.

Sheridan (2000) provided another view of consultation, giving consideration to diversity and multiculturalism, and concluded that more information is needed to determine how to consult most effectively in multicultural settings. Sheridan specifically looked at conjoint behavioral consultation, "an extension of behavioral consultation that

combines the resources of the home and school to effect positive change in a child-client” (p. 344). She suggested that since culture is a term with many implications and meanings, and since there is typically extensive within group difference, multiculturalism should actually be defined by individual rather than group differences. “Consultation requires consultants to appreciate that each family is unique” (p. 345) and varied in level of acculturation, ethnic heritage, language practices, socioeconomic status, involvement with extended family, ability levels of members, belief systems, and religious and life-style orientation (Sheridan).

As such, Sheridan (2000) suggested that multicultural conjoint behavioral consultation can look within an ecological framework to determine how to help consultees identify individual problems and reduce any mismatch between the client’s unique circumstance and the expectations or requirements of the client’s environment. She indicated that with parents and teachers, the consultant can help identify goals that are consistent with the family’s cultural values and/or beliefs. Data can be gathered in multiple settings and with the client’s family background in mind. When defining a problem and developing an intervention plan to address it, “understanding ethnically and culturally mediated variables can be invaluable to identifying important contextual features of a case” (Sheridan, p. 348). Interventions that are acceptable to both parent and teacher consultees may more likely be implemented as planned. Therefore, problem solving within a cultural context may result in better consultation (Sheridan). However, Sheridan acknowledges that research about multicultural conjoint behavioral consultation is non-existent and there is a need for empirical study to determine not only how consultation should be conducted but how best to address issues such as communication and interpersonal relationships within the context of the consultation.

### Cultural Issues in Consultation

Without doubt, influences of ethnicity, gender, socioeconomic status, and other cultural variables play a role in student outcomes (e.g., Ingraham, 2000; Jackson & Hayes, 1993; Losen & Orfield, 2002; Oswald et al., 2002; Soo-Hoo, 1998). In this section, more attention will be given to defining culture, addressing culture in consultation, exploring current culturally-relevant consultation practices, and identifying the skills needed for competent consultation practice that incorporates culture.

#### Definitions of Culture

While different models of consultation have been explored to determine their applicability to a specific cultural group, clarifying what culture actually entails seems relevant to an exploration of multicultural consultation. As Sheridan (2000) suggested, culture is a multifaceted concept. Frisby (1992) stated that this concept becomes confusing because it has many connotative meanings in everyday language. To illustrate this, he provided six examples of how culture can be defined: a) the customs, traditions, values, attitudes, and patterns of living within a group; b) the artistic, humanitarian, scientific achievements of members in or of ancestors from a group; c) the attitudes and beliefs that guide feelings about, interests in, or identification with issues affecting a group, or a group's social and political world view; d) the values and norms within which a person is socialized; e) the clothing styles, music or dance styles, religious practices, food, or speech and language styles of a groups; or f) outer appearance.

Frisby (1992) asserts, "most casual statements found in the education and school psychology literature (e.g., 'teachers must be sensitive to cultural differences,' or 'school psychologists must take into account cultural factors') do not convey the degree of precision that is necessary" (p. 535) for truly addressing culture and its influence.

Though statements like this may be made, it is important to ensure that everyone involved understands the meaning behind such statements. Likewise it is important to recognize that while generalizations are made about the characteristics of members of a specific group, this should not stereotype all individuals within that group (Frisby). For example, to say that Asian Americans and Native Americans value cooperation, so an individual-focused approach like behavioral consultation will not work for any Asian American or Native American person is to make a stereotyped assumption. Likewise, to assume that all Filipinos value interdependence rather than independence is making a stereotyped assumption that could lead to false conclusions about a person. Instead, it is important to recognize that these generalized statements may be applicable for an individual but not necessarily a certainty for how that individual will perceive or be affected by the consultative approach. Because the meaning of culture may differ for different individuals, consultants must be able to explore and address the needs of the individual. In addition, he or she should be able to examine the specific case in the context of broader cultural, school, and/or societal issues (Lopez & Rogers, 2001; Tatum, 1997). Clearly culture is a complex construct that influences and is affected by American society. Whether because of others' perceptions, self-identification, or the realities associated with being a part of a dominant cultural group or not in the United States, consideration of culture in consultation seems essential in public schools where cultural diversity is continually increasing (Soo-Hoo, 1998).

#### Consultation within a Multicultural Framework

Ingraham (2000) acknowledges that school psychologists' consultation practice is influenced by the settings where they work. In schools where many cultures are present, she suggests that a "lens" is needed through which to view consultation to ensure that

cultural factors are addressed. Ingraham presents a framework for multicultural consultation that includes five components and has two primary purposes: to help the consultant consider how culture influences the expectations, behaviors, and thoughts for each person involved in the consultation, and based on those considerations, to make adjustments in consultation “to develop and maintain rapport and understanding with the consultee(s) and client(s)” (p. 326).

The first component in Ingraham’s (2000) framework addresses the consultant. Within this component are eight domains: 1) understanding one’s own culture; 2) understanding the impact of one’s own culture on others; 3) respecting and valuing other cultures; 4) understanding individual differences within cultural groups and multiple cultural identities; 5) cross-cultural communication/multicultural consultation approaches for rapport development and maintenance; 6) understanding cultural saliency and how to build bridges across salient differences; 7) understanding the cultural context for consultation; and 8) multicultural consultation and interventions appropriate for the consultee(s) and client(s) (p.327). Ingraham provides detailed information about each domain and its relevance to effective consulting, based on the literature (e.g., Ramirez et al., 1998; Rogers et al., 1999; Soo Hoo, 1998). She emphasizes the importance of the consultant understanding his or her own culture, and its impact, and cultural saliency, or “the elements of one’s identity that are raised in another’s awareness during the cross-cultural interaction” (Ingraham, p. 329).

The second component of Ingraham’s (2000) framework focuses on the consultee’s concerns and what he or she brings to the consultation triad. Consistent with Caplan’s (1970) consultee-centered case consultation, the emphasis in Ingraham’s second component is on the consultee’s learning and development. The domains for this area

include knowledge, skill, objectivity, and confidence. These domains should be considered, though the consultee may or may not have difficulty or needs in these areas.

With regard to knowledge, Ingraham (2000) indicates that the consultee should have some understanding of the client's familial background in order to "develop effective classroom lessons that build upon the student's previous experiences and conceptual development" (p. 331). Consultees should also have skills for working with diverse student populations. The knowledge and skill necessary for effective consultation, Ingraham suggests, requires the consultant to both assist the consultee in gaining the information needed to work with students of all backgrounds and assist the consultee in helping the client in ways consistent with any consultation model. The consultee should also be objective about the client and be able to explore a variety of possibilities for how his or her personal perspective can influence a presenting problem. Ingraham indicates that a consultee should not rely on stereotypes for understanding individuals from varied cultural groups, i.e., overemphasize culture, ignore culture, nor be afraid of making a mistake regarding the client's culture. Ingraham also suggests that the consultee's level of confidence for working with diverse student populations will impact the consultation process. Though the consultant may or may not be able to affect this domain or any other, Ingraham states that the consultant "competent in MSC (multicultural school consultation) will assess the extent to which any one or more of these needs for consultee learning and development are involved in a case and will intervene to address the needs" (p. 334).

Ingraham's (2000) third component addresses cultural variations in the consultation triad. These variations occur when there are differences among the consultant, consultee, and client. They include consultant-consultee similarity, client

difference; consultant-client similarity, consultee difference; consultee-client similarity, consultant difference; and consultant-consultee-client difference. According to Ingraham, when considering culture in this way, what is most important is cultural saliency, how one perceives another's culture, rather than cultural identity, the way an individual defines his or her own culture. The consultation triad can expand beyond the differences and similarities identified above. This typically occurs when parents are involved or when consultation includes more than one consultee or client. Ingraham indicates that with an understanding that cultural saliency contributes to the consultation process, the consultant can address issues in the consultation that may result from the influence of culture.

The fourth component of Ingraham's (2000) multicultural consultation framework encompasses context and the influences of power within that context. The consultant may need to address the specific issues faced by the triad's common culture when all members of the consultation triad are of a similar culture that differs from the larger context (e.g., school, community). She indicates, "The skilled multicultural consultant can select the most appropriate course of action: focus upon cultural issues, acknowledge them while working toward another goal, or exclude them from the discussion completely" (p. 336). Ingraham suggests that the consultant must consider issues within the consultation case in the context of the school and/or community environment. Issues that influence individuals within the consultation triad must be considered to determine their relevance to the consultation process.

The fifth and final component in Ingraham's (2000) framework considers hypothesized methods for providing effective consultation services. This dimension focuses on how the problem in consultation is framed and what the consultation process



entails. While Ingraham acknowledges that more research is needed to determine what methods are most effective for addressing culture, she suggests that ways of communicating, helping members of the triad feel safe, balancing supportive and directive assistance to the consultee, continuing professional development, and using systematic interventions are all areas that would likely benefit the multicultural consultation process.

Ingraham (2000) points out that “the MSC (multicultural school consultation) framework may be well-suited to addressing the differences in perspectives held by individuals, but its strength is in focusing upon issues that emerge when the differing perspectives are associated with major cultural identities” (p. 341). Although detailed and multidimensional in its presentation, Ingraham’s framework provides an outline for ensuring that a consultant is aware of and can work with the many factors that may influence the consultation process and its outcomes. As it is not intended to replace consultation models, the multicultural school consultation framework provides a way for consultants to look at their consultation practices. This may be very important, considering Brown et al.’s (1998) assessment that all models may not be sensitive to cultural difference. While they address behavioral consultation specifically, any model can be looked at for its relevance to various cultures. Through Ingraham’s framework it is possible that any model could be modified to more appropriately fit the cultural values and/or beliefs of those in the consultation triad. However, as Ingraham indicates, more research is needed to determine what is essential for effective consultation in settings where different cultures are represented. Unfortunately, extensive research was not found.

Consultation that Addresses Culture in Practice

Some researchers and theorists have explored culture-related factors in consultation though it appears that more empirical research is necessary to determine effective practices for addressing culture or accommodating cultural influences when consulting (Ingraham, 2000). Ingraham points out that most empirical work is “based upon analogue studies that examine how consultant and/or consultee race influences ratings of consultant competence, multicultural sensitivity, intervention acceptability, and preferences for consultation style” (p. 321). Additionally, a recent study (Tarver Behring et al., 2000) was conducted that explored how consultants approach aspects of consultation dependent on their client’s race. While this type of study provides some information about culture’s influence and the importance of its inclusion when consulting, questions remain about what generally occurs in practice. However, such a study offers an important first step.

One example of research found on how consultation is modified or varied to ensure that the process is culturally relevant and appropriate for all involved, came from the work of Tarver Behring et al. (2000). They conducted a qualitative study of 28, mostly female, master’s-level school psychologists in their first year of employment to determine if consultation practices were modified in cases where consultees and clients were of the same or different race or ethnicity as the consultant. Sixteen European American, four African American, four Asian American, and four Latino consultants worked with teachers who were primarily European American to address concerns about 28 male and female students who ranged in age from three to 15 and represented a variety of cultural backgrounds. European American consultants worked with teachers and parents, in some cases, and with students (clients) of each of the four racial/ethnic groups. African American consultants addressed the needs of African American students, Asian

American school psychologists provided consultation for Asian American students, and Latino consultants serviced Latino students.

The researchers asked open-ended questions of the participants to determine what they did in their consultation cases. The activities to be completed in consultation were identified in 20 distinct categories. The categories included consultation models used, stages included, types of communication, level of service, the process of collaboration and development of consultee knowledge and skill, awareness of cultural differences and cultural self-awareness, and the inclusion of parents. Information provided by study participants was divided and assigned to these designated categories for the researchers to determine if participants acted differently in their cases.

Tarver Behring et al. (2000) found that regardless of the consultees' ethnicity, most of the twenty categories for activities in consultation were completed. More specifically, at least 13 of the 20 categories were reportedly completed by consultants who worked with consultees and clients of the same or different ethnicity as themselves. However, with Latino consultants working with European American consultees to address Latino students, only eight of the 20 categories were identified as being completed. Few or no culture-related activities were included when the consultation triad was all European American or when the consultant and consultee were European American and the client was Asian American. When everyone in the consultation was African American, Latino, or Asian, consultants more frequently reported consideration of parental influences and made home visits. In each case where the consultant was non-European American, at least one culture-related activity was acknowledged or included. Consultants frequently reported that they helped consultees to develop an awareness of how students' cultural differences influenced class performance or that they helped

teachers develop skills to work with students in a culturally sensitive way. Non-European American consultants included more and varied culture-related activities more frequently, especially with cases involving parents. For example, additional time was provided to develop a relationship with the parent- consultee, and in cases where language differed, consultants reported conducting consultation in the parent's native language.

Based on their findings, it may be that consultants readily alter their approach in consultation to accommodate the perceived needs of some of their clients. However, given the multiple activities the researchers explored, it is somewhat unclear what models of consultation were actually used in the cases discussed. Also, this study was based on the work of psychologists who were new to the field; there may be differences in the approach or model used by more seasoned practitioners and/or practitioners with more or less training or experience with cultural and/or cross-cultural issues. Given the framework presented by Ingraham (2000), the context or setting in which the consultation takes place may also have as much significance as the salient cultural characteristics of all those in the consultation triad. Though the study by Tarver Behring et al. (2000) may give some insight into how consultation might be altered, more information is needed about how this occurs in practice, when, and by whom among school psychologists.

In any model of consultation, school psychologists must be viewed as effective and skilled in order for recipients of consultation services to find benefit from such services (Bossard & Gutkin, 1983). Clearly, in working with diverse student populations, additional skills may be required to help the consultee work with the client and to ensure that the client's needs are met (Ingraham, 2000; Soo Hoo, 1998). When pre-service teachers rated consultants in videotaped consultation sessions, Rogers (1998) found that

both African American and European American consultants were rated as more competent and sensitive when they discussed racial themes openly. Those considered to have ignored race were viewed as less multiculturally sensitive and less competent.

Rogers (1998) utilized multivariate and univariate analyses to determine the meaning of ratings from 154 African American and European American pre-service teachers (47.4% African American, 52.6% European American). Despite limitations identified by the author such as the use of pre-service instead of experienced teachers as research participants and the use of an exploratory instrument to assess “multicultural interpersonal skills,” (p. 278) results of the study lead one to conclude that there is value in considering culture in the exploration of a problem situation in consultation.

Regardless of race, it is possible that a consultant’s willingness to talk about race and culture make for more effective problem solving in consultation.

It appears that the consultant’s ability to attend to issues of race and its influence may be more significant than the consultant’s race itself. If accurate, this conclusion is hopeful since the population of school psychologists is largely homogeneous and different than the U.S.’s public school student population overall. And, there is evidence to suggest that the consultant’s race may not play a significant role in what transpires in the consultation case itself. Naumann et al. (1996) explored this issue and conducted a study to assess the affect of race in consultation.

Naumann et al. (1996) asked undergraduate teachers-in-training (67% female; 97% between the ages of 19 and 25; 95% European American) to participate in their study examining consultation cases with African American and European American consultants, consultees, and clients. The 71 participants, in randomly assigned conditions and in groups of four, were given background information (client’s grade, consultee’s and

consultant's teaching experience) and pictures (with clear racial differences) of the consultation triads then asked to listen to audio-taped simulated consultation sessions. The researchers provided participants with the same information in each experimental condition but changed the race of the child and school psychologist. After listening to the tapes, participants completed rating scales that assessed the acceptability of intervention plans, credibility of the consultant, and that assessed the participants' recall of information provided prior to and in the taped consultation.

Naumann et al. (1996) found no statistical differences in respondents' perceptions of the credibility of consultants and the acceptability of interventions dependent on the consultant or child's race. The researchers acknowledged limitations in the study, including that participants were pre-service teachers and of one race primarily. Also, given the simulations used, the researchers indicated that results may have differed if the study was conducted in a school setting. Despite these limitations, Naumann et al.'s study was considered a first-step in the exploration of race and culture in consultation. They concluded that, "the statistically nonsignificant findings that are reported optimistically suggest that the impact of race on at least some aspects of the consultation process may not be substantial" (Naumann et al., p. 158).

While Naumann et al. (1996) focused on the influence of the consultant and client's race, Gibbs (1980) discussed the impact of the consultee's race and developed a model for personal interaction in consultation that discussed differences in the preferred approaches of African American and European American consultees. Following observations, previous research, and personal experience as a consultant, Gibbs indicated that African American consultees had an interpersonal orientation that emphasized the importance of the consultant's ability to interact with the consultee. On the other hand,

she identified an instrumental orientation that European American consultees preferred that emphasized the consultant's skill with tasks of the consultation process itself.

At a time when few authors discussed the relevance of race in consultation, Ingraham (2000) described Gibbs' (1980) work as innovative. Though not based on empirical study, Gibbs' work suggested that there may be more significance in the consultant-consultee dyad that may influence consultation outcomes than had been addressed in the literature by others since that time (Ingraham). Unfortunately, there is not evidence in the literature to suggest that this issue was explored empirically. Therefore, questions about how the consultee's (Gibbs), consultant's or client's (Naumann et al., 1996) race contributes to the consultation process and its outcomes persist. Although Ingraham's framework explores the potential influence of culture and how it can be addressed in consultation, it is also not clear how these variables can be and are currently addressed for improved consultation outcomes.

Considering Rogers' (1998) and Naumann et al.'s (1996) findings, if the consultant is able to discuss race or culture-related issues and is perceived as credible and interventions are acceptable, the framework may provide the guidelines needed for multicultural consultation. Lopez and Rogers (2001) also provide some direction through the areas of competence identified for school psychologists working with culturally-diverse student populations.

### Multicultural Competence

There are clearly a number of significant variables that contribute to the consultation process when culture is factored in and it seems that specific skills or practices (competencies) are needed to provide consultation that fits within a multicultural framework (Ingraham, 2000; Rogers et al., 1999). Lopez and Rogers

(2001) utilized the Delphi technique to determine what experts agreed were essential competencies for school psychological practice with culturally diverse student populations. They defined “cross-cultural competence” as “the ability to demonstrate cross-cultural knowledge and engage in behaviors or skills that reflect an awareness and sensitivity to cross-cultural issues” (Lopez & Rogers, p. 274).

The researchers selected panelists for their study using five criteria to determine expert-ness: a) authorship related to multicultural issues in school psychology; b) presentations in National Association of School Psychology or American Psychological Association at least three times on culturally relevant topics; c) faculty position held in school psychology program emphasizing multicultural or bilingual training; d) practitioner with at least five years experience working with culturally and linguistically diverse student populations; and e) supervision experience while working with culturally diverse students (Lopez & Rogers, 2001). In all, 128 school psychologists from across the country were identified who met at least two of the five criteria. Of those, 64 were randomly selected for participation in three rounds of the questionnaires. The final panel of experts included eleven participants who responded to all rounds of the questionnaires (nine female, two male; six European American, three Hispanic, one African American, and one Native American). Most had specialist degrees (45% held doctoral degrees) and the majority practiced school psychology in schools (36% were faculty members). On average, the experts had ten years of experience working with culturally diverse populations (Lopez & Rogers).

After gathering background information in the first part of the questionnaire, the second part of the questionnaire asked participants to identify and then rate cross-cultural competency areas (Lopez & Rogers, 2001). This part was also used in two subsequent



rounds. After all rounds of the Delphi questionnaires, the expert panelists had identified 463 competencies. Of those, there was agreement about or a rating of “important” to “very important” for 89 competencies that were categorized into 13 areas of professional practice. These areas included cross-cultural awareness, assessment, counseling, and consultation; knowledge of language development, bilingual education curriculum, cross-cultural research, and legal and ethical issues; ability to work with interpreters; skills in using culturally-appropriate interventions, in working with diverse families, and in working within organizations; and professional issues.

Among the competencies, four were specifically relevant to consultation: a) skill in working with others; b) skill in demonstrating sensitivity to others’ cultures; c) flexibility in exploring possible solutions to cross-cultural issues; and d) knowledge of how culture may influence problem solving and how to make accurate assessment of a problem in light of cultural differences (Lopez & Rogers, 2001). Other competencies, though not directly attributed to consultation, also seem relevant to consultation and related practices. Lopez and Rogers include competencies for culture such as knowledge of different cultural groups’ attitudes and values, an appreciation of differences, and understanding culture’s impact. In terms of professional characteristics that a practitioner should have, they indicate that an ability to model tolerance, respect for and sensitivity toward different cultures, an ability to recognize personal limits and knowledge of one’s own cultural values are also important to cross-cultural competence.

The authors identified some limitations to their study, and indicated that a larger panel of expert participants may have resulted in a broader range of competency items, though smaller panels are reported better for Delphi techniques. Lopez and Rogers (2001) also indicated that the large number of competencies identified may make their

differentiation seem trivial to some or just a clearer indication that the competencies needed for school psychological service to diverse student populations are complex and varied. Another area identified as a limitation to the study was the “high ceiling effects obtained in this investigation. Overall, the majority of the items were rated between ‘very important’ and ‘important’ by the panelists” (Lopez & Rogers, p. 292). While limitations such as these were noted, the authors also suggested the need for further exploration of how school psychologists are prepared to provide services to diverse student populations. “Professionally and ethically, school psychologists have a responsibility to develop the cross-cultural competencies that will allow them to provide appropriate psychological services to culturally and linguistically diverse populations” (Lopez & Rogers, p. 290).

#### Culturally Relevant Training for Consultation in School Psychology

Given the complex nature of consultation that addresses culture, and the need for competence in a number of areas, training that explores the influence and significance of culture seems vital. In this section, the literature is explored to determine what training school psychologists have for providing consultation services, their training to address culture and training to address culture in consultation. As the development of cultural competence likely occurs through and beyond graduate school, formal training and professional development activities are considered.

#### Consultation Training

Practicing school psychologists have indicated that their training in consultation is limited (e.g., Fagan, 2002) and while many say they want to consult more, they acknowledge that their skills to do this may not be adequate (Costenbader et al., 1992; Fisher et al., 1986). Curtis & Zins (1988) conclude that school psychologists’ preparation

for consultation lags behind demands for consultation services. Based on the literature (e.g., Anton, 2001; Meyers, Wurtz, & Flanagan, 1981), it appears that consultation training has expanded slowly over the last few decades and there appears to be room for growth in the ways practitioners are trained to provide consultative services in varied school settings.

Goh (1977) surveyed school psychology graduate training programs in the United States and Canada and determined that, “school psychology students in the 1970’s were being trained with skills to work not only with the child but also with his learning environment” (p. 217). More programs since the ‘60s included school-based consultation, behavior modification, and other academically oriented interventions (Goh). Although other aspects of training were explored, his finding about the growing significance of consultation was important since it was at that time that it appears more attention was given to the examination of “problems” in the context of one’s environment. While cultural factors were not addressed in the study, information suggesting that consultation training considered the learning environment seems to have been an initial step toward assessing factors other than a child’s deficits in school.

Meyers et al. (1981) also found that consultation was taught more consistently. Based on their research of 121 of 203 school psychology programs nationwide, Meyers et al. determined that specific consultation training (one or more courses) was offered in 40% of all training programs studied and they found that there were more opportunities for consultation training in doctoral versus non-doctoral-only programs. Varied methods were taught and most emphasized behavior modification and mental health consultation as primary approaches for school-based consultation. The researchers found that training

options varied, and although some programs offered at least one course in consultation, less than half of the programs provided field experiences for consultation practice.

As with Goh's (1977) study, Meyers' et al. (1981) research provided little information about the details of consultation training. This leaves one with questions about how practitioners gained specific skills for consultation and how practitioners were trained to explore the learning environment in a comprehensive way when problem solving in consultation. In a recent study by Anton (2001), issues related to consultation training were examined in more detail. Results from her study suggested that while progress continues to be made in consultation training in school psychology programs across the country, the influence and relevance of culture in consultation still deserves more attention.

Anton (2001) surveyed 104 trainers/supervisors from school psychology programs nationwide about school psychology consultation training. With a 48% return rate, Anton indicated that while findings did not necessarily represent all programs across the country, they provided an indication of how many school psychology professionals were trained in the field.

Anton (2001) found that the majority of programs included at least one course in consultation. Most (91%) of all programs instructed students in behavioral consultation and many (63%) taught a variety of models, including mental health consultation, instructional consultation, and/or organizational consultation. In addition to training through a course, program respondents indicated that training was provided through practicum and internship. School psychology students primarily acquired consultation skills through role-play and case simulations in class (88%) and through work with actual cases in practicum (82%) and coursework (80%). Supervision for the cases came from

weekly class discussions, small group sessions, or in some cases, individual supervision where cases were reviewed. Anton found that with smaller consultation class sizes, more individual supervision was given on a regular basis. This finding may be significant because, although not reported as part of formal training in the study, students may have received supervision for cases that addressed culture during coursework, practicum, or internship. However, this could not be determined based on Anton's research. While the majority of programs emphasized skill development with interventions, maintenance of the consultation process, and theory and concepts of consultation, little time was spent on the development of multicultural consulting skills. Since 99% of programs taught a stage-based model for problem solving, this minimal emphasis on multicultural issues seems problematic, given the changing demographics in schools.

Fortunately, in comparison to earlier studies, Anton (2001) determined that improvements have been made in the training of doctoral and non-doctoral level pre-service practitioners for consultation. This was promising because earlier findings did not indicate that such training was available for all. For example, Costenbader et al. (1992) found that doctoral-level school psychologists and more recent graduates reported having more formal training (e.g., at least one course) in consultation while others had consultation addressed in another course or not at all during their formal training. Meyers et al. (1981) also found that more doctoral level programs offered more training in consultation than non-doctoral level programs.

Fowler and Harrison (2001) explored school psychologists' continuing professional development needs following graduate school. They randomly surveyed 500 members of the National Association of School Psychologists (NASP). Of those, 235 members (47% return rate; 75.3% female; 64% between ages 41 and 55; 95.7%

European American; 52.8% held masters or specialist degrees) participated in the study by completing a continuing professional development needs inventory. The inventory asked participants to rate 40 skill areas “defined by NASP as necessary components of a comprehensive psychological service delivery model” (Fowler & Harrison, 2001, p. 77). In terms of current activities, the researchers found that participants primarily gained continuing professional development through in-service training, workshops, and self-studies. Most participated in activities related to direct service (e.g., interventions for individuals and groups, and social/emotional interventions) on a quarterly basis. In terms of needs, participants indicated that their greatest needs were in direct service and consultation. However, Fowler and Harrison noted that many areas were identified as continuing professional development needs though participants engaged in continuing professional development activities regularly. They did not find differences in ratings among demographic groups or by pre-service training. This is interesting since other studies of graduate programs found differences in training between doctoral and non-doctoral level curriculums. An item related to culture, family, and environment was included as part of the assessment category and was not included as part of consultation.

#### Training to Address Culture

While the evidence from the literature may cause concern about levels of training and preparation in consultation among practicing school psychologists, concern about training to address cultural issues is even greater (Anton, 2001; Lopez & Rogers, 2001). It does not appear that school psychologists have received adequate training to address students’ needs, especially in diverse school settings (Rogers et al., 1992) and they may or may not recognize it to be an area of need.

Rogers et al. (1992) conducted a national survey of school psychology training programs to determine the extent to which cultural issues were included in the curriculum. The researchers requested participation from all program directors included in a directory of school psychology training programs. Fifty-seven percent responded resulting in 47 doctoral/non-doctoral programs and 74 non-doctoral programs being represented in the study. Rogers et al. (1992) found that training programs devoted minimal time to issues specifically related to people of non-dominant cultures in their core courses. Most time (26% or more) addressing non-dominant cultural issues came during practicum and internship experiences. The majority of programs included in the study indicated that only six to 15% of consultation course time was devoted to related multicultural issues. Even more programs spent the same amount of time addressing multicultural issues related to assessment. Their “finding suggests that a subgroup of school psychology students have either limited or no direct exposure to culturally diverse clients during field training” (Rogers et al., p. 607).

Some differences were noted between doctoral and non-doctoral curriculums and “PhD granting programs were more inclined to emphasize involvement in minority issues research, exposure to minority themes in assessment coursework and optional minority courses, and student competencies in a second language” (Rogers et al., 1992, p. 611). Differences were also noted by region and the authors found that in larger cities, opportunities for involvement with diverse populations were greater within those programs and among school populations accessed for training. Although Anton (2001) found that training programs included more direct teaching in consultation, her study indicated that there may have been little change in consultation training to address culture

since Rogers et al.'s study that addressed multicultural issues in any area of school psychology service delivery.

Unfortunately, with the exception of Rogers et al.'s (1992) study, little minimal information about school psychologists' training to address cultural issues generally or in consultation was found in the literature. While researchers and theorists have advocated for and identified skills needed for appropriate and culturally sensitive practice (e.g., Ingraham, 2000; Lopez & Rogers, 2001; Rogers et al., 1999; Ysseldyke et al., 1997), it is not clear how school psychologists develop the skills needed for such practice either in pre-service training (Anton, 2001) or through continuing professional development activities.

In the study by Lopez and Rogers (2001), they utilized "experts" for their Delphi poll. They defined expertise, in part, based on experience. While some studies found that non-doctoral level practitioners had less training to address multicultural issues (e.g., Anton, 2001; Meyers et al., 1981), many may utilize other avenues for increasing their skill in this area. The majority of "experts" in Lopez and Rogers' study were non-doctoral.

Although there is no evidence that any specific consultation model included in training addresses cultural issues more effectively than another, school psychologists may independently develop skills necessary to tailor chosen consultation models to include cultural issues. It is possible that with more experience, exposure to diverse groups, and/or one's own cultural identity, a school psychologist would be better able to explore Ingraham's (2000) multicultural consultation framework, for example, and independently work to develop or enhance their skills for multicultural practice. Similarly, continuing professional development provides an opportunity, on a regular basis, to get new



information, explore ideas, be supervised, and/or otherwise update skills (Hynd, Pielstick, & Schakel, 1981; Fowler & Harrison, 2001). Through continuing professional development, it may be possible for school psychologists to become “experts” in the use of skills for multicultural consultation practice.

It is suggested, “knowledge gained through graduate preparation quickly becomes obsolete or dated as new developments occur in the profession. ...it might be estimated that the half-life for a school psychologist’s knowledge is...perhaps three to five years” (Hynd et al., 1981, p. 480). Practitioners who continually gain new knowledge can develop skills necessary for improved practice in diverse settings. However, despite the need for on-going education and development, clearly the basis for school psychology practice comes from graduate training, including internship and supervision (Alessi, Lascruettes-Alessi & Leys, 1981; Knoff, 1986). If graduate level training programs give more attention to cultural issues, more practitioners will likely be prepared or at least aware of the need to consider culture’s influence in most all cases. Although formal graduate training in consultation has generally been limited (Costenbader et al., 1992; Fisher et al., 1986) and formal training in consultation incorporating culture has been even more so (Anton, 2001), conclusions by Lopez and Rogers (2001) suggest that school psychologists have a responsibility to become culturally competent. Questions remain about how this occurs and how practitioners gain the skills needed to effectively provide consultative services that include culture and meet the needs of diverse student populations.

#### Summary and Critique

The purpose of this chapter was to explore the literature relevant to school psychological consultation and cultural issues in consultation. It was intended to provide

information about current practices in the field and training related to school psychologists' culturally competent provision of consultation services. Though the research base examining culture and consultation was limited, information in this chapter stressed the importance of including culture in consultation.

There are increasing numbers of students in U.S. public schools from non-dominant cultures (e.g., African American, Asian American, Hispanic/Latino, etc.) and a disproportionate number of them are in special education programs (Hosp, 2001; Losen & Orfield, 2002). Given concerns about special education placement, its effectiveness, and the outcomes from such placement (Kavale & Forness, 1999; Oswald et al., 2002), it is not surprising that researchers, advocates, theorists, and others are encouraging school psychologists to reform their practices to ensure that appropriate services are provided to all students (e.g., Harry, 1994; Rosenfield, 2000; Sheridan & Gutkin, 2000).

Consultation provides an alternative to traditional test and place practices and creates an opportunity to resolve problematic situations in the context (e.g., school or classroom) in which they occur (Hyman & Kaplinski, 1994; Rosenfield & Gravois, 1996). Broadly, it is defined as a voluntary relationship between the consultant (e.g., school psychologist) and consultee (e.g., teacher) to address the needs presented by a client (e.g., student). It is a problem-solving process that follows four basic and potentially recursive stages of contracting, problem identification and analysis, intervention, and evaluation and termination. Based on the findings of several national studies over the last 25 years, researchers have found that school psychologists say they want to consult more but do not and that they feel under-trained to provide consultation effectively (Meacham & Peckham, 1978; Martin & Meyers, 1980; Smith, 1984; Fisher et al., 1986; Costenbader et al., 1992). They have also found that school psychologists are

primarily European American, female, trained at the non-doctoral level, providing more assessment service than any other service in practice, and working with a ratio of approximately one school psychologist to 2,000 students (Costenbader et al., 1992; Curtis et al., 2002; Fagan, 2002; Hosp & Reschly, 2002; Reschly, 2001; Rogers, 1998).

Through this literature review, cultural differences between the increasingly heterogeneous U.S. student population and the homogeneous population of school psychologists were identified. Differences were also noted between the consultation models used and the students they are used for (Ingraham, 2000). When different cultures are involved in consultation, Sheridan (2000) suggested that this must be considered in consultative relationships and the problem solving process itself. As was pointed out in work from Brown et al., (1998) and Sheridan (1998), cultural limitations of currently used consultation models have not been explored in empirical research. However, in studies looking at culture in consultation, evidence suggests that modifications are made to consultation practices and that consultants are viewed as more effective when they openly address cultural issues (e.g., Tarver Behring et al., 2000; Rogers, 1998). Ingraham (2000) established a comprehensive framework for school-based multicultural consultation that encompasses many aspects of what the researchers explored. The framework also outlines components necessary for culturally relevant consultation.

Based on Ingraham's (2000) framework and findings indicating that addressing cultural influences is beneficial to the consultation process, information from the literature suggests that school psychologists may need more preparation to provide effective culture-inclusive consultation. Graduate training is clearly not adequate and there are differences in the preparation of doctoral and non-doctoral school psychologists

(Anton, 2001; Meyers et al., 1981; Rogers et al., 1992). It is not clear that opportunities for continuing professional development provide what is needed to increase the competence of school psychologists regarding culture in consultation.

Presently, there is more discussion than empirical research about culturally competent professionals and effective multicultural consultation. These commentaries, specifically that culture-inclusive consultation is beneficial and that school psychologists with the skills needed for effective practice can meet the needs of culturally diverse student populations (Harry et al., 2002; Ingraham, 2000; Lopez & Rogers, 2001; Ramirez et al., 1998; Rogers et al., 1999) have not been thoroughly explored in the literature. If one concludes that culturally competent school psychologists provide effective services, a question remains about how school psychologists become competent to address culture in consultation.

Among the extant empirical studies, there are limitations. Consultation research does not generally explore culture-related issues. Those that include culture are limited and do not extensively address school psychologists in practice. Regarding training, among graduate programs that address cultural factors, studies do not explore how multicultural issues are taught or discussed in a comprehensive way. Information about continuing professional development to gain cultural competence or consultation skills was also not found. Studies of those in practice are also limited and rely on the perspectives of pre-service or new teachers and school psychologists. Information from the literature also does not explore competence in terms of identifying who is competent, who is not, and what occurs as a result of competence levels.

This study adds to the current literature by focusing on what school psychologists in practice actually do and how theoretical and empirical information and other

recommendations for practice are actually used. This study extends studies conducted previously by including the perspective of experienced professionals nationwide to determine how current practices are influenced by training and perceived knowledge/competence, work setting, and ethnic differences in the consultation triad. The study also identifies questions and comments practitioners have about consultation that incorporates culture.

## CHAPTER III

### Methodology

#### Introduction

The current study explores school psychologists' inclusion of cultural factors in school-based consultation with teachers. Specifically, the study is designed to determine if differences in school psychologists' practice of consultation that incorporates culture are associated with the school psychologist's ethnicity; ethnicities of the school psychologist, teacher-consultee, and student-client; training; work setting; and/or perceptions of the importance of cultural knowledge in daily practice. The purpose of this chapter is to describe the study's methodology including participants, instrumentation, procedures, and data analysis.

#### Participants

School psychologists were identified for participation in this study from a listing provided by the National Association of School Psychologists (NASP). NASP supplied, free of charge, the sorted then randomly selected names of 300 non-European American and 300 European American members from their database after a request for this information was made in writing.

Previous studies (e.g., Costenbader et al., 1992; Fisher et al., 1986; Martin & Meyers, 1980; Meacham & Peckham, 1978; Smith, 1984) on school psychologists' role and function using samples from NASP have typically reflected national estimates that school psychologists are at least 94% white (e.g., Reschly, 2001). Though these studies included samples representative of the national population of school psychologists, it is difficult to determine if differences exist between practicing school psychologists by ethnic group when such percentages are used in empirical study. In an effort to

determine whether there were differences among school psychologists in their practice of consultation by ethnicity, this study solicited equal numbers of European American and non-European American NASP members for participation. Rogers (1998) used a similar procedure of stratified random sampling.

With a stratified sampling of school psychologists, an equal number of NASP-identified European American and non-European American school psychologists was obtained for the current study. Salant and Dillman (1994) indicated that this procedure is appropriate when members of the population being studied have unequal chances of being selected for the study's sample. In this case, given that the membership of NASP is predominantly European American, non-European American school psychologists would have a lesser chance of selection if random sampling rather than stratified random sampling were used. Tarver Behring et al. (2000) also used a stratified sampling procedure when they selected participants "based upon the similarity or difference between the cultural backgrounds of the consultants and the students" (p. 357).

Of the 600 names and addresses of school psychologists provided by NASP, those that included university addresses were excluded from the total. This was done in an effort to reduce the number of solicited school psychologists who would not be school-based practitioners. Two hundred fifty names of European American and two hundred fifty names of non-European American NASP members were then randomly selected for participation in this study. This random selection was completed using a program found on the world-wide-web for random selection ([www.randomizer.org](http://www.randomizer.org)).

A return rate of approximately 50% was expected since other studies using a similar survey format obtained such returns (Irgens, 2000; Salant & Dillman, 1994). Of the 500 questionnaires sent, 311 were returned for an actual return rate of 62.2%. The

majority of questionnaires (240) were returned after the first mailing. Specifically, 137 participants from the NASP list of European American members returned the first questionnaire and 103 reportedly non-European Americans returned the questionnaire. Seventy one additional questionnaires were returned after a second questionnaire was sent to potential participants. Among those were 27 from reportedly European American NASP members and 44 were from members included on the non-European American list.

Of the total 311 returned, 79.7% (N=248) of respondents indicated that they practiced school psychology in schools and 70.4% (N=219) indicated that they provided consultation services to teachers. In all, 70.4% of the returned questionnaires were fully completed and 219 school psychologists who practiced in schools and provided consultation to teachers were included in the study. These participants provided information about their backgrounds, training, practices, and personal perspectives about consultation that included culture. Table 1 includes detailed information about participant demographics. The sample of school psychologists included in this study differs somewhat from national estimates of school psychologists' demographically. Researchers have indicated that approximately 93% of school psychologists are European American and 70% are female, 41% hold master's degrees, 28.2% hold specialist degrees and 30% hold doctoral degrees (Curtis et al., 2004; Hosp & Reschly, 2002; Reschly, 2001). As expected, using a stratified random sampling procedure, a higher percentage of non-European American school psychologists are included in this study. A higher percentage of females and specialist-level degree holders also responded to the questionnaire.

Table 1. Participant demographics.

	N	Percent*
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Gender	Female	176	80.7%
	Male	42	19.3%
Ethnicity	African Am	28	12.9%
	Asian Am	8	3.7%
	European Am	131	60.4%
	Hispanic/Latino	32	14.7%
	Other	18	8.3%
Highest Degree	Master's	25	11.4%
	Specialist/M+30	134	61.2%
	Doctorate	60	27.4%
Years Since Completion of Degree	1-5 years	64	29.2%
	6-10 years	39	17.8%
	11-15 years	31	14.2%
	16-20 years	37	16.9%
	21 or more years	48	21.9%
Years in Practice	1-5 years	57	26.0%
	6-10 years	29	13.2%
	11-15 years	33	15.1%
	16-20 years	38	17.4%
	21 or more years	62	28.3%
Work Location/ U.S. Region**	Continental Northeast	48	22.2%
	Midwest	55	25.5%
	South	61	28.2%
	West	52	24.1%

Work Setting	Urban	74	34.9%
	Suburban	94	44.3%
	Rural	44	20.8%

\* Excludes Missing Values (information not provided by participants)

\*\* **Northeast**- Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania

**Midwest**- Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

**South**- Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

**West**- Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California

### Instrumentation

#### Questionnaire

A questionnaire was developed to explore the practice, training, and perspectives of school psychologists regarding consultation and cultural issues. It was designed to answer the study's research questions and was based on the literature about school psychologists' consultation practices and training, and cultural factors in school-based service provision. A pilot study was conducted to ensure clarity of the questionnaire (see Appendix A) and the final questionnaire was revised based on information obtained through this pilot study (see Appendix B). It consisted of 36 items divided into five sections (background information, work setting, training, practice, individual perspectives). Most items were close-ended and provided space for participants to check off or fill in selected information. Some items included an open-ended statement ("Please share any comments") with space provided for participants to share comments related to the specific items.

Specifically, all solicited NASP members who returned the questionnaire completed items 1 and/or 2. Those who were currently practicing in schools and provided consultation to teachers also answered most or all of the remainder of the questionnaire. Items 3 through 7 obtained background information about the

practitioners. Items 8 through 10 addressed work setting. Items 11 through 17 focused on training. Item 18 asked if practitioners had conducted a consultation case in which the student-client was non-European American or whose first language was not English. Those who had such a case completed items 19 through 30. All participants were asked to complete questionnaire items 31 through 36 that focused on individual perspectives about culture and consultation.

### Procedures

Initially, a 30-item questionnaire was developed based on information within the literature and information from the researchers' practice in a public school setting. The original questionnaire underwent multiple revisions based on feedback from participants and faculty advising in a pilot study (see Appendix A for a complete description of the pilot study). The pilot study was completed in six rounds and changes were made to both the content and format of the questionnaire based on the input of participants at each round. In all, 15 practicing school psychologists from a suburban school district in a mid-Atlantic state contributed to the revisions. As a result of the pilot study, a 26-item questionnaire was finalized to gather information about practitioners' backgrounds, training and practice experiences, and perspectives about cultural influences in consultation. Participants in the study all received this finalized questionnaire (see Appendix B).

Participants were selected from a NASP membership mailing list through a stratified random sampling procedure. In an effort to have similar numbers of participants from primary ethnic groups, an equal number of European- and non-European American school psychologists from the NASP mailing list were selected. For confidentiality, each name on the list of participants solicited was assigned a code

number. These code numbers were used to track returned surveys. Solicited NASP members were contacted two or more times through mailings, similar to procedures recommended by Salant and Dillman (1994).

Solicited NASP members were first sent a letter, the questionnaire, a pencil, a post card, and a return envelope in one mailing. The letter (see Appendix C) provided information about the study, invited school psychologists to participate in the study voluntarily, and described procedures for confidentiality. A pencil was provided as an incentive for participation and to thank participants for returning completed questionnaires. A post card was included, without postage, for participants to provide their names and addresses if they wished to receive results of the study. Returned post cards were kept separately from the questionnaires. A return, self-addressed, stamped envelope was also provided for participants to return their completed questionnaires to the researcher with no identifying information. Each envelope and questionnaire had a matching code number.

All participants were asked to return the completed questionnaire within three weeks. Three weeks after the initial mailing, the 500 individuals were sent a post card to thank those who returned the questionnaire and to remind those who had not sent it in to send it in (see Appendix D). Two weeks after the “reminder/thank you” post card was mailed, a second letter and additional copy of the questionnaire was sent to everyone on the mailing list who had not returned the questionnaire previously (see Appendix E).

#### Data Analysis

Data collected through the questionnaire were analyzed to answer the research questions outlined in Chapter 1 and included in Table 2. Techniques used for analysis included both quantitative and qualitative methods. Research question 1 focused on

training. Descriptive statistics and qualitative analysis of participants' comments were conducted to answer all parts of this question. Research questions 2 through 5 focused on consultation practices. Logistic regression and descriptive statistics were calculated and qualitative analysis was used to answer these questions. Research questions 6 and 7 were also answered using descriptive statistics and qualitative methods. These questions focused on practitioners' perspectives about culture's relevance to their cases and to the student populations they served. Qualitative analysis was used to answer research question 8, to identify questions and comments practitioners had regarding consultation that incorporated culture. (See Table 2 for questionnaire items relevant to each research question and for a summary of methods used for analyses).

Table 2. Questionnaire analysis.

Research question	Questionnaire item(s)	Data analysis
How are school psychologists trained to work with and/or provide consultation for culturally diverse (ethnic, bilingual/linguistic minority) populations? Are differences in training experiences associated with differences in school psychologists' ethnicity (European American or non-European American), highest degree, or years since their graduate training was completed?	4-6, 11-17	<ul style="list-style-type: none"> <li>• Descriptive statistics were used to describe training to work with culturally diverse populations, consultation, and professional development activities.</li> <li>• Chi-squares were calculated to determine if differences between specific groups were significant.</li> <li>• Qualitative analysis was conducted to determine the details of school psychologists' training.</li> </ul>
How do school psychologists address culture in consultation? Are specific models of consultation used? Are there differences by specific groups (ethnicity and/or work setting) in who addresses culture or the models of consultation used?	4, 8-10, 22-27	<ul style="list-style-type: none"> <li>• Logistic regression was used to determine which demographic categories, if any, predict the likelihood that school psychologists considered culture's influence on the problem situation and on interventions. Independent variables are ethnicity, work region, LEA, school level and school type. The dependent variables are whether or not participants considered culture in consultation with the problem situation and with the intervention.</li> <li>• Descriptive statistics were used to describe ways that school psychologists indicated they addressed culture and to describe models used by participants.</li> <li>• Chi-squares were calculated to determine if differences by ethnicity were significant in the models used by participants.</li> <li>• Qualitative analysis was conducted to explore the comments participants provided about ways they addressed culture.</li> </ul>
Do school psychologists indicating that knowledge and awareness of cultural influences are important to daily	4, 23, 26, 31-34	<ul style="list-style-type: none"> <li>• Descriptive statistics were used to describe participants' ratings.</li> </ul>

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practice address culture in consultation more than school psychologists who do not indicate that knowledge and awareness are important? Are there differences between European American and non-European American school psychologists in their assessment of the importance of knowledge and awareness of cultural influences?

participants' ratings.

- Chi-squares were calculated to determine whether or not differences between groups were significant.
- Logistic regression equations were calculated to determine the likelihood that one group of school psychologists addressed culture in consultation more than the other group. School psychologists' ratings of items related to knowledge and awareness of cultural factors were independent variables. Whether or not school psychologists considered culture in consultation with the problem and with the intervention were dependent variables.

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Within the consultation triad, do school psychologists address culture more when the student's (client) ethnicity differs from their own? When the teacher's (consultee) ethnicity differs from the student? When the student is bilingual/linguistic minority?

4, 18-21, 23, 26

- Descriptive statistics were used to describe participants' responses to the relevant questionnaire items.
  - Logistic regression was used to assess the likelihood that school psychologists addressed culture in consultation more frequently when they differed from the student ethnically or when the student and teacher differed ethnically. The school psychologists' ethnicity paired with the students' ethnicity and the teachers' ethnicity paired with the students' ethnicity were the independent variables in the logistic regression equation. Whether or not school psychologists considered culture in consultation with the problem and with the intervention were dependent variables.
  - Logistic regression was also used to assess the likelihood that school psychologists addressed culture in consultation more frequently when the student's first language was not English. The student's language was the independent variable and whether or not school psychologists considered culture in consultation with the problem and with the
-

		intervention were dependent variables.
What interventions do school psychologists develop for consultation where ethnic or bilingual/language minority students are served?	28	Qualitative analysis of participants' written responses about their interventions was conducted to determine what interventions were developed.
What aspects of culture do school psychologists view as central to the student populations they serve?	35	Descriptive statistics were used to describe aspects of culture that school psychologists indicate are most relevant to the students they serve.
Do school psychologists feel that culture is relevant to their cases and/or are they satisfied with how culture is addressed?	29, 30	Qualitative analysis of participants' responses and written comments about culture in their cases was conducted to determine whether or not school psychologists felt culture was relevant and satisfactorily addressed.
Do school psychologists have questions or comments regarding consultation that addresses culture?	36	Qualitative analysis of survey participants' comments will be completed in an effort to identify themes and describe what the comments included.



## CHAPTER IV

### Results

School psychologists who worked in school settings and provided consultation to teachers during the 2002-2003 school-year completed a questionnaire, responding to items about their training and practice with regard to addressing culture in consultation with teachers. Respondents were all members of the National Association of School Psychologists (NASP). This chapter provides quantitative and qualitative analyses of their completed questionnaires to answer the research questions posed by this study. Specifically, descriptive statistics, logistic regression, and qualitative methods were used to answer the research questions. Calculated data associated with the quantitative analyses is included in Appendix G. A statistical significance level of .05 was used to interpret all quantitative results.

Research question 1: How are school psychologists trained to work with and/or provide consultation for culturally diverse (ethnic, bilingual/linguistic minority) populations? Are differences in training experiences associated with differences in school psychologists' ethnicity (European American or non-European American), highest degree, or years since their training was completed?

Descriptive statistics were calculated to assess participants' responses to questionnaire items about their graduate level training and training in the last five years (see Appendix B, items 11 and 16) to work with culturally diverse populations. School psychologists' reported graduate school training experiences varied and ranged from many who had little or no training to a few who had specific research experience with a culture-related issue. While some indicated that they only received one type of training

to work with culturally diverse populations, others indicated that they received more than one type of training. Table 3 details training participants received.

Table 3. Participants' graduate level training to work with culturally diverse populations.

	n	Percent
No training	42	19.2%
One type of training	119	54.3%
Periodic class discussion	47	39.5%
Specific topics explored in core courses	37	31.1%
At least one course devoted to multicultural issues	33	27.7%
Research targeting multicultural issues	2	1.7%
More than one type of training	58	26.5%
*All training:		
Periodic class discussion	63	28.8%
Specific topics explored in core courses	86	39.3%
At least one course devoted to multicultural issues	80	36.5%
Research targeting multicultural issues	24	11.0%

\* "All training" includes all respondents who indicated having a specific type of training, regardless of their inclusion in the category for one type of training or more than one type of training. Total percents do not sum to 100% because respondents were asked to check more than one type of training.

On the questionnaire, participants were provided a list and they checked all categories of training that applied to their preparation for working with culturally diverse populations in graduate school. As evident in Table 3, most participants' training was obtained through topics explored within a course or through a specific course devoted to multicultural issues. Some provided additional information about graduate level training and this will be discussed later in the chapter. A sum of categories checked was

determined to further explore what practitioners had more or less training. In all, the majority of respondents (80.8%, n=177), who at least had periodic class discussions, did not indicate that they had substantial training beyond this while in graduate school. Only 18.7% (n=41) indicated that they received at least two types of training and 7.8% (n=17) identified three or more types of graduate school training to work with culturally diverse populations.

No significant differences were found in the training school psychologists reported having for work with culturally diverse populations across ethnicity, degree, or years since graduate training was completed. Table 4 illustrates this finding.

Table 4. Chi-square test results for graduate level training to work with culturally diverse by groups.

	$X^2$	Df	$p$
European American and non European American	2.204	3	.531
Highest degree	1.184	6	.978
Years since training completed	9.813	12	.632

In addition to graduate school, school psychologists reported additional training in the last five years to work with culturally diverse populations. They generally participated in professional development activities such as in-services, conference workshops, and independent reading (see Table 5 for all types of training). As shown in the table, most practitioners indicated that they had more than one type of training. Figure 1 provides a summary of the frequency of training activities all participants (n=219) reported engaging in during the last five years for working with culturally diverse populations.

As indicated, the majority of school psychologists participated in training through in-services, conference workshops, and independent readings. The majority also reported

participating in all training opportunities five or fewer times. When comparing groups, significant differences were found among the activities some respondent groups reported participating in during the last five years (see Table 6).

A higher percentage of non-European American school psychologists participated in one or more in-services, conference workshops, and independent readings. For the three categories of training, a higher percentage of non-European Americans indicated that they participated in five or more training activities. Unlike ethnicity, a school psychologists' highest degree or category of years since they completed their training did not result in significant differences for training in the three areas. Master's level, master's plus 30, and doctoral level practitioners reported having varied but not significantly different training. School psychologists who were trained one to five, six to ten, 11 to 15, 16 to 20, or 21 or more years ago also did not differ significantly in their reported training experiences.

Among those who included additional descriptions of their training to work with culturally diverse populations while in graduate school and since, eight practitioners indicated that their training was in-depth. Three school psychologists indicated that their dissertation topics focused on multicultural counseling and working with non-American families. Three indicated that they obtained bilingual school psychology certification that emphasized bilingual assessment, multicultural counseling, and bilingual education. One school psychologist completed a doctoral fellowship in multilingual-multicultural

Table 5. Participants' training to work with culturally diverse populations in the last five years.

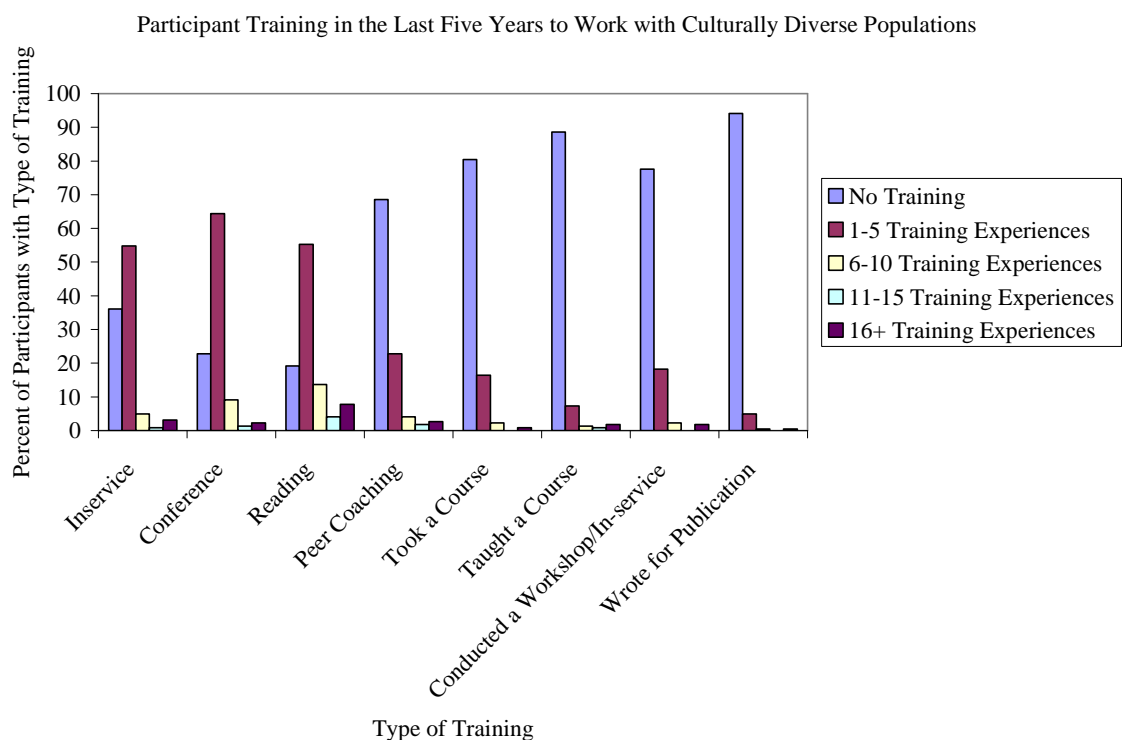
	n	Percent
No training	9	4.1%

One type of training	22	10.0%
In-service	4	18.2%
Conference workshop	5	22.7%
Independent reading	9	40.9%
Peer coaching	2	9.1%
Course at a graduate school	2	9.1%
Taught a course	0	0%
Conducted a workshop/in-service	0	0%
Wrote for publication	0	0%
More than one type of training	188	85.8%
*All training:		
In-service	140	63.9%
Conference workshop	169	77.2%
Independent reading	177	80.8%
Peer coaching	69	31.5%
Course at a graduate school	43	19.6%
Taught a course	25	11.4%
Conducted a workshop/in-service	49	22.4%
Wrote for publication	13	5.9%

\* "All training" includes all respondents who indicated participation in a specific type of professional development activity at least once, regardless of their inclusion in the category for one type of training or more than one type of training. Total percents do not sum to 100% because respondents were asked to check more than one type of training.

education and one school psychologist indicated that her doctoral program was designed specifically to address working with culturally diverse populations (see Appendix F for respondents' comments). Among the eight school psychologists who indicated that they

had specific training either through research or certificate programs, six identified themselves as Hispanic/Latino (one specifically as Puerto Rican), one as Asian American, and one as European American. Four of these school psychologists were female and four were male. Six held doctoral degrees and two held master's/specialist degrees.



**Figure 1.** Training activities of total sample during the last five years to work with culturally diverse populations.

**Table 6.** Chi-square test results for recent training to work with culturally diverse by groups.

	$X^2$	df	$p$
European American and non-European American			
In-service	12.655	4	.013

Conference workshop	13.385	4	.010
Independent reading	17.364	4	.002
<hr/>			
Highest degree			
In-service	8.008	8	.433
Conference workshop	15.459	8	.051
Independent reading	4.446	8	.815
<hr/>			
Years since training completed			
In-service	18.776	16	.280
Conference workshop	23.891	16	.092
Independent reading	22.752	16	.121
<hr/>			

education and one school psychologist indicated that her doctoral program was designed specifically to address working with culturally diverse populations (see Appendix F for respondents' comments). Among the eight school psychologists who indicated that they had specific training either through research or certificate programs, six identified themselves as Hispanic/Latino (one specifically as Puerto Rican), one as Asian American, and one as European American. Four of these school psychologists were female and four were male. Six held doctoral degrees and two held master's/specialist degrees.

In terms of their training in consultation and specifically, training to address culture in consultation, descriptive statistics were used to assess participants' training during graduate school and within the last five years (see Appendix B, items 12-15 and 17). Similar to their training to work with culturally diverse populations, school psychologists' reported training varied. With the exception of twelve practitioners, all indicated that they had some type of graduate level consultation training (see Table 7).

More than half of all participants indicated that their training was gained through multiple training activities. The total number of categories checked for training was calculated and comparisons were made between European-American and non-European American respondents, by highest degree, and by years since graduate training was completed (see Table 8). Although no significant differences among respondents were found by ethnicity, significant differences were found by degree and by years since graduate training was completed. Those with specialist level (master's plus 30 or more credits) and doctoral degrees had significantly more training in consultation than those with master's degrees alone. Likewise, more recent graduates (those who completed training within the last ten years) had more training in consultation.

Asked if they had received supervision for cases in which they were consultants during graduate school, 163 (74.4%) practitioners indicated that they had. Of these respondents, 109 (66.9%) said that they discussed the potential influence of culture in their consultation case(s) during supervision.

Excluding issues discussed in supervision, participants were asked what other graduate level training they received to address culture and develop culturally relevant interventions in consultation. Most had limited training in this area (see Table 9).

Table 7. Participants' graduate level training in consultation.

	n	Percent
No training	12	5.5%
One type of training	93	42.5%
Overview course	29	31.2%
One course	36	38.7%
More than one course	14	15.1%



Practicum	4	4.3%
Internship	10	10.8%
More than one type of training	114	52.0%
*All training:		
Overview course	55	25.1%
One course	91	41.6%
More than one course	53	24.2%
Practicum	100	45.7%
Internship	111	50.7%

\*“All training” includes all respondents who indicated having a specific type of training, regardless of their inclusion in the category for one type of training or more than one type of training. Total percents do not sum to 100% because respondents were asked to check more than one type of training.

**Table 8.** Chi-square test results for graduate level training in consultation.

	$X^2$	df	$p$
European American and non European American	5.162	4	.271
Highest degree	18.444	8	.018
Years since training completed	39.408	16	.001

In all, 29 school psychologists reported taking a course specifically devoted to multicultural consultation. Among these participants were 19 females (65.5%), 10 males (34.5%), 16 European Americans (55.2%), and 13 non-European Americans (44.8%). Of the non-European Americans, five participants were African American (17.2%), one participant was Asian American (3.4%), four were Hispanic/Latino (13.8%), and three identified themselves as “Other” (10.3%). One held a master’s degree, 16 held master’s/30/specialist degrees, and 12 held doctoral degrees. Eight worked in the

Northeast, six worked in the Midwest, eight worked in the South, and seven worked in the West.

Table 9. Participants' graduate level training to address culture in consultation.

	n	Percent
No training	76	34.7%
One type of training	120	54.8%
Class discussion	65	54.2%
Specific topic in course	41	34.2%
At least one course	14	11.6%
More than one type of training	23	10.5%
*All training:		
Class discussion	78	35.6%
Specific topic in course	62	28.3%
At least one course	29	13.2%

\* "All training" includes all respondents who indicated having a specific type of training, regardless of their inclusion in the category for one type of training or more than one type of training. Total percents do not sum to 100% because respondents were asked to check more than one type of training.

A sum of training categories identified by participants was calculated for the total sample (n=219) and comparisons were made for training between European American and non-European American practitioners, by degree, and by years since completion of graduate training. Most differences were not statistically significant but differences were found by years since training was completed. Recent graduates reported having the most training in this area (see Table 10).

The majority of respondents indicated that they received at least some training to address culture and develop culturally relevant interventions in consultation during

graduate school. In a section on the questionnaire, provided for “other” training activities not listed, some practitioners indicated that they received training and supervision through graduate programs that integrated consultation and/or cultural issues into coursework, through specific doctoral programs, or through teaching (see Appendix F for written responses to questionnaire items 12 and 15).

Table 10. Chi-square test results for graduate level training in multicultural consultation.

	$X^2$	df	$p$
European American and non European American	3.518	3	.318
Highest degree	3.055	6	.802
Years since training completed	21.184	12	.048

Most school psychologists indicated that they had between one and five training experiences in the last five years to address culture in consultation and to develop culturally relevant interventions. Table 11 illustrates participant responses. Even though the majority of participants indicated that they received more than one type of training in the last five years to address culture in consultation, the percentages of practitioners indicating that they had this training were less than that of those with general training to work with culturally diverse populations. As was found with general training, most attended in-services, conferences, or read independently to gain information about addressing culture in consultation. Few respondents said they participated in peer coaching, took a course, taught a course, conducted a workshop or in-service, or published something about the topic. Figure 2 includes all training activities participants indicated having within the last five years.

School psychologists’ reported training experiences varied somewhat and some differences were found between groups for the three types of training (see Table 12). In

terms of significant findings, with regard to ethnicity, more non-European Americans indicated that they completed more readings to address culture in consultation. Similarly, those with higher degrees also reported more independent readings. Differences were also found for in-service participation; more recent graduates reported participating in more in-services.

Research question 2: How do school psychologists address culture in consultation? Are specific models of consultation used? Are there differences by specific groups (ethnicity and/or work setting) in who addresses culture or the models of consultation used?

Questionnaire items asked how school psychologists assessed culture's influence on the problem situation and in the intervention. They were provided choices to check whether they completed specific activities or not and given space to write comments. Table 13 illustrates what practitioners said they did to consider culture's influence on the problem-situation (see Appendix B, questionnaire item 24). Forty-four practitioners

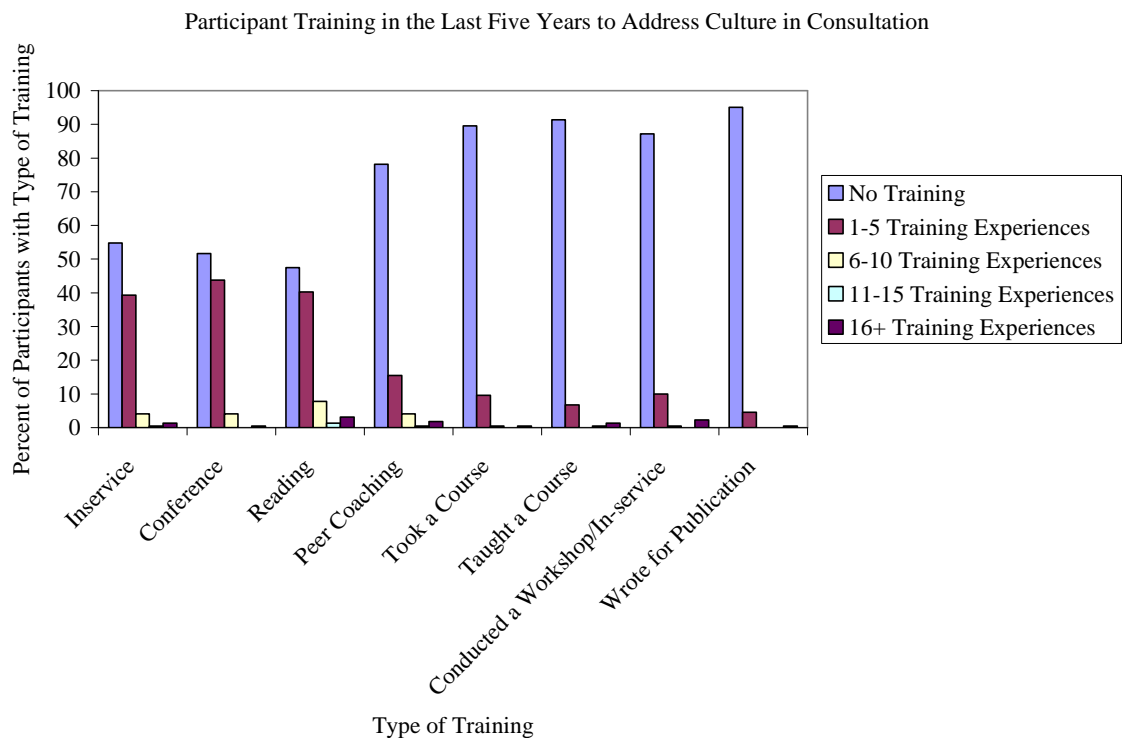
Table 11. Participants' training to address cultural in consultation in the last five years.

	n	Percent
No training	56	25.6%
One type of training	43	19.6%
In-service	10	23.3%
Conference workshop	13	30.2%
Independent reading	14	32.5%
Peer coaching	4	9.3%
Course at a graduate school	1	2.3%
Taught a course	1	2.3%

Conducted a workshop/in-service	0	0%
Wrote for publication	0	0%
More than one type of training	120	54.8%
*All training:		
In-service	99	45.2%
Conference workshop	106	48.4%
Independent reading	115	52.5%
Peer coaching	48	21.9%
Course at a graduate school	23	10.5%
Taught a course	19	8.7%
Conducted a workshop/in-service	28	12.8%
Wrote for publication	11	5.0%

\* "All training" includes all respondents who indicated participation in a specific type of professional development activity at least once, regardless of their inclusion in the category for one type of training or more than one type of training. Total percents do not sum to 100% because respondents were asked to check more than one type of training. included comments in response to this questionnaire item (see Appendix F for written

responses to questionnaire item 24). Several indicated that they were able to provide information in consultation because they shared or came from a culture similar to the student's.



**Figure 2.** Training activities of total sample during the last five years to address culture in consultation.

When asked how knowledge was gained about cultural factors that may have affected their assessment of the problem, school psychologists' comments suggested that they had knowledge from previous experiences and from communicating with others (see Appendix F for written responses to questionnaire item 25). Based on the items chosen from the list provided on the questionnaire for this item (see Appendix B, questionnaire item 25), respondents primarily spoke with someone else about their cultural concerns (see Table 14).

**Table 12.** Chi-square test results for recent training to address culture in consultation.

	$X^2$	df	$p$
European American and non-European American			

In-service	8.797	4	.066
Conference workshop	7.407	3	.060
Independent reading	18.460	4	.001
<hr/>			
Highest degree			
In-service	11.151	8	.193
Conference workshop	8.624	6	.196
Independent reading	20.733	8	.008
<hr/>			
Years since training completed			
In-service	26.357	16	.049
Conference workshop	13.097	12	.362
Independent reading	13.516	16	.635
<hr/>			

Similarly, when considering whether interventions were culturally appropriate (see Appendix B, questionnaire item 27), the majority of school psychologists said they talked with their teacher-consultee or someone else (see Table 15). Many conferred with their student-client's parents or guardians. In addition, some respondents indicated that personal knowledge and experience helped them to determine if interventions were culturally appropriate (see Appendix F for written responses to questionnaire item 27).

To determine if differences in school psychologists' consideration of culture's (ethnicity/language) influence on the problem situation and with interventions to address the identified problem (Appendix B, questionnaire items 23 and 26) were present, two logistic regression equations were used. These equations characterized the likelihood that a certain group of school psychologists would address culture in consultation more than another group. Qualitative information was also obtained through the questionnaire as respondents were asked to share comments about most all questionnaire items.

Table 13. How practitioners considered culture's influence on the problem-situation.

	N	Percent
Practitioner introduced topic	119	54.3%
Practitioner gathered and shared information	57	26.0%
Information from another staff member	45	20.5%
Teacher introduced topic	36	16.4%
Teacher gathered and shared information	28	12.8%

Table 14. How practitioners gained knowledge about cultural factors.

	N	Percent
Spoke to someone of same culture	50	22.8%
Spoke to someone with knowledge about culture	66	30.1%
Conferred with colleague	67	30.6%
Teacher had knowledge	50	22.8%
Read/reviewed publications	52	23.7%
No additional knowledge needed	40	18.3%

In this case, whether or not school psychologists considered culture in consultation with the problem and with the intervention were the dependent variables. The school psychologists' ethnicity and work setting (region, LEA, school level and type) were the independent variables. When asked if they considered culture's influence on the problem-situation, an overwhelming majority (n=176; 80.4%) of school psychologists indicated that they did. Their comments regarding what they considered can be categorized into four general areas. Among the 68 written responses, practitioners assessed the student's circumstance and parent/family information primarily. They



considered issues such as the student’s language, family belief systems, and child rearing practices. In addition, some responses suggested that school psychologists focused on the influence of culture in special education assessment, or whether or not the teacher working with the student was aware of cultural influences that might affect the student in school (see Appendix F for written responses to questionnaire item 23).

Table 15. How practitioners determined appropriateness of interventions.

	N	Percent
Talked with the teacher	97	44.3%
Talked with students’ parents/guardians	94	42.9%
Conferred with a colleague	69	31.5%
Talked with another adult of similar culture	59	26.9%
Talked with the student	40	18.3%
No additional knowledge needed	40	18.3%

Regarding the logistic regression calculated to answer the research question, the model of independent variables (ethnicity and work setting) predicting this dependent variable (school psychologists consideration of culture) was significant ( $X^2 = 22.669$ ,  $df = 13$ ,  $p = .046$ ). Collectively, a practitioner’s ethnicity and work setting all contributed to whether a school psychologist considered culture when assessing the problem. However, with one exception, each independent variable was not a significant predictor. Local Education Agency (LEA) was significant and practitioners working in urban and suburban locations were more likely to address culture when assessing the problem. Ethnicity and other aspects of work setting alone did not predict the likelihood that a school psychologist included culture when exploring a problem (see Table 16).

Table 16. Logistic regression results for school psychologists' consideration of culture by ethnicity and work setting.

	Wald $X^2$	df	<i>p</i>
Ethnicity (European American, non-European American)	1.130	1	.288
Region (Northeast, Midwest, South, West)	4.178	3	.243
Location (urban, suburban, rural)	6.077	2	.048
School level (elementary, middle, high)	3.955	3	.266
School type (public, private, special education, combined, other)	0.960	4	.916

When asked if school psychologists considered whether or not interventions were culturally appropriate, 76.7% (n=168) indicated that they did. Among those, 32 provided additional comments about this (see Appendix F for written responses to questionnaire item 26). Some indicated that language, family input, and other aspects of the student's background were continually factored in to problem solving and intervention planning.

Unlike the independent variables collectively predicting whether or not school psychologists considered culture in the problem-situation, these variables did not serve as a collective predictor when developing interventions ( $X^2=19.014$ ,  $df=13$ ,  $p=.123$ ). Table 17 provides information about each independent variable's contribution to the regression model.

In terms of the consultation model used, the majority of school psychologists, including the 29 who reported taking at least one course specifically devoted to multicultural consultation, indicated that they primarily used behavioral consultation or no specific model when consulting with teachers (see Table 18).

Table 17. Logistic regression results for school psychologists' consideration of culture with intervention by ethnicity and work setting.

	Wald $X^2$	df	<i>p</i>
Ethnicity (European American, non-European American)	.272	1	.602
Region (Northeast, Midwest, South, West)	4.062	3	.255
Location (urban, suburban, rural)	7.777	2	.020
School level (elementary, middle, high)	1.403	3	.705
School type (public, private, special education, combined, other)	0.639	4	.959

Among those who reported taking a course and indicated a model used (n=24), nine said they used behavioral consultation, four said they used mental health consultation, five said they used instructional consultation, and six said they used no specific model. Although some variability was noted (see Figure 3), no significant differences were found in the models used by European American and non-European American school psychologists ( $X^2=4.317$ ,  $df=4$ ,  $p=.365$ ).

Research question 3: Do school psychologists indicating that knowledge and awareness of cultural influences are important to daily practice address culture in consultation more than school psychologists who do not indicate that knowledge and awareness are important? Are there differences between European American and non-European American school psychologists in their assessment of the importance of knowledge and awareness of cultural influences?

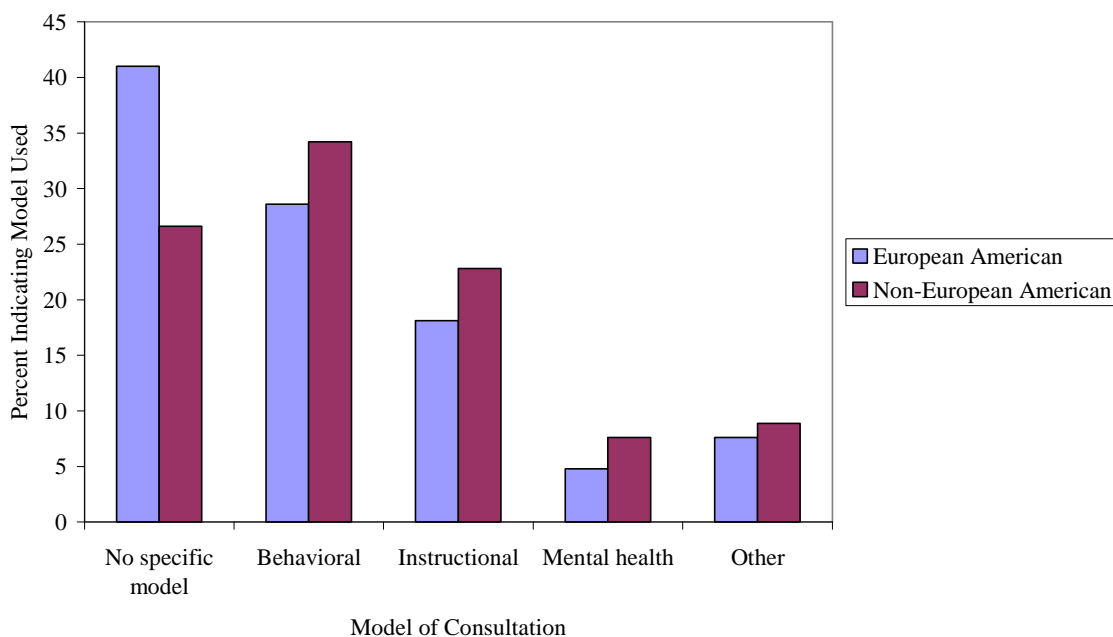
School psychologists were asked to rate specific items on the questionnaire in terms of their importance to daily practice (see Appendix B, items 31-34). In response to these items, 130 European American and 83 non-European American practitioners provided ratings. Overall, respondents said that knowledge and awareness of cultural influences were important to very important. Few respondents rated the items as not important or slightly important (see Figure 4).

Table 18. Models of consultation used by practitioners.

	n	Percent
No specific model	64	34.8%
Behavioral consultation	57	31.0%
Instructional consultation	37	20.1%
Mental health consultation	11	6.0%
Other	15	8.1%

Two logistic regression analyses were used to characterize the likelihood that a certain group of school psychologists would address culture in consultation more than another group. As with research question two, in this case, whether or not school psychologists considered culture in consultation with the problem and with the intervention were the dependent variables. School psychologists' ratings of items related to knowledge and awareness of cultural factors were the independent variables.

Models of Consultation Used by European American and Non-European American Practitioners

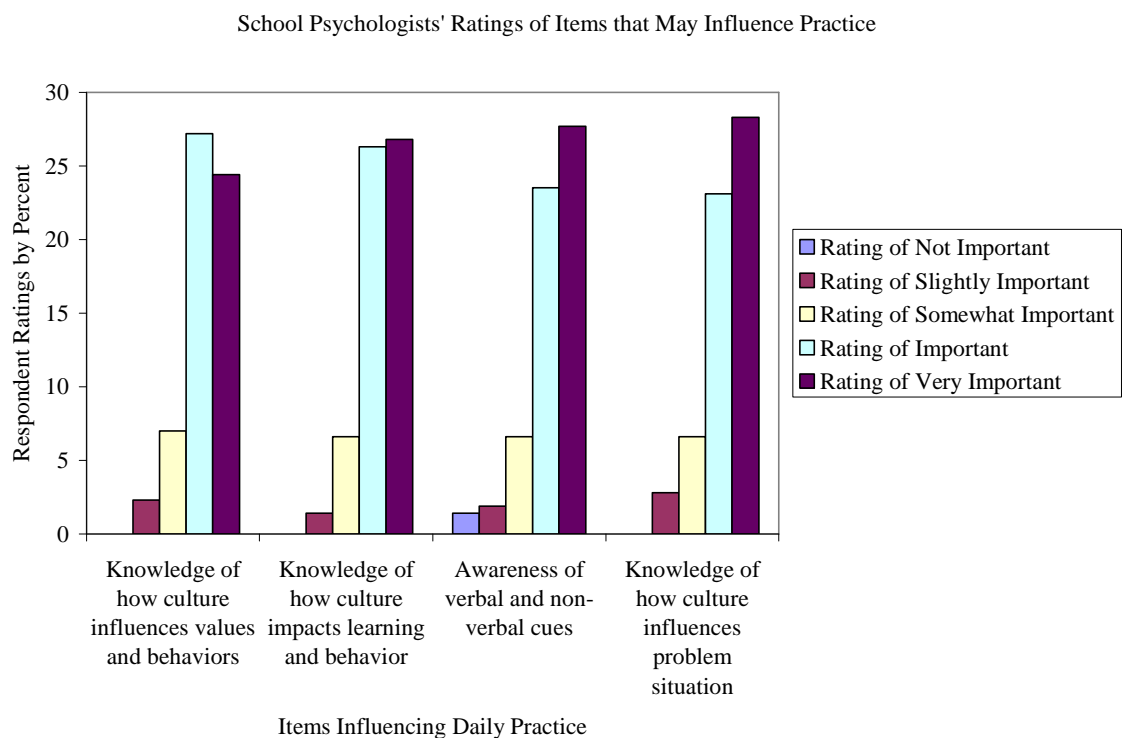


**Figure 3.** Consultation models used by European American and non-European American participants.

With regard to school psychologists' consideration of culture's influence in the problem-situation (questionnaire item #23), the independent variables, taken together, did not predict school psychologists' behavior in consultation ( $X^2=20.331$ ,  $df=14$ ,  $p=.120$ ). Individual independent variables were also not significant (see Table 19).

Unlike the results for the school psychologists' assessment of the problem, the same independent variables were collectively found to predict whether school psychologists considered the cultural appropriateness of interventions (see Appendix B, questionnaire item 26). Those that indicated knowledge and awareness of cultural influences to be important or very important were more likely to consider culture when developing interventions ( $X^2 =32.036$ ,  $df=14$ ,  $p=.004$ ). Similar to the result above, however, each

independent variable was not a significant predictor of the school psychologists' actions with regard to intervention (see Table 20).



**Figure 4.** Total percents for participants' ratings of knowledge and awareness that may influence practice.

To determine if differences were present by ethnicity in the ratings provided by respondents, ratings by European American and non-European American school psychologists were compared. Figures 5 and 6 display ratings for the 130 European American respondents (n=129 for item 34) and the 83 non-European American respondents. While most respondents indicated that the knowledge and awareness items were important or very important, there was variability between European American and non-European American respondents that was significant. Table 21 illustrates this. Although the majority of all respondents rated the items related to knowledge and

awareness of culture's influence as important or very important, more non-European Americans rated the items as very important.

Table 19. Logistic regression results for school psychologists' consideration of culture by ratings.

	Wald $X^2$	df	<i>p</i>
Knowledge of how culture influences values and behaviors	2.885	3	.410
Knowledge of how culture impacts learning and behavior	.201	4	.995
Awareness of verbal and non-verbal cues	4.524	4	.340
Knowledge of how culture may influence assessment of a problem	1.021	3	.796

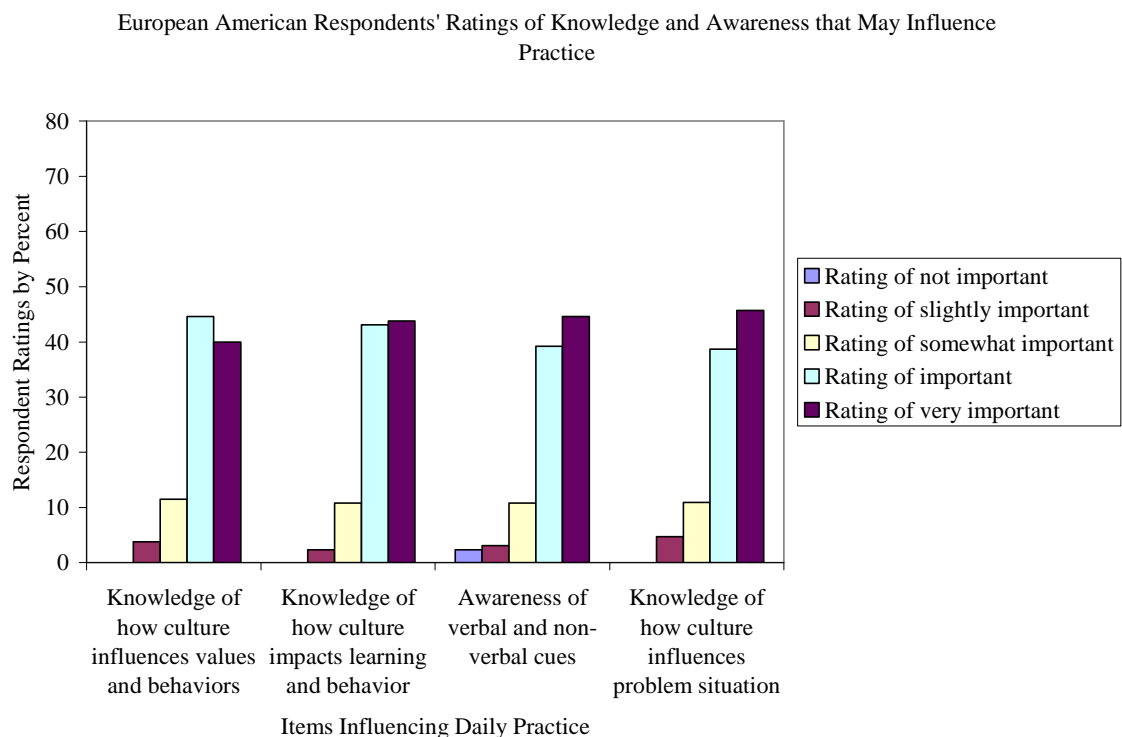
Table 20. Logistic regression results for school psychologists' consideration of culture with intervention by ratings.

	Wald $X^2$	df	<i>p</i>
Knowledge of how culture influences values and behaviors	3.147	3	.370
Knowledge of how culture impacts learning and behavior	2.672	4	.614
Awareness of verbal and non-verbal cues	5.082	4	.279
Knowledge of how culture may influence assessment of a problem	1.265	3	.738

Research question 4: Within the consultation triad, do school psychologists address culture more when the student's (client) ethnicity differs from their own? When the teacher's (consultee) ethnicity differs from the student? When the student is bilingual/linguistic minority?

**Table 21.** Chi-square test results for school psychologists' ratings of knowledge and awareness by ethnicity.

	$X^2$	df	<i>P</i>
Knowledge of how culture influences values and behaviors	21.020	3	.000
Knowledge of how culture impacts learning and behavior	22.374	4	.000
Awareness of verbal and non-verbal cues	9.619	4	.047
Knowledge of how culture may influence assessment of a problem	10.855	4	.028

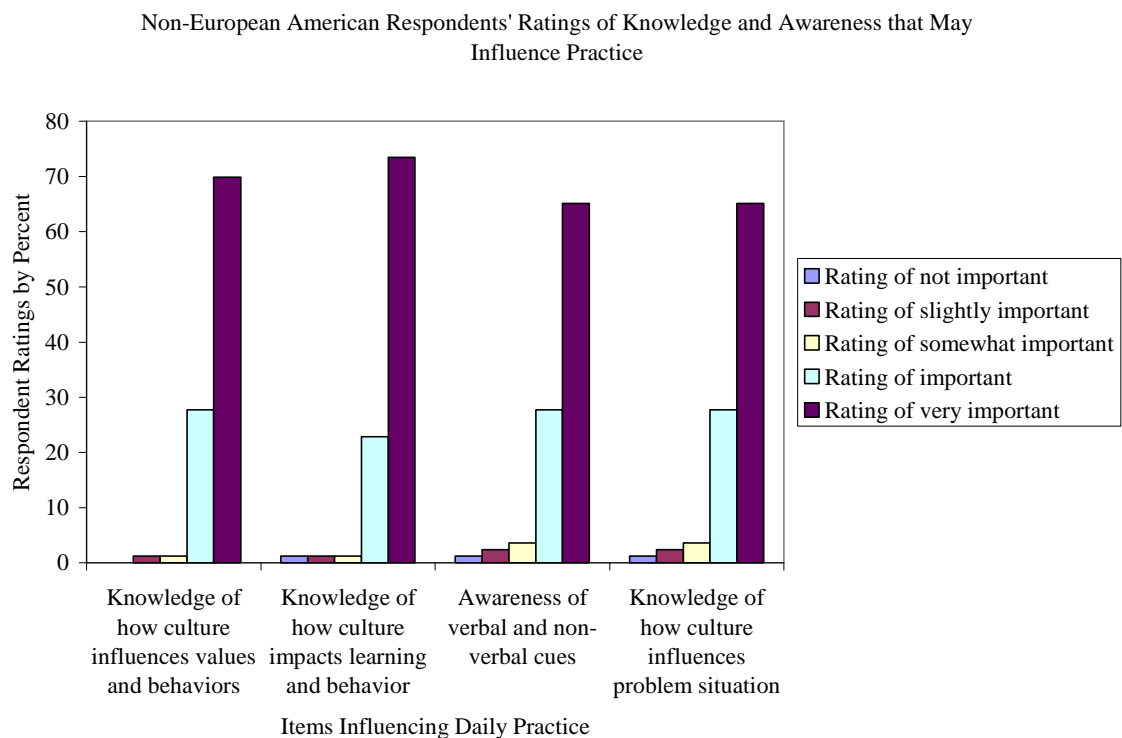


**Figure 5.** Total percents for European American ratings of knowledge and awareness that may influence practice.

Among respondents, 86.1% (n=186) indicated that they had been consultants for cases that included a non-European American or linguistic minority student (Appendix B,



questionnaire item 18). They consulted for cases in which 95.7% (n=178) had teachers and students of different ethnicities. For 72.5% (n=158) of the cases, the school psychologist and student were not of the same ethnicity.



**Figure 6.** Total percents for non-European American ratings of knowledge and awareness that may influence practice.

Two logistic regression equations were calculated to assess the likelihood that school psychologists' would address culture in consultation more frequently when he/she differed from the student ethnically or when the student and teacher differed ethnically. Whether or not school psychologists considered culture in consultation with the problem and with the intervention were the dependent variables. The school psychologists' ethnicity paired with the students' ethnicity and the teachers' ethnicity paired with the students' ethnicity were the independent variables.

Collectively, the model of independent variables predicting whether the school psychologist considered culture's influence on the problem situation was not significant ( $X^2=4.333$ ,  $df=2$ ,  $p=.115$ ). Together, an ethnic match or mismatch between the school psychologist and student or teacher and student did not predict whether the school psychologist as consultant addressed culture or not when exploring the problem (questionnaire item 23). The model of independent variables predicting whether the school psychologist considered culture with interventions was significant ( $X^2=6.800$ ,  $df=2$ ,  $p=.033$ ). Thus, the match or mismatch within the consultation triad contributed to whether or not the practitioner addressed culture when developing interventions (questionnaire item 26). Table 22 includes the data relevant to these conclusions.

Study participants indicated that they had 186 (86.1%) consultation cases for bilingual/linguistic minority students and/or non-European American students. Among those, 56.99% ( $n=106$ ) of the students were bilingual/linguistic minorities. School psychologists reported that 74.5% of their student-clients spoke Spanish as a first language, 21.7% spoke a language other than Spanish, and 3.8% spoke more than one non-English first language. Logistic regression equations were used to characterize the likelihood that school psychologists addressed culture when exploring a problem or developing interventions (dependent variables) more when the student's first language was not English (independent variable). In both cases, a different language was not significant and did not serve as a predictor of the school psychologist's actions. Practitioners were not more likely to consider culture when exploring a problem (Wald  $X^2 = .009$ ,  $df=1$ ,  $p=.923$ ) or when considering interventions (Wald  $X^2 = .212$ ,  $df=1$ ,  $p=.645$ ) in cases where the student's first language was not English.

Table 22. Logistic regression results for school psychologists' consideration of culture by ethnic matches or mismatches within the consultation triad.

	Wald $X^2$	df	<i>p</i>
Consideration of culture with problem situation			
Match/mismatch between school psychologist and student	0.911	1	.340
Match/mismatch between teacher and student	4.078	1	.043
Consideration of culture with interventions			
Match/mismatch between school psychologist and student	3.808	1	.051
Match/mismatch between teacher and student	1.588	1	.208

Research question 5: What interventions do school psychologists develop for consultation where ethnic or bilingual/linguistic minority students are served?

When asked what interventions were implemented in participants' consultation cases (see Appendix B, questionnaire item 28), 167 (76.3%) school psychologists provided written answers. Their responses to the open-ended question varied and ranged from specific, detailed descriptions to vague comments. Many respondents discussed more than one intervention; in all they provided 283 comments that were categorized into eight broad areas of what was addressed in consultation. Table 23 provides a breakdown of the eight types of responses and includes examples of participants' comments. All responses are included in Appendix F.

Table 23: Interventions implemented in consultation cases.

Description of Responses and Examples	N	Percent
Intervention addresses culture:	23	8.1%

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“Teacher intervention: promoted understanding of the student’s language, dress, and mannerisms.”		
Intervention addresses first language (not English): “Continued ESL classes. Support services 45 minutes per day. More contact with parents. Help parents understand importance of using English at home.”	41	14.5%
Intervention addresses inclusion of parent/family: “Helping teacher to understand what that meant in that particular culture. Working with child to explain culture in USA. Speaking with parents to explain situation and how to deal with it at home.”	36	12.7%
Intervention addresses behavior: “Tangibles and non-tangibles to increase school attendance. Identified a study buddy for class support. Reduced homework but increased class-time tutor. Added topics of study that are of interest to the child.”	74	26.1%
Intervention addresses academics: “Assistance to address academic concerns (reading and written language), small pull out group (four students) four times per week for 30 minutes to address letter-sound identification.”	41	14.5%
Intervention includes counseling: “Use of mental health facility within area that was culturally sensitive to client needs.”	31	11.0%
Response primarily related to special education evaluation or IEP: “Delayed viewing student as appropriate for testing as a special education student. Language acquisition was more of an issue than delays of performance and seemingly below age learning.”	25	8.8%
Statement does not indicate intervention: “In this case, the student’s progress will be monitored. No interventions were implemented because the team decided the behavior was related to his cultural background and personality rather than a problem with his learning.”	12	4.2%

Comments frequently suggested that school psychologists addressed academic and behavioral issues, worked in some capacity with parents, and recommended counseling. Comments also suggested that practitioners may not have provided consultative services to teachers nor provided consultation within a stage based model of

problem solving. For example, one respondent said, “The child’s family came to the US from Mexico. The child had dysmorphic features... we evaluated her through an interpreter and she was found to be educable mentally disabled.” Another practitioner, who reportedly used instructional consultation said, “Language based LD (non-verbal LD) with right brain hemisphere deficits that contributed to behavioral and instructional difficulties, as well as school based assessment of limitations, possibly affected by ethnic/cultural differences.”

Research question 6: What aspects of culture do school psychologists view as central to the student populations they serve?

School psychologists were asked to rate and/or identify aspects of culture that are most salient to the populations they served. Although some respondents (21 or 9.58%) wrote in aspects, including sexual orientation, family structure, and former educational background, most rated aspects among those provided on the questionnaire (see Appendix B, questionnaire item 35). For each aspect, respondents’ ratings varied. Many indicated that English as a second language and socio-economic status were most significant and that religion was least significant for the populations they served (see Table 24 for rankings).

Research question 7: Do school psychologists feel that culture is relevant to their cases and/or are they satisfied with how culture is addressed?

Table 24: Aspects of culture that are central to the populations served by participants.

Gender	English as Second Language	Religion	Socio- Economic Status	Immigrant	Race/Ethnicity
Most					

Significant	15.2%	36.6%	8.0%	47.1%	0.6%	30.4%
Very						
Significant	18.4%	21.3%	12.7%	22.0%	21.9%	25.4%
Significant	27.8%	12.6%	20.0%	15.2%	19.4%	26.0%
Somewhat						
Significant	22.2%	14.2%	24.0%	8.4%	14.8%	12.2%
Least						
Significant	16.5%	15.3%	35.3%	7.3%	13.5%	6.1%

The majority (84.4%) of school psychologists responding to the questionnaire item about culture's relevance to their cases indicated that cultural issues were relevant. Among the 118 comments that respondents provided, many suggested that the student's background, including family's culture, was very important to the issues addressed in consultation (see Appendix F for written responses to questionnaire item 29). They addressed issues related to language acquisition, immigration to the U.S. from other countries, race, socio-economic status, and educational differences. From their comments it was clear that the issues were frequently complex, variable, and often affected the work they did with both teachers and families. One school psychologist commented that, "Not only did his language proficiency interfere with his learning, but he had recently moved to the U.S. from another country where his family had experienced many traumatic events. Collaboration between school personnel and family also was affected by cultural differences." Another said, "9<sup>th</sup> grade student recently moved from Puerto Rico. He refused to speak English and would not participate in class.

He was angry about the move and wanted to return to Puerto Rico. Teachers were not nurturing/aware and viewed student as lazy.”

One school psychologist was required to consider the student’s perspective, the school district, and his or her own perspective in dealing with the student’s needs. This school psychologist’s comment was that, “Older sister believes all issues are related to the color of her skin and has the younger sister starting to believe the same. This school district is culturally limited and I’m sure people do judge the student by the color of her skin.” Another indicated that, “The child was African American, lower socioeconomic. His values are different than many of the staff and many other students.”

A small number of respondents indicated that culture was not relevant to the case. For example, one commented that, “...most of the educational and behavioral problems I encounter are not related to cultural factors. They are usually the result of academic deficits or personality characteristics.” Another respondent indicated that cultural factors may or may not have played a primary role. “...I now understand the parents’ perspective. ...his problems were not exactly derived from cultural impact. He had reading comprehension problems that could be remedied by learning strategies. But, his low self-esteem could have been related to being a minority and/or learning disabled.”

Among those who indicated that culture was relevant to their case, 88.2% also indicated that they were satisfied that culture was effectively addressed in the case. Their comments suggested that the influence and input of parent/family as well as the teacher was important for addressing students’ needs. Again, language, socioeconomic status, and differing experiences of international students and their families were the focus of respondents’ commentary. One school psychologist said, “We worked around the family’s priorities and ‘added to’ instead of ‘took away’ their supports.” Another said,

“Discussion with parents helped the school to develop behavioral expectations that were acceptable to both the family and the school.” Another school psychologist said, “The family continues to respect and accept help from school personnel. The teacher learned to accept the parents’ cultural heritage and outlook.”

Some school psychologists (11.8%) indicated that they were not satisfied with how culture was addressed and suggested that some school personnel working with the student did not view cultural issues as importantly as the school psychologist thought they should. For example, one respondent said, “Teachers were resistant to interventions, refused to believe culture was such a significant factor in this case. Due to the severity of his behaviors/emotional problems he was sent to another school.” Another stated, “The issue was addressed clearly. However, there was much teacher bias and inflexibility. So, regardless of how or if it was addressed, the teacher’s attitude set a tone- many teacher compliance issues were also called into question.” Another respondent added, “School administrators and teachers fail to realize the impact that cultural experiences have on students. They expect all children to fit a certain mold and have great difficulty accommodating differences.”

Research question 8: Do school psychologists have questions or comments regarding consultation that addresses culture?

Less than half of all respondents (27.4%) provided a response to the final item of the questionnaire (see Appendix G for responses). Some posed questions while many commented on their general impressions about needs of school personnel, their individual cases, or the questionnaire itself. Questions and comments varied and while most indicated support for or an opinion that the inclusion of cultural factors was necessary in consultation, three indicated that culture should not be addressed specifically or that the



questionnaire did not address culture adequately. Responses fit within three broad categories. One focused on school psychologists' practice or the field itself. Another category focused on issues and needs of school personnel and/or school settings and a third category captured comments related to the study.

In a comment related to school psychologist practitioners, one participant asked, "How do you avoid stereotyping cultural behaviors to allow for individual differences within the same culture?" Another stated, "Understanding the culture of a student/family is part of understanding the psychology of that student. To use that understanding, service providers must be aware of and sensitive to cultural differences." With regard to school personnel generally, one practitioner said, "As the school population increases in diversity, I believe that it is essential that staff development for all school personnel be a high priority with regard to cultural issues, their impact on assessment, instruction that is appropriate and expectations in general." In contrast to the comments suggesting that issues related to culture were significant and warranted attention, three participants expressed concern about the current study. One of the three's comment suggested that an exploration of culture was counterproductive. "Honestly, all of this is totally unnecessary- why spend so much time categorizing everyone. Instead of spending time putting students into categories; let's focus on their individual needs."

### Results Summary

The current study explored school psychologists' training and practices in consultation with regard to culture. The study sought to determine what training practitioners had for addressing culture and what they did related to culture in consultation. The study also sought to determine if differences in training and practice existed among school psychologists primarily by ethnicity and work setting. Twelve

research questions were posed and 219 practicing members of the National Association of School Psychologists from across the continental United States completed a 36-item questionnaire.

In sum, among the 219 participants who provided consultation to teachers in schools, most had limited training to work with culturally diverse populations generally and in consultation specifically. Those with the most training were master's +30/specialist or doctoral level practitioners. Non-European American school psychologists and recent graduates reported having the most training, particularly through post-graduate/professional development opportunities. Despite their levels of training, most all school psychologists addressed culture in consultation cases and there was a greater likelihood that this occurred among practitioners in urban and suburban school settings.

When asked how they addressed culture, the majority of school psychologists indicated that they introduced the topic of culture and it was discussed at least once when considering a problem and when developing an intervention. Many said they gained knowledge about students' cultures by talking with colleagues or others with knowledge about the students' culture and some indicated that they had first hand knowledge of and/or experience with a particular student's culture.

With few exceptions, practitioners indicated that it was important to have knowledge and awareness about culture's influence on values, behaviors, verbal and non-verbal communication, learning, and actual problem situations and whether the school psychologist was the same ethnicity as the student-client or not, practitioners addressed culture. In cases where the school psychologist worked with a teacher-consultee who

was of a different ethnicity than the student, chances were greater that they addressed culture.

While there was some variability between European American and non-European American practitioners in their use of consultation models, most used behavioral consultation or no specific model for their cases. Overall, their interventions addressed English language acquisition, and behavioral and academic concerns. School psychologists reported that socio-economic status and English as a second language were significant cultural variables in the populations they served. In addition to these factors, they considered race and family background (including immigration to the U.S.), most relevant to their cases. A small number of practitioners indicated that they were not satisfied with how culture was addressed in consultation. They expressed dissatisfaction with teachers' and other school personnel's views of cultural influences and/or their inflexibility in accommodating cultural differences. Several practitioners commented that more training was needed for both school psychologists and other school personnel to understand the influence of culture and how to address it appropriately.

## CHAPTER V

### Discussion

### Introduction

Given the growing cultural diversity within U.S. public schools, there is significant support for attending to culture when addressing students' needs (e.g., Ingraham, 2000; Lopez & Rogers, 2001; Tatum, 1997). Information from education and the school psychology literature suggests that school psychologists have an obligation to consider culture's contribution to student functioning and there is increasing support for the use of consultation to more effectively address students' needs (Harry et al., 2002; Gravois & Rosenfield, 2002; Ingraham; Sheridan et al., 1996; Pianta, 2000). Fortunately, school psychologists in this study concurred. Overwhelmingly, practitioners said they addressed culture in their consultation cases and that cultural influences are important to consider. Despite evidence in the literature that the inclusion of culture in consultation is beneficial, information about culturally relevant consultation among current practitioners has not been available previously. This study adds information about school psychologists' training and their incorporation of culture in consultation practice from across the United States.

This chapter discusses the findings of this study in light of previous research and commentary from the literature. It also explores the implications of the findings, considering what is known about school psychologists' consultation practices and the student populations served in U.S. schools. In addition, limitations of the study are identified and recommendations are offered for direction in future research.

### Integration and Explanation of Results

The sample of school psychologists included in this study purposefully differs from national estimates of school psychologists demographically in that more non-European American practitioners are represented, although like national estimates, the majority are female, with master's+30/specialist level degrees. While other studies exploring training and practice in school psychology (e.g., Bahr, 1996; Costenbader et al., 1992; Fowler & Harrison, 2001) included at least 90% European American participants, the use of a stratified random sampling procedure resulted in a greater number of non-European American school psychologists' inclusion in this study. Approximately 60% of the sample was European American and approximately 40% was not. This was done to provide a more balanced perspective of what school psychologists of varying ethnicities report about their training, practices, and individual perspectives regarding cultural issues in consultation.

#### School Psychologists' Training

School psychologists, regardless of ethnicity, degree, or years since completion of degree, had limited graduate level training to provide consultation, and even less training that addressed culture in consultation services. All groups had more general training in consultation, either through a course, practicum, or internship experience than in culturally relevant consultation. With few exceptions, school psychologists gained experience with cultural issues in consultation through class discussion or specific topics addressed in a class. Given Anton's (2001) finding that few graduate programs offered training opportunities to address culture in consultation, this result was not surprising. However, within the last five years, many practitioners, especially non-European Americans and recent graduates, reported post graduation participation in an in-service or

conference workshop, or completed independent reading to increase their skills for work with culturally diverse populations. Considering that Lopez and Rogers (2001) identified 89 competencies for cross-cultural work and that *School Psychology: A Blueprint for Training and Practice* (Ysseldyke et al., 1997) also presented recommendations for addressing culture, environment and other influences on student learning, the limited extent of school psychologists' reported levels of graduate and post-graduate training left questions about whether practitioners are sufficiently prepared for consultation that addresses culture.

#### Addressing Culture in Consultation when Identifying the Problem or Developing Interventions

The majority of practitioners in this study conducted consultation for a non-European American and/or a linguistic minority student. For these cases, an overwhelming majority indicated that they addressed culture. While participants may have responded in more socially desirable ways or been limited by the questionnaire options provided, there was some variability in who (groups considered by ethnicity, work location, school level) addressed culture. However, differences were not as substantial as they were in Tarver Behring et al.'s (2000) study that concluded that non-European American school psychologists' practice was more inclusive of culture when student-clients were also non-European American. In the current study, when considering the problem or developing interventions, practitioners reportedly addressed culture, an important finding given that Rogers (1998), Naumann et al. (1996), Ingraham (2000), and Soo-Hoo (1998) concluded that if practitioners address culture because it is evident in the composition of the consultation triad, outcomes should be better.

However, the extent and depth of this attention given to culture is not clear. School psychologists addressed cultural influences by discussing it at least once with their teacher-consultee. Some gathered additional information through communication with someone considered knowledgeable about the student's culture or by conferring with a colleague then talking with the teacher and/or the student's parents or guardians. However, the majority of practitioners did not provide details about how they addressed culture beyond what was offered in the questionnaire. This means that school psychologists who explored cultural perspectives and developed an understanding of their own and their consultee's view of culture were included in the same category of school psychologists who introduced the topic and discussed it in one consultation session. Since the majority of participants did not provide commentary beyond the questionnaire items, it could not be determined how extensively culture was considered.

Based on comments that were provided, it is important to note that practitioners did acknowledge the relevance of culture and the importance of addressing it in consultation. However, the depth of their understanding of culture's relevance is not clear from their comments. Considering the extent of Ingraham (2000) and Lopez and Rogers's (2001) exploration of culture, practitioners' responses left questions about how their identified beliefs and reported practices actually reflected their understanding and implementation of consultation that is culturally relevant.

#### Importance of Knowledge and Awareness of Culture's Influence

With few exceptions, practitioners agreed that knowledge and awareness of culture's influences on behavior, values, learning, communication, and assessment of a

problem situation were important or very important. Although more non-European American practitioners indicated that this knowledge was very important, the majority of all school psychologists indicated their understanding of the importance of this domain. Participants could have provided socially desirable responses to questions about the importance of culture's influence and the results of their responses to questionnaire items may not fully reflect beliefs about culture in general.

### Consultation Models Used

Treatment integrity of the consultation process was an issue. Participant responses suggested that while a variety of issues were addressed, practitioners understanding of the consultation process varied widely. The majority of responders said they primarily used behavioral consultation or no specific model in their consultation cases. Because many indicated that no specific model was used, questions were raised about practitioners' consultation training, and the use of that training in practice. Flugum and Reschly (1994) found that in cases where quality indices of consultation (e.g., definition of problem, direct measure, intervention plan, treatment integrity) were implemented, the outcomes of consultation for students were better. Given this finding, it is concerning that more practitioners did not identify a consultation model that appropriately matched the client or consultee's needs.

Likewise, Brown et al. (1998) suggested that the model used in consultation should fit the values and beliefs of the individuals in consultation. They questioned the appropriateness of behavioral consultation for all cultural groups. Even though behavioral consultation is widely used in training as well as practice (Anton 2001; Erchul and Martens 1997), Ingraham (2000) recommends that the model of consultation used be tailored to cultures represented in the consultation triad. It was not clear from



participants' responses that the use of behavioral consultation or no specific model were based on the make-up of the consultation triad (school psychologist, teacher-consultee, student-client) or was a function of personal choice by practitioners.

### Participants' Reported Interventions

School psychologists provided highly varied responses to an open-ended question about interventions developed through consultation for their cases. These responses confirmed that many practitioners used no specific model of consultation even in cases where a specific model was reportedly used. Many provided brief statements related to special education consideration. Others referred to counseling or additional supports provided by outside agencies. Some described interventions that addressed specific academic and behavioral problems. Responses also suggested that some practitioners may consider part of their role in special education as consultant, while others consider their role as consultant separate from special education processes. This difference influences the type of interventions developed and raises questions about practitioners' use of consultation. In some cases it is considered an alternative or precursor to traditional test place methods; however, in other cases school psychologists appear to be using consultation as part of the special education assessment process.

### Implications of Findings

Although participants in this study provided information to help explore culturally relevant consultation practices from several vantage points, three themes emerge as the most salient in terms of what these findings mean. First, school psychologists' training to address culture in consultation is limited. Second, school psychologists' provision of consultation is limited and even more limited for culturally relevant consultation. Third, many school psychologists' understanding of culture appears to be superficial at best and

not nearly reflective of the existing literature on culturally relevant practices and consultation.

### Culture in Consultation Training

Whether or not specific training already exists, it appears that a great deal more is needed to prepare practitioners to comprehensively address cultural variables in consultation. Ingraham (2000) suggests that to be effective, open communication, feelings of safety, appropriately framed problems, systematic interventions, and supportive and directive assistance may all be necessary. Today, many practitioners do not appear to have the skills needed to ensure that these components are a part of the consultation process. Graduate training, professional development activities, and an acknowledgement of personal life experiences are needed to ensure that practitioners' can address the components with knowledge about cultural differences, including an awareness of how one's cultural perspective impacts others (e.g., Ingraham). School psychologists' preparation in this domain should lead to the more effective provision of consultation that creates positive change for the student-client and teacher-consultee.

### Consultation Practice

Although likely related to training, school psychologists operate differently as consultants. While some follow a stage-based model that includes specific activities for specific purposes, others may not. Those who do not may consider their efforts consultation but their practice is not congruent with best practices in consultation, nor is it likely to lead to interventions that serve as a viable alternative to special education decision-making. In cases where students do not receive appropriate interventions, they may inappropriately be considered for special education or may persist in problematic

situations when interventions are not developed or implemented within a problem solving framework.

Flugum and Reschly (1994) found that when consultants and teacher-consultees did not adhere to quality indices such as definitions of the problem, direct on-going use of measures, a step-by-step plan, and treatment integrity, outcomes were not considered successful. Yocum and Staebler (1996) concluded that consultation and the development of appropriate interventions contributes to more accurate referrals to special education. While some students may receive the benefits of effective consultation practices of quality, others may not. This finding of the study highlights inconsistent practices among school psychologists and it warrants further attention within the field.

#### Culturally Relevant Consultation Practice

Overall, there is limited information found in the literature about the inclusion of culture in consultation. The literature addresses significant issues within special education assessment and related practices by school psychologists (e.g., Harry et al., 2002; Kovale & Forness, 1999; Losen & Orfield, 2002; Sheridan & Gutkin, 2000), discussion supporting the use of stage-based consultation that considers environmental, societal, and individual influences (Lopez & Rogers, 2001; Rogers, 2000; Rosenfield, 2000), and information about the importance of including culture in consultation practice (Ingraham, 2000; Rogers et al., 1999; Soo-Hoo, 1998). Although present in the literature, consultation practices among school-based practitioners may not yet be influenced by this information. Particularly given the recommendations provided by Ingraham and Lopez and Rogers, school psychologists may consider themselves culturally competent when in fact the meaning of competence extends far beyond what they reported through their questionnaires.

Given the variability in feedback about interventions, it is probable that some school psychologists are not providing consultation that is consistent with a stage-based problem-solving model intended to identify and resolve problems. Instead, they may be communicating with teachers and/or parents about a concern and referring to that exchange as consultation. This difference in definitions leads to questions about how culture in consultation truly fits into the thinking and services school psychologists actually provide.

#### Limitations of the Study

Limitations of this study exist in two main areas. One is the sample from which questionnaire results and conclusions were drawn. The other is with the format and content of the questionnaire itself.

Regarding the sample, school psychologists from the National Association of School Psychologists were included in this study. NASP members may differ from non-NASP members on any dimension related to consultation practices and views on the influence of culture. Although the return rate was more than 50%, a sample of 219 school psychologists may or may not be representative of the views of school psychologist members of NASP. Likewise, there was a substantial group of individuals who were solicited but did not complete the questionnaire; information about these practitioners could not be obtained so differences between responders and non-responders could not be explored. Due to self-selection inherent in a questionnaire, the sample used in this study may not be fully representative of school psychologists on a national level either. Those who responded to the study may have a specific interest in the topic and this may differ from other practitioners.

Other information about the sample might have supported additional understanding of the results. Information about where participants received their graduate level training could have been helpful in determining what programs within different regions in the country provided more or less training in culturally relevant practice. A questionnaire item about the ratio of school psychologists to students or the number of schools serviced was not included. Curtis et al. (2002) found that where the ratio of school psychologists to students was less, practitioners reported that they consulted more. Practitioners who do not provide consultation because of job-related factors may have been excluded from the sample. Their training experience is not known.

The questionnaire used in this study was designed specifically to obtain information relevant to this particular study and participants were asked to focus their discussion of culture in consultation cases to ethnicity and/or language difference. This definition of culture was narrow and did not encompass the depth of cultural differences such as gender, sexual orientation, religion, socioeconomic status, or other aspect of cultural influence. The definition likely limited what practitioners could address with regard to the consultee's or client's culture overall.

The format of the questionnaire may have prevented a more comprehensive picture of school psychologists' current practices. Aspects of the questionnaire could have been presented differently in terms of word choice and/or format. The way the questionnaire was constructed could have led participants to respond in perceived socially desirable ways or to assume that they had more competence than that which meets Lopez and Rogers' (2001) definition of "competence." Although piloting improved the clarity of questionnaire items, participants in the pilot study may not have

had adequate knowledge and skill with culturally relevant consultation practices and related literature. This, in addition to the lack of psychometric data, leaves questions about the reliability and validity of the questionnaire itself.

Given that the questionnaire requested self-reported information, actual events that took place in consultation were not captured. With individual questionnaire items, participants were given options for what they did in practice. It is possible that they checked what sounded appropriate but not necessarily what they did in their consultation case. Likewise, providing options may have limited the information practitioners provided about their cases or they may have checked what resembled but was not actually what they did in consultation.

Significant to this study, Tarver-Behring et al. (2000) found that practitioners often modified consultation practices with non-European American clients and parent-consultees. Based on this study, it is not known exactly how, or if, practitioners modified practice because most everyone provided similar responses. Overwhelmingly, participants indicated that they addressed culture and that they did this at least with one conversation with their teacher-consultee. It is not possible from the results to discern what the content of the conversations contained.

#### Future Directions for Research

This study provides one look at practitioners' efforts to address culture in consultation and it provides an introduction to the actual training and practice of school psychologists for work with culturally diverse student populations. In addition to its findings, their implications, and limitations, additional questions need to be explored.

Future research is needed to more directly examine school psychologists' consultation practice and related outcomes. Using methods that include direct

observation and interviews with members of the consultation triad would be beneficial to this examination. Although self-report is useful, given the variable dynamics that may occur within a consultation triad, information is needed that includes more than the consultant's perspective. The input of teachers and/or a direct assessment of student outcomes could aid in determining the actual benefits of consultation generally and its utility as a means of reducing the disproportion of non-European American students in special education or helping to close the achievement gap.

Given that participants' post-graduate training primarily comes from conference workshops, in-services, and independent readings, further study of the topics covered in workshops, in-services, or literature read could help to identify what training and professional development activities are most used by practitioners. Although Ingraham (2000) identifies a framework and Lopez and Rogers (2001) identify competencies within the literature, the use or view of these recommendations by practitioners is not known. Future research should explore what and how information for professional development is actually used by practitioners.

Future research to clarify outcomes of consultation that includes culture should be conducted to determine if culture's inclusion in consultation leads to positive outcomes for students more than consultation that does not address culture. Further study could help to determine what effective "inclusion of culture" means in practice and whether this contributes to reduced referral rates to special education or other programs that may deter or prevent non-European American students' academic acceleration.

Avenues used to develop school psychologists' ability to work within a cultural context, accounting for the needs of all involved in the consultation triad, should also be explored. Future research in this area could investigate concepts promoted by Ingraham

(2000) that include practitioners' cultural self-reflection and understanding, developing a consultee's cultural knowledge and understanding, and how to address prejudice and other biases that affect student performance. Likewise, additional information from practitioners could help to determine what school psychologists see as their role in consultation for non-European American students in terms of advocacy, and addressing other educational and societal issues.

### Conclusions

Results of this study reflect limitations in training and practice with regard to cultural influences in consultation. Results also reflect practitioners' general willingness to explore cultural influences in practice despite the lack of training. Although consultation is not the only alternative to traditional practices among school psychologists, it may be one avenue useful for addressing non-European American students' needs on an individual, class or school level. It helps to identify and then address problems in ways that should reduce inappropriate referrals to special education or other discrepancies in school programs. Despite variations in its use, and differences in practitioners' understanding, culturally relevant consultation may provide opportunities for school psychologists to address students' needs in more comprehensive and effective ways.

As culture plays a significant role in American life, whether because of its individual influences or because of discriminatory practices based on specific group identities, it is an important component that warrants our attention. School psychologists who are open to exploring their own and others' cultural influences and/or who are willing to consider ways that cultural identity helps or hinders students may be best able to ensure that all students receive what is needed for educational success. On a day-to-



day basis, school psychologists must consider individual issues in the context of their larger implications. This is a complicated task for any practitioner. Clearly more information is needed to improve training and enhance services for consultation and within practice generally. This study provides a foundation for the further investigation of cultural issues in school psychology practice.

## APPENDIX A: Pilot Study

### Participants

For the pilot study, 16 practicing school psychologists from a suburban school district located in a mid-Atlantic state were contacted and asked to participate in the pilot study. These practitioners were colleagues of the researcher who were known to provide consultation services in their schools. Their training and practices related to culture were not known by the researcher in advance of their participation in the pilot study. Fifteen of the 16 practitioners solicited agreed to participate and the pilot study was completed in five rounds (see Table 25 under Pilot Study Results for an outline of each round, number of participants, and outcomes). Among those involved in the pilot were four black and seven white females, and one Asian American and three white males. Three participants held doctoral degrees and all others held specialist level (master's +30) degrees.

### Procedures

A questionnaire was initially developed based on information found within the literature related to culturally relevant training and practice, consultation, and culturally relevant consultation (e.g., Anton, 2001; Brown et al., 1998; Curtis & Zins, 1988; Flugum & Reschly, 1994; Ingraham, 2000; Lopez & Rogers, 2001; Rogers, 2000). Questions were initially revised and organized based on input from faculty advising. Based on the researcher's ideas and the additional advice, a 30-item questionnaire was completed. This questionnaire was viewed by pilot study participants in the first round of the pilot study.

de Vaus (1995) provides information about evaluating a questionnaire and recommends that four areas be explored as part of its pilot. They are: flow, question

skips, timing, and respondent interest and attention (de Vaus, pp. 100-103). The pilot study participants were asked questions that addressed each area:

1. Did the questions seem to fit together?
2. Are the transitions from one section to another smooth?
3. Was it clear what questionnaire item to complete next if directed to skip a question based on a given response?
4. How long did it take you to complete the questionnaire?
5. Did the questionnaire seem too long?
6. Did the questionnaire sustain your attention?
7. Do you have other suggestions for improving the questionnaire?

Participants completed and responded to questions about the questionnaire with the researcher present or they independently completed the questionnaire and were contacted by phone for feedback. Based on their responses, the questionnaire was revised. (See Table 25.)

### Results

Participants in the pilot study provided helpful information for improving the questionnaire, ensuring that its items were interpreted consistently, and ensuring that its content resulted in accurate information obtained from participants. Overall, feedback for questions one through six, devised from de Vaus's (1995) recommendations, indicated that all pilot study participants agreed that the questions fit together, had smooth transitions, clearly indicated what to do when directed to skip a question, that the questionnaire did not seem too long, and that it sustained their attention. The fifteen participants also indicated that the questionnaire took approximately 10 to 15 minutes to

complete. When asked for suggestions to improve the questionnaire, all participants gave input about questionnaire items (see Table 25 for details of the feedback).

Table 25: Pilot study procedures and results

Round	Number of Participants	Questionnaire Administration	Results*
1	2	A 30-item questionnaire was completed with the researcher present and feedback was given in person.	Seven items were revised for clarity. One item was added for participants to share more about their perspective on culture.
2	4	A 31-item questionnaire was completed with the research present and feedback was given in person.	Seven items were revised for clarity. One item was added to prevent respondents from answering questions that did not pertain to their practice.

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3	5	A 32-item questionnaire was sent by mail, completed independently, and feedback was given by phone.	Seventeen items were revised to improve their clarity, conciseness and specificity. Three formatting changes were made and one question was added to gather additional information. One question was revised to create four separate questions.
4	2	The 32-item questionnaire of round three was also completed with the researcher present and feedback was given in person.	
5	2	The 36-item questionnaire was mailed to participants, completed independently, and feedback was given by phone.	Minor changes were made to the layout of the questionnaire but no items were revised, added, or deleted.

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6	5	Faculty of the researcher's dissertation committee provided final comments and recommendations for revision in person.	Six items were revised to improve clarity, conciseness, and consistency. Four items were added to gather additional information about the participants' perspectives on their consultation cases. Four items were deleted because they would likely not yield accurate information. Revisions resulted in a final, 36-item questionnaire.
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\* Questionnaire item changes are discussed within the text.

Pilot study round one.

Initially, 30 items were included in the questionnaire. Pilot study participants provided feedback about the wording of items, order of questionnaire items, and indicated what they understood a question to mean to ensure that their understanding of items was the same. Based on their input, item six's choices for response was changed to include degree titles (master's, master's +30, doctorate) because one participant who was still enrolled in graduate school for her doctorate indicated that potential study participants might indicated that they have not yet completed graduate training. Also as part of item six, degrees were added with years for participants to check the degree(s) they held and time frame within which it was completed (e.g., 1-5 years ago, 6-11, etc.).

Item 10 was moved and revised from "Did you talk about the potential influence of culture in your consultation cases during supervision provided through a course?" to

“Did you or your supervisor initiate discussion about the potential influence of culture in your consultation cases during supervision provided through a course?” because participants wanted to clarify whether they or their supervisor raised issues related to culture. Items 13 and 14 were moved and reworded to be more specific after participants indicated that the items were vague and did not capture professional development activities in a clear and concise way. Rather than asking, “...since completion of graduate training, how has additional training been received?” participants were asked to indicate how many times within the last five years they participated in specific training activities. The category of “work setting,” items 15-18, were moved to follow “background information” since participants felt it followed background information more logically.

For items 19 and 20, the words “consultee” and “client” were changed to “teacher/consultee” and “student/client”, respectively to ensure that it was clear that the case should include a teacher as consultee, not a parent or other person, and a student. Item 28 was reworded based on feedback that it did not seem to be asking something different than what item 26 asked. An item was added to the questionnaire after participants said that they would want to indicate that other factors, in addition to cultural ethnicity, influenced their consultation cases.

#### Pilot study round two.

Four participants completed the questionnaire for the pilot study’s second round. Based on their feedback, some items were reworded, moved, completely changed, or discarded. Item six was changed from “How long ago did you complete your graduate training?” to “How long ago did you complete your highest degree?” for clarification. Item nine was revised to include the additional option of a “combined program” for the

type of schools worked in because participants indicated that they worked in programs that included general and special education programs and were unsure that checking “comprehensive public school” and “other” adequately captured their work settings. Item 11 was revised because, like participants in round one, participants in round two indicated that the question was difficult to answer. While some participants questioned whether this question, “How would you characterize the student population you serve?” referred to the school district or their individual school, others indicated that they served more than one school and more than one choice of response applied to their work setting. The question was changed to, “For the school in which you do the most consultation, please estimate the percentage of cultural groups in that school’s student population.”

Items 17 and 18 included space to check off professional development activities that participants in which ever engaged. Feedback from participants indicated that the space to check items off was somewhat confusing and unnecessary. Although the list of activities and format for responding remained the same (participants were asked to check appropriate columns and rows indicating if and how many times they had participated in a specific activity), the space to check items off was deleted. An item was added that asked whether or not participants had been case managers for cases that included a non-European American student because pilot study participants suggested that they should be directed not to complete certain questions if they did not have a case with a non-European American student because those questions would not be relevant.

Item 29 was revised because participants felt a broader rating continuum would help them more accurately identify their skill level. Rather than a rating from one (little to no skill) to three (highly skilled) the response choices were changed to a rating of one (little to no skill) to five (highly skilled). Item 30 was reworded because participants



expressed confusion about what the question was asking. It was revised from, “Please rank the top four aspects that are central to your definition of culture and that are also relevant to the student population you serve” to “Please rank the aspects that are central to the student population you serve.”

Pilot study rounds three and four.

Five pilot study participants were mailed the 32-item questionnaire and then contacted by phone for feedback. Two additional participants completed the same questionnaire with the researcher present and they provided oral feedback. The seven participants’ input about this third version of the questionnaire was combined and changes were made based on their collective feedback. A reminder to refer to the definition of consultation was added to item two (in parentheses “see definition above”) following suggestions that potential study participants should be clear about the definition of consultation used in the study. For item six, the category for “specialist” degree was changed to “specialist/master’s +30” after some participants indicated that their degree was not called specialist but they had more than thirty additional hours of training for an advanced degree beyond the master’s. Rather than include ranges for years since completion of their degree, space was included next to the degree title for participants to write in the actual years since they completed graduate training. Likewise, for item seven, ranges for years in practice were deleted and space was provided for participants to write in the actual years they have practiced school psychology in a school setting. “\_\_\_ 1-5; \_\_\_ 6-11; \_\_\_ 12-17; \_\_\_ 18+” was changed to “\_\_\_ years.” Items nine and ten were reversed. Items nine and eleven were combined to create a three-part question regarding the school in which the most consultation was provided. Part A was added to gain additional information about the school level worked in (e.g., elementary,

middle, high). Item nine became part B and item 11 was revised and changed to part C. Item 11 was revised so that instead of requesting percentages of specific cultural groups, participants were asked to indicate what cultural groups were predominant in their school setting. Most pilot study participants said that answering item 11 was difficult because they wanted to provide accurate information and did not feel comfortable estimating percentages of groups in the student population they served.

In items 17 and 18 the words, “check all that apply” were deleted because participants agreed that that additional information was not needed. Item 18 was changed to reflect the inclusion of linguistic minority students in the consultation case participants could use to respond to questionnaire items about consultation practice. The statement, “Have you been case manager for a case that included a non-white student?” was revised to, “Have you ever been case manager for a case that included a non-white or linguistic minority student?” In item 20, “white/Caucasian” was inadvertently excluded and it was added to the questionnaire revised following rounds three and four. Items 20 and 21 asked the race/ethnicity of the teacher and the student and a category for “bi-racial” was included. Some participants suggested that this could become confusing and possibly lead to more speculation on the part of the study participant. Therefore, the term was excluded but the category for “other” was kept and could have been used to capture these teachers and students if participants knew this information. Additionally, with items 20 and 21, the terms “consultee” and “client” were added again, in parentheses, following the suggestion of some pilot participants. Item 22 was altered to exclude two responses of “no” to the question, “Did you consider how culture (race/ethnicity) influenced the problem situation?” and the questions wording was changed to “Did you consider how culture (race/ethnicity/language) influenced the problem situation?” Pilot participants

indicated that the choices for “no” may not capture what they were intended to since many participants would likely not acknowledge that they “did not have a sense of how culture did contribute.” Response choices were changed to “yes,” “no,” or “other.” Additional choices were added to response options for item 23 following participant suggestions that further clarification and additional choices were warranted. The question’s wording in item 24 was revised to be more concise and consistent with item 23. It was changed from, “As you and your consultee discussed the problem, how did you talk about the influence of culture (race/ethnicity) to the situation?” to, “How did you consider culture influence on the problem-situation?” Response options were also altered and the choice, “we did not talk about culture,” was deleted. Item 25’s language was also revised to improve clarity and conciseness. It was changed from, “As you and your consultee developed the intervention(s) to address the identified problem(s), did you consider the influence of culture on the client’s learning and behavior?” to, “Did you consider whether or not your intervention(s) to address the identified problem was (were) culturally appropriate?” Also for clarity, and like question item 22, response options were changed from three possibilities with explanations to, “yes,” “no,” or “other.”

Questionnaire items 27 through 30 were revised resulting in seven instead of four questions for participants to rate their knowledge and skills about cultural and general competence. For items 27, 28, and 29, rather than asking participants to rate their knowledge, awareness and sensitivity on a rating scale ranging from one to three, participants were asked to rate these items on a scale of one to five. Item 30 was divided into four separate questions to be rated on the same scale as items 27-29 for consistency. The wording of item 31 was changed following questions and suggestions from the pilot study participants to make this item clearer. It was changed from, “Race/ethnicity is just

one aspect of culture. Please rank to aspects that are central to the student population you serve (1=most significant; 8=least significant).” to “For the school where you do the most consultation, please rate the aspects of culture that are central to the student population you serve. (For each item you identify as relevant, please rate 1=most significant; 5=least significant.” Some participants indicated that the model of consultation used could contribute to the consultation process and, based on this feedback, an item was added to ask participants what consultation model they used for their case.

Pilot study round five.

Two participants completed a fourth version of the questionnaire. Based on their feedback, minimal changes were made to the layout of the questionnaire but no items were revised, added, or deleted.

Pilot study round six.

The questionnaire underwent a final revision after feedback was obtained from faculty of the dissertation committee. Several response options were deleted from item four to be consistent with four major categories of race/ethnicity and the term “Caucasian” was deleted and “European American” was used instead (e.g., Tarver Behring et al., 2000). Throughout the questionnaire, the term “Caucasian” was replaced with “European American.” In item 8, “region” was added next to “state” in the question that asked participants where they worked. In item 10, part C was discarded because of concerns about the clarity and inconsistency of potential responses to the question asking participants about the predominance of ethnic groups in the student population served.

In item 17, to improve readability and emphasize the difference between this question and item 16, the word “consultation” was underlined. An item was added (item 21 in final questionnaire) to the questionnaire asking participants to indicate, “If not

English, what was the student's first language?" For items 25 and 27, a response option was added to the checklist: "I conferred with a colleague," to gain knowledge about culture. Additional items were added to gain additional information about interventions and participants' opinions about their cases. In the final questionnaire, an item asked participants to include their interventions (final item 28), indicate whether they considered culture relevant to their case (final item 29), and indicate whether they were satisfied with how culture was addressed (final item 30).

In addition, instructions for completing items related to personal knowledge and awareness of cultural influences was revised. "Regardless of the current case, please rate your knowledge, sensitivity, or skill on a scale from one to five. 1=very little or no knowledge, sensitivity, or skill; 5=very high level of knowledge, sensitivity, or skill" was changed to, "Regardless of the current case, please rate the following items on their importance to your daily practice. 1=not important; 5=very important." This was done in an effort to reduce the possibility that participants would rate themselves higher than they actually were because of a desire to appear more skilled or because of an inflated sense of one's own skills. Items 30 through 34 were deleted for the same reasons. The finalized instrument, based on input from pilot study participants and faculty is included in Appendix B. Each item of the questionnaire is intended to help answer the twelve research questions posed in this study.

## Appendix B: Questionnaire

**Addressing Culture in Consultation:  
A Questionnaire for Practicing School Psychologists**

The purpose of this questionnaire is to explore school psychologists' training in and practice of consultation when ethnic or language differences exist within the consultation triad (school psychologist, teacher, student). In this study, consultation refers to the interactive process between a school psychologist and a teacher that includes problem identification, planned and implemented interventions, and follow-up activities such as measurement of the effects of the interventions for the student. It excludes one time or other brief communications about a concern between the school psychologist and teacher. Culture refers to the beliefs, values, behaviors, etc. typically associated with a particular ethnic or language group.

**Background Information**

1. Are you currently practicing school psychology in schools?  Yes  No  
*If no, please return this survey. If yes, please proceed to question #2.*
2. Do you provide consultation services (see definition above) to teachers in the schools you serve?  
 Yes  No  
*If no, please return this survey. If yes, please proceed to question #3.*
3. What is your gender?  Male  Female
4. With what ethnic group do you identify yourself?  
 Asian American  African American/Black  European American/White  
 Hispanic/Latino  Other (please specify) \_\_\_\_\_
5. What is your highest degree? (check one)  Master's  Specialist/Master's (+30)  Doctorate
6. How long ago did you complete your highest degree? \_\_\_\_\_ years
7. How long have you practiced school psychology in a school setting? \_\_\_\_\_ years

**Work Setting**

8. Where do you currently work? Region/State: \_\_\_\_\_
9. How would you categorize the local education agency (LEA) where you work? (check one)  
 Urban  Suburban  Rural
10. What categories best describe the school in which you provide the most consultation? (check one in each category)
  - a.  Elementary  Middle/Jr. High  High
  - b.  General public  Private  Alternative/special education  
 Combined (general public with self-contained special education program/s)  
 Other

**Training**

11. In graduate school, what training did you receive for working with culturally diverse (racial, ethnic, linguistic minority, etc.) populations? (check all that apply)

- No specific training  
 Periodic class discussions but topics not included on course syllabi  
 Specific topics explored in core courses (e.g., working with culturally diverse students in counseling, multicultural consultation)  
 At least one course specifically devoted to multicultural issues in school psychology  
 Research project targeted to multicultural issues  
 Other \_\_\_\_\_

12. In graduate school, what training did you receive in consultation? (check all that apply)

- No training  
 Overview course(s) (included consultation but also covered other topics)  
 One semester course in consultation  
 More than one semester-long course in consultation  
 Practicum (course in consultation that included actual case or school setting)  
 Internship (supervised experience in which you were consultant for at least one case)  
 Other \_\_\_\_\_

*If you did not receive training in consultation during graduate school, please skip to question #16.*

13. Did you receive supervision with case(s) for which you were the consultant in any of your consultation training during graduate school? If no, please skip to question #15.

- Yes  No

14. Did you or your supervisor initiate discussion about the potential influence of culture in your consultation cases during supervision provided through a course?

- Yes  No

15. In graduate school, what training did you receive to address culture and develop culturally relevant interventions in consultation?

- No specific training in multicultural consultation  
 Periodic class discussions but topics not included on course syllabi  
 Specific topics explored throughout classes that were included on course syllabi  
 At least one course specifically devoted to multicultural consultation.  
 Other \_\_\_\_\_

16. In the last five years, how many times have you participated in training activities for working with culturally diverse (racial, ethnic, linguistic minority, etc.) populations?

	0	1-5	6-10	11-15	16 or more
In-service	___	___	___	___	___
Conference workshop	___	___	___	___	___
Independent reading	___	___	___	___	___
Peer coaching	___	___	___	___	___
Course at a graduate school	___	___	___	___	___
Taught a course	___	___	___	___	___
Conducted a workshop/in-service	___	___	___	___	___
Wrote for publication	___	___	___	___	___
Other _____	___	___	___	___	___

17. In the last five years, how many times have you participated in training activities to address culture in consultation and to develop culturally relevant interventions?

	0	1-5	6-10	11-15	16 or more
In-service	___	___	___	___	___
Conference workshop	___	___	___	___	___
Independent reading	___	___	___	___	___
Peer coaching	___	___	___	___	___
Course at a graduate school	___	___	___	___	___
Taught a course	___	___	___	___	___
Conducted a workshop/in-service	___	___	___	___	___
Wrote for publication	___	___	___	___	___
Other _____	___	___	___	___	___

**Practice**

For the following questions, please respond by referring to your last completed consultation case that included: 1) a teacher as the consultee; 2) a non-European-American or linguistic minority student/client; and 3) stage-based problem solving (e.g., problem identification, planned interventions, and measurement of the effects of the interventions).

18. Have you been consultant for a case that included a non-European-American or linguistic minority student? Yes No  
 If no, please skip to question #31. If yes, please proceed to question #19.

19. What was the ethnicity of the teacher (consultee)?  
 \_\_\_ Asian American      \_\_\_ African American/Black      \_\_\_ European American/White  
 \_\_\_ Hispanic/Latino      \_\_\_ Other (please specify) \_\_\_\_\_

20. What was the ethnicity of the student (client)?  
 \_\_\_ Asian American      \_\_\_ African American/Black  
 \_\_\_ Hispanic/Latino      \_\_\_ Other (please specify) \_\_\_\_\_

21. If not English, what was the student's first language? \_\_\_\_\_



22. What consultation model did you use for this case? (check one)

- Mental health consultation     Behavioral consultation     Instructional consultation  
 No specific model but followed general stages for consultation  
 Other (please specify) \_\_\_\_\_

23. Did you consider how culture (ethnicity/language) influenced the problem-situation?

- Yes     No     Other \_\_\_\_\_

Please share any comments:

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*If no, please skip to question #26.*

24. How did you consider culture's influence on the problem-situation? (check all that apply)

- I introduced the topic and it was discussed in at least one consultation session  
 The teacher introduced the topic and it was discussed in at least one consultation session  
 I gathered information about the student's culture then shared it in consultation  
 The teacher gathered information about the student's culture then shared in it consultation  
 Another staff person of the same culture as the student contributed to the consultation case and s/he primarily determined whether culture was relevant or not  
 Other \_\_\_\_\_

Please share any comments:

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25. How did you gain knowledge about cultural factors that may have affected your assessment of the "problem(s)"? (check all that apply)

- No additional knowledge was needed because: \_\_\_\_\_  
 I spoke to someone of same culture as student  
 I spoke to someone with knowledge of student's culture  
 The teacher had knowledge of the student's culture  
 I conferred with a colleague  
 I read/reviewed publications relevant to the student's culture  
 Other \_\_\_\_\_

Please share any comments:

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26. Did you consider whether or not your intervention(s) to address the identified problem was (were) culturally appropriate?

Yes  No  Other \_\_\_\_\_

Please share any comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*If no, please skip to question #28.*

27. How did you determine whether or not interventions were culturally appropriate? (please check all that apply)

I discussed cultural influences with the student

I discussed culture with an adult of similar culture to student

I asked the client's parents/guardians to help determine if interventions were appropriate

I discussed the influence of culture with the teacher

I conferred with a colleague

Other: \_\_\_\_\_

Please share any comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

28. What was (were) the intervention(s)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

29. Do you feel that cultural issues were relevant to this case?

Yes  No

Please explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30. If relevant, were you satisfied that culture was effectively addressed in this case?  Yes  No  
Please explain:

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***Individual Perspectives***

Regardless of the current case, please rate the following items on their importance to your daily practice.

1= not important    2= slightly important    3= somewhat important    4= important    5= very important

	Rating
31. Knowledge of how culture influences the values and behaviors of individuals and groups	.. ..
32. Knowledge of how culture impacts learning and behavior	.. ..
33. Awareness of verbal and non-verbal cues that differ among cultural groups	.. ..
34. Knowledge of how culture may influence problem solving and how to make accurate assessment of a problem in light of cultural differences	.. ..

35. For the school where you do the most consultation, please rate the aspects of culture that are central to the student population you serve? (For each item you identify as relevant please rate, 1= most significant; 5= least significant)

<input type="checkbox"/> Gender	<input type="checkbox"/> English as second language	<input type="checkbox"/> Religion
<input type="checkbox"/> Socioeconomic status	<input type="checkbox"/> Immigrant	<input type="checkbox"/> Race/Ethnicity
Other (please specify) _____		
Other (please specify) _____		

36. What questions or comments do you have about how the influence of culture is addressed in consultation? .....

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## Appendix C: First mailing



6214 Benjamin Bldg.  
College Park, Maryland 20742-1125  
301.405.2858 TEL. 301.405.9995 FAX

June 12, 2003

Dear Fellow School Psychologist,

I am conducting a study to investigate consultation practices among school psychologists and would greatly appreciate your help and participation in this study. The study is designed to determine:

- How school psychologists were trained to provide consultation services for students of various cultural backgrounds.
- How school psychologists conduct consultation with teachers to address the needs of students of various ethnicities.

The study will also explore consultation practices among school psychologists of different ethnicities. Little information about consultation training and practice that incorporates culture exists in the literature and I hope the information from this study will help to clarify what practicing school psychologists currently do and how this relates to the literature.

Your name was obtained from a National Association of School Psychology (NASP) mailing list. You are included in a racially mixed pool of school psychologists that I hope will participate in this study. The questionnaire for your completion is attached. It should take approximately 15 minutes for you to complete. There are no foreseeable risks from your participation and your involvement is completely voluntary. You are free to withdraw from participation at any time, even after your survey has been returned. All information is completely confidential and you will only be identified by a number coded system. Therefore, your identity will not be revealed. Your submission of a completed questionnaire serves as consent for participation. Please return the questionnaire in the enclosed stamped envelope. Please also return the post card separately if you would like to receive results of the study. I hope you find the inclusion of a pencil useful; please accept it as a token of thanks for your participation in this study.

If you have any questions, please contact Meryl Sirmans at msirmans@hottmail.com or at 301-625-8834. Thank you for your time and cooperation.

Sincerely,

Meryl Sirmans, AGS, NCSP  
Doctoral Candidate  
1601-11 Carriage House Terrace  
Silver Spring, MD 20904

Sylvia Rosenfield, Ph.D.  
Professor

## Appendix D: Second mailing

Dear Fellow School Psychologist:

Recently, you should have received a survey with a request for your input about consultation practice and culture. If you received it, maybe you...

- Returned the survey.*  
THANKYOU!!
- Didn't have time to complete the survey yet.*  
Please complete and return it, it should take no more than 15 minutes to do.
- Didn't think you needed to return the survey because you don't work in schools or don't provide consultation.*  
Please return it, answering the first one or two questions. Your input still counts!

Thank you for your time, attention, and willingness to contribute to research in our field! If you have questions or did not receive the survey, please contact me at [msirns@hotmail.com](mailto:msirns@hotmail.com) or at 301-625-8834.

Sincerely,

  
Meryl Sirnans, AGS, NCSP  
UMCP Doctoral Candidate

## Appendix E: Third mailing



UNIVERSITY OF  
MARYLAND

COLLEGE OF EDUCATION  
COUNSELING AND PERSONNEL SERVICES

School Psychology Program

5214 Benjamin Bldg.  
College Park, Maryland 20742-1125  
TEL 405.2858 TEL 301.405.9995 FAX

Dear Fellow School Psychologist:

A few weeks ago I wrote to you seeking your input about school psychological consultation and culture. As of today, I have not received your completed questionnaire and I would still genuinely appreciate hearing from you. The study is being conducted to explore practitioners' perspectives and it is intended to reflect the thinking of school psychologists from varied ethnic backgrounds. In order for the study to be representative of school psychologists from various backgrounds, it is essential that each person in the sample return their questionnaire. A replacement questionnaire is enclosed for your convenience. I'd be happy to answer any questions you have about the study. Please contact me at [ms@rms@hbt.net](mailto:ms@rms@hbt.net) or at 301-625-8834. Thank you very much for your time and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Meryl Simmans".

Meryl Simmans, AGS, NCSP  
Doctoral Candidate  
1601-H Carriage House Terrace  
Silver Spring, MD 20904

## F: Participants' written responses

### Questionnaire item 11:

I took a class after finishing my program on personality/DSM III (at the time) which included focus on cultural impact (2).

Ph.D. courses in Ed. Leadership; not in school psych (6).

My dissertation was on multicultural counseling (24).

Anthropology (cultural) course (120).

Excellent clinical skills (psychotherapy; Adlerian theory) in how all people relate and importance of respect and equality in relationships (213).

Assessments of LEP students, I have a master's degree in bilingual special education and a Ph.D. in bilingual school psychology (253).

Designed doctoral program to address issues (263).

15 additional credits for bilingual school psychology certification— bilingual assessment, multicultural counseling, bilingual education, multicultural perspective, second language acquisition (291).

Dissertation on parents from the Dominican Republic (294).

Five cultural diversity courses to attain bilingual extension (318).

Lots of seminars outside the graduate program (343).

Doctoral fellowship in multilingual-multicultural education (364).

Most professors were ethnic and added their perspectives throughout the coursework (472).

Training was consistent with cultural attention to assessment and counseling (488).

Dissertation and master's thesis reviewed working with culturally diverse population and research specifically addressed expectations and roles of client/therapist of Asian and CA clientele (493).

### Questionnaire item 12:

Consultation was integrated in many classes (11).

Consultation topics were integrated into intervention design courses (242).

Designed doctoral program to specifically address (263).

Follow up training through the lab for IC-teams (327).

Supervised counseling and consultation in doctoral fellowship program (364).

I am a trainer- I teach consultation and indirect intervention (488).

### Questionnaire item 15:

Weekly professional seminar meetings (19).

Orientation of program focused on ecological model with heavy emphasis on multiculturalism (248).

Both at master's and PhD level, culture was the main topic (253).

Specific doctoral program geared to address issues (263).

Supervised counseling and consultation in doctoral fellowship program (364).

Graduate training included several components of multi-transdisciplinary culturally diverse curriculum (488).

**Questionnaire item 16:**

Chairing NJASP multicultural committee 2003-2004 (24).

**Questionnaire item 23:**

Needed to be aware of parents' priorities regarding their economic status and financial need as well as their children's education (1).

Family belief system- culture of neighborhood and PR (*Puerto Rican?*) influences (11).

Socialization of males and females. Child rearing practices (24).

Child entered school speaking only Japanese (39).

Student thinks that all problems are a result of the color of her skin (40).

When working with the parent, it was important to consider her willingness to buy into the behavior plan (61).

Language, study habits, parental involvement (66).

The student's problems were behavioral, but did not seem to be culturally related. The question was one of strategies for managing the behaviors of a student with suspected mental illness. The student's behavior was perceived by everyone, including peers and family, as atypical (76).

Parent involved with drugs, kids involved with gangs, parent who had been caregiver of different race, student bi-racial, grandmother/guardian black, mother white. All this influenced the problems (77).

Employed both standard and nonverbal cognitive batteries and cluster analysis differential (ie, verbal and nonverbal vs. Spatial vs. matrices- like tasks etc.) (93).

Mother and step-father were only persons of color on the 6-member IAT; their experience had been in urban setting and this district was suburban (98).

95+% of student population is African American, and I am Caucasian so I try to consider cultural influence in all consultation situations (101).

Language issues that influenced classroom understanding (109).

The teacher's view of the problem was reflective of her teaching rather than the child's organic difficulties. It was difficult to get her to understand the innate nature of a severe communication disorder (115).

Minimal parental support (121).



It was impossible to receive any input regarding Arabic American population from any resource! (122)

Father did not allow any English to be spoken in the home, nor was there any English based written literature (130).

Considered language acquisition versus LD issue (153).

Presented secondary to abuse, neglect, and multiple foster placements (154).

Submissive female- not expected to go to school in her country. Used as a maid at home (157).

Its effect on education taught in English (177).

The issue was whether the child (3 years old) was truly language impaired, speech impaired, or should be treated as ESL student (182).

Social-emotional problems of student who professes on his own to be distressed by black father (absent) and white mother (184).

Trust issues: Parent unsure of staff concern for her child (188).

Considered Spanish and English fluency. Considered acceptability of immigrant student to new cultural environment (197).

The Russian family used a form of corporal punishment that was acceptable in Russia but viewed as abuse in America (206).

Father's denial of any behavioral needs of his ADHD son, limited exposure to English only instruction was a factor in skill performance at his new school (207).

Worked with Spanish/bilingual student and kindergarten and pre-K teacher who initially thought he was learning impaired. Referral for testing (214).

Parents were going to Mexico to see a doctor for student (217).

We also believed that socio-economic factors were significant in influence perhaps more so than ethnicity (231).

This student appeared to be depressed. Factors impacting student were new school setting, parental separation, physical deformity of hands (present at birth) (232).

Male student diagnosed with ADHD. Mom apprehensive about meds, Dad does not agree with meds— cultural reasons (239).

Black male teenager who had poor regard/ respect for females. Father had been present in the home and was now absent because of war (243).

Our Hispanic students (who have attended school in their own country) are livelier (244).

Child in special education, met criteria (oral) to be exited from the bilingual program. Principal opposed the change due to high numbers in regular education (253).

Impact of ESL status of client on academic performance (263).

Culture is always taken into consideration when working with students/families. It gives a clearer perspective to what is truly going on and what perceptions follow (276).

More structured and English oriented the lesson, more acting out behavior (282).

Knowing that not looking at an adult when one is being reprimanded, in certain cultures, I am able to explain this to teacher and work with student to help him acculturate to school setting (284).

Child exhibited behavioral problems during story-time. I learned that child was Spanish dominant and story was read in English. Instruction was basically done in English with some Spanish support provided by assistants (291).

Since the student was an ethnic and language minority in the school, as was his family in the community, care needed to be taken to consider language and cultural issues that could facilitate or serve as barriers to the consultation process (293).

11 year old child was a minority in a gifted and talented program. He felt isolated and wanted to quit program (294).

Student was not familiar with behavior expectations in the classroom, particularly the level of structure (297).

Amount of time in country, language dominance, ESOL services, acculturation/assimilation issues, home environment (307).

Because religion included "brujeria" - witchcraft (311).

Was the student learning disabled in their own language (312).

It was extremely helpful to utilize services of the Spanish speaking ESL teacher to assist the primary instructor (313).

Child confused by instructions given due to bilingualism. Suggested offering instructions in Spanish first then English to support all aspects of child's instruction and interactions (318).

Value of achievement motivation (328).

Family system was different than the norm observed by teacher (331).

5 year old, male, born stateside from Mexican parents. Learned both English and Spanish but was not proficient in either. IQ on CTONI= 100; deficient in arithmetic (338)

This particular student is Mexican-American and I am familiar with much of this culture. My interest was in exploring the dynamics of the family, while keeping in mind certain cultural issues such as: Latina American people in general tend to be more group oriented than individual oriented (343).

Culture influenced the child's perception of the situation (345).

Parental expectations and attitudes versus teacher's/school's expectations and attitudes about learning and second language acquisition (364).

Addressed context of family/culture and impact on child (367).

Consultee's lack of exposure to persons of color (380).

Not at first, but it became evident that this should be a consideration (387).

Needed to consider ethnicity and language in assessment (394).

Usually cultural differences have very little to do with academic problems or even behavioral problems (423).

Assimilation to main stream culture is problematic. Inconsistent parenting techniques and cultural upbringing have a big impact on situation (464).

Limited language comprehension due to limited language acquisition and a language disorder impaired academic functioning and manifested in attention seeking, inappropriate behavior (468).

Student was experiencing both language acquisition issue and culture difficulty of being recent arrival to the US (under two years) (471).

When culture is a factor a multidisciplinary approach helps as they bring their discipline's perspective but also their view of the cultural influence in the matter (472).

Low educational/performance expectations for male Hispanic student by family (480).

Child appeared autistic like- parent in denial (484).

Language acquisition usually "muddies the water" - is it a language acquisition problem alone? OR/AND a learning disability in those psychological processes (488).

Always influences (490).

Approaching the teacher with informative data regarding normative behavior for this group (498).

**Questionnaire item 24:**

I had a conference with EST and teacher to discuss cultural differences and self biases (24).

The parent introduced the topic (45).

Family shared information and it was included (68).

Staff, myself, advocate, grandmother/guardian all gathered and shared information in consultation (77)

Spanish teacher of Hispanic background was consulted (81).

ESL specialist gathered cultural relevant information and shared it (93).

Principal (with considerable urban teaching experience) introduced topic and did a fine job of facilitating discussion re: cultural factors in first two of three meetings (98).

The schools I serve are 50% African American (urban setting), 20% Hispanic, and 20% Caucasian and 10% other. Poverty is a big concern (99).

African American advocates are routinely included in behavioral and academic interventions from pre-referral to disposition (104).

Social work bilingual assisted (105).

We have an individual who has been hired that helps with cultural issues (133).

Parent/consultation to discuss background, expectations, etc. (148).

Other: parent information, past school (153).

Used two Arabic (different dialects and educational levels) speaking staff members to assess and help translate and define responses culturally (157).

A translator familiar to the family was utilized rather than someone supplied by the local school (182).

Because of child's own comments about disliking the color black/brown (184).

Parent became more willing to share her perspective (188).

Adoptive parent shared information (198).

The person from the same cultural background was aware of the procedure and their acceptance/rationale of that type of discipline (hot rings on back) (206).

Parental input on family's culture. Language assessments in English and Spanish reviewed (207).

Involved a bilingual psychologist as intermediary (210).

Interpreter used from same culture/language (217).

Socio-economic factors in the home are often times central to the issues at school- older child not attending consistently needed as sitter (231).

Data were gathered by teacher about language functioning in order to address instructional/placement interventions (253).

Fellow school psychologist raised question(s), gathered information, shared in consultation (263).

Other: Combination of teacher and me (282).

By having information from teacher and my own knowledge, I was able to help teacher understand that this behavior was cultural and not intentional or disrespectful (284).

Teacher and clinicians have a meeting with parents. Treatment plan was discussed with child's team (speech pathologist and occupational therapist and psychologist) (286).

I shared the fact that the child was distractible and bored because he did not understand what was being said (291).

Many staff (including the ESL teacher) did not have much knowledge about the student's culture and situation (293).

There is a Spanish team that works with these students (312).

*Other:* discussion with child's guardian (327).

Migrant worker's helper was hired to help him (338).

Several consultation sessions with all the teachers that work with him. As the teachers would state their concerns, as needed I would identify some of the issues of concern as being more culturally based or not. Then we would work within the context of differentiating between what was typical for a child within that culture and what may have been bordering on pathological (343).

Culture impacted on parents' collaboration with school, parents' perception of problem, as well as with student's response to faculty (367).

*Other:* drew from experience/self disclosure (380).

I have been fortunate to work with a Spanish language translator. She comes from Venezuela but was able to add insight about cultural practices for Mexican Americans (387).

Teacher was concerned about the child's use of the term "my dog" in referring to a fellow student—explained that "dog" was used in his culture as a "buddy" term, not name calling. Also explained that mispronunciation of words consistently (ex. Words beginning with "str") should be first viewed as an articulation disorder, not as acceptable cultural dialect (430).

Always difficult to assess; parents often unclear how important native culture is to white school culture (464).

*Other:* mutual discussion of variables impacting learning (467).

*Other:* parent interview revealed family dynamics (468).

*Other:* Parents extensively interviewed (471).

*No additional...:* I am from Mex-Am background (484).

A pre-meeting with parent's permission, student record review, along with bilingual assessor. Speech and language pathologist brought in for Spanish assessment. ESL dominant assessment also conducted (488).

**Questionnaire item 25:**

Had opportunity to be immersed in diverse cultures through friendships and being raised in diverse ethnic environment (6).

Counseling session with student and family (11).

I have gained knowledge through other similar assessments (22).

My dissertation on multicultural counseling (24).

I spoke directly to the student (40).

I conferred with the parent (45).

Student was adapted to American culture- it was socio/economic issues that were predominant (61).

Parents have lived here for many years and were willing to share their perceptions of how cultural factors influence the child's behavior (68).

The grandparent provided information, previous assessments. Students were previously hospitalized four times in mental health facilities and I had access to the reports (77).

Interviewed all persons familiar with the student's culture (78).

Two guidance counselors who had lengthy private discussions with the child's mother. When child's mother was a young adult, her 17 year old sister was murdered by a boyfriend in Dayton. She is a teaching assistant in an urban school, but lives in the suburbs. She converted to Judaism and seems to have high anxiety/sensitivity about all issues concerning this child (3<sup>rd</sup> grade male— very bright but distractible, disorganized, and underachieving) (98).

Went to special education evaluation (checked no add'l knowledge needed on survey) (101).

Have many Hispanic students but no Hispanic teachers who can shed light on concerns. We have a bilingual department that can assist (109).

*No add'l knowledge needed because:* of my past experience and knowledge (120).

*No add'l knowledge needed because:* known family history (121).

I never did feel I had sufficient information on this culture and heritage (122).

*Other:* Spoke to the parents about possible cultural influences (138).

*Other:* parent (148).

Assistance from those who were knowledgeable in the culture was most important. I learned a lot! (157).

I had been in similar situations previously (182).

Family background of student is fairly well known to teacher (184).

I have had a significant amount of inservice and experience (188).

The problem was cross cultural or transcultural (192).

Drew on previous experiences of working with children of similar cultural/linguistic backgrounds (197).

Adoptive mother's knowledge/experience (198).

I am married to a Hispanic from a large family (207).

*No add'l knowledge needed because:* training (210).

I interviewed the student and/or student offered information about his culture/background (213).

File review, discussion with adoptive parents (224).

I have attended trainings (239).

*No add'l knowledge needed because:* past work experiences had focused on the same cultural factors (243).

Have lived in Spanish-speaking areas in U.S. and Mexico (244).

*Other:* spoke to child's family (248).

*No add'l knowledge needed because:* my area of expertise. I'm a bilingual/bi-cultural school psychologist. I teach multi-cultural issues in psychology at the graduate level (253).

Active and continuous sharing of information with teachers, school, and clinical psychologists, readings, continuous professional development (263).

*No add'l knowledge needed because:* I'm also native (282).

Although teacher had some knowledge of culture, she was determined and upset because child would not look at her while being reprimanded. She was finally able to come to some agreement with student (284).

Team meeting (286).

I spoke with the ESL teacher who was privy to the child's socio-economic background (286).

*No add'l knowledge needed because:* I am culturally/linguistically diverse and familiar with these issues in monolingual classes (291).

*No add'l knowledge needed because:* I was aware of knowledge needed to help (294).

I share the same cultural/linguistic background as student. Communication with parents, teacher, and student (297).

I must admit that within the African-American race there are multiple sub-cultures which require further study, observation and interview such as West Indian, African, etc. (303).

*Other:* personal background, academic training (307).

*Other:* I live it (I understand it from life experience) (311).

I used a translator to aid in test administration and consultation with parent (331).

*No additional knowledge was needed because:* I speak Spanish and consulted with parents (338).

*No additional knowledge was needed because:* I am of the same ethnicity as student (339).

I have lots of experience working with this population. However, I interviewed the parents to obtain a sense of their sub-cultural nuances. Back when I was fairly new to the field of school psych, I did research on cultures to ensure I had a good understanding. I found "Culture Grows" to be very helpful but I also sought to go to festivals, restaurants, and events that were specific to that culture. I would interview people to get a sense of cultural similarities and differences within the culture. I found that much of the differences were influenced by level of acculturation of each individual (343).

No additional...: previous experience and knowledge. I also interviewed student, family and teachers (364).

*Other:* direct assessment of student/family (367).

No additional... : I am a member of a minority group (380).

*Other:* parents and peers (394).

*No additional...:* the problem was not directly related to cultural differences (423).

*No additional...:* I'm a trained bilingual school psychologist (425).

*Other:* Became familiar with the culture in which the students live by attending church activities, festivals, etc. (430).

*No additional...:* I had some knowledge of the cultural factors (437).

I'm a bilingual/bicultural professional (443).

Spoke same language (446).

Relied on personal experience and identification with the culture (448).

I am culturally different and have made it a priority to stay current on cultural issues since early in my career (451).

I lived with a spoke only Spanish for two years. Course work on linguistics and learning (453).

*Other:* familiar with culture personally (454).

Most of the student population is Navajo or other Native American and/or Hispanic. Parent information is essential. This is not a “white” culture area. Traditional views and behaviors are evident throughout the community (464).

*Other:* relied on training (467).

*Other:* I am a Hispanic not too far removed from the culture (468).

*Other:* interviewed parent (471).

*Other:* parallels my own cultural background (480).

*No additional...:* I am a bilingual psychologist with competency based certification (486).

All except teacher and myself were Spanish speakers and of Spanish culture/language themselves (488).

*No additional...:* I have extensive knowledge of this topic. Cultural factors impact on behavior/assessment. I’ve taught courses on this topic as well as having studied it (492).

*No additional...:* I am from the same cultural background (497).

*Other:* I spoke to the student (498).

### **Questionnaire item 26:**

Still in process (21).

Stressed strengths noting differential “abilities” (*couldn’t read word*) on verbal biased tasks and explained possible experiential influences and “improvement” strategies (93).

Problem was universal (105).

Sure hope so and I had to fight for it (122).

I think only because we were involving the family.

Language and cultural differences are always considered (153).

It was recommended that this Hispanic three year old enter a Head Start program to develop language and other readiness skills (182).

Greater concern was lack of (*couldn’t read word*) with very poor parenting skills of mother (184).

Teacher referred for questions regarding possible LD, S/L handicap. Discussed ESL status in identifying appropriately (198).

It was not culturally appropriate in America (206).



Involved school staff members of same culture at meetings to be parent advocate; offered pre-meetings with parents to review concerns before team problem-solving meeting held (207).

As the intervention was counseling and the student and teacher had an interest in meeting... we did. Anything related to culture came out in individual sessions- at the client's initiation (213).

Somewhat limited options (214).

Culture/language was a constant consideration (232).

I prevent that a Hispanic child would have been denied access to regular education opportunities (253).

Considered factors within child/family and school (context) factors, including history of instruction, instructional practices (263).

My years of working with Latino populations and being one myself made it much easier to work with the parties involved to "solve" the problem (284).

I had to balance between working with intrapsychic issues and what were culturally based issues (294).

Behaviors presented by student were explained in light of cultural expectations (main culture versus student's culture) and changes were suggested to help student adjust to new cultural expectations (297).

I worked with the Spanish team (312).

We modified some techniques based on the ESL teacher's recommendations (313).

Culture did not have clear relationship with the identified problem. The student required practice with letter recognition and made excellent progress with intervention (327).

In evaluation conducted, I adapted tests for student and reported child not MR (338).

I considered it but only as to how the parents would implement the plan and feel comfortable with it (343).

Intervention not only needs to be culturally appropriate for student and family but also for teachers and school environment (364).

I considered influencing factors related to student (e.g., time in U.S., language fluency, SES, acculturation level, religious practices, cultural view of teacher's role, education, family involvement, etc.) (367).

You have to have an understanding of cultural differences without being judgmental (380).

When you have information about cultural differences, it only makes sense to incorporate what you know (387).

Discussed appropriateness of intervention with parents and the team. Parental input was of great importance (406).

The difference between a child being labeled emotionally disturbed (especially African American males) frequently is in the understanding of the student's culture (430).

Took care to include the parent through translator and Spanish speaking members of the team (488).

We had to obtain parent and extended family buy-in to attempt any program change (498).

**Questionnaire item 27:**

Part of problem was related to lack of educational opportunities within student's native environment; I'm not sure if this is "cultural" per se, as although education is valued, it is not readily available in rural environments (6).

Knowledge from my dissertation (24).

Functional behavior analysis. Consult with doctor (45).

The mother has been very open about the challenges she experiences in her culture, explaining her child's needs and behaviors to others. We talk frankly about this on a regular basis (68).

The interventions were developed collaboratively with parent, grandparent (a source of family support), teachers, and myself (76).

The student's advocate was also helpful in suggesting materials to read (77).

Talked with younger sister who has frequently served as spokesperson for the family. Student was essentially non-verbal at school (81).

Instinct. I work in a predominantly Black system where the majority of my case load is Black. I believe I have learned a lot from experience and from being sensitive to the issues (94).

Teachers can be insensitive to language issues and mistake them for learning problems (109).

Used team approach (121).

Routinely will seek feedback from teachers with ESL proficiency (263).

Just my past experience as explained in number 26 (284).

The student admitted he would not behave that way at home because his family would not allow it. Mother confirmed that he did indeed know better (304).

I observe and gather background information after sizing up the situation (311).

My training and experience (443).

Relied on personal identification with the culture (448).

*Other:* knowledge of family's priorities and expectations (467).

*Other:* I discussed issues with parent and assessed her comfort level (468).

I thought more of the individual rather than globally when designing interventions. However, I had already received mother's blessing to proceed and advised his teacher (387).

Student lives in a predominantly mixed culture- school and neighborhood are Asian, Caucasian, African-American, and Latino. Parents determined that interventions were appropriate (497).

Putting supports into place so that a young high school student could attend school on a more regular basis instead of staying home to care for multiple younger siblings (1).

The interventions addressed ADHD behaviors in the classroom i.e., sitting close to teacher, limiting distractions, etc. (8).

Behavior intervention plan- family counseling and management behavior at home with interventions willing to be used- increase in outside counseling over summer (11).

Referral for counseling. Consultation to increase awareness of cultural issues. Consultation with NH Dept. Minority Relations. Monitoring behavior/emotional status (19).

Use of a private and school tutor. Having an English speaking cousin read to the child regularly (22).

Behavior modification (24).

Reward for attending school. Attempts to limit hours of work outside of school. Extra assistance in school with homework (30).

Modify assignments (36).

The student was paired with another student who is strong academically. That student helped our targeted student to learn the classroom routine, helped her follow the work, and helped integrate her into the culture of the school (39).

I discussed with student and her teacher, the issues, and the other choices available to the student. Attempts were made to empower the student, especially when her race was not an issue. Emphasis was also placed on encouraging her acceptance of her racial background (40).

Behavior intervention plan. Medical doctor prescribed medication. Group counseling (45).

Developing an educational placement for the middle school age child we utilized the efforts of a special education teacher to help develop his sight vocabulary and encouraged social interactions with peers. Obtained a tutor who was fluent in student's native language (56).

We established a simple reward system based on antecedents that led to possible violent/dangerous episodes. Violent behaviors were reduced as student became familiar with "1,2,3" the consequence (restraint) (61).

I don't remember specifics because my last case was about two months ago (63).

The child's family came to the US from Mexico. The child had dysmorphic features... we evaluated her through an interpreter and she was found to be educable mentally disabled (64).

Reading strategies (66).

The child has Aspergers; interventions are on-going; currently are using social stories and sharing them with parent. She reports they are more helpful than the lectures she was using while conveying the same information; we also use cues for behavioral expectations that are worded the same as those used by parents. This has been very helpful (68).

ESL participation. Improve parent/school staff communication. After-school remediation rather than work sent home for parents to help (71).

Continued ESL classes. Support services 45 minutes per day. More contact with parents. Help parents understand importance of using English at home (73).

Debriefing when a student had a behavioral problem, the development and practice of alternative behaviors, choreographed practice in larger settings with follow-up debriefing. The use of a notebook with the original debriefing to help student see his behavior patterns. Use of positive communication strategies that recognizes student's feelings, identifies why the behavior is problematic, and provides a resolution (76).

Consultation, individual therapy to address coping, communication skills, social skills, personal responsibility, socialization, relating to authority figures, etc. addressed (77).

Behavior mod- reinforcers, consequences, stimulus control. Regular communication among all agencies involved (78).

Procurement and utilization of adult mental health services including group home and med-somatic services (80).

Involving student in nonthreatening informal activities with Spanish teacher in her home outside of school and classroom and teacher incorporating basic Spanish words and phrases in class to build rapport followed by reinforcing graduated small steps of student participation at school (sitting with group— nonverbal participation— verbal comment to peer) (81).

Family counseling, individual counseling for student. Participation by student in an “outward bound” (three-week away from home outdoor activity) (83).

Behavioral- lack of respect for teacher/rules and poor eye contact (89).

Individual counseling with bilingual psychologist. Increased consultation between regular and ESOL teachers. Behavior incentives for improved effort (even attempts). Adult/peer (primarily other ESOL students) attention for appropriate classroom behavior (91).

Ruled out any aspects of “MR” or psychoneuro based specific LD’s in spite of “poor” performance issues. Recommended advancing general curriculum expectations and increasing English immersion (93).

Correct the student privately; provide a separate work area for him to use as an “office”; monitor his understanding of the assessments so that additional support can be offered as needed (94).

Behavioral home school note involving school, boy’s club after school care, single mom and grandmother (95).

Reward preference inventory administered to student, teacher compared % of completed and accurate assignments to baseline and rewarded with high incentive items. Motivation assessment scale completed and results used to increase student’s time on task and work completion. Teacher/parent memos and signature re: assignments (98).

Outside and after school tutoring. Special education evaluation (IEP) (101).

IEP goals for academic support. Behavioral support for academic performance (104).

Behavioral and DCFS intervention founded (105).

Extra assistance with academic subjects. Continued ESL help. Inclusion in special groups. Eventual retention due to lack of progress and support at home (106).

“Study buddy” who could help student with directions. Grade on content as opposed to grammar. Repeat back directions when complex. Better communication between home and school (109).

FAB. Academic assistance. Counseling offered (114).

Room arrangement. Task difficulty (altered). Use of reinforcements. Use of alternative communication systems (115).

Use of a male mentor to check in daily with student and do special activities. The goal was to help child feel more engaged with his new school and positively influence his behavior (116).

Developing a plan, including a signed contract, for the student to take a self-time out in a safe room when getting upset rather than leave the classroom and school building (120).

Curriculum adaptations. ESL. Additional support (121).

Speech/language services. Reading resource program after school. TEL (second language) aide (122).

Behavior intervention plan was developed (123).

The student displayed inappropriate behavior. A behavior plan was developed which focused on positive interactions (133).

Counseling was provided to assist with depression, demands of family due to non-English speaking parents, and to help bridge gap between school and home (135).

Dealing with ADHD symptoms without aid of medication in classroom, teaching behavior management techniques to teacher and student and parents (136).

Functional analysis and behavior plans (138).

Reward for on-task behavior (143).

Discussion with the student to determine motivating factors for staying in school (student was in danger of not graduating due to unexcused absences). Graduation, enrollment in cosmetology school motivating for student; student wanted to please parents and teachers (144).

Utilized an economy system that was used in both school and home environments (145).

A behavior plan regarding specific behaviors at school was written (146).

Academic interventions- modified length of assignments. Peer mentoring. ESL consult. Behavioral contract (148).

Behavioral interventions to address inappropriate escape/avoidance behaviors. Provide a break area with things to do to calm down. Reinforcement (152).

Small group intensive reading support and expressive language vocab development. Home program was also discussed with parents (153).

Mental health referral to provider of family's preference (154).

Helping teacher and student to be aware of how the response to discipline and/or correction were based on both parties culturally conditioned responses and to help each see not only their perspective but each others (155).

Worked on vocabulary building. Respected the shyness. Supported her in class without singling her out or embarrassing her (157).

Changes in reading curriculum and instructional strategies (160).

504 accommodations (167).

Student was touching female peers inappropriately. Guidelines for appropriate behavior were discussed with the student. Student was removed from unstructured times when inappropriate touching took place (171).

Additional in class support. Study skills support to give extra support to complete and clarify necessary work (172).

Additional school. English as a second language. Counseling by counselors in native language (177).

Need to emphasize oral language skills before placing heavy emphasis on reading and writing (180).

Student should enter a Head Start program (182).

Assistance to address academic concerns (reading and written language), small pull out group (4 students) 4 times per week for 30 minutes to address letter-sound identification (183).

Lunch group for social skills. On-call 1-1 counseling. Conference with grandmother (primary caretaker) (184).

In Japanese culture the teacher is always right but that does not mean recommendations are followed through unless they fit with the cultural perspective of the parents. Home visits were implemented, demonstration teaching, inclusion of family friend with better grasp of English as well as interpreter (185).

Weekly check-ins to increase attendance. Asking teacher to use alternative assessment (instead of "public" presentation). Consultation with AK native resources to increase involvement (187).

Behavioral management plan. Increased academic time (188).

Talk with the student. Help further understand ADHD and give father more effective parenting techniques (192).

Special Ed services and ESL instead of retention (194).

Parent consultations. Bilingual assessment. Classroom observations. Teacher consultations. Behavior support plan (197).

Assessment for determining appropriateness for evaluating in English done by ESL specialist first. They did full battery based upon these results and input from adoptive mother (198).

Increased time with school based aide to assist in learning of same culture/culture focused topics used. Homework done at school (parents couldn't help at home- Spanish speaking only). Some work done as project not written responses. Some assistance using complete grammar check (199).

Gave the parents a behavior modification program. The child worked toward incentives (206).

English Limited Learner classes, tutoring after school, scheduled study time, referral to physician for medical exam, counseling referrals for grief/loss (207).

Evaluation by ESL team. Consultation with parents (through interpreter). Consultation with teachers and itinerant staff. Placement in Special Ed school (208).

Outside counseling with bilingual therapist. Using visual cues. Using peer helper as interpreter when available (210).

Individual counseling (213).

ESL instruction in kindergarten, summer school in rural district 100 miles away where father working, assessment in native language in 1<sup>st</sup> grade, individualized reading program (216).

Kindergarten child needed assessment of learning and remedial problems. Non-verbal IQ used as well as bilingual psychologist first administered Woodcock (couldn't read word) (217).

Provide similar culture tutor to student. Provide extra instruction in English vocabulary (219).

Alternative Education options. Support for private mental health services. Follow-up with technical college options/services after graduation (223).

Individualizing instruction to student's achievement levels. Accommodating areas of deficits. Friendship groups. Peer buddy (224).

Intentional steps to reestablish productive communication between parent and teacher (225).

Attempted to connect family with therapist/ counselor who had experience/knowledge with children/families with Pacific Islanders (without success). Got teacher to meet with student 1:1 to discuss academic issues (232).

Planned ignoring. Positive reinforcement. Time-out (236).

Behavior chart. Peer modeling. Discussions with student (239).

Special ed eligible with LD/Teacher Consultant service (241).

Talk therapy with student. Teachers helped student gather supplies to send to his father who was in Afghanistan. Student wrote letters to his father and teacher mailed them (243).

Included parents in discussion, asked for their support when we would call them about some misbehavior of client (244).

Individual behavior plan that involved student, teacher, school psychologist, and special education teacher (248).

I firmly stated that the action proposed by the principal was discriminatory (253).

Language based LD (non-verbal LD) with right brain hemisphere deficits that contributed to behavioral and instructional difficulties as well as school-based assessment limitations possibly affected by ethnic/cultural differences (254).

Reviewing developmental, family, academic, behavioral history and assessment data. Assist in determining disability status. Assist in development of educational program. Assist in improving home-school relationship (263).

Provide opportunities for student to share information about her culture. Provide visual cues as much as possible. Assign a peer helper (264).

Developed home-school daily log. Time out before behaviors escalated (270).

Getting the father on board and involved. Getting the grandparents to understand the problems and be part of the solution. Interviewing family members and finding out what they saw as goals, then incorporating them into the program (276).

Behavioral interventions to decrease acting out behaviors, teacher assistant (bilingual) provided more individualized attention when child frustrated, positive reinforcement for appropriate behavior (282).

Modifying calling out during a lesson- a reminder regarding the acceptable behavior (raising your hand) was taped onto his desk- a token system for compliance during a period (45 minutes) was tabulated (283).

Helping teacher understand what that meant in that particular culture. Working with child to explain culture in USA. Speaking with parents to explain situation and how to deal with it at home (284).

To use a visual schedule during transition difficulties. To use PECS to increase communication. To use visual aids to increase positive behavior (286).

To use more context embedded language, with visual examples. The student was having trouble with math problems. The language was too academically rich; it also had English language (287).

I recommended for the child to be placed in a bilingual class in as much as he also had language delays that was exacerbating an already difficult situation (291).

Very— students who are English language learners have to deal with so many issues that other students don't even have to consider. In such a situation, it is imperative that school personnel act with knowledge and empathy in attempting to promote success for the student/client (293).

The student remained in a partial ESL program and was followed by an individualized behavior management plan to address his inappropriate behaviors (e.g., wandering halls, refusing to participate). Student was also offered in-school counseling as a support (293).

I decided that it would not be appropriate to give the student an English version intelligence test- did nonverbal test instead (296).

Joining the student- acknowledging how isolating it must be for him. Modeling positive reaction to stressful situation. Pointing positive aspects of his cultural experiences (294).

Help student understand role of teacher. Help teacher understand adult and children roles in both cultures. Developed a functional behavior plan. Applied FBA with teacher, student, and parent involvement (297).

Appropriate instructional modifications and behavioral expectations. Adjustments were continually reviewed (300).

Mental health referral for additional psychiatric services. In school support plan for times of crisis. Instructional modifications to arrest stress for student. Assignment of assessment (clinical) to clinician who was expert in multicultural assessment (303).

Avoid power struggles by providing two appropriate choices. Do not deviate from those two choices in the face of verbal outbursts. Praise quick decision making (304).

Counseling, participation in extra-curricular activities with English speaking peers, special education, a sign language program versus oral program for a child with a hearing loss (307).

Use of mental health facilities within area that was culturally sensitive to client needs (311).

Translators were used (312).

Assisted parents with understanding the impact of missed instruction. We were able to assign the student with a homework buddy (appropriate match) to assist the student with difficult nomenclature. Then the ESL teacher worked with the student inside the classroom to insure work was properly done. Offered extensive packets of instructional material for the student (313).



Strategies to encourage more independent functioning and less dependence upon the adults (316).

Modify method of instruction, more visual cues and prompts. Support language learning by using both languages. Restructure child's location/seating during classroom activities. Consult with parent to offer carryover (318).

Learning about mainstream culture and determining how the student's behavior kept him/her out of it (320).

Drill sandwich with letters of alphabet and additional classroom practice with letters (e.g., making letters in sand, shaving cream, etc.) to increase mastery (327).

Culturally valued reinforcers (movies, electronic games, food) (328).

Behavioral (329).

Enrollment in Special Education program. Provided consultation and strategies for parent to support student (331).

We developed a BIP using tangibles (food) for rewards for non-aggressive behavior and toileting (333).

Behavioral management program. Instructional adaptations. Parent consultation re: student level of cognitive functioning and future goals (337).

We waited until end of his first school year to conduct special education evaluation. Receptive language tests were compared to those given October '02. Student increased over 20 IQ points. Point was to show student was not MR but had not received appropriate language instruction before kindergarten (338).

Modified curriculum/materials. Peer tutor. Consultation with ESL teacher (340).

This boy was behaving very much like on selective mute who was additionally wetting his pants in school on a regular basis. We had a few plans. First, addressing wetting accidents: we devised a simple behavior plan that all teachers approved and followed diligently. Second: family was referred to private counselors to assess the need for play therapy. Third: Family was asked to consider further medical assistance/consultation. It had already been ruled out that the wetting incidents were not physiologically based (343).

Child was allowed preferred activity following class work (345).

Instructional changes based on IEP. Explored peer tutoring for motivation and organization (348).

Asked teacher to be aware of her tendency to be confrontational via eye contact and posturing (353).

Behavior modification. Tough Love. Family therapy (355).

Transfer of student to school with ESOL program, interim education of expectation from English and Social Studies teachers to more manageable levels, recognition of impact of second-language acquisition on academic performance in second language, provide way of maintaining contact with parents (364).

Culturally sensitive psychologist became "bridge" between student and school; parent and school/teacher; ESE school coordinator, etc. Lots of misunderstandings were clarified from both sides with this approach. Advocacy approach very beneficial (367).

In this case, the student's progress will be monitored. No interventions were implemented because the team decided the behavior was related to his cultural background; personality rather than a problem with his learning (379).

Intervention designed to link with religious influences (380).

The child needed private therapy. Parents were concerned about privacy issues but generally agreed/acknowledged their son needed help. I attended their first session of therapy to connect the family with the therapist, sharing background and evaluation results (381).

He was given strategies to buttress skills that he did not believe he had. I also counseled him on self-esteem (387).

Language instruction in English. Use of visual cues. Use of cues with both English and foreign language (394).

Extra assistance by teacher. 1:1 assistance by teacher. Teacher's standards at student's level. Decreased work load. Confirmation of understanding/clarification of directions (399).

Reinforcement of on task behavior (402).

Behavior plan- response cost procedure. Selected a reinforcer the student was willing to work for. Discussed reinforcer with parent (406).

Providing additional educational materials modifying curriculum; behavior modification strategies (423).

Teacher intervention: promoted understanding of the student's language, dress, and mannerisms (430).

A response-cost behavior plan (437).

Allow more time for acculturation. Have teacher modified instructional expectations accordingly, etc. (448).

Developed class intervention plan for positive behaviors versus individual plan (451).

Elements of how "respect" is communicated- and then strengthening rapport- amazingly, it was all the student needed to improve efforts— easy case but frustrating to teacher when child was failing (453).

Determined academic level, provided after school tutoring, daily reading with parents and met with team to review progress (454).

Placement in special education class for reading, written language. Review of appropriate classroom behavior for school setting (464).

Male role model. Social skills training. Specific goals with reading. Sharing materials for reading program with parent to reinforce at home (books, flashcards, word list). Follow-up consultation/SST meeting (467).

This particular student required more time to process verbal information and check for understanding as he frequently replied with a "yes" or "no" answer which appeared to be a defiant response to staff that did not understand his lack of language proficiency. Psychosocial issues in home, father in jail also prompted us to provide counseling (468).

Delayed viewing student as appropriate for testing as a special ed student. Language acquisition was more of an issue than delays of performance and seemingly below age learning (471).

Tangibles and non-tangibles to increase school attendance. Identified a study buddy for class support. Reduced homework but increased classtime tutor. Added topics of study that are of interest to the child (472).

Generally, more time for second language acquisition and acculturation (478).

Behavioral strategies to improve classroom behavior (479).

Educational intervention with parents in respectful manner. Then behavioral interventions used by both parents and teacher. Follow-up with support and/or adjusting behavior plan (480).

Modifications in class- behavioral and academic. Put into RSP, referred to Central Valley regional center for possible delays or autism (484).

Developed positive behavior support plan related to school attendance, gang wannabe behavior and aggression toward others (486).

More time in speech with emphasis on pragmatics and semantics. Parent advocate hired by the district to assist in understanding the process. Placed in LD for reading and math. More neuro-psych attention. Vision therapy (glasses prescribed) (488).

Reading trouble (489).

Maladaptive classroom behavior (490).

Evaluation/placement in SDC based on ED. Behavioral intervention plan. Change of placement from Spanish immersion program to English instructional program. Required OT services for sensory motor deficits. Initially on 504 plan (492).

Suggestions on how to direct discussion as to recommendations to do with student at home (493).

Worked on a behavior plan with teacher, parents, and student for increasing appropriate behavior in the classroom and completing assignments (494).

Increase responsibility of the student. Consequences at home/school agreed upon. Communication between teacher and parent on daily basis. Behavior intervention plan (497).

Closer supervision of child activities. School to home visual checklist. Emphasized positive changes in behavior. Invited parents to the classroom (498).

Referral to children's mental health services, joining Mariposa Call-Girl Katina group which talks about self-esteem, body image, confidence, etc. (499).

**Questionnaire item 29:**

In this particular culture (*Hispanic*) I had discovered that many families did not have a high regard for academics and attending school was not always their first priority (1).

Teacher concern re: poor eye contact was definitely related to culture; teacher perceived this behavior as oppositional to some degree. Also, perhaps less related to "culture" was student's poor educational background as opposed to lack of intellectual capability (6).

I work with population of students primarily identified as ED. Often it is important to understand culture of the student's family in order to assist in interventions (outside therapy, structure and consistency related to behavior management at home, medicinal intervention, comprehension of diagnoses) (11).

Student routinely complained of unfair discipline practices based upon race. Based upon assessment of situation, we were able to distinguish what cultural issues were relevant and required intervention and what issues were not related to cultural issues. As a result, we were able to clarify what issues required sensitivity to cultural diversity and foster an increased awareness in the student and staff. This ensuring that the student was able to acknowledge parity of discipline practices (19).

Not enough print exposure effected this child's reading skills (22).

Socialization expectations concerning interventions with others differed from those established in the school system (24).

Cultural and socioeconomic status affect the student's behavior in that education is not as important in this particular culture (*student ethnicity is Af Am*). Rather, physical labor is deemed to be how to make money and survive (30).

Children of Asian descent are expected to do well in school. Because this child spoke no English at school entry, she was not able to live up to that expectation. By integrating her into the culture of the school, helping her learn the class routines quickly and pairing her with other students we were able to help her comfort level. ESL services were immediately provided and many efforts were made throughout the day to daily increase her understanding of English (39).

Older sister believes all issues are related to the color of her skin and has the younger sister starting to believe the same. This school district is culturally limited and I'm sure some people do judge the student by the color of her skin (40).

This child was experiencing extreme culture shock in all aspects of his life. He needed time to experience American culture and integrate his values and cultural ideas (56).

It was an "embarrassment" in the family's culture to have a child with a handicap (64).

Somewhat (66).

Yes, because of the different parenting roles and because of the way the parents differ in their interactions with the school and in their approach to the child. Mother is clear that in her culture, father dictates the strategies but she is responsible for carrying them out (68).

Education was secondary to need for increased income and value of education. Understanding of "time" concepts. Lack of mother's participation in school issues. Poor eye contact (71).

Child was in English environment during school day and then immersed into Hispanic culture rest of day at home (73).

As noted above, even the student's classmates and family found the student's behaviors atypical, and his peers avoided him as a result. The student did not associate with any of his peers. Parent reported similar situation at home and in the community (76).

It is difficult for me to separate "cultural" issues from all environmental factors in a student's life (78).

The use of medication was typically not culturally sanctioned for this student (80).

Father's "macho" attitude and control of his sons and his wife (83).

Understanding where the student's behaviors were coming from was helpful for the teacher (89).

Not only did his language proficiency interfere with his learning, but he had recently moved to the US from another country where his family had experienced many traumatic events. Collaboration between school personnel and family also was affected by cultural differences (91).

Preliminary traditional cognitive measures had been (wrongly) interpreted as indicating MR via nonverbal assessments and cross battery assessment I was able to disprove that original contention (93).

Between mother's anxiety, full time work, 6 month old infant and apparent mistrust of Caucasian team members (at her son's school), we had to explore, carefully, what interventions she could support and which she and step-dad could manage at home. They said they couldn't consistently supervise homework but would check assignment sheet with child's completed homework and sign five nights per week (98).

African American adolescent male having significant academic and behavioral problems in a public school setting of predominantly white upper class students. We have no teachers of color but do have diversity advocate staff for consultation. Student is oldest child and single parent. Student is having trouble in community also (104).

Student had language deficits that were culturally based. Teacher needed to consider modality when providing instruction. Not a cognitive issue (109).

With a very young child- I feel that cultural issues are always relevant (115).

The child was African American, lower socioeconomic. His values are different than many of the staff and many other students (116).

Student has a hard time problem solving with non-Indian counselor when agitated but is able to problem solve when he "calms down" (120).

Lower achieving student in which parents did not invest in homework reinforcement due to work schedule, etc. (121).

I think culturally, he thought his behavior was appropriate because he behaves that way at home and it's accepted (133).

The student was the primary mode of communication with the English speaking society. She was overwhelmed with the demands placed on her from both school and home (135).

Culture sees all meds as drugs that trigger drug addiction (136).

In the case of the Hispanic boy, the step-mother felt that the father's Hispanic background had an influence on his son, as he did not want his son to cry or show weakness in public as this conflicted with his sense of machismo (138).

Not sure; student is foster child of European American family and has friends/associates with peers of varying races/ethnicities (144).

Had to "convince" parent the system was more than bribery (145).

The behaviors were not related to cultural issues (146).

Parent has high expectations for academic success (148).

The student's culture supported male anger, displayed as violence, as not a big problem (152).

Whenever the student's primary language is other than English, it is carefully considered (153).

Secondary (154).

Both individuals were perceiving they had been wronged but hadn't been able to see their role based on cultural perspectives (155).

Timid child, came to us with limited educational experiences in her country. Took submissive role. Her brother was more aggressive in assimilating and trying to learn (157).

Linguistic as well as cultural (160).

They shaped the student's perception of rural life, value of formal education. School motivation was a major issue. The student spent most of his life in the inner city prior to landing in a rural school district (167).

The peers he was touching were of his own culture/ethnicity and they felt his behavior was inappropriate (171).

It was a reevaluation. The standard score on both IQ and academics showed significant increase- I theorize that this is a direct result of acculturation to the USA (172).

Expectation that it is the school's responsibility to educate children and not the home's (180).

Because language development was the primary question and Spanish was spoken by parents, but they wanted child to learn both. At age 3 this was seemingly causing confusion and overwhelming the child (182).

Parents speak limited English and therefore struggle to support their child via homework. However, we knew they were supportive of the school's efforts because they valued education and wanted their child to have a better life than they had (183).

Child's problems stem from mother's relationship to the child (or lack thereof) (184).

History of non-attendance. From small village to large high school. Not comfortable with focused attention. Eye contact. (187).

Parent did not spend time on developing appropriate academic tasks. Benefitted from specific suggestions. Was overly harsh (188).

ESL status (194).

Language fluency in assessment and IEP goals. Effects/influences on student adapting to new school environment in a new country (197).

Child was one of 16 adopted children from same biological family from Costa Rica. In horrific situation there, orphanage, abuse, etc. Brought to rural NH where population is 99% white/Caucasian. Big culture shock, language concerns, cultural issues of treatment of children, etc. (according to adoptive mother). Extremely difficult to evaluate and identify according to "usual" standards for LD, S/L (198).

Student moved to Phoenix from CA into a school of limited cultural diversity from a school where the majority of students were Hispanic and Spanish speaking. ADHD behaviors were of concern at prior school before father's sudden death (207).

Student's primary language (Spanish) was an issue. Parents not speaking English and moving recently from Mexico was also an issue (208).

9<sup>th</sup> grade student recently moved from Puerto Rico. He refused to speak English and would not participate in class. He was angry about the move and wanted to return to Puerto Rico. Teachers were not nurturing/aware and viewed student as lazy (210).

This student was struggling with motivation to attend school and complete assigned work. He reported that in his family (parents, two older brothers) finishing high school was not overly stressed (213).

Monolingual, moved frequently, teacher believed he was mentally challenged before he learned English (216).

Parents didn't trust American doctor and cost of American meds prescribed was too high (217).

Student's father was highly suspicious of school staff and dismissed our concerns about the student's academic and behavioral difficulties (219).

Parent felt teacher was racially biased (225).

To some extent but not as relevant as socio-economic issues (231).

Pacific Islander/ this family had little to no understanding/knowledge about mental health support and/or how to recognize depression in children (232).

Since meds were not used regularly, we needed to do other interventions. Cultural issues were very relevant and needed to be carefully thought through (239).

Yes, the fact that his father went to war for a short period of time was an issue. However, this was the easy part to deal with. The most important issue to me was his lack of respect for authority figures, especially females. He was fighting a culture that accused him of "acting like white" or "wanting to be white" when he excelled in school. His peers did not support good behavior or academic performance in school (243).

Hispanics may react differently to (couldn't read word) situations. Also, Hispanic fathers can leave much of child rearing to mother (244).

Many of the initial behavioral issues that the teacher regarded were problematic were slang that the student was accustomed to using with his family. The teacher clearly had a basis which set the tone and created a toxic relationship with the student and teacher. Student problematic behaviors then multiplied (248).

The objective of the bilingual program is to get students to become English proficient. Once that is achieved the child no longer should be kept in the bilingual program. Especially when the reason was due to "numbers" (253).

Student's prior linguistic and instructional history key to solving puzzle. Consideration of family history, beliefs, and values essential. Fit with school culture and practices closely examined (263).

The students lack of understanding of the language resulted in inappropriate behavior (264).

The family's culture/background brought with it many perceptions/ideals that were priorities. Once the family saw how their priorities could be addressed they helped the situation (276).

Child had significant academic delays and emotional issues; however, language issues and first school experience contributed to difficulties (282).

The child was not being disrespectful or uncaring about the teacher. This is the way he'd been taught at home. When an adult reprimands you, you look down. To look at adult is disrespectful (284).

Parents— discipline and home routines (286).

The disposition of this Hispanic female was more demure than her Anglo counterparts. This was misperceived as a manifestation of her lack of understanding concepts (287).

Student's style of relating and that of her peers clashed. He came from a working class family and most of his classmates are from upper middle class families (294).

Student and teacher were not fully aware of what behaviors were acceptable and non-acceptable in each culture. A compromise was reached that was culturally sensitive and fairly effective in the classroom (297).

Especially in understanding how the child was perceiving interventions, etc. (300).

Student was African and in that culture mental illness is often ignored. Families are reluctant to divulge underlying stressors or dynamic of family during social history interview (303).

The student's outbursts were intimidating to his teacher because she wasn't familiar with the family dynamic and the ways he felt comfortable speaking to adults. The teacher did not want to be harsh with him for fear that he would attack her and would not recognize her authority. While his culture does require respect for adults, because she was from a different culture, she assumed that he was not required to respect adults (304).

Many cultural groups have stigmatic ideas about special education and special programs. Also, some prefer that their children remain in their community to preserve cultural and linguistic uniqueness (307).

Cultural issues including language and religion (311).

Parents were not understanding the impact of children being taken out of school in February to go to El Salvador and returning to school in April after spring break. The explained that it was the only time the family could go each year. This year they were able to leave their 8 year old with relatives who were also going but came back within 2.5 weeks. Not a complete solution but better than in previous years. We provided the student with an extensive (2.5 weeks) homework package (313).

The student was used to having EVERYTHING done for him! (316).

Language and home environment strongly influenced child's ability to work within structured classroom environment (318).

The "welfare mentality" with little motivation to improve self and not use violence and intimidation as a coping skill and/or as a means to an end that could be obtained in a socially acceptable manner (320).

The student was having difficulty with basic reading skills. There was a history of parental neglect which certainly contributed but this was not believed to be related to culture. His foster mother was very supportive and assisted with interventions (327).

Parent is new immigrant to US. She's not aware of opportunities for support or responsibilities for aiding student (e.g., homework, attendance, supplies) (331).

I feel cultural issues affected the parents' response to school concerns and parents' receptiveness to school's recommendations (337).

Primary language in home was Spanish. Parents are non-English speaking (340).

It was important with regard to formulating a plan that the parents would feel did not undermine their cultural beliefs. The understanding of second language acquisition was critical because the teachers understanding "silent period" was a natural phase, but for how long is it within the norm? (343).



Lack of experience of teachers and other school personnel in dealing with culturally and linguistically diverse students in process of acquiring a second language and adjusting to a different cultural setting (364).

There is a complex process related to acculturation level. Culture and linguistic factors go hand in hand. Student and parents (when involved) were both more receptive and open to disclose and make changes (367).

The student is very shy and works slowly, this appeared to be more the result of familial expectation and personality rather than a learning problem (379).

Influence of religion with African-Americans (380).

Yes in that I now understand the parents' perspectives. And no, in that his problems were not exactly derived from cultural impact. He had reading comprehension problems that could be remedied by learning strategies. But, his low self-esteem could have been related to being a minority and/or learning disabled (387).

Because of this student's parents' speaking only Spanish, limited educations, lack of importance on education, and lack of experience with European American experiences, then the student's experiences were limited. Therefore, I believed that his lack of skills were due to experiences versus ability (399).

If parents didn't agree with the proposed intervention and supported the intervention (parent implemented intervention plan at home) plan, the plan wouldn't have been implemented (406).

As I said before, most of the educational and behavior problems I encounter are not related to cultural factors. They are usually the result of academic deficits or personality characteristics (423).

It was important to determine if the behaviors of concern were considered the norm in the student's culture (437).

ESL (443).

Behaviors that were culturally accepted were punished in classroom and considered abnormal (451).

Child refused to "work" because of lack of respect he felt from teacher's behavior—a cultural view of "respect" is what I perceived. Teacher was willing to acknowledge they were not approaching student from his perception/culture. When changed a couple behaviors, rapport and progress resulted (453).

Family structure and priorities were different from norm. Both Spanish and English were spoken in home (454).

Parents are often ambivalent at best about what cultural influences are currently important- how traditional versus how acculturated to mainstream (464).

This child was being raised in a low socioeconomic and predominantly Hispanic area. He was dealing with identity issues as a teenager and exploring gang associated social acceptance (468).

There is a history of Pueblo culture not being considered in the schools, elders may value education but also shelter child from harsh school life. When parents are reassured the school is working together with parents to provide the best for their child (i.e., the teacher likes the child) they may respond by supporting the intervention (472).

Student in US less than 12 months. Limited prior schooling in rural Mexico (478).

Resistance to medication. Lack of trust for school personnel (479).

If nothing else, to roll in or out the influence of language or culture to the learning process. This also included developmental milestones, birth issues, socio-economic opportunities (486).

Student resisted speaking Spanish- was English dominant. Therapies needed to be in English as well as all behavioral interventions. Student had significant sensory motor deficits (492).

Less exploration of feelings, more specific concrete strategies (493).

It was important to respond to parents who felt that student being male could be dealt with differently than if female (within cultural context) (494).

Male, Hispanic student and youngest of six. He controlled his mother's attention and attempted to control what happened at school. Mom let him get away with lots because he would cry if challenged and she would say "it's okay mi hijo, don't worry" (497).

Parents felt alienated from the school. They needed an invitation and a way to communicate with staff without shame (498).

Hispanic American child dealing with everyday issues of American teenager that were not typical of her culture (499)

**Questionnaire item 30:**

We worked around the family's priorities and "added to" instead of "took away" their supports (1).

Teacher gained understanding of cultural expectations as related to in-class behavior and was much more understanding and positively involved with the student (6).

With the population of students I work with- culture is paramount in building rapport with not only the student and families but also staff (11).

For the most part. However, it is unclear if adequate generalization across settings, teacher occurred (19). The parents just needed assistance finding a way to help their child with his English language skills (22).

Explained to students and parents the expectations of what school considered appropriate and acceptable behavior toward others and peers (24).

I wish we had more access to Arabic interpreters though. I would like to know sometimes the words the child uses (68).

Parents seemed to comprehend the importance of using more English and expecting more English use from the child and all other children (73).

Was able to transcend cultural barriers to get student needed adult mental health services (80).

Not completely. I think the situation was complicated by multiple influences, such as low SES, rather transient family history and student being "between cultures" and functioning much less adaptively than her younger siblings (81).

Teachers were resistant to interventions, refused to believe culture was such a significant factor in this case. Due to the severity of his behavior/ emotional problems he was sent to another school (91).

Advocates provided ongoing support to student and intervention team to monitor progress. Issues were addressed openly in numerous sessions with parent, school staff and students (104).

Most teachers will change or become more aware of problems that are culturally based. There are a few we still have problems with but we keep trying. An inservice would help (109).

We took parents desires and needs into account in order to address their anxieties (115).

I don't feel we do enough in my district to address cultural needs. I feel there needs to be more education of staff (116).

Intervention was respectful of his culture (120).

Used school-based resources (121).

Through parents acceptance of approach that was only behavioral (136).

Discussion with parents helped the school to develop behavioral expectations that were acceptable to both the family and the school (138).

Discussed realistic expectations (148).

Intervention will only apply to school environment, not supported at home. More should be done with home environment (152).

I think our system/supports that we implemented have been effective in addressing our concerns (153).

Fingers crossed. Involuntary hospitalization. Emergency options had been suggested to the family (154).

Only to a slight degree. She needed more support in her native language, more user friendly remedial materials that had less cultural bias (157).

We examined the possibility and found it not to be relevant to behavior (171).

But it involved more than just cultural issues, like socio-economic and second language (180).

Discussions with student leave (*couldn't read word*) re: positive role models in the black community and his own positive traits (184).

The family continues to respect and accept help from school personnel. The teacher learned to accept the parents' cultural heritage and outlook (185).

Not totally but student improved and all were pleased (188).

Interventions employed by staff experienced in working with culturally/linguistically diverse student population (197).

Evaluation by ESL specialist State Dept. of ED to see if language/testable. Then full battery with much input from parent. Cultural issues identified and addressed. Services provided through ESL and Special Ed (198).

Probably other cultural differences needed to be addressed due to lack of time, awareness, and knowledge these were not addressed (206).

The team did not move to consider student as learning disabled and focused on his language needs and behavioral interventions for attention and grief (207).

It was openly discussed and this counselor was openly accepting, nonjudgmental about whatever cultural issues came up- student seemed to feel at ease with counselor and continued to seek out regular counseling sessions (213).

Excellent home-school coordination in student's school (216).

Yes, in that we considered the cultural differences and sought the advice of an expert in this area. No, in that parent was angry about our approach and denied consent for evaluation (219).

As much as it could be under the circumstances (231).

Unable to find therapist/counselor with knowledge base/experience with children/families of this culture (232).

Our school district has provided much information to all staff on the Hmong culture. There was always open communication with parents and use of interpreters as needed (239).

Not really; this young man's culture is what it is and has already had a major impact on his expectations of himself in an academic setting (243).

Parent was more interested in special education services than effective remediation/interventions in classroom (245).

The issue was addressed clearly. However, there was much teacher bias and inflexibility. SO, regardless of how or if it was addressed, the teacher's attitude set a tone- many teacher compliance issues were also called into question (248).

Language is culture. The fact that a poor Hispanic boy was not going to have the opportunity of access was discriminatory (253).

Fellow psychologist very competent in raising relevant questions, gathering data, student culture and school culture examined, interventions designed to improve fit (263).

Once the student felt more comfortable, was better able to understand expectations and concepts presented, her behavior and academic performance improved (264).

All parties worked together to help the student (276).

However, while culture was addressed, it was/is disappointing that appropriate programs for these and other types of students in need do not exist within schools as much as they should (293).

I did not deny the student's perception but allowed him to expand his options by looking at different ways of interpreting cultural issues (294).

People were interested in and sensitive to issues related to culture (in a very non-diverse suburb) (300).

His teacher needed to know that his culture held the same expectations for behavior as her culture did (304).

We resolved to work within a framework that was comfortable for the parents (307).

Yes, because I handled it and saw that recommendations were followed through (311).

Again, we don't have a complete resolution but it's better than in past years (313).

Child appears to attend better, making gains in classroom and academic knowledge, fewer behavioral outbursts (318).

Very hard to remediate violence, defiance, and the use of force to accomplish one's goals (personal power and safety) (320).

Everyone was satisfied with the support the student received (331).

Members of the team were of the same culture and shared concerns of referral source. Extra efforts were made to gain parents' trust (337).

Teachers were resistant to anything that did not include special education services (340).

Understanding stages of second language acquisition was important. Understanding the economic factors and cultural factors was important in designing a plan at home that the parents would realistically implement (i.e., this particular father worked long hours and did not believe any domestic issues were within his domain of responsibilities) (343).

School lacked resources to follow up as necessary and psychologist's time was limited (367).

We can't ever rule out culture perfectly. But overall process and interventions were appropriate (394).

School administrators and teachers fail to realize the impact that cultural experiences have on students. They expect all children to fit a certain mold and have great difficulty accommodating differences (399).

Parents were actively involved with the intervention plan. Cultural values and mores were not interfered with. Parents were pleased with the positive response to the behavior plan (406).

The misbehaviors were compared to behaviors of others of the same cultural background (437).

This was a beginning teacher from USA- Northeastern area. The cultures of AZ are vastly different in 1-1 approaches. This teacher modified their cultural behavior to include other's cultural behaviors— was uplifting and rewarding to observe student and teacher growth (453).

Parents were included from beginning with support provided as needed (454).

I believe that his interventions were as comprehensive as they could have been by providing all resources we could on the school site. Factors considered included lack of parental education, mother was illiterate and she did not drive so the services had to be provided on campus. He was placed in an ELL class with a comprehensive reading program, structured English, behavior plan and counseling (468).

I provided bilingual consultation (478).

Discussed with parents (479).

Both the broader cultural aspects as well as the specific family culture/dynamics aspects were dealt with (480).

**Questionnaire item 36:**

It would be helpful as a school psychologist to have a general resource guide that is teacher friendly that can support the school psychologist's advice and recommendations (1).

I just think it is always important to check-in with your colleagues, share observations, and try to be sensitive and open minded toward the population we serve (3).

We do not have a culturally or racially diverse student or teacher population. It is sometimes difficult for students of a different race to feel welcome and to fit in. However, teachers are very willing and open to learn more about different cultures, there is an environment of tolerance and understanding of people's differences. Because of the low incidence of different cultures, there hasn't been much training in this area (18).

How often do psychologists assume that cultural influences are not relevant in a particular case, especially less obvious ones such as class, sexual orientation, etc (19).

Cultural competence is badly needed training for all employees of our education system- at every level (24).

I would welcome the opportunity to improve my knowledge about this important issue (42).

I think the survey assumed that Whites are all the same. Working in a rural setting I find many differences between the students, not just based on money. We have a number of students from families in which education is of no importance and being married with kids as a teenager is the norm. We have hard working farm kids, long time "village" families and the "new" people who have moved here from NYC. There are significant cultural differences within this group of "European Americans" (48).

Please note that within the county I work, the population of non-European-Americans or linguistic minorities is less than 1-2 percent (62).

As with much of what we do in schools, it is important to recognize that as generalists, we cannot know everything and must consult with others who may possess more expertise in certain areas. I am lucky to work in a school where the administrator values consultation, team input, and open discussion (68).

The district policy for cultural difference is key to successful placement or intervention (105).

Influence of culture extends beyond learning styles. Emotional and social aspects need to be addressed and I need better understanding of these areas. I also have a hard time explaining why an ESL student does not qualify for special education when numbers suggest otherwise (109).

Consultation will go nowhere without knowledge of culture and an acknowledgment of cultural influences in working with consultee and the client, family, etc. (120)

Understanding culture is so important. How does one get the cultural information? (133).

Following 9/11 parents of children from families of Middle East background were afraid how the general population would respond to their children. The school and the children worked to assure these parents that their children were safe and accepted at school and that all efforts would be made to continue their safety in school (138).

This issue should be a standard issue considered for all evaluations or problem-solving sessions (153).

As a school psychologist primarily working with preschool population, I frequently work with families who have adopted children from other countries (mostly Russia and China). They often seem to overestimate the rapidity with which these children will learn English (182).

I disagree with your choice to exclude European immigrants from your survey. Cultural values differ significantly from France, Germany, Denmark, even England and the US. These cultural differences should be respected equally (185).

I would really like to know how to address consultation/problem solving with the low SES population. We get many requests for consultation as well as suspected disabilities with this population and I would like to know what types of interventions are helpful for this population in order to address academic issues (195).

While cultural influences are huge, the reality for me is that I rarely see a child from a diverse cultural background. Rural northern NH is extremely white; native English speakers prevail here. The biggest cultural differences are an occasional bilingual Canadian move-in. The positive thing is that our classes are very small (usually less than 15 kids) so we can easily individualize and be creative when the need occurs for any child (198).

LD criteria do not meet needs of this state (AZ) with so many Hispanic and Indian children. State requires standardized testing and cut-off formulas. This state is very naive/rigid in regard to options. MH adaptive instruments don't apply or are inappropriate to diverse cultures. State not versed on flexibility and consultation options. I was trained in Iowa and they disregard/dismiss my input i.e., options-consultation possibilities (199).

Rural psychology- I feel this is very much a culture unto itself. More "multicultural" cases as well as rural psychology cases need to be developed into school psychology training programs (200).

In our LEA we typically provide an interpreter/representative from a particular ethnicity when language understanding is an issue (i.e., ESOL or when a family recently migrated to the US) (206).

Many children have multi-cultural influences, but it is their parents from a more traditional cultural background making educational decisions for them, creating conflict for parent-teacher-student meetings (207).

I'd be more concerned if I was in a culturally diverse setting. I do not view gender or SES as "culture" although they are by no means unimportant. Knowing the characteristics of the culture served is extremely important. Also important is the recognition that the consultation model described (which I was trained in) is highly unrealistic in the field (outside of studies by graduate students). The salient characteristics of the model get condensed down to 15-25 minutes time TOTAL on a good day! On a not so good day, consultation gets paired down to what can be discussed from the classroom to the washroom during recess (211).

Understanding the culture of a student/family is part of understanding the psychology of that student. To use that understanding, service providers must be aware of and sensitive to cultural differences (213).

Our case was complicated by the parent's defensiveness and bullying behavior towards school staff. I believe language differences are to blame partially; although he spoke and understood English and refused an interpreter, there was much mis-communication between him and school staff (219).

Maine only has approximately one million people in the state, and it is approximately 99% white and English speaking. My work with this student was extremely atypical of my work overall. So, even though I believe questions 31-34 are very important, they do not impact my daily practice (232).

It is a factor often ignored. While some attention might be given to the student's culture, the culture of the teacher is often ignored (236).

Consultation style differs with the school's cultural majority. I've worked at schools where I was the white psychologist in a 90% African American school and also at schools where the student was one of a few African Americans. Culture was of more of a concern when the student was in the minority (241).

The suburb where I work is currently pretty homogeneous with regard to race, etc. but it is clear that the make up of the community is shifting to be more diverse. This is an area that I know our director of special ed is looking into to better prepare staff in years to come (242). I am very glad to see someone address this issue. In the south, cultural issues are a major influence in learning and we tend to ignore this. We expect all students to act and learn the same regardless of race/cultural differences (243).

Culture plays a crucial role for both the consultant and the student. My experience has been teachers are very uneducated about this aspect (248).

There is an overall feeling in urban education that because we work with “them” (minority children) we are exempt of multicultural or diversity training (253).

If teachers, psychologists, other school staff become aware of culture as having significant influence, then become observers, better able to raise significant questions, data, benefit from consultation (263).

Honestly, all of this is totally unnecessary- why spend so much time categorizing everyone. Instead of spending time putting students into categories; lets focus on their individual needs (278).

Consultation becomes particularly difficult with those teachers who are very “seasoned” (20 years+) and are not receptive to the notion of the importance of culture- they use themselves as a parameter and will state, “when I was a child...” They want to see all as being a homogeneous group when it can’t be (283).

In order to properly address these issues, it’s helpful if the person is not only bilingual but also bicultural. Teachers need more courses on diversity and ethnicity in order to better understand and deal with the issues (284).

I strongly believe that teachers and other professionals working with children should engage in introspection. They need to become aware of their own biases so that they can work with families more effectively. They also need to understand their own culture because their culture becomes the lens through which they understand differences and similarities in other cultures (291).

I wonder to what degree cultural consultation issues are addressed during the training of administrators, as sometimes, unfortunately, no matter what training, skills, and philosophy we may hold as psychologists, students, their families, and the community at large are sometimes only exposed to an administrative agenda. I have found that culture and diversity issues are not a priority, nor an area that is explored through professional development (except on your own) (293).

How can I as minority clinician better (couldn’t read word) non-minority staff members without alienating them? (294).

The issue of culture in consultation is very important. However, I don’t believe it is sufficiently addressed in training school psychologists (297).

I wonder what training and instruction general and special education teachers receive in multicultural consultation as well as multicultural interventions (304).

There needs to be a greater awareness and sensitivity towards people of diverse backgrounds; school psych programs would be an ideal place for this to occur. Caucasians would especially benefit from this type of exposure, as well as increased awareness of their own biases toward ethnic and linguistic minorities (307).

This is an area that is too easily overlooked by the majority of Anglo college educated professionals who need more sensitivity training in dealing with minority cultures including the minority English speaking cultures (311).

To be effective, all consultants should demonstrate cultural competence and be aware of their cultural influences if they are members of the dominant culture (328).

As the school population increases in diversity, I believe that it is essential that staff development for all school personnel be a high priority with regard to cultural issues, their impact on assessment, instruction that is appropriate and expectations in general (343).



Why do most educators refuse to acknowledge the role that culture plays in the successful education of children? (355).

It is of extreme importance to address the issue of the influence of culture in any case involving individuals from different cultures, and the influence of both the dominant (host) as well as of the student's minority (guest) cultural values that impact the issues that need to be addressed in each case (364).

The role of bilingual/bicultural professional- where both language and culture are intertwined. Often language tends to become primary followed by culture (as I view language as highly reflecting cultural factors). Also, the view of non-minority, monolingual, European American professionals toward cultural and linguistic differences. There's a tendency to "detach" from consultation process with a bilingual/bicultural psych (367).

In light of effectiveness of consultation, I wonder if there are any differences in obstacles or benefits if the school psychologist is from a cultural minority versus the majority and serving teachers/children of the cultural majority. At this point, minority or ELL children seem to be mainly expected to work very hard to conform to school (cultural majority) expectations. It's harder that I think it should be to promote and practice empathy and sensitivity (384).

I have been disappointed that some teachers were reluctant to consider the influence of culture (387).

Consultation training is/was low/weak to begin with (394).

It pays to spend extra time with parents and students to answer questions and to address concerns that they might have before the culture becomes a problem (401).

In my opinion, cultural differences are not really relevant to the academic problems or behavior problems I encounter in my schools. Cultural differences are occasionally used to provide irrelevant explanations for presenting problems (423).

In general, culture is not addressed in consultation by white, middle class school psychologists. From my observation, only minority colleagues seem to delve into this issue. We try to make all children/families fit the stereotype of white, middle class. That definitely poses problems in the future where the majority of children will be from "minority" and culturally different backgrounds (454).

More information should be shared within teacher training. Spend a lot of time informing teachers of cultural behaviors versus teacher expectations in the mainstream culture (464).

Unfortunately, little adherence to important pedagogical issues is maintained. Often recommendations to allow for normal language development and acculturation are ignored when making decisions about school placement, i.e., special ed versus general ed (478).

How do you avoid stereotyping cultural behaviors to allow for individual differences within the same culture (479).

It is an important aspect of all human interaction and is an essential factor to consider in determining if pathology exists or doesn't exist (492).

Genuineness, sensitivity, compassion, friendly, and respectful demeanor appear more important than "canned" cultural knowledge. Most only achieve a "stereotypical" and superficial knowledge of the culture and when applied it appears artificial and placating (498).

## Appendix G: Chi-Square and Logistic Regression Analyses

**Frequency Tables- All Reported Training Activities from Graduate School and Within the Last Five Years****PERTRN11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	156	71.2	71.2	71.2
	1.00	63	28.8	28.8	100.0
Total		219	100.0	100.0	

**SPETRN11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	133	60.7	60.7	60.7
	1.00	86	39.3	39.3	100.0
Total		219	100.0	100.0	

**CORS11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	139	63.5	63.5	63.5
	1.00	80	36.5	36.5	100.0
Total		219	100.0	100.0	

**RESRCH11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	195	89.0	89.0	89.0
	1.00	24	11.0	11.0	100.0
Total		219	100.0	100.0	

**OVVW12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	164	74.9	74.9	74.9
	1.00	55	25.1	25.1	100.0
Total		219	100.0	100.0	

**COR12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	128	58.4	58.4	58.4
	1.00	91	41.6	41.6	100.0
Total		219	100.0	100.0	

**CORS12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	166	75.8	75.8	75.8
	1.00	53	24.2	24.2	100.0
Total		219	100.0	100.0	

**PRAC12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	119	54.3	54.3	54.3
	1.00	100	45.7	45.7	100.0
	Total	219	100.0	100.0	

**INTSHP12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	108	49.3	49.3	49.3
	1.00	111	50.7	50.7	100.0
	Total	219	100.0	100.0	

**SUPV13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	56	25.6	25.6	25.6
	1.00	163	74.4	74.4	100.0
	Total	219	100.0	100.0	

**DISCUS14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	110	50.2	50.2	50.2
	1.00	109	49.8	49.8	100.0
	Total	219	100.0	100.0	

**PERTRN15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	141	64.4	64.4	64.4
	1.00	78	35.6	35.6	100.0
	Total	219	100.0	100.0	

**SPETRN15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	157	71.7	71.7	71.7
	1.00	62	28.3	28.3	100.0
	Total	219	100.0	100.0	

**CORS15**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	190	86.8	86.8	86.8
	1.00	29	13.2	13.2	100.0
	Total	219	100.0	100.0	

**INSV16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	79	36.1	36.1	36.1
1.00	120	54.8	54.8	90.9
2.00	11	5.0	5.0	95.9
3.00	2	.9	.9	96.8
4.00	7	3.2	3.2	100.0
Total	219	100.0	100.0	

**CONF16B**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	50	22.8	22.8	22.8
1.00	141	64.4	64.4	87.2
2.00	20	9.1	9.1	96.3
3.00	3	1.4	1.4	97.7
4.00	5	2.3	2.3	100.0
Total	219	100.0	100.0	

**RDG16C**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	42	19.2	19.2	19.2
1.00	121	55.3	55.3	74.4
2.00	30	13.7	13.7	88.1
3.00	9	4.1	4.1	92.2
4.00	17	7.8	7.8	100.0
Total	219	100.0	100.0	

**PEER16D**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	150	68.5	68.5	68.5
1.00	50	22.8	22.8	91.3
2.00	9	4.1	4.1	95.4
3.00	4	1.8	1.8	97.3
4.00	6	2.7	2.7	100.0
Total	219	100.0	100.0	

**CORS16E**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	176	80.4	80.4	80.4
1.00	36	16.4	16.4	96.8
2.00	5	2.3	2.3	99.1
4.00	2	.9	.9	100.0
Total	219	100.0	100.0	

**TAUT16F**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	194	88.6	88.6	88.6
1.00	16	7.3	7.3	95.9
2.00	3	1.4	1.4	97.3
3.00	2	.9	.9	98.2
4.00	4	1.8	1.8	100.0
Total	219	100.0	100.0	

**WKSH16G**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	170	77.6	77.6	77.6
1.00	40	18.3	18.3	95.9
2.00	5	2.3	2.3	98.2
4.00	4	1.8	1.8	100.0
Total	219	100.0	100.0	

**PUB16H**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	206	94.1	94.1	94.1
1.00	11	5.0	5.0	99.1
2.00	1	.5	.5	99.5
4.00	1	.5	.5	100.0
Total	219	100.0	100.0	

**INSV17A**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	120	54.8	54.8	54.8
1.00	86	39.3	39.3	94.1
2.00	9	4.1	4.1	98.2
3.00	1	.5	.5	98.6
4.00	3	1.4	1.4	100.0
Total	219	100.0	100.0	

**CONF17B**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	113	51.6	51.6	51.6
1.00	96	43.8	43.8	95.4
2.00	9	4.1	4.1	99.5
4.00	1	.5	.5	100.0
Total	219	100.0	100.0	

**RDG17C**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	104	47.5	47.5	47.5
1.00	88	40.2	40.2	87.7
2.00	17	7.8	7.8	95.4
3.00	3	1.4	1.4	96.8
4.00	7	3.2	3.2	100.0
Total	219	100.0	100.0	

**PEER17D**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	171	78.1	78.1	78.1
1.00	34	15.5	15.5	93.6
2.00	9	4.1	4.1	97.7
3.00	1	.5	.5	98.2
4.00	4	1.8	1.8	100.0
Total	219	100.0	100.0	

**CORS17E**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	196	89.5	89.5	89.5
1.00	21	9.6	9.6	99.1
2.00	1	.5	.5	99.5
4.00	1	.5	.5	100.0
Total	219	100.0	100.0	

**TAUT17F**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	200	91.3	91.3	91.3
1.00	15	6.8	6.8	98.2
3.00	1	.5	.5	98.6
4.00	3	1.4	1.4	100.0
Total	219	100.0	100.0	

**WKSHP17G**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	191	87.2	87.2	87.2
1.00	22	10.0	10.0	97.3
2.00	1	.5	.5	97.7
4.00	5	2.3	2.3	100.0
Total	219	100.0	100.0	

**PUB17H**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	208	95.0	95.0	95.0
1.00	10	4.6	4.6	99.5
4.00	1	.5	.5	100.0
Total	219	100.0	100.0	

**Crosstabs for Sum of Questionnaire Item 11****Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SUMQ11 * DEGREE5	219	100.0%	0	.0%	219	100.0%
SUMQ11 * WHTNOWHT	217	99.1%	2	.9%	219	100.0%
SUMQ11 * CATYRSCO	219	100.0%	0	.0%	219	100.0%

### SUMQ11 \* DEGREE5

Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
SUMQ11	.00	Count	5	27	10	42
		% within SUMQ11	11.9%	64.3%	23.8%	100.0%
		% within DEGREE5	20.0%	20.1%	16.7%	19.2%
		% of Total	2.3%	12.3%	4.6%	19.2%
1.00		Count	14	72	33	119
		% within SUMQ11	11.8%	60.5%	27.7%	100.0%
		% within DEGREE5	56.0%	53.7%	55.0%	54.3%
		% of Total	6.4%	32.9%	15.1%	54.3%
2.00		Count	5	25	11	41
		% within SUMQ11	12.2%	61.0%	26.8%	100.0%
		% within DEGREE5	20.0%	18.7%	18.3%	18.7%
		% of Total	2.3%	11.4%	5.0%	18.7%
3.00		Count	1	10	6	17
		% within SUMQ11	5.9%	58.8%	35.3%	100.0%
		% within DEGREE5	4.0%	7.5%	10.0%	7.8%
		% of Total	.5%	4.6%	2.7%	7.8%
Total		Count	25	134	60	219
		% within SUMQ11	11.4%	61.2%	27.4%	100.0%
		% within DEGREE5	100.0%	100.0%	100.0%	100.0%
		% of Total	11.4%	61.2%	27.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.184 <sup>a</sup>	6	.978
Likelihood Ratio	1.258	6	.974
Linear-by-Linear Association	.616	1	.432
N of Valid Cases	219		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.94.

### SUMQ11 \* WHTNOWHT

Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
SUMQ11	.00	Count	26	16	42
		% within SUMQ11	61.9%	38.1%	100.0%
		% within WHTNOWHT	19.8%	18.6%	19.4%
		% of Total	12.0%	7.4%	19.4%
1.00		Count	70	48	118
		% within SUMQ11	59.3%	40.7%	100.0%
		% within WHTNOWHT	53.4%	55.8%	54.4%
		% of Total	32.3%	22.1%	54.4%
2.00		Count	27	13	40
		% within SUMQ11	67.5%	32.5%	100.0%
		% within WHTNOWHT	20.6%	15.1%	18.4%
		% of Total	12.4%	6.0%	18.4%
3.00		Count	8	9	17
		% within SUMQ11	47.1%	52.9%	100.0%
		% within WHTNOWHT	6.1%	10.5%	7.8%
		% of Total	3.7%	4.1%	7.8%
Total		Count	131	86	217
		% within SUMQ11	60.4%	39.6%	100.0%
		% within WHTNOWHT	100.0%	100.0%	100.0%
		% of Total	60.4%	39.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.204 <sup>a</sup>	3	.531
Likelihood Ratio	2.194	3	.533
Linear-by-Linear Association	.154	1	.695
N of Valid Cases	217		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.74.

### SUMQ11 \* CATYRSCO

Crosstab

			CATYRSCO					Total
			1.00	2.00	3.00	4.00	5.00	
SUMQ11	.00	Count	7	7	5	9	14	42
		% within SUMQ11	16.7%	16.7%	11.9%	21.4%	33.3%	100.0%
		% within CATYRSCO	10.9%	17.9%	16.1%	24.3%	29.2%	19.2%
		% of Total	3.2%	3.2%	2.3%	4.1%	6.4%	19.2%
	1.00	Count	35	21	20	19	24	119
		% within SUMQ11	29.4%	17.6%	16.8%	16.0%	20.2%	100.0%
		% within CATYRSCO	54.7%	53.8%	64.5%	51.4%	50.0%	54.3%
		% of Total	16.0%	9.6%	9.1%	8.7%	11.0%	54.3%
	2.00	Count	16	8	4	7	6	41
		% within SUMQ11	39.0%	19.5%	9.8%	17.1%	14.6%	100.0%
		% within CATYRSCO	25.0%	20.5%	12.9%	18.9%	12.5%	18.7%
		% of Total	7.3%	3.7%	1.8%	3.2%	2.7%	18.7%
3.00	Count	6	3	2	2	4	17	
	% within SUMQ11	35.3%	17.6%	11.8%	11.8%	23.5%	100.0%	
	% within CATYRSCO	9.4%	7.7%	6.5%	5.4%	8.3%	7.8%	
	% of Total	2.7%	1.4%	.9%	.9%	1.8%	7.8%	
Total	Count	64	39	31	37	48	219	
	% within SUMQ11	29.2%	17.8%	14.2%	16.9%	21.9%	100.0%	
	% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	29.2%	17.8%	14.2%	16.9%	21.9%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.813 <sup>a</sup>	12	.632
Likelihood Ratio	9.919	12	.623
Linear-by-Linear Association	5.047	1	.025
N of Valid Cases	219		

a. 5 cells (25.0%) have expected count less than 5. The minimum expected count is 2.41.

## Crosstabs for Questionnaire Item 16

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
INSV16 * DEGREE5	191	87.2%	28	12.8%	219	100.0%
INSV16 * WHTNOWHT	189	86.3%	30	13.7%	219	100.0%
INSV16 * CATYRSCO	191	87.2%	28	12.8%	219	100.0%
CONF16B * DEGREE5	197	90.0%	22	10.0%	219	100.0%
CONF16B * WHTNOWHT	195	89.0%	24	11.0%	219	100.0%
CONF16B * CATYRSCO	197	90.0%	22	10.0%	219	100.0%
RDG16C * DEGREE5	197	90.0%	22	10.0%	219	100.0%
RDG16C * WHTNOWHT	196	89.5%	23	10.5%	219	100.0%
RDG16C * CATYRSCO	197	90.0%	22	10.0%	219	100.0%

**INSV16 \* DEGREE5**



Crosstab

			DEGREE5			Total
			1.00	2.00	3.00	
INSV16	.00	Count	6	31	14	51
		% within INSV16	11.8%	60.8%	27.5%	100.0%
		% within DEGREE5	28.6%	26.3%	26.9%	26.7%
		% of Total	3.1%	16.2%	7.3%	26.7%
1.00		Count	12	78	30	120
		% within INSV16	10.0%	65.0%	25.0%	100.0%
		% within DEGREE5	57.1%	66.1%	57.7%	62.8%
		% of Total	6.3%	40.8%	15.7%	62.8%
2.00		Count	1	6	4	11
		% within INSV16	9.1%	54.5%	36.4%	100.0%
		% within DEGREE5	4.8%	5.1%	7.7%	5.8%
		% of Total	.5%	3.1%	2.1%	5.8%
3.00		Count	1	1	0	2
		% within INSV16	50.0%	50.0%	.0%	100.0%
		% within DEGREE5	4.8%	.8%	.0%	1.0%
		% of Total	.5%	.5%	.0%	1.0%
4.00		Count	1	2	4	7
		% within INSV16	14.3%	28.6%	57.1%	100.0%
		% within DEGREE5	4.8%	1.7%	7.7%	3.7%
		% of Total	.5%	1.0%	2.1%	3.7%
Total		Count	21	118	52	191
		% within INSV16	11.0%	61.8%	27.2%	100.0%
		% within DEGREE5	100.0%	100.0%	100.0%	100.0%
		% of Total	11.0%	61.8%	27.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.008 <sup>a</sup>	8	.433
Likelihood Ratio	6.987	8	.538
Linear-by-Linear Association	.417	1	.518
N of Valid Cases	191		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .22.

**INSV16 \* WHTNOWHT**

Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
INSV16	.00	Count	33	18	51
		% within INSV16	64.7%	35.3%	100.0%
		% within WHTNOWHT	28.7%	24.3%	27.0%
		% of Total	17.5%	9.5%	27.0%
	1.00	Count	77	41	118
		% within INSV16	65.3%	34.7%	100.0%
		% within WHTNOWHT	67.0%	55.4%	62.4%
		% of Total	40.7%	21.7%	62.4%
	2.00	Count	3	8	11
		% within INSV16	27.3%	72.7%	100.0%
		% within WHTNOWHT	2.6%	10.8%	5.8%
		% of Total	1.6%	4.2%	5.8%
	3.00	Count	0	2	2
		% within INSV16	.0%	100.0%	100.0%
		% within WHTNOWHT	.0%	2.7%	1.1%
		% of Total	.0%	1.1%	1.1%
4.00	Count	2	5	7	
	% within INSV16	28.6%	71.4%	100.0%	
	% within WHTNOWHT	1.7%	6.8%	3.7%	
	% of Total	1.1%	2.6%	3.7%	
Total	Count	115	74	189	
	% within INSV16	60.8%	39.2%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	60.8%	39.2%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.655 <sup>a</sup>	4	.013
Likelihood Ratio	13.132	4	.011
Linear-by-Linear Association	7.007	1	.008
N of Valid Cases	189		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .78.

**INSV16 \* CATYRSCO**

## Crosstab

			CATYRSCO					Total
			1.00	2.00	3.00	4.00	5.00	
INSV16	.00	Count	15	14	6	6	10	51
		% within INSV16	29.4%	27.5%	11.8%	11.8%	19.6%	100.0%
		% within CATYRSCO	28.3%	40.0%	21.4%	17.6%	24.4%	26.7%
		% of Total	7.9%	7.3%	3.1%	3.1%	5.2%	26.7%
	1.00	Count	36	19	19	24	22	120
		% within INSV16	30.0%	15.8%	15.8%	20.0%	18.3%	100.0%
		% within CATYRSCO	67.9%	54.3%	67.9%	70.6%	53.7%	62.8%
		% of Total	18.8%	9.9%	9.9%	12.6%	11.5%	62.8%
	2.00	Count	2	1	2	2	4	11
		% within INSV16	18.2%	9.1%	18.2%	18.2%	36.4%	100.0%
		% within CATYRSCO	3.8%	2.9%	7.1%	5.9%	9.8%	5.8%
		% of Total	1.0%	.5%	1.0%	1.0%	2.1%	5.8%
3.00	Count	0	0	0	0	2	2	
	% within INSV16	.0%	.0%	.0%	.0%	100.0%	100.0%	
	% within CATYRSCO	.0%	.0%	.0%	.0%	4.9%	1.0%	
	% of Total	.0%	.0%	.0%	.0%	1.0%	1.0%	
4.00	Count	0	1	1	2	3	7	
	% within INSV16	.0%	14.3%	14.3%	28.6%	42.9%	100.0%	
	% within CATYRSCO	.0%	2.9%	3.6%	5.9%	7.3%	3.7%	
	% of Total	.0%	.5%	.5%	1.0%	1.6%	3.7%	
Total	Count	53	35	28	34	41	191	
	% within INSV16	27.7%	18.3%	14.7%	17.8%	21.5%	100.0%	
	% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	27.7%	18.3%	14.7%	17.8%	21.5%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.776 <sup>a</sup>	16	.280
Likelihood Ratio	18.998	16	.269
Linear-by-Linear Association	8.169	1	.004
N of Valid Cases	191		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .29.

**CONF16B \* DEGREE5**

Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
CONF16B	.00	Count	5	16	7	28
		% within CONF16B	17.9%	57.1%	25.0%	100.0%
		% within DEGREE5	25.0%	13.0%	13.0%	14.2%
		% of Total	2.5%	8.1%	3.6%	14.2%
	1.00	Count	13	95	33	141
		% within CONF16B	9.2%	67.4%	23.4%	100.0%
		% within DEGREE5	65.0%	77.2%	61.1%	71.6%
		% of Total	6.6%	48.2%	16.8%	71.6%
	2.00	Count	0	10	10	20
		% within CONF16B	.0%	50.0%	50.0%	100.0%
		% within DEGREE5	.0%	8.1%	18.5%	10.2%
		% of Total	.0%	5.1%	5.1%	10.2%
3.00	Count	1	1	1	3	
	% within CONF16B	33.3%	33.3%	33.3%	100.0%	
	% within DEGREE5	5.0%	.8%	1.9%	1.5%	
	% of Total	.5%	.5%	.5%	1.5%	
4.00	Count	1	1	3	5	
	% within CONF16B	20.0%	20.0%	60.0%	100.0%	
	% within DEGREE5	5.0%	.8%	5.6%	2.5%	
	% of Total	.5%	.5%	1.5%	2.5%	
Total	Count	20	123	54	197	
	% within CONF16B	10.2%	62.4%	27.4%	100.0%	
	% within DEGREE5	100.0%	100.0%	100.0%	100.0%	
	% of Total	10.2%	62.4%	27.4%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.459 <sup>a</sup>	8	.051
Likelihood Ratio	15.926	8	.043
Linear-by-Linear Association	3.818	1	.051
N of Valid Cases	197		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .30.

**CONF16B \* WHTNOWHT**

Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
CONF16B	.00	Count	21	7	28
		% within CONF16B	75.0%	25.0%	100.0%
		% within WHTNOWHT	18.3%	8.8%	14.4%
		% of Total	10.8%	3.6%	14.4%
	1.00	Count	85	55	140
		% within CONF16B	60.7%	39.3%	100.0%
		% within WHTNOWHT	73.9%	68.8%	71.8%
		% of Total	43.6%	28.2%	71.8%
	2.00	Count	8	11	19
		% within CONF16B	42.1%	57.9%	100.0%
		% within WHTNOWHT	7.0%	13.8%	9.7%
		% of Total	4.1%	5.6%	9.7%
3.00	Count	1	2	3	
	% within CONF16B	33.3%	66.7%	100.0%	
	% within WHTNOWHT	.9%	2.5%	1.5%	
	% of Total	.5%	1.0%	1.5%	
4.00	Count	0	5	5	
	% within CONF16B	.0%	100.0%	100.0%	
	% within WHTNOWHT	.0%	6.3%	2.6%	
	% of Total	.0%	2.6%	2.6%	
Total	Count	115	80	195	
	% within CONF16B	59.0%	41.0%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	59.0%	41.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.385 <sup>a</sup>	4	.010
Likelihood Ratio	15.235	4	.004
Linear-by-Linear Association	13.012	1	.000
N of Valid Cases	195		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.23.

## CONF16B \* CATYRSCO

Crosstab

		CATYRSCO					Total	
		1.00	2.00	3.00	4.00	5.00		
CONF16B	.00	Count	13	9	1	1	4	28
		% within CONF16B	46.4%	32.1%	3.6%	3.6%	14.3%	100.0%
		% within CATYRSCO	22.8%	25.7%	3.4%	3.0%	9.3%	14.2%
		% of Total	6.6%	4.6%	.5%	.5%	2.0%	14.2%
	1.00	Count	40	21	22	26	32	141
		% within CONF16B	28.4%	14.9%	15.6%	18.4%	22.7%	100.0%
		% within CATYRSCO	70.2%	60.0%	75.9%	78.8%	74.4%	71.6%
		% of Total	20.3%	10.7%	11.2%	13.2%	16.2%	71.6%
	2.00	Count	4	3	5	5	3	20
		% within CONF16B	20.0%	15.0%	25.0%	25.0%	15.0%	100.0%
		% within CATYRSCO	7.0%	8.6%	17.2%	15.2%	7.0%	10.2%
		% of Total	2.0%	1.5%	2.5%	2.5%	1.5%	10.2%
	3.00	Count	0	1	0	0	2	3
		% within CONF16B	.0%	33.3%	.0%	.0%	66.7%	100.0%
		% within CATYRSCO	.0%	2.9%	.0%	.0%	4.7%	1.5%
		% of Total	.0%	.5%	.0%	.0%	1.0%	1.5%
	4.00	Count	0	1	1	1	2	5
		% within CONF16B	.0%	20.0%	20.0%	20.0%	40.0%	100.0%
		% within CATYRSCO	.0%	2.9%	3.4%	3.0%	4.7%	2.5%
		% of Total	.0%	.5%	.5%	.5%	1.0%	2.5%
Total	Count	57	35	29	33	43	197	
	% within CONF16B	28.9%	17.8%	14.7%	16.8%	21.8%	100.0%	
	% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	28.9%	17.8%	14.7%	16.8%	21.8%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.891 <sup>a</sup>	16	.092
Likelihood Ratio	27.146	16	.040
Linear-by-Linear Association	8.586	1	.003
N of Valid Cases	197		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .44.

## RDG16C \* DEGREE5

## Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
RDG16C	.00	Count	2	14	4	20
		% within RDG16C	10.0%	70.0%	20.0%	100.0%
		% within DEGREE5	9.1%	11.4%	7.7%	10.2%
		% of Total	1.0%	7.1%	2.0%	10.2%
	1.00	Count	15	77	29	121
		% within RDG16C	12.4%	63.6%	24.0%	100.0%
		% within DEGREE5	68.2%	62.6%	55.8%	61.4%
		% of Total	7.6%	39.1%	14.7%	61.4%
	2.00	Count	3	15	12	30
		% within RDG16C	10.0%	50.0%	40.0%	100.0%
		% within DEGREE5	13.6%	12.2%	23.1%	15.2%
		% of Total	1.5%	7.6%	6.1%	15.2%
3.00	Count	1	6	2	9	
	% within RDG16C	11.1%	66.7%	22.2%	100.0%	
	% within DEGREE5	4.5%	4.9%	3.8%	4.6%	
	% of Total	.5%	3.0%	1.0%	4.6%	
4.00	Count	1	11	5	17	
	% within RDG16C	5.9%	64.7%	29.4%	100.0%	
	% within DEGREE5	4.5%	8.9%	9.6%	8.6%	
	% of Total	.5%	5.6%	2.5%	8.6%	
Total	Count	22	123	52	197	
	% within RDG16C	11.2%	62.4%	26.4%	100.0%	
	% within DEGREE5	100.0%	100.0%	100.0%	100.0%	
	% of Total	11.2%	62.4%	26.4%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.446 <sup>a</sup>	8	.815
Likelihood Ratio	4.328	8	.826
Linear-by-Linear Association	1.095	1	.295
N of Valid Cases	197		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is 1.01.

## RDG16C \* WHTNOWHT

Crosstab

			WHTNOWHT		Total
			1.00	2.00	
RDG16C	.00	Count	14	6	20
		% within RDG16C	70.0%	30.0%	100.0%
		% within WHTNOWHT	11.7%	7.9%	10.2%
		% of Total	7.1%	3.1%	10.2%
	1.00	Count	84	37	121
		% within RDG16C	69.4%	30.6%	100.0%
		% within WHTNOWHT	70.0%	48.7%	61.7%
		% of Total	42.9%	18.9%	61.7%
	2.00	Count	14	15	29
		% within RDG16C	48.3%	51.7%	100.0%
		% within WHTNOWHT	11.7%	19.7%	14.8%
		% of Total	7.1%	7.7%	14.8%
3.00	Count	4	5	9	
	% within RDG16C	44.4%	55.6%	100.0%	
	% within WHTNOWHT	3.3%	6.6%	4.6%	
	% of Total	2.0%	2.6%	4.6%	
4.00	Count	4	13	17	
	% within RDG16C	23.5%	76.5%	100.0%	
	% within WHTNOWHT	3.3%	17.1%	8.7%	
	% of Total	2.0%	6.6%	8.7%	
Total	Count	120	76	196	
	% within RDG16C	61.2%	38.8%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	61.2%	38.8%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.364 <sup>a</sup>	4	.002
Likelihood Ratio	17.237	4	.002
Linear-by-Linear Association	15.599	1	.000
N of Valid Cases	196		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.49.

## RDG16C \* CATYRSCO

Crosstab

			CATYRSCO					Total
			1.00	2.00	3.00	4.00	5.00	
RDG16C	.00	Count	6	6	2	2	4	20
		% within RDG16C	30.0%	30.0%	10.0%	10.0%	20.0%	100.0%
		% within CATYRSCO	9.8%	17.1%	6.9%	6.3%	10.0%	10.2%
		% of Total	3.0%	3.0%	1.0%	1.0%	2.0%	10.2%
	1.00	Count	38	21	19	25	18	121
		% within RDG16C	31.4%	17.4%	15.7%	20.7%	14.9%	100.0%
		% within CATYRSCO	62.3%	60.0%	65.5%	78.1%	45.0%	61.4%
		% of Total	19.3%	10.7%	9.6%	12.7%	9.1%	61.4%
	2.00	Count	10	7	4	1	8	30
		% within RDG16C	33.3%	23.3%	13.3%	3.3%	26.7%	100.0%
		% within CATYRSCO	16.4%	20.0%	13.8%	3.1%	20.0%	15.2%
		% of Total	5.1%	3.6%	2.0%	.5%	4.1%	15.2%
	3.00	Count	2	1	3	1	2	9
		% within RDG16C	22.2%	11.1%	33.3%	11.1%	22.2%	100.0%
		% within CATYRSCO	3.3%	2.9%	10.3%	3.1%	5.0%	4.6%
		% of Total	1.0%	.5%	1.5%	.5%	1.0%	4.6%
	4.00	Count	5	0	1	3	8	17
		% within RDG16C	29.4%	.0%	5.9%	17.6%	47.1%	100.0%
		% within CATYRSCO	8.2%	.0%	3.4%	9.4%	20.0%	8.6%
		% of Total	2.5%	.0%	.5%	1.5%	4.1%	8.6%
Total	Count	61	35	29	32	40	197	
	% within RDG16C	31.0%	17.8%	14.7%	16.2%	20.3%	100.0%	
	% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	31.0%	17.8%	14.7%	16.2%	20.3%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.752 <sup>a</sup>	16	.121
Likelihood Ratio	25.199	16	.066
Linear-by-Linear Association	3.802	1	.051
N of Valid Cases	197		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is 1.32.

## Crosstabs for Sum of Questionnaire Item 12

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SUMQ12 * DEGREE5	219	100.0%	0	.0%	219	100.0%
SUMQ12 * WHTNOWHT	217	99.1%	2	.9%	219	100.0%
SUMQ12 * CATYRSCO	219	100.0%	0	.0%	219	100.0%

## SUMQ12 \* DEGREE5

### Crosstab

		DEGREE5			Total
		1.00	2.00	3.00	
SUMQ12 .00	Count	3	2	7	12
	% within SUMQ12	25.0%	16.7%	58.3%	100.0%
	% within DEGREE5	12.0%	1.5%	11.7%	5.5%
	% of Total	1.4%	.9%	3.2%	5.5%
1.00	Count	10	59	24	93
	% within SUMQ12	10.8%	63.4%	25.8%	100.0%
	% within DEGREE5	40.0%	44.0%	40.0%	42.5%
	% of Total	4.6%	26.9%	11.0%	42.5%
2.00	Count	7	21	8	36
	% within SUMQ12	19.4%	58.3%	22.2%	100.0%
	% within DEGREE5	28.0%	15.7%	13.3%	16.4%
	% of Total	3.2%	9.6%	3.7%	16.4%
3.00	Count	4	48	16	68
	% within SUMQ12	5.9%	70.6%	23.5%	100.0%
	% within DEGREE5	16.0%	35.8%	26.7%	31.1%
	% of Total	1.8%	21.9%	7.3%	31.1%
4.00	Count	1	4	5	10
	% within SUMQ12	10.0%	40.0%	50.0%	100.0%
	% within DEGREE5	4.0%	3.0%	8.3%	4.6%
	% of Total	.5%	1.8%	2.3%	4.6%
Total	Count	25	134	60	219
	% within SUMQ12	11.4%	61.2%	27.4%	100.0%
	% within DEGREE5	100.0%	100.0%	100.0%	100.0%
	% of Total	11.4%	61.2%	27.4%	100.0%

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.444 <sup>a</sup>	8	.018
Likelihood Ratio	18.280	8	.019
Linear-by-Linear Association	.078	1	.780
N of Valid Cases	219		

a. 5 cells (33.3%) have expected count less than 5. The minimum expected count is 1.14.

## SUMQ12 \* WHTNOWHT



Crosstab

			WHTNOWHT		Total
			1.00	2.00	
SUMQ12	.00	Count	7	5	12
		% within SUMQ12	58.3%	41.7%	100.0%
		% within WHTNOWHT	5.3%	5.8%	5.5%
		% of Total	3.2%	2.3%	5.5%
1.00	Count	Count	50	43	93
		% within SUMQ12	53.8%	46.2%	100.0%
		% within WHTNOWHT	38.2%	50.0%	42.9%
		% of Total	23.0%	19.8%	42.9%
2.00	Count	Count	21	13	34
		% within SUMQ12	61.8%	38.2%	100.0%
		% within WHTNOWHT	16.0%	15.1%	15.7%
		% of Total	9.7%	6.0%	15.7%
3.00	Count	Count	48	20	68
		% within SUMQ12	70.6%	29.4%	100.0%
		% within WHTNOWHT	36.6%	23.3%	31.3%
		% of Total	22.1%	9.2%	31.3%
4.00	Count	Count	5	5	10
		% within SUMQ12	50.0%	50.0%	100.0%
		% within WHTNOWHT	3.8%	5.8%	4.6%
		% of Total	2.3%	2.3%	4.6%
Total	Count	Count	131	86	217
		% within SUMQ12	60.4%	39.6%	100.0%
		% within WHTNOWHT	100.0%	100.0%	100.0%
		% of Total	60.4%	39.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.162 <sup>a</sup>	4	.271
Likelihood Ratio	5.242	4	.263
Linear-by-Linear Association	2.247	1	.134
N of Valid Cases	217		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.96.

## SUMQ12 \* CATYRSCO

Crosstab

			CATYRSCO					Total
			1.00	2.00	3.00	4.00	5.00	
SUMQ12	.00	Count	0	1	3	3	5	12
		% within SUMQ12	.0%	8.3%	25.0%	25.0%	41.7%	100.0%
		% within CATYRSCO	.0%	2.6%	9.7%	8.1%	10.4%	5.5%
		% of Total	.0%	.5%	1.4%	1.4%	2.3%	5.5%
1.00	Count	Count	25	13	16	19	20	93
		% within SUMQ12	26.9%	14.0%	17.2%	20.4%	21.5%	100.0%
		% within CATYRSCO	39.1%	33.3%	51.6%	51.4%	41.7%	42.5%
		% of Total	11.4%	5.9%	7.3%	8.7%	9.1%	42.5%
2.00	Count	Count	8	7	6	2	13	36
		% within SUMQ12	22.2%	19.4%	16.7%	5.6%	36.1%	100.0%
		% within CATYRSCO	12.5%	17.9%	19.4%	5.4%	27.1%	16.4%
		% of Total	3.7%	3.2%	2.7%	.9%	5.9%	16.4%
3.00	Count	Count	30	16	4	8	10	68
		% within SUMQ12	44.1%	23.5%	5.9%	11.8%	14.7%	100.0%
		% within CATYRSCO	46.9%	41.0%	12.9%	21.6%	20.8%	31.1%
		% of Total	13.7%	7.3%	1.8%	3.7%	4.6%	31.1%
4.00	Count	Count	1	2	2	5	0	10
		% within SUMQ12	10.0%	20.0%	20.0%	50.0%	.0%	100.0%
		% within CATYRSCO	1.6%	5.1%	6.5%	13.5%	.0%	4.6%
		% of Total	.5%	.9%	.9%	2.3%	.0%	4.6%
Total	Count	Count	64	39	31	37	48	219
		% within SUMQ12	29.2%	17.8%	14.2%	16.9%	21.9%	100.0%
		% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	29.2%	17.8%	14.2%	16.9%	21.9%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.408 <sup>a</sup>	16	.001
Likelihood Ratio	43.623	16	.000
Linear-by-Linear Association	8.521	1	.004
N of Valid Cases	219		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is 1.42.

## Frequencies for Questionnaire Item 16

## SUMQ15

Statistics		SUMQ15				Cumulative Percent
		Frequency	Percent	Valid Percent	Valid Percent	
SUMQ15	Valid	.00	76	34.7	34.7	34.7
	1.00		120	54.8	54.8	89.5
	2.00		21	9.6	9.6	99.1
	3.00		2	.9	.9	100.0
	Total		219	100.0	100.0	

N	Valid	219
	Missing	0

## Crosstabs for Sum of Questionnaire Item 15

## Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SUMQ15 * DEGREE5	219	100.0%	0	.0%	219	100.0%
SUMQ15 * WHTNOWHT	217	99.1%	2	.9%	219	100.0%
SUMQ15 * CATYRSCO	219	100.0%	0	.0%	219	100.0%

## SUMQ15 \* DEGREE5

## Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
SUMQ15	.00	Count	12	46	18	76
		% within SUMQ15	15.8%	60.5%	23.7%	100.0%
		% within DEGREE5	48.0%	34.3%	30.0%	34.7%
		% of Total	5.5%	21.0%	8.2%	34.7%
1.00		Count	11	74	35	120
		% within SUMQ15	9.2%	61.7%	29.2%	100.0%
		% within DEGREE5	44.0%	55.2%	58.3%	54.8%
		% of Total	5.0%	33.8%	16.0%	54.8%
2.00		Count	2	13	6	21
		% within SUMQ15	9.5%	61.9%	28.6%	100.0%
		% within DEGREE5	8.0%	9.7%	10.0%	9.6%
		% of Total	.9%	5.9%	2.7%	9.6%
3.00		Count	0	1	1	2
		% within SUMQ15	.0%	50.0%	50.0%	100.0%
		% within DEGREE5	.0%	.7%	1.7%	.9%
		% of Total	.0%	.5%	.5%	.9%
Total		Count	25	134	60	219
		% within SUMQ15	11.4%	61.2%	27.4%	100.0%
		% within DEGREE5	100.0%	100.0%	100.0%	100.0%
		% of Total	11.4%	61.2%	27.4%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.055 <sup>a</sup>	6	.802
Likelihood Ratio	3.133	6	.792
Linear-by-Linear Association	1.959	1	.162
N of Valid Cases	219		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is .23.

## SUMQ15 \* WHTNOWHT

## Crosstab

			WHTNOWHT		Total
			1.00	2.00	
SUMQ15	.00	Count	47	29	76
		% within SUMQ15	61.8%	38.2%	100.0%
		% within WHTNOWHT	35.9%	33.7%	35.0%
		% of Total	21.7%	13.4%	35.0%
1.00	Count	Count	70	48	118
		% within SUMQ15	59.3%	40.7%	100.0%
		% within WHTNOWHT	53.4%	55.8%	54.4%
		% of Total	32.3%	22.1%	54.4%
2.00	Count	Count	14	7	21
		% within SUMQ15	66.7%	33.3%	100.0%
		% within WHTNOWHT	10.7%	8.1%	9.7%
		% of Total	6.5%	3.2%	9.7%
3.00	Count	Count	0	2	2
		% within SUMQ15	.0%	100.0%	100.0%
		% within WHTNOWHT	.0%	2.3%	.9%
		% of Total	.0%	.9%	.9%
Total	Count	Count	131	86	217
		% within SUMQ15	60.4%	39.6%	100.0%
		% within WHTNOWHT	100.0%	100.0%	100.0%
		% of Total	60.4%	39.6%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.518 <sup>a</sup>	3	.318
Likelihood Ratio	4.181	3	.243
Linear-by-Linear Association	.219	1	.640
N of Valid Cases	217		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .79.

## SUMQ15 \* CATYRSCO

Crosstab

		CATYRSCO					Total	
		1.00	2.00	3.00	4.00	5.00		
SUMQ15	.00	Count	12	14	10	17	23	76
		% within SUMQ15	15.8%	18.4%	13.2%	22.4%	30.3%	100.0%
		% within CATYRSCO	18.8%	35.9%	32.3%	45.9%	47.9%	34.7%
		% of Total	5.5%	6.4%	4.6%	7.8%	10.5%	34.7%
1.00		Count	46	19	18	17	20	120
		% within SUMQ15	38.3%	15.8%	15.0%	14.2%	16.7%	100.0%
		% within CATYRSCO	71.9%	48.7%	58.1%	45.9%	41.7%	54.8%
		% of Total	21.0%	8.7%	8.2%	7.8%	9.1%	54.8%
2.00		Count	6	6	2	2	5	21
		% within SUMQ15	28.6%	28.6%	9.5%	9.5%	23.8%	100.0%
		% within CATYRSCO	9.4%	15.4%	6.5%	5.4%	10.4%	9.6%
		% of Total	2.7%	2.7%	.9%	.9%	2.3%	9.6%
3.00		Count	0	0	1	1	0	2
		% within SUMQ15	.0%	.0%	50.0%	50.0%	.0%	100.0%
		% within CATYRSCO	.0%	.0%	3.2%	2.7%	.0%	.9%
		% of Total	.0%	.0%	.5%	.5%	.0%	.9%
Total		Count	64	39	31	37	48	219
		% within SUMQ15	29.2%	17.8%	14.2%	16.9%	21.9%	100.0%
		% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	29.2%	17.8%	14.2%	16.9%	21.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.184 <sup>a</sup>	12	.048
Likelihood Ratio	21.779	12	.040
Linear-by-Linear Association	6.151	1	.013
N of Valid Cases	219		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .28.

## Crosstabs for Questionnaire Item 17

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
INSV17A * DEGREE5	174	79.5%	45	20.5%	219	100.0%
INSV17A * WHTNOWHT	172	78.5%	47	21.5%	219	100.0%
INSV17A * CATYRSCO	174	79.5%	45	20.5%	219	100.0%
CONF17B * DEGREE5	171	78.1%	48	21.9%	219	100.0%
CONF17B * WHTNOWHT	169	77.2%	50	22.8%	219	100.0%
CONF17B * CATYRSCO	171	78.1%	48	21.9%	219	100.0%
RDG17C * DEGREE5	171	78.1%	48	21.9%	219	100.0%
RDG17C * WHTNOWHT	170	77.6%	49	22.4%	219	100.0%
RDG17C * CATYRSCO	171	78.1%	48	21.9%	219	100.0%

## INSV17A \* DEGREE5

Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
INSV17A	.00	Count	7	52	16	75
		% within INSV17A	9.3%	69.3%	21.3%	100.0%
		% within DEGREE5	35.0%	48.6%	34.0%	43.1%
		% of Total	4.0%	29.9%	9.2%	43.1%
	1.00	Count	10	51	25	86
		% within INSV17A	11.6%	59.3%	29.1%	100.0%
		% within DEGREE5	50.0%	47.7%	53.2%	49.4%
		% of Total	5.7%	29.3%	14.4%	49.4%
	2.00	Count	2	4	3	9
		% within INSV17A	22.2%	44.4%	33.3%	100.0%
		% within DEGREE5	10.0%	3.7%	6.4%	5.2%
		% of Total	1.1%	2.3%	1.7%	5.2%
3.00	Count	0	0	1	1	
	% within INSV17A	.0%	.0%	100.0%	100.0%	
	% within DEGREE5	.0%	.0%	2.1%	.6%	
	% of Total	.0%	.0%	.6%	.6%	
4.00	Count	1	0	2	3	
	% within INSV17A	33.3%	.0%	66.7%	100.0%	
	% within DEGREE5	5.0%	.0%	4.3%	1.7%	
	% of Total	.6%	.0%	1.1%	1.7%	
Total	Count	20	107	47	174	
	% within INSV17A	11.5%	61.5%	27.0%	100.0%	
	% within DEGREE5	100.0%	100.0%	100.0%	100.0%	
	% of Total	11.5%	61.5%	27.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.151 <sup>a</sup>	8	.193
Likelihood Ratio	11.874	8	.157
Linear-by-Linear Association	.864	1	.353
N of Valid Cases	174		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .11.

**INSV17A \* WHTNOWHT**

Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
INSV17A	.00	Count	50	25	75
		% within INSV17A	66.7%	33.3%	100.0%
		% within WHTNOWHT	49.5%	35.2%	43.6%
		% of Total	29.1%	14.5%	43.6%
	1.00	Count	45	39	84
		% within INSV17A	53.6%	46.4%	100.0%
		% within WHTNOWHT	44.6%	54.9%	48.8%
		% of Total	26.2%	22.7%	48.8%
	2.00	Count	6	3	9
		% within INSV17A	66.7%	33.3%	100.0%
		% within WHTNOWHT	5.9%	4.2%	5.2%
		% of Total	3.5%	1.7%	5.2%
3.00	Count	0	1	1	
	% within INSV17A	.0%	100.0%	100.0%	
	% within WHTNOWHT	.0%	1.4%	.6%	
	% of Total	.0%	.6%	.6%	
4.00	Count	0	3	3	
	% within INSV17A	.0%	100.0%	100.0%	
	% within WHTNOWHT	.0%	4.2%	1.7%	
	% of Total	.0%	1.7%	1.7%	
Total	Count	101	71	172	
	% within INSV17A	58.7%	41.3%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	58.7%	41.3%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.797 <sup>a</sup>	4	.066
Likelihood Ratio	10.229	4	.037
Linear-by-Linear Association	5.767	1	.016
N of Valid Cases	172		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .41.

**INSV17A \* CATYRSCO**

Crosstab

		CATYRSCO					Total	
		1.00	2.00	3.00	4.00	5.00		
INSV17A	.00	Count	27	16	12	9	11	75
		% within INSV17A	36.0%	21.3%	16.0%	12.0%	14.7%	100.0%
		% within CATYRSCO	50.9%	50.0%	50.0%	31.0%	30.6%	43.1%
		% of Total	15.5%	9.2%	6.9%	5.2%	6.3%	43.1%
1.00		Count	23	15	11	18	19	86
		% within INSV17A	26.7%	17.4%	12.8%	20.9%	22.1%	100.0%
		% within CATYRSCO	43.4%	46.9%	45.8%	62.1%	52.8%	49.4%
		% of Total	13.2%	8.6%	6.3%	10.3%	10.9%	49.4%
2.00		Count	3	1	0	0	5	9
		% within INSV17A	33.3%	11.1%	.0%	.0%	55.6%	100.0%
		% within CATYRSCO	5.7%	3.1%	.0%	.0%	13.9%	5.2%
		% of Total	1.7%	.6%	.0%	.0%	2.9%	5.2%
3.00		Count	0	0	1	0	0	1
		% within INSV17A	.0%	.0%	100.0%	.0%	.0%	100.0%
		% within CATYRSCO	.0%	.0%	4.2%	.0%	.0%	.6%
		% of Total	.0%	.0%	.6%	.0%	.0%	.6%
4.00		Count	0	0	0	2	1	3
		% within INSV17A	.0%	.0%	.0%	66.7%	33.3%	100.0%
		% within CATYRSCO	.0%	.0%	.0%	6.9%	2.8%	1.7%
		% of Total	.0%	.0%	.0%	1.1%	.6%	1.7%
Total		Count	53	32	24	29	36	174
		% within INSV17A	30.5%	18.4%	13.8%	16.7%	20.7%	100.0%
		% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	30.5%	18.4%	13.8%	16.7%	20.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.357 <sup>a</sup>	16	.049
Likelihood Ratio	25.186	16	.067
Linear-by-Linear Association	7.752	1	.005
N of Valid Cases	174		

a. 15 cells (60.0%) have expected count less than 5. The minimum expected count is .14.

## CONF17B \* DEGREE5

Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
CONF17B	.00	Count	6	48	11	65
		% within CONF17B	9.2%	73.8%	16.9%	100.0%
		% within DEGREE5	31.6%	44.0%	25.6%	38.0%
		% of Total	3.5%	28.1%	6.4%	38.0%
1.00		Count	12	57	27	96
		% within CONF17B	12.5%	59.4%	28.1%	100.0%
		% within DEGREE5	63.2%	52.3%	62.8%	56.1%
		% of Total	7.0%	33.3%	15.8%	56.1%
2.00		Count	1	4	4	9
		% within CONF17B	11.1%	44.4%	44.4%	100.0%
		% within DEGREE5	5.3%	3.7%	9.3%	5.3%
		% of Total	.6%	2.3%	2.3%	5.3%
4.00		Count	0	0	1	1
		% within CONF17B	.0%	.0%	100.0%	100.0%
		% within DEGREE5	.0%	.0%	2.3%	.6%
		% of Total	.0%	.0%	.6%	.6%
Total		Count	19	109	43	171
		% within CONF17B	11.1%	63.7%	25.1%	100.0%
		% within DEGREE5	100.0%	100.0%	100.0%	100.0%
		% of Total	11.1%	63.7%	25.1%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.624 <sup>a</sup>	6	.196
Likelihood Ratio	8.400	6	.210
Linear-by-Linear Association	3.101	1	.078
N of Valid Cases	171		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .11.

**CONF17B \* WHTNOWHT**

## Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
CONF17B	.00	Count	46	19	65
		% within CONF17B	70.8%	29.2%	100.0%
		% within WHTNOWHT	45.5%	27.9%	38.5%
		% of Total	27.2%	11.2%	38.5%
1.00	Count	52	43	95	
	% within CONF17B	54.7%	45.3%	100.0%	
	% within WHTNOWHT	51.5%	63.2%	56.2%	
	% of Total	30.8%	25.4%	56.2%	
2.00	Count	3	5	8	
	% within CONF17B	37.5%	62.5%	100.0%	
	% within WHTNOWHT	3.0%	7.4%	4.7%	
	% of Total	1.8%	3.0%	4.7%	
4.00	Count	0	1	1	
	% within CONF17B	.0%	100.0%	100.0%	
	% within WHTNOWHT	.0%	1.5%	.6%	
	% of Total	.0%	.6%	.6%	
Total	Count	101	68	169	
	% within CONF17B	59.8%	40.2%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	59.8%	40.2%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.407 <sup>a</sup>	3	.060
Likelihood Ratio	7.823	3	.050
Linear-by-Linear Association	7.348	1	.007
N of Valid Cases	169		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .40.

**CONF17B \* CATYRSCO**



Crosstab

		CATYRSCO					Total	
		1.00	2.00	3.00	4.00	5.00		
CONF17B	.00	Count	22	11	14	7	11	65
		% within CONF17B	33.8%	16.9%	21.5%	10.8%	16.9%	100.0%
		% within CATYRSCO	43.1%	34.4%	58.3%	26.9%	28.9%	38.0%
		% of Total	12.9%	6.4%	8.2%	4.1%	6.4%	38.0%
1.00		Count	28	19	8	17	24	96
		% within CONF17B	29.2%	19.8%	8.3%	17.7%	25.0%	100.0%
		% within CATYRSCO	54.9%	59.4%	33.3%	65.4%	63.2%	56.1%
		% of Total	16.4%	11.1%	4.7%	9.9%	14.0%	56.1%
2.00		Count	1	2	2	2	2	9
		% within CONF17B	11.1%	22.2%	22.2%	22.2%	22.2%	100.0%
		% within CATYRSCO	2.0%	6.3%	8.3%	7.7%	5.3%	5.3%
		% of Total	.6%	1.2%	1.2%	1.2%	1.2%	5.3%
4.00		Count	0	0	0	0	1	1
		% within CONF17B	.0%	.0%	.0%	.0%	100.0%	100.0%
		% within CATYRSCO	.0%	.0%	.0%	.0%	2.6%	.6%
		% of Total	.0%	.0%	.0%	.0%	.6%	.6%
Total		Count	51	32	24	26	38	171
		% within CONF17B	29.8%	18.7%	14.0%	15.2%	22.2%	100.0%
		% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	29.8%	18.7%	14.0%	15.2%	22.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.097 <sup>a</sup>	12	.362
Likelihood Ratio	12.975	12	.371
Linear-by-Linear Association	3.630	1	.057
N of Valid Cases	171		

a. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .14.

## RDG17C \* DEGREE5

Crosstab

		DEGREE5			Total	
		1.00	2.00	3.00		
RDG17C	.00	Count	5	42	9	56
		% within RDG17C	8.9%	75.0%	16.1%	100.0%
		% within DEGREE5	25.0%	39.6%	20.0%	32.7%
		% of Total	2.9%	24.6%	5.3%	32.7%
1.00		Count	12	55	21	88
		% within RDG17C	13.6%	62.5%	23.9%	100.0%
		% within DEGREE5	60.0%	51.9%	46.7%	51.5%
		% of Total	7.0%	32.2%	12.3%	51.5%
2.00		Count	2	6	9	17
		% within RDG17C	11.8%	35.3%	52.9%	100.0%
		% within DEGREE5	10.0%	5.7%	20.0%	9.9%
		% of Total	1.2%	3.5%	5.3%	9.9%
3.00		Count	0	0	3	3
		% within RDG17C	.0%	.0%	100.0%	100.0%
		% within DEGREE5	.0%	.0%	6.7%	1.8%
		% of Total	.0%	.0%	1.8%	1.8%
4.00		Count	1	3	3	7
		% within RDG17C	14.3%	42.9%	42.9%	100.0%
		% within DEGREE5	5.0%	2.8%	6.7%	4.1%
		% of Total	.6%	1.8%	1.8%	4.1%
Total		Count	20	106	45	171
		% within RDG17C	11.7%	62.0%	26.3%	100.0%
		% within DEGREE5	100.0%	100.0%	100.0%	100.0%
		% of Total	11.7%	62.0%	26.3%	100.0%

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.733 <sup>a</sup>	8	.008
Likelihood Ratio	19.878	8	.011
Linear-by-Linear Association	5.286	1	.021
N of Valid Cases	171		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .35.

## RDG17C \* WHTNOWHT

## Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
RDG17C	.00	Count	41	15	56
		% within RDG17C	73.2%	26.8%	100.0%
		% within WHTNOWHT	40.2%	22.1%	32.9%
		% of Total	24.1%	8.8%	32.9%
1.00	Count	54	34	88	
	% within RDG17C	61.4%	38.6%	100.0%	
	% within WHTNOWHT	52.9%	50.0%	51.8%	
	% of Total	31.8%	20.0%	51.8%	
2.00	Count	4	12	16	
	% within RDG17C	25.0%	75.0%	100.0%	
	% within WHTNOWHT	3.9%	17.6%	9.4%	
	% of Total	2.4%	7.1%	9.4%	
3.00	Count	2	1	3	
	% within RDG17C	66.7%	33.3%	100.0%	
	% within WHTNOWHT	2.0%	1.5%	1.8%	
	% of Total	1.2%	.6%	1.8%	
4.00	Count	1	6	7	
	% within RDG17C	14.3%	85.7%	100.0%	
	% within WHTNOWHT	1.0%	8.8%	4.1%	
	% of Total	.6%	3.5%	4.1%	
Total	Count	102	68	170	
	% within RDG17C	60.0%	40.0%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	60.0%	40.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.460 <sup>a</sup>	4	.001
Likelihood Ratio	18.775	4	.001
Linear-by-Linear Association	13.982	1	.000
N of Valid Cases	170		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.20.

## RDG17C \* CATYRSCO

Crosstab

			CATYRSCO					Total
			1.00	2.00	3.00	4.00	5.00	
RDG17C	.00	Count	15	14	9	9	9	56
		% within RDG17C	26.8%	25.0%	16.1%	16.1%	16.1%	100.0%
		% within CATYRSCO	27.3%	48.3%	36.0%	31.0%	27.3%	32.7%
		% of Total	8.8%	8.2%	5.3%	5.3%	5.3%	32.7%
1.00	Count	Count	33	11	12	15	17	88
		% within RDG17C	37.5%	12.5%	13.6%	17.0%	19.3%	100.0%
		% within CATYRSCO	60.0%	37.9%	48.0%	51.7%	51.5%	51.5%
		% of Total	19.3%	6.4%	7.0%	8.8%	9.9%	51.5%
2.00	Count	Count	5	3	3	2	4	17
		% within RDG17C	29.4%	17.6%	17.6%	11.8%	23.5%	100.0%
		% within CATYRSCO	9.1%	10.3%	12.0%	6.9%	12.1%	9.9%
		% of Total	2.9%	1.8%	1.8%	1.2%	2.3%	9.9%
3.00	Count	Count	0	1	1	1	0	3
		% within RDG17C	.0%	33.3%	33.3%	33.3%	.0%	100.0%
		% within CATYRSCO	.0%	3.4%	4.0%	3.4%	.0%	1.8%
		% of Total	.0%	.6%	.6%	.6%	.0%	1.8%
4.00	Count	Count	2	0	0	2	3	7
		% within RDG17C	28.6%	.0%	.0%	28.6%	42.9%	100.0%
		% within CATYRSCO	3.6%	.0%	.0%	6.9%	9.1%	4.1%
		% of Total	1.2%	.0%	.0%	1.2%	1.8%	4.1%
Total	Count	Count	55	29	25	29	33	171
		% within RDG17C	32.2%	17.0%	14.6%	17.0%	19.3%	100.0%
		% within CATYRSCO	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	32.2%	17.0%	14.6%	17.0%	19.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.516 <sup>a</sup>	16	.635
Likelihood Ratio	16.103	16	.446
Linear-by-Linear Association	1.521	1	.217
N of Valid Cases	171		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .44.

Frequencies for Questionnaire Items 23 and 26

PROB23

Statistics			PROB23				
		PROB23	INTV26	Frequency	Percent	Valid Percent	Cumulative Percent
N	Valid	219	219	43	19.6	19.6	19.6
	Missing	0	0	176	80.4	80.4	100.0
	Total			219	100.0	100.0	

INTV26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	51	23.3	23.3	23.3
	1.00	168	76.7	76.7	100.0
	Total	219	100.0	100.0	

## Logistic Regression for Research Question 2

### Case Processing Summary

Unweighted Cases <sup>a</sup>		N	Percent
Selected Cases	Included in Analysis	160	73.1
	Missing Cases	59	26.9
	Total	219	100.0
Unselected Cases		0	.0
Total		219	100.0

a. If weight is in effect, see classification table for the total number of cases.

### Dependent Variable Encoding

Original Value	Internal Value
.00	0
1.00	1

### Categorical Variables Codings

	Frequency	Parameter coding				
		(1)	(2)	(3)	(4)	
SCHTYP10	1.00	69	1.000	.000	.000	.000
	2.00	2	.000	1.000	.000	.000
	3.00	16	.000	.000	1.000	.000
	4.00	65	.000	.000	.000	1.000
	5.00	8	.000	.000	.000	.000
WKREG8	1.00	36	1.000	.000	.000	
	2.00	37	.000	1.000	.000	
	3.00	48	.000	.000	1.000	
	4.00	39	.000	.000	.000	
SCHLVL10	1.00	97	1.000	.000	.000	
	2.00	13	.000	1.000	.000	
	3.00	18	.000	.000	1.000	
	4.00	32	.000	.000	.000	
LEA9	1.00	49	1.000	.000		
	2.00	78	.000	1.000		
	3.00	33	.000	.000		

## Block 0: Beginning Block

Classification Table<sup>a,b</sup>

		Predicted			
		PROB23		Percentage Correct	
Observed		.00	1.00		
Step 0	PROB23	.00	0	29	.0
		1.00	0	131	100.0
Overall Percentage					81.9

a. Constant is included in the model.

b. The cut value is .500

### Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	1.508	.205	53.988	1	.000	4.517

## Variables not in the Equation

Step	Variables	Score	df	Sig.
0	WKREG8	6.557	3	.087
	WKREG8(1)	1.480	1	.224
	WKREG8(2)	1.246	1	.264
	WKREG8(3)	.018	1	.893
	LEA9	9.389	2	.009
	LEA9(1)	1.646	1	.200
	LEA9(2)	1.659	1	.198
	SCHLVL10	5.045	3	.169
	SCHLVL10(1)	2.263	1	.133
	SCHLVL10(2)	1.524	1	.217
	SCHLVL10(3)	.672	1	.412
	SCHTYP10	1.249	4	.870
	SCHTYP10(1)	.383	1	.536
	SCHTYP10(2)	.448	1	.503
	SCHTYP10(3)	.005	1	.945
	SCHTYP10(4)	.554	1	.457
	WHTNOWHT	3.986	1	.046
	Overall Statistics	21.935	13	.056

## Block 1: Method = Enter

## Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	22.669	13	.046
	Block	22.669	13	.046
	Model	22.669	13	.046

## Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	128.782	.132	.216

Classification Table<sup>a</sup>

		Predicted		
		PROB23		Percentage Correct
Observed	.00	1.00		
Step 1	PROB23	4	25	13.8
		3	128	97.7
	Overall Percentage			82.5

a. The cut value is .500

## Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 <sup>a</sup>	WKREG8			4.178	3	.243	
	WKREG8(1)	-1.461	.878	2.766	1	.096	.232
	WKREG8(2)	-1.747	.860	4.129	1	.042	.174
	WKREG8(3)	-1.406	.856	2.697	1	.101	.245
	LEA9			6.077	2	.048	
	LEA9(1)	1.266	.654	3.753	1	.053	3.548
	LEA9(2)	1.219	.533	5.228	1	.022	3.383
	SCHLVL10			3.955	3	.266	
	SCHLVL10(1)	.830	.563	2.171	1	.141	2.293
	SCHLVL10(2)	-.337	.814	.171	1	.679	.714
	SCHLVL10(3)	.721	.930	.601	1	.438	2.057
	SCHTYP10			.960	4	.916	
	SCHTYP10(1)	.527	1.016	.270	1	.604	1.694
	SCHTYP10(2)	19.990	28100.810	.000	1	.999	4.8E+08
	SCHTYP10(3)	.523	1.205	.188	1	.664	1.687
	SCHTYP10(4)	.877	1.033	.720	1	.396	2.403
	WHTNOWHT	.597	.561	1.130	1	.288	1.817
	Constant	-.026	1.494	.000	1	.986	.974

a. Variable(s) entered on step 1: WKREG8, LEA9, SCHLVL10, SCHTYP10, WHTNOWHT.

## Logistic Regression

## Case Processing Summary

Unweighted Cases <sup>a</sup>		N	Percent
Selected Cases	Included in Analysis	160	73.1
	Missing Cases	59	26.9
	Total	219	100.0
Unselected Cases		0	.0
Total		219	100.0

a. If weight is in effect, see classification table for the total number of cases.

## Dependent Variable Encoding

Original Value	Internal Value
.00	0
1.00	1



## Variables not in the Equation

Step	Variables	Score	df	Sig.
0	WKREG8	6.278	3	.099
	WKREG8(1)	2.048	1	.152
	WKREG8(2)	1.738	1	.187
	WKREG8(3)	.392	1	.531
	LEA9	10.509	2	.005
	LEA9(1)	2.380	1	.123
	LEA9(2)	1.373	1	.241
	SCHLVL10	2.643	3	.450
	SCHLVL10(1)	.228	1	.633
	SCHLVL10(2)	.655	1	.418
	SCHLVL10(3)	1.375	1	.241
	SCHTYP10	1.139	4	.888
	SCHTYP10(1)	.542	1	.462
	SCHTYP10(2)	.567	1	.451
	SCHTYP10(3)	.102	1	.750
	SCHTYP10(4)	.225	1	.635
	WHTNOWHT	2.397	1	.122
Overall Statistics		18.702	13	.133

## Block 1: Method = Enter

## Omnibus Tests of Model Coefficients

	Chi-square	df	Sig.
Step 1 Step	19.014	13	.123
Block	19.014	13	.123
Model	19.014	13	.123

## Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	149.089	.112	.172

Classification Table<sup>a</sup>

Observed		Predicted		
		INTV26		Percentage Correct
		.00	1.00	
Step 1	INTV26	.00	29	17.1
		5	120	96.0
Overall Percentage				78.8

a. The cut value is .500



Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step	WKREG8			4.062	3	.255	
1	WKREG8(1)	-1.078	.685	2.476	1	.116	.340
	WKREG8(2)	-1.185	.670	3.132	1	.077	.306
	WKREG8(3)	-.546	.678	.648	1	.421	.579
	LEA9			7.777	2	.020	
	LEA9(1)	1.439	.599	5.771	1	.016	4.217
	LEA9(2)	1.206	.491	6.039	1	.014	3.339
	SCHLVL10			1.403	3	.705	
	SCHLVL10(1)	.325	.529	.379	1	.538	1.385
	SCHLVL10(2)	-.274	.791	.120	1	.729	.760
	SCHLVL10(3)	.732	.913	.642	1	.423	2.079
	SCHTYP10			.639	4	.959	
	SCHTYP10(1)	.235	.942	.062	1	.803	1.265
	SCHTYP10(2)	20.245	27959.794	.000	1	.999	6.2E+08
	SCHTYP10(3)	.505	1.138	.197	1	.657	1.656
	SCHTYP10(4)	.535	.955	.313	1	.576	1.707
	WHTNOWHT	.252	.484	.272	1	.602	1.287
	Constant	.119	1.298	.008	1	.927	1.126

a. Variable(s) entered on step 1: WKREG8, LEA9, SCHLVL10, SCHTYP10, WHTNOWHT.

### Logistic Regression for Research Question 3

Case Processing Summary

Unweighted Cases <sup>a</sup>		N	Percent
Selected Cases	Included in Analysis	213	97.3
	Missing Cases	6	2.7
	Total	219	100.0
Unselected Cases		0	.0
Total		219	100.0

a. If weight is in effect, see classification table for the total number of cases.

Dependent Variable Encoding

Original Value	Internal Value
.00	0
1.00	1

## Categorical Variables Codings

	Frequency	Parameter coding				
		(1)	(2)	(3)	(4)	
CULTAS34	1.00	1	1.000	.000	.000	.000
	2.00	8	.000	1.000	.000	.000
	3.00	17	.000	.000	1.000	.000
	4.00	74	.000	.000	.000	1.000
	5.00	113	.000	.000	.000	.000
CULTIM32	1.00	1	1.000	.000	.000	.000
	2.00	4	.000	1.000	.000	.000
	3.00	15	.000	.000	1.000	.000
	4.00	75	.000	.000	.000	1.000
	5.00	118	.000	.000	.000	.000
AWARE33	1.00	4	1.000	.000	.000	.000
	2.00	6	.000	1.000	.000	.000
	3.00	17	.000	.000	1.000	.000
	4.00	73	.000	.000	.000	1.000
	5.00	113	.000	.000	.000	.000
CULTIN31	2.00	6	1.000	.000	.000	
	3.00	16	.000	1.000	.000	
	4.00	80	.000	.000	1.000	
	5.00	111	.000	.000	.000	

## Block 0: Beginning Block

Classification Table<sup>a,b</sup>

Observed	Predicted			
	PROB23		Percentage Correct	
	.00	1.00		
Step 0 PROB23	.00	0	41	.0
	1.00	0	172	100.0
Overall Percentage				80.8

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	1.434	.174	68.074	1	.000	4.195

Variables not in the Equation<sup>a</sup>

Step	Variables	Score	df	Sig.
0	CULTIN31	14.430	3	.002
	CULTIN31(1)	3.756	1	.053
	CULTIN31(2)	6.681	1	.010
	CULTIN31(3)	.871	1	.351
	CULTIM32	13.734	4	.008
	CULTIM32(1)	.239	1	.625
	CULTIM32(2)	2.480	1	.115
	CULTIM32(3)	7.804	1	.005
	CULTIM32(4)	.870	1	.351
	AWARE33	11.749	4	.019
	AWARE33(1)	2.480	1	.115
	AWARE33(2)	.788	1	.375
	AWARE33(3)	3.060	1	.080
	AWARE33(4)	2.090	1	.148
	CULTAS34	9.144	4	.058
	CULTAS34(1)	.239	1	.625
	CULTAS34(2)	1.781	1	.182
	CULTAS34(3)	5.715	1	.017
	CULTAS34(4)	.076	1	.783

a. Residual Chi-Squares are not computed because of redundancies.

## Block 1: Method = Enter

## Omnibus Tests of Model Coefficients

Step	Chi-square	df	Sig.
Step 1	20.331	14	.120
Block	20.331	14	.120
Model	20.331	14	.120

## Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	188.328	.091	.146

Classification Table<sup>a</sup>

Observed	PROB23	Predicted		
		PROB23		Percentage Correct
		.00	1.00	
Step 1	.00	8	33	19.5
	1.00	6	166	96.5
Overall Percentage				81.7

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	CULTIN31			2.885	3	.410	
	CULTIN31(1)	-2.387	1.770	1.819	1	.177	.092
	CULTIN31(2)	-1.484	.971	2.335	1	.126	.227
	CULTIN31(3)	-.610	.541	1.270	1	.260	.543
	CULTIM32			.201	4	.995	
	CULTIM32(1)	21.402	40192.970	.000	1	1.000	2.0E+09
	CULTIM32(2)	-.743	2.190	.115	1	.734	.476
	CULTIM32(3)	-.482	1.132	.181	1	.671	.618
	CULTIM32(4)	-.106	.606	.031	1	.861	.899
	AWARE33			4.524	4	.340	
	AWARE33(1)	-2.552	1.624	2.469	1	.116	.078
	AWARE33(2)	.025	1.879	.000	1	.989	1.025
	AWARE33(3)	-.737	.796	.859	1	.354	.478
	AWARE33(4)	-.750	.592	1.604	1	.205	.472
	CULTAS34			1.021	3	.796	
	CULTAS34(2)	1.034	1.665	.385	1	.535	2.811
	CULTAS34(3)	.462	.900	.263	1	.608	1.587
	CULTAS34(4)	.533	.591	.814	1	.367	1.704
	Constant	2.164	.327	43.681	1	.000	8.704

a. Variable(s) entered on step 1: CULTIN31, CULTIM32, AWARE33, CULTAS34.

## Logistic Regression

### Case Processing Summary

Unweighted Cases <sup>a</sup>		N	Percent
Selected Cases	Included in Analysis	213	97.3
	Missing Cases	6	2.7
	Total	219	100.0
Unselected Cases		0	.0
Total		219	100.0

a. If weight is in effect, see classification table for the total number of cases.

### Dependent Variable Encoding

Original Value	Internal Value
.00	0
1.00	1

### Categorical Variables Codings

	Frequency	Parameter coding				
		(1)	(2)	(3)	(4)	
CULTAS34	1.00	1	1.000	.000	.000	.000
	2.00	8	.000	1.000	.000	.000
	3.00	17	.000	.000	1.000	.000
	4.00	74	.000	.000	.000	1.000
	5.00	113	.000	.000	.000	.000
CULTIM32	1.00	1	1.000	.000	.000	.000
	2.00	4	.000	1.000	.000	.000
	3.00	15	.000	.000	1.000	.000
	4.00	75	.000	.000	.000	1.000
	5.00	118	.000	.000	.000	.000
AWARE33	1.00	4	1.000	.000	.000	.000
	2.00	6	.000	1.000	.000	.000
	3.00	17	.000	.000	1.000	.000
	4.00	73	.000	.000	.000	1.000
	5.00	113	.000	.000	.000	.000
CULTIN31	2.00	6	1.000	.000	.000	
	3.00	16	.000	1.000	.000	
	4.00	80	.000	.000	1.000	
	5.00	111	.000	.000	.000	

**Block 0: Beginning Block****Classification Table<sup>a,b</sup>**

Observed		Predicted			
		INTV26		Percentage Correct	
		.00	1.00		
Step 0	INTV26	.00	0	49	.0
		1.00	0	164	100.0
Overall Percentage					77.0

a. Constant is included in the model.

b. The cut value is .500

**Variables in the Equation**

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	1.208	.163	55.059	1	.000	3.347

**Variables not in the Equation<sup>a</sup>**

Step	Variables	Score	df	Sig.
0	CULTIN31	12.974	3	.005
	CULTIN31(1)	6.645	1	.010
	CULTIN31(2)	2.052	1	.152
	CULTIN31(3)	1.462	1	.227
	CULTIM32	21.211	4	.000
	CULTIM32(1)	.300	1	.584
	CULTIM32(2)	6.222	1	.013
	CULTIM32(3)	12.469	1	.000
	CULTIM32(4)	.065	1	.799
	AWARE33	25.256	4	.000
	AWARE33(1)	6.222	1	.013
	AWARE33(2)	6.645	1	.010
	AWARE33(3)	9.347	1	.002
	AWARE33(4)	.074	1	.785
	CULTAS34	20.171	4	.000
	CULTAS34(1)	.300	1	.584
	CULTAS34(2)	12.687	1	.000
	CULTAS34(3)	6.035	1	.014
	CULTAS34(4)	.479	1	.489

a. Residual Chi-Squares are not computed because of redundancies.

**Block 1: Method = Enter****Omnibus Tests of Model Coefficients**

	Chi-square	df	Sig.
Step 1 Step	32.036	14	.004
Block	32.036	14	.004
Model	32.036	14	.004

**Model Summary**

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	197.720	.140	.212

Classification Table<sup>a</sup>

Observed			Predicted		
			INTV26		Percentage Correct
			.00	1.00	
Step 1	INTV26	.00	12	37	24.5
		1.00	7	157	95.7
Overall Percentage					79.3

a. The cut value is .500

Variables in the Equation

Step		B	S.E.	Wald	df	Sig.	Exp(B)
1	CULTIN31			3.147	3	.370	
	CULTIN31(1)	-.669	1.981	.114	1	.735	.512
	CULTIN31(2)	.977	1.370	.509	1	.476	2.657
	CULTIN31(3)	-.504	.515	.960	1	.327	.604
	CULTIM32			2.672	4	.614	
	CULTIM32(1)	21.594	40192.970	.000	1	1.000	2.4E+09
	CULTIM32(2)	-.834	2.388	.122	1	.727	.434
	CULTIM32(3)	-1.993	1.327	2.256	1	.133	.136
	CULTIM32(4)	-.278	.580	.230	1	.631	.757
	AWARE33			5.082	4	.279	
	AWARE33(1)	-2.072	1.574	1.734	1	.188	.126
	AWARE33(2)	-1.562	2.119	.543	1	.461	.210
	AWARE33(3)	-1.303	.715	3.323	1	.068	.272
	AWARE33(4)	-.280	.574	.238	1	.626	.756
	CULTAS34			1.265	3	.738	
	CULTAS34(2)	-.648	1.561	.173	1	.678	.523
	CULTAS34(3)	.071	.917	.006	1	.938	1.074
	CULTAS34(4)	.498	.566	.773	1	.379	1.645
	Constant	1.840	.292	39.701	1	.000	6.297

a. Variable(s) entered on step 1: CULTIN31, CULTIM32, AWARE33, CULTAS34.

### Crosstabs for Research Question 3

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CULTIN31 * WHTNOWHT	213	97.3%	6	2.7%	219	100.0%
CULTIM32 * WHTNOWHT	213	97.3%	6	2.7%	219	100.0%
AWARE33 * WHTNOWHT	213	97.3%	6	2.7%	219	100.0%
CULTAS34 * WHTNOWHT	212	96.8%	7	3.2%	219	100.0%

### CULTIN31 \* WHTNOWHT

Crosstab

		WHTNOWHT		Total	
		1.00	2.00		
CULTIN31	2.00	Count	5	1	6
		% within CULTIN31	83.3%	16.7%	100.0%
		% within WHTNOWHT	3.8%	1.2%	2.8%
		% of Total	2.3%	.5%	2.8%
	3.00	Count	15	1	16
		% within CULTIN31	93.8%	6.3%	100.0%
		% within WHTNOWHT	11.5%	1.2%	7.5%
		% of Total	7.0%	.5%	7.5%
	4.00	Count	58	23	81
		% within CULTIN31	71.6%	28.4%	100.0%
		% within WHTNOWHT	44.6%	27.7%	38.0%
		% of Total	27.2%	10.8%	38.0%
5.00	Count	52	58	110	
	% within CULTIN31	47.3%	52.7%	100.0%	
	% within WHTNOWHT	40.0%	69.9%	51.6%	
	% of Total	24.4%	27.2%	51.6%	
Total	Count	130	83	213	
	% within CULTIN31	61.0%	39.0%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	61.0%	39.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.020 <sup>a</sup>	3	.000
Likelihood Ratio	23.114	3	.000
Linear-by-Linear Association	18.769	1	.000
N of Valid Cases	213		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.34.

**CULTIM32 \* WHTNOWHT**

## Crosstab

			WHTNOWHT		Total
			1.00	2.00	
CULTIM32	1.00	Count	0	1	1
		% within CULTIM32	.0%	100.0%	100.0%
		% within WHTNOWHT	.0%	1.2%	.5%
		% of Total	.0%	.5%	.5%
	2.00	Count	3	1	4
		% within CULTIM32	75.0%	25.0%	100.0%
		% within WHTNOWHT	2.3%	1.2%	1.9%
		% of Total	1.4%	.5%	1.9%
	3.00	Count	14	1	15
		% within CULTIM32	93.3%	6.7%	100.0%
		% within WHTNOWHT	10.8%	1.2%	7.0%
		% of Total	6.6%	.5%	7.0%
4.00	Count	56	19	75	
	% within CULTIM32	74.7%	25.3%	100.0%	
	% within WHTNOWHT	43.1%	22.9%	35.2%	
	% of Total	26.3%	8.9%	35.2%	
5.00	Count	57	61	118	
	% within CULTIM32	48.3%	51.7%	100.0%	
	% within WHTNOWHT	43.8%	73.5%	55.4%	
	% of Total	26.8%	28.6%	55.4%	
Total	Count	130	83	213	
	% within CULTIM32	61.0%	39.0%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	61.0%	39.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.374 <sup>a</sup>	4	.000
Likelihood Ratio	24.635	4	.000
Linear-by-Linear Association	12.978	1	.000
N of Valid Cases	213		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .39.

**AWARE33 \* WHTNOWHT**



## Crosstab

			WHTNOWHT		Total
			1.00	2.00	
AWARE33	1.00	Count	3	1	4
		% within AWARE33	75.0%	25.0%	100.0%
		% within WHTNOWHT	2.3%	1.2%	1.9%
		% of Total	1.4%	.5%	1.9%
	2.00	Count	4	2	6
		% within AWARE33	66.7%	33.3%	100.0%
		% within WHTNOWHT	3.1%	2.4%	2.8%
		% of Total	1.9%	.9%	2.8%
	3.00	Count	14	3	17
		% within AWARE33	82.4%	17.6%	100.0%
		% within WHTNOWHT	10.8%	3.6%	8.0%
		% of Total	6.6%	1.4%	8.0%
4.00	Count	51	23	74	
	% within AWARE33	68.9%	31.1%	100.0%	
	% within WHTNOWHT	39.2%	27.7%	34.7%	
	% of Total	23.9%	10.8%	34.7%	
5.00	Count	58	54	112	
	% within AWARE33	51.8%	48.2%	100.0%	
	% within WHTNOWHT	44.6%	65.1%	52.6%	
	% of Total	27.2%	25.4%	52.6%	
Total	Count	130	83	213	
	% within AWARE33	61.0%	39.0%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	61.0%	39.0%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.619 <sup>a</sup>	4	.047
Likelihood Ratio	9.998	4	.040
Linear-by-Linear Association	6.753	1	.009
N of Valid Cases	213		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.56.

**CULTAS34 \* WHTNOWHT**

Crosstab

			WHTNOWHT		Total
			1.00	2.00	
CULTAS34	1.00	Count	0	1	1
		% within CULTAS34	.0%	100.0%	100.0%
		% within WHTNOWHT	.0%	1.2%	.5%
		% of Total	.0%	.5%	.5%
	2.00	Count	6	2	8
		% within CULTAS34	75.0%	25.0%	100.0%
		% within WHTNOWHT	4.7%	2.4%	3.8%
		% of Total	2.8%	.9%	3.8%
	3.00	Count	14	3	17
		% within CULTAS34	82.4%	17.6%	100.0%
		% within WHTNOWHT	10.9%	3.6%	8.0%
		% of Total	6.6%	1.4%	8.0%
	4.00	Count	50	23	73
		% within CULTAS34	68.5%	31.5%	100.0%
		% within WHTNOWHT	38.8%	27.7%	34.4%
% of Total		23.6%	10.8%	34.4%	
5.00	Count	59	54	113	
	% within CULTAS34	52.2%	47.8%	100.0%	
	% within WHTNOWHT	45.7%	65.1%	53.3%	
	% of Total	27.8%	25.5%	53.3%	
Total	Count	129	83	212	
	% within CULTAS34	60.8%	39.2%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	60.8%	39.2%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.855 <sup>a</sup>	4	.028
Likelihood Ratio	11.590	4	.021
Linear-by-Linear Association	5.606	1	.018
N of Valid Cases	212		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .39.

## Logistic Regression for Research Question 4

Case Processing Summary

Unweighted Cases <sup>a</sup>		N	Percent
Selected Cases	Included in Analysis	186	84.9
	Missing Cases	33	15.1
	Total	219	100.0
Unselected Cases		0	.0
Total		219	100.0

a. If weight is in effect, see classification table for the total number of cases.

Dependent Variable Encoding

Original Value	Internal Value
.00	0
1.00	1

## Block 0: Beginning Block

Classification Table<sup>a,b</sup>

Observed			Predicted		
			PROB23		Percentage Correct
			.00	1.00	
Step 0	PROB23	.00	0	11	.0
		1.00	0	175	100.0
Overall Percentage					94.1

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	2.767	.311	79.232	1	.000	15.909

Variables not in the Equation

Step	Variables	Score	df	Sig.
0	SPSMATCH	1.060	1	.303
	TSMATCH	5.473	1	.019
Overall Statistics		6.381	2	.041

**Block 1: Method = Enter**

Omnibus Tests of Model Coefficients

Step	Chi-square	df	Sig.
Step 1 Step	4.333	2	.115
Block	4.333	2	.115
Model	4.333	2	.115

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	79.216	.023	.064

Classification Table<sup>a</sup>

Observed			Predicted		
			PROB23		Percentage Correct
			.00	1.00	
Step 1	PROB23	.00	0	11	.0
		1.00	0	175	100.0
Overall Percentage					94.1

a. The cut value is .500

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step <sup>a</sup> 1 SPSMATCH	.769	.806	.911	1	.340	2.158
TSMATCH	-1.801	.892	4.078	1	.043	.165
Constant	2.736	.377	52.782	1	.000	15.420

a. Variable(s) entered on step 1: SPSMATCH, TSMATCH.

**Logistic Regression**

### Case Processing Summary

Unweighted Cases <sup>a</sup>		N	Percent
Selected Cases	Included in Analysis	186	84.9
	Missing Cases	33	15.1
	Total	219	100.0
Unselected Cases		0	.0
Total		219	100.0

a. If weight is in effect, see classification table for the total number of cases.

### Dependent Variable Encoding

Original Value	Internal Value
.00	0
1.00	1

## Block 0: Beginning Block

Classification Table<sup>a,b</sup>

			Predicted		
			INTV26		Percentage Correct
Observed			.00	1.00	
Step 0	INTV26	.00	0	19	.0
		1.00	0	167	100.0
Overall Percentage					89.8

a. Constant is included in the model.

b. The cut value is .500

### Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	2.174	.242	80.593	1	.000	8.789

### Variables not in the Equation

Step	Variables	Score	df	Sig.
0	SPSMATCH	4.573	1	.032
	TSMATCH	1.992	1	.158
Overall Statistics		6.374	2	.041

## Block 1: Method = Enter

### Omnibus Tests of Model Coefficients

Step	Chi-square	df	Sig.
Step 1 Step	6.800	2	.033
Block	6.800	2	.033
Model	6.800	2	.033

### Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	115.880	.036	.074

Classification Table<sup>a</sup>

			Predicted		
			INTV26		Percentage Correct
Observed			.00	1.00	
Step 1	INTV26	.00	0	19	.0
		1.00	0	167	100.0
Overall Percentage					89.8

a. The cut value is .500

## Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 <sup>a</sup>	SPSMATCH	1.496	.767	3.808	1	.051	4.465
	TSMATCH	-1.103	.875	1.588	1	.208	.332
	Constant	1.932	.273	50.006	1	.000	6.906

a. Variable(s) entered on step 1: SPSMATCH, TSMATCH.

## Crosstabs for Research Question 2

## Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MODEL22 * WHTNOWHT	184	84.0%	35	16.0%	219	100.0%

## MODEL22 \* WHTNOWHT Crosstabulation

			WHTNOWHT		Total
			1.00	2.00	
MODEL22	1.00	Count	5	6	11
		% within MODEL22	45.5%	54.5%	100.0%
		% within WHTNOWHT	4.8%	7.6%	6.0%
		% of Total	2.7%	3.3%	6.0%
	2.00	Count	30	27	57
		% within MODEL22	52.6%	47.4%	100.0%
		% within WHTNOWHT	28.6%	34.2%	31.0%
		% of Total	16.3%	14.7%	31.0%
	3.00	Count	19	18	37
		% within MODEL22	51.4%	48.6%	100.0%
		% within WHTNOWHT	18.1%	22.8%	20.1%
		% of Total	10.3%	9.8%	20.1%
4.00	Count	43	21	64	
	% within MODEL22	67.2%	32.8%	100.0%	
	% within WHTNOWHT	41.0%	26.6%	34.8%	
	% of Total	23.4%	11.4%	34.8%	
5.00	Count	8	7	15	
	% within MODEL22	53.3%	46.7%	100.0%	
	% within WHTNOWHT	7.6%	8.9%	8.2%	
	% of Total	4.3%	3.8%	8.2%	
Total	Count	105	79	184	
	% within MODEL22	57.1%	42.9%	100.0%	
	% within WHTNOWHT	100.0%	100.0%	100.0%	
	% of Total	57.1%	42.9%	100.0%	

## Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.317 <sup>a</sup>	4	.365
Likelihood Ratio	4.375	4	.358
Linear-by-Linear Association	1.977	1	.160
N of Valid Cases	184		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.72.

## Crosstabs

## Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MODEL22 * WHTNOWHT	184	84.0%	35	16.0%	219	100.0%

## MODEL22 \* WHTNOWHT Crosstabulation

			WHTNOWHT		Total
			1.00	2.00	
MODEL22	1.00	Count	5	6	11
		% within MODEL22	45.5%	54.5%	100.0%
		% within WHTNOWHT	4.8%	7.6%	6.0%
		% of Total	2.7%	3.3%	6.0%
2.00	2.00	Count	30	27	57
		% within MODEL22	52.6%	47.4%	100.0%
		% within WHTNOWHT	28.6%	34.2%	31.0%
		% of Total	16.3%	14.7%	31.0%
3.00	3.00	Count	19	18	37
		% within MODEL22	51.4%	48.6%	100.0%
		% within WHTNOWHT	18.1%	22.8%	20.1%
		% of Total	10.3%	9.8%	20.1%
4.00	4.00	Count	43	21	64
		% within MODEL22	67.2%	32.8%	100.0%
		% within WHTNOWHT	41.0%	26.6%	34.8%
		% of Total	23.4%	11.4%	34.8%
5.00	5.00	Count	8	7	15
		% within MODEL22	53.3%	46.7%	100.0%
		% within WHTNOWHT	7.6%	8.9%	8.2%
		% of Total	4.3%	3.8%	8.2%
Total		Count	105	79	184
		% within MODEL22	57.1%	42.9%	100.0%
		% within WHTNOWHT	100.0%	100.0%	100.0%
		% of Total	57.1%	42.9%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.317 <sup>a</sup>	4	.365
Likelihood Ratio	4.375	4	.358
Linear-by-Linear Association	1.977	1	.160
N of Valid Cases	184		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.72.

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