AN INVESTIGATION OF THE ROLES AND RESPONSIBILITIES OF THE EDUCATIONAL THERAPIST AS PERCEIVED BY ALLIED PROFESSIONALS IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

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by

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ABSTRACT

This study was designed to identify perceptions held by principals, regular classroom teachers, special education teachers, school counsellors, and coordinators of special services regarding the role of the educational therapist.

In this study the educational therapist was seen from an organizational perspective as a boundary role professional. Such a practitioner, in order to perform the responsibilities of the position, must frequently cross the professional boundaries of allied professionals. Incumbents of similar positions in the education system, such as the school counsellor and school psychologist, perform their role in much the same way. Role conflict and role ambiguity have been identified as potential problem areas that may be experienced by these boundary role professionals.

The instrument used was a survey questionnaire developed for this study. The sample consisted of five teachers, including the principal and school counsellor, selected from each of seventy-four schools in the province employing an educational therapist, eighteen educational psychologists, and seventeen coordinators of special services.

The allied professionals were consistent in their perceptions of issues relating to the educational therapists' role such as educational background, teaching experience, labelling, orientation, and need for additional educational

therapists. The findings also indicated an awareness on the part of allied professionals concerning the goals of educational therapy, hiring criteria, and regulations governing the acquisition of an educational therapy unit.

However, other areas of the therapists' role, such as duties, functions and role of allied professionals in developing the position of an educational therapist within a school revealed little consensus among allied professionals.

As a result of these findings, recommendations are made for further research and action to be taken to help provide a more complete and more consistent understanding of the role of the educational therapist in the Province of Newfoundland and Labrador.

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Throughout the process, Dr. Kofi Marfo was ever present to lend his expertise, encouragement and frienship and I am indebted to him for his time and his patience.

Finally, I extend my sincerest love and appreciation to my wife, Dianne, and my daughter, Jessica, who often had to put up with an absent husband and father during completion of this thesis. Their devotion and patience were invaluable during the past two years. During many stages, Dianne helped with the revisions, editing, and proof-reading late into the night. I now look forward to our future as a family, thankfully, with this thesis behind us.

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CHAPTER I

INTRODUCTION

Purpose

The purpose of this investigation was to determine the perceptions held by allied professionals of the newest member of the teaching profession in the province of Newfoundland and Labrador - the educational therapist.

Background to the Problem

The Department of Education's Policy Statement on the Educational Therapist Position in Newfoundland and Labrador

In recent years a new and unique position has been created to meet the needs of students in the public schools of Newfoundland and Labrador. This position, the educational therapist, has a mandate to work with these students identified as having severe behaviour disorders. With the relative newness of this position, there exists a lack of research on its overall acceptance amongst teachers.

The Department of Education has produced a policy statement (1986) for school boards and educational therapists to serve as a framework for the implementation of this new position. In this statement it says, "the units (educational therapists) allocated ... are best thought of as resource persons appointed for the benefit of administrators, teachers, and parents, as well as the students, themselves" (p.1). It

also acknowledges that the educational therapist's role will overlap with the school counsellor's role, but will be directed at a smaller and more narrowly defined student population.

The departmental policy statement is divided into a number of sections aimed at defining the extent of the educational therapist's role, required qualifications, and his/her clientele. Section 1 of the statement deals with the legislation and definitions of educational therapy, procedures for obtaining the unit and competencies required of the educational therapist. Section 2 looks at the role of the educational therapist, while section 3 focuses on the routines of the position. Finally, section 4 discusses evaluation of the educational therapist's role and the importance of the role in the school system.

In order for a school to qualify to establish an educational therapy unit, a minimum of four (4) students who are deemed 'emotionally disturbed' need to be identified. These students, up to a maximum of six (6), form the core of the educational therapist's workload. These core students must have full documentation (i.e. testing information) necessary to demonstrate the severity of significant behaviour patterns to establish a unit. The educational therapist can, also, serve a number of "referred students" who, following a more thorough assessment, may become part of the core unit. The core and referred students are the focus of the

educational therapist's responsibilities and determine the major part of her role in the school.

The role of the educational therapist, as outlined in the Department of Education's policy statement, is made up of five major functions. These funtions are 1) identification and diagnosis of new referrals 2) individual child counselling 3) teacher consultation 4) parent consultation and 5) community liason. Within each of these functions, the therapist carries out a number of activities geared to meeting the needs of the 'core', as well as, 'referred' students in the unit. To perform this role, the educational therapist must come in contact with numerous professionals, parents and students. The role includes working closely with significant others in the students' life; teachers, parents, principal, as well as community based professionals such as social workers, psychiatrists, and justice personnel. The success of the educational therapist may depend, to a large extent, on the quality of these collaborative relationships and on the extent to which there is a shared perception of this new professional role within the public school system.

Rationale

The position of the educational therapist is intended as a resource to classroom teachers and administrators who work with students with behavioural and emotional disorders and, also, as a direct service provided to these students. In his

role, the educational therapist must deal with students, teachers, parents and with many other professionals. Since the educational therapist position is relatively new, the therapists' role boundaries on established positions in the school and the community. He must attempt to function and carry out his own duties and responsibilities while, at the same time, attempting to meet the demands of other allied professionals. These demands may involve consultative tasks, classroom and crisis interventions or inservice, for example. Thus, there is a potential for role conflict and role ambiguity, as the perceptions and expectations that others hold about the educational therapist position may not always be congruent with those held by the educational therapist, himself. Obviously, the needs of the student are of utmost importance, but the expectations placed on the therapist to meet these needs from various perspectives of significant others will have a direct effect, not only on the therapist, but on the students, as well.

Possible, underlying potential for role ambiguity or role conflict may exist in the lack of sufficient information available to allied professionals regarding the role of the educational therapist. Therefore, these professionals may define their expectations for the role based on their perceived needs of the students. However, these perceptions may not necessarily be those held by the educational therapist or that found in the policy statement provided by the Department of Education.

According to contemporary role theory, "behaviour is the product of the interaction of self and role, with self described as the internal organization of a person's qualities - while role is seen to be the specified actions that a person performs in a given position" (Sarbin, as cited in Dragan, 1981, p.18). However, a professional role is defined not only by how the professional views her responsibilities, but also by the behavioural expectations of significant others in the work environment.

In a review of the research for the past thirty years, Dragan (1981) found vividly conflicting expectations for the role of the school counsellor. Studies indicate that such conflicting expectations have numerous implications for the professionals in this position.

Hassard (1981) states that "the problem of role definition, role conflict and role strain have brought stress unique to the counsellor working in educational settings" (p.24). Dragan (1981) has shown that uncertain and conflicting role expectations may cause, for some counsellors, an increase in job anxiety and tension, a reduction in job satisfaction and an erosion of confidence in superiors and the organization.

If this is so of the school counsellor's role, then the perceptions held by allied professionals of the educational therapists' roles and responsibilities may have implications for role conflict and ambiguity. Therefore, it is essential

that educational therapists and allied professionals work together to ensure shared perceptions and expectations for the therapists' role.

Statement of Significance

Bentley (1968) states that "roles are learned; they are reciprocal (shared); they are a series of actions and they are performed in interaction situations" (p.74). He then goes on to say "when role expectations are inadequate, cautious, uncertain role enactment is likely to follow" (p.75). Dragan (1981) states "if the counsellor perceives the expectations upon him to be legitimate, that is, he agrees that others have a right to hold them, he will accept these as role obligations. But, if he feels that these are not legitimate, he will view them as pressures and may or may not meet them" (p.18).

The practical significance of this research is that improved communications among role senders (i.e. allied professionals) and role receivers (i.e. educational therapists) will lead to improved role performance. Thus, any potential role conflict and role ambiguity may be avoided through orientation and inservice training for allied professionals to the role of the educational therapist position. However, it is necessary to determine if such role conflict and ambiguity do indeed exist.

The pressures and expectations associated with performance of any role have a significant affect on the interactions between allied professionals. The fact that there are a number of other professionals connected to a core group of clients will determine to a large extent the way in which those clients are served. That is, the degree to which each professional is able to meet the expectations and perceptions of his allies depends upon how these are communicated within the role set. The role conflict or role ambiguity affects each professional and is associated with pressures placed on an individual to perform his role and meet the expectations of others, as well as, those of himself.

Research Questions

Based upon the purpose of this study, its rationale and significance, the following research questions were studied:

1. What are allied professionals' perceptions of the duties, functions and goals of the educational therapist's role?

2. What are allied professionals' views regarding the importance of teaching experience for educational therapists, their orientation to the therapists' position and more generally what are their views regarding the most appropriate professional background for educational therapists?

3. What are allied professionals' experience regarding their professional contact with the therapist, their views of an active supervisor, and the person primarily responsible for monitoring the educational therapist position in the school setting?

4. What are allied professionals' beliefs regarding the service delivery model for educational therapy and their views on labels used to identify the students and the educational therapist in the school setting?

5. What are allied professionals' understandings of the distinction and relationship between the role of the school counsellor and the role of the educational therapist, their view on the student to therapist ratio of 4 to 1, regulations for hiring a therapist and their views on the need for additional therapists?

6. What are allied professionals' understanding of student problems referred to an educational therapist, their view on the effect of the therapist on mainstreaming, their rating of the overall role, their expectations for the position and their views on the appropriateness of the educational therapists' role?

7. What are principals' views of the challenges posed to them with the introduction of educational therapist positions?

Definitions

The following are definitions of particular terms, used in this study:

Educational Therapist: is a professional who has "received special training" rendering him suitable to work with emotionally disturbed children; the therapist is best thought of as a resource person appointed for the benefit of administrators, teachers and parents, as well as the students, themselves (Department of Education Policy Statement, 1986).

Allied Professional: persons holding professional positions in the school system with whom the educational therapist must interact in order to perform his duties (i.e. teachers, coordinators of special services, special education teachers, school counsellors and administrators).

Boundary Role Professional: is a professional whose role involves crossing organizational boundaries which are physical, temporal and

normative (i.e. building structure, length of work day and values of workers and work routines) (Illback and Maher, 1984).

Focal Person: any individual whose role is under consideration and whose role set is to be identified.

Role Set: each office in an organization which is directly, indirectly or remotely connected to other offices in the organization.

Role Conflict: occurs when role expectations and role conceptions attached to a position vary from each other or when role performance is very different from role expectations and when role acceptance is so low that the person rejects his role.

Role Ambiguity: is conceived as the degree to which required information is available to a given organizational position. To the extent that such information is

lacking, the individual will experience ambiguity.

Role Expectations: are the actions expected of the occupant of a position and the actions he expects to perform.

Role Conceptions: these are the cognitions of the individual when he considers the organization; they are internalized expectations one holds for himself.

Role Acceptance: the extent to which occupants of positions accept the way their activities are defined by others and conceived by themselves.

Role Performance: the way a person acts, his role behaviour as related to role acceptance, role expectations and role conceptions.

Limitations

Because of the following factors, some caution must be exercised in interpreting and generalizing from the results of this study.

1. Since the questionnaire attempts to measure attitudes and perceptions of respondents, caution should be used in interpreting the data collected.

2. The study was descriptive in nature.

3. The school counsellors completing the questionnaire were not made up soley of full-time counsellors. Therefore, the training and background of the respondents in this position will vary and may bias the data obtained for that position.

4. The perceptions of the various roles and responsibilities of the educational therapist held by allied professionals is contingent upon the amount of information available concerning the role in a given school.

CHAPTER II

REVIEW OF THE LITERATURE

The purposes of this review are: 1) to present an organizational perspective of the educational therapist role; to establish that the educational therapist is a boundary role professional and thus, may be subject to role conflict and role ambiguity, and 2) to examine role conflict and role ambiguity as they affect similar boundary role professionals (i.e. the school counsellor and the school psychologist).

An Organizational Perspective of the Educational Therapists' Role

In order to consider how the educational therapist interacts with allied professionals to meet their needs, it is useful to consider her role and function from an organizational perspective. Within the school and community, the educational therapist must cross the boundaries defining her position into the domains of other professionals to obtain and provide necessary information regarding behavioural management of her core and referred students. This requires the educational therapist to take on many roles in the daily functioning of her position. In this regard, the educational therapist may be referred to as an organizational boundary role professional.

Illback and Maher (1984) state that "to perform on the job in an effective way, an organizational boundary role

professional must identify, assess and adapt to various settings, expectations, personnel, rules and procedures" (p.64). The educational therapist must interact with personnel in a range of school organizational work units such as classroom teachers, counsellors, special education teachers and administrators. Outside of school, the educational therapist must interact with other educational therapists, parents, social services, the police and other law enforcement agencies and officials at the school board. Thus, an organizational boundary role professional is involved in crossing organizational boundaries that are physical (e.g. architectural structure of a building), temporal (e.g. the length of a work day) and normative (e.g. the values of workers and work routines) (Illback and Maher, 1984). An educational therapist needs to be aware of each of these areas when performing her role in order to be effective and satisfied.

The organizational perspective recognizes that to be effective, the various units (e.g. educational therapist) must interrelate smoothly with other units (e.g. counselling and special education services) so that programs are implemented and coordinated in an effective and efficient manner (Illback & Maher, 1984). As the focal person of the services provided to behaviourally disturbed children, the educational therapist must strive to fulfill the expectations of himself, allied

professionals, the community and the students within one organization, the school.

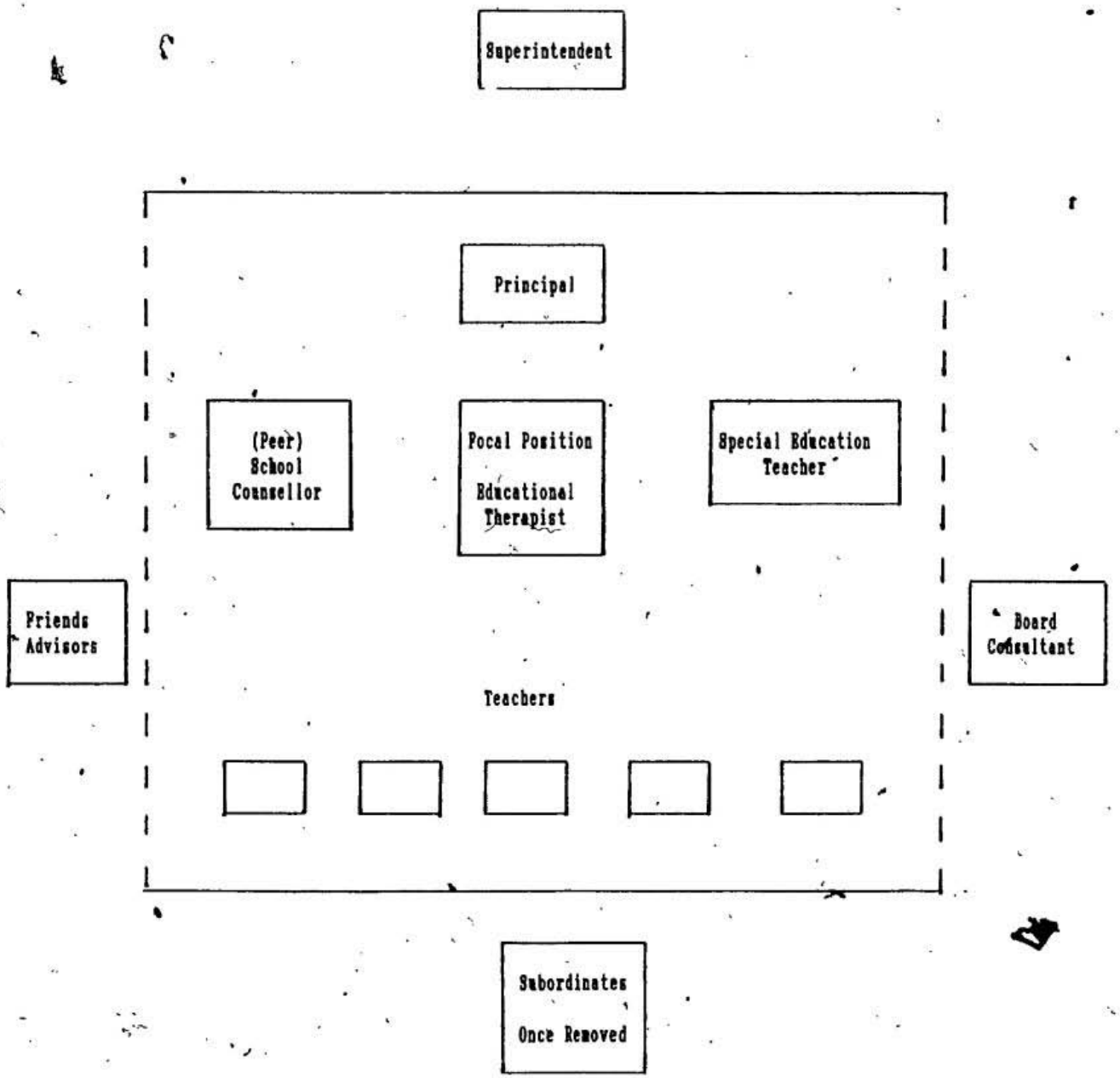
Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) provide a representative or hypothetical role set for a focal position which can be adapted to identify the role set in which the educational therapist functions (see Figure 1).

In this role set, the various professionals with whom the educational therapist must interact are represented from an organizational view with the distance between the boxes providing some approximation of distance between organizational units. The distance between the educational therapist and the principal is less than the distance between the therapist and teachers or those professionals in offices outside of the school such as the superintendent. This figure indicates that the educational therapist may have as many as twelve or more role senders in her role set, depending on the size of the school in which she performs her role.

Ivey and Robin (1966) provide a representation of role definers in the school social system and other social systems for school counsellors which can be adapted to the educational therapist. Figure 2 shows that the primary social system in which the educational therapist functions (school) contains four (4) main role definers (i.e. students, teachers, school counsellor and administrators), but that these people also function as part of other social systems. The other key role definers outside of the school for the educational therapist

Figure 1

Hypothetical Role Set

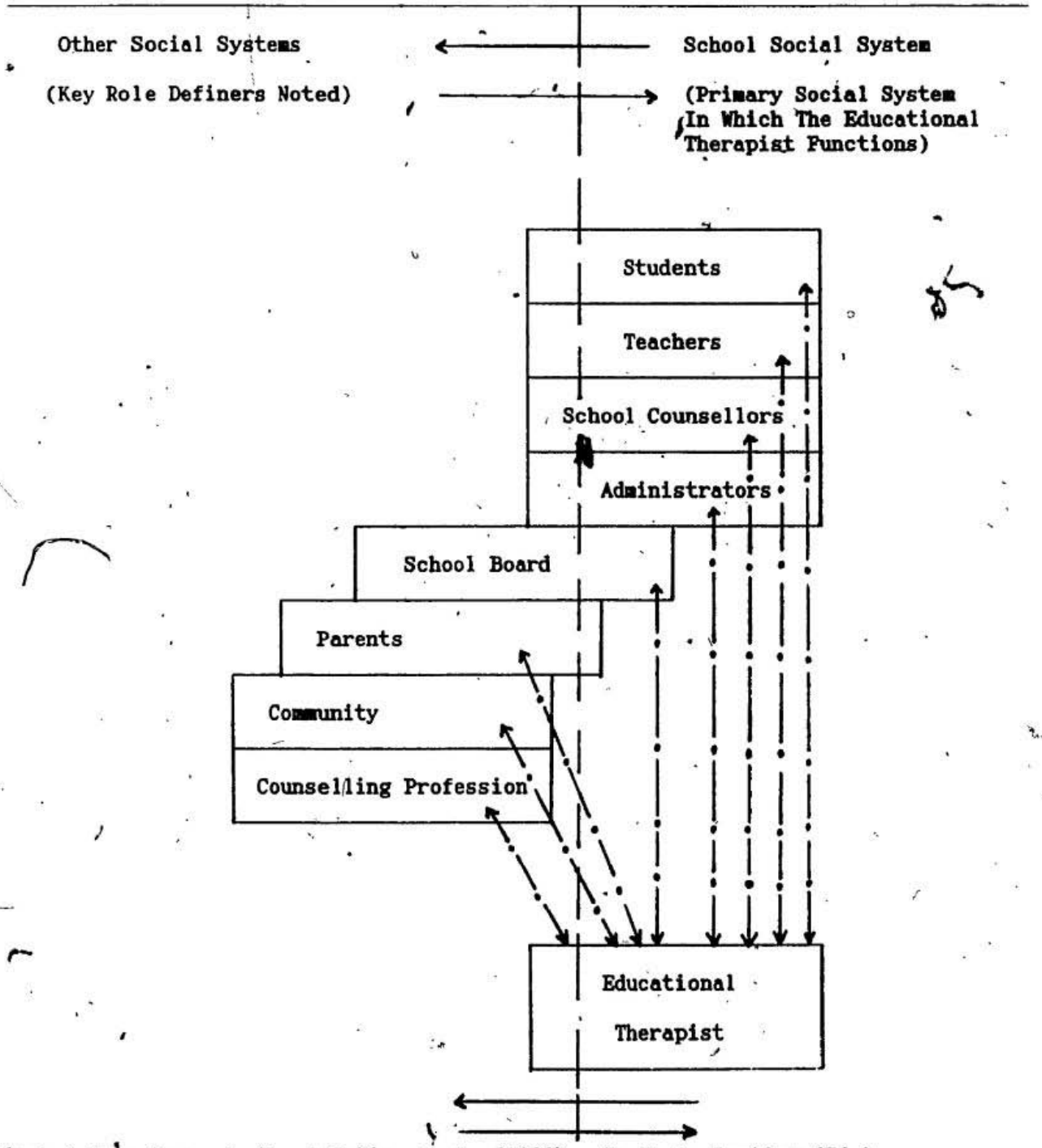


--- Boundary of work unit

Adapted from Kahn et al., Organizational Stress, (1964), p.41.

Figure 2

School Counsellor's Role Definers



Adapted from Ivey, A. E., & Robin, S. S. (1966). In J. C. Bentley (Ed.), Counselor's Role, (p.228).

position are the school board, the parents, the community and the counselling profession. Figure 2 also illustrates that there is constant feedback between the therapist and her role definers in each social system and that there is constant feedback between the systems in which the role definers exist. Therefore, the educational therapist, as a focal person in the school system, must interact with and meet the needs of numerous professionals and significant others as part of her main function.

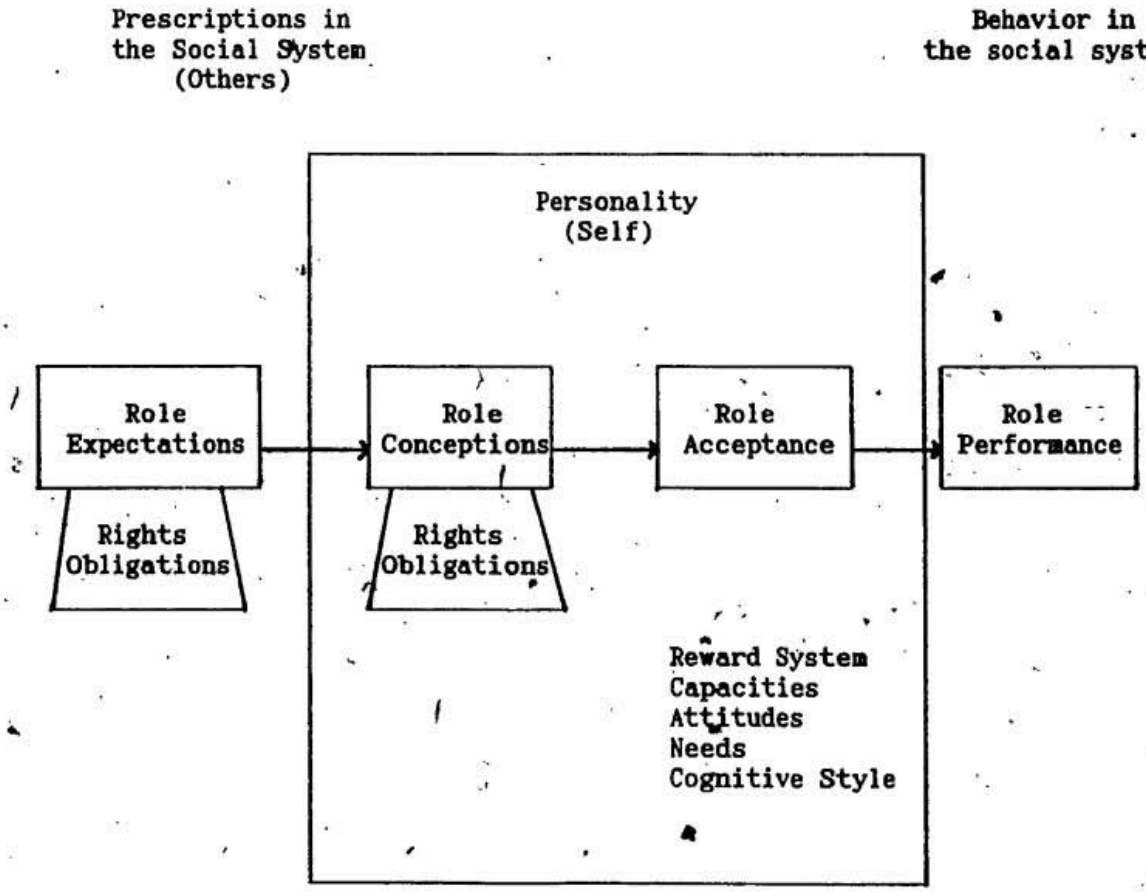
The role of the educational therapist is influenced not only by the individuals within the social system and role set of the therapist, but by her own personality, as well. Bentley (1968) described the way a person acts or performs in a role (role performance) as related to three factors: role expectations, role conceptions and role acceptance.

The role expectations of others for the educational therapist influence the role conceptions and role acceptance she holds for herself. Role expectations are extremely important to role enactment and as Sarbin (cited in Bentley, 1968, p.75) states, "conflicts are likely to follow from ambiguous role expectations." If the expectations for the educational therapist belong to a significant person, then they must be attended to. Role conflict may arise when the actions of an educational therapist differ appreciably from the role expectations of significant others (Bentley, 1968).

The individual, as shown in Figure 3, brings with her a set of personalized expectations for the role she is to

Figure 3

Several Elements of Role



Adapted from J. C. Bentley (Ed.) (1968). Counsellor's Role, (p. 76).

perform which are known as role conceptions and are held internally by the therapist, herself. These conceptions, like expectations, carry with them certain rights or privileges and certain obligations or duties which the individual perceives as pertaining to her position. The educational therapists may hold differing views of their role than those held by significant others and this may lead to role conflict and role ambiguity.

The extent to which one accepts role expectations held by others and by oneself is known as role acceptance. The educational therapists may feel resentful of the views others have of them and attempt to perform their role to meet their own role conceptions for the position. However, the actual way in which therapists perform their role is related to each of role expectations, role conceptions and role acceptance and how these interrelate.

Bentley (1968) says that, perhaps, the role expectations and role conceptions will never coincide. Therefore, the extent to which they vary from each other represents potential role conflict and ambiguity. This ambiguity may occur when the required information for an organizational position is lacking and is not forthcoming to an individual. Kahn et al. (1964) have developed five important areas of ambiguity in occupational roles:

1. Unclear about the scope of their responsibilities; simply do not know what they are supposed to do.

2. May know what to do, but not know how. This uncertainty may arise because the expectations defining the role are, themselves, vague and inconsistent.
3. Uncertain as to whose expectations they are required to meet; unable to distinguish between his legitimate role senders and others whose expectations he can safely ignore.
4. The closer we come to a focal position, we find cases in which information is available in the role set, but is not communicated to the focal person.
5. Where several role senders are communicating to the focal person regarding the same condition or event, the messages may be contradictory and, thus, produce confusion and uncertainty. (Ambiguity in this situation resembles role conflict).

The relationship between ambiguity and conflict has also been outlined by Kahn et al. (1964) in the following way:

1. The presence of conflicting role pressures may create uncertainty for the focal person.
2. If the role is ambiguous for the focal person, it is probably so for many of his role senders, as well.
3. Organizational size, complexity, rapid change, and differential objectives of subparts are sources of both conflict and ambiguity.

Thus, the educational therapist's role performance is influenced to a large degree, not only by himself, but by others in positions whose role boundaries he must cross in order to perform his role. This situation creates a wide scope of potential for role conflict and role ambiguity.

Role Conflict and Role Ambiguity as Experienced by School Counsellors and School Psychologists

The majority of research in the areas of role conflict and ambiguity has focused on the encumbent in the focal position of the role set. Role conflict and counsellor stress were the main themes of recent research in which school counsellors were seen to be on the receiving end of a vast array of conflicting performance expectations (Dragan, 1981; Gartley, 1981; Hassard, 1981; & Mercer, 1981). Evidence indicates that for some individuals, uncertain and conflicting role expectations foster internal motivational conflicts (Dragan, 1981). According to Mercer (1981), if a job is not congruent with career motives or does not meet one's needs in factors such as working conditions or geographic location, then change is essential for personal well being. Counsellors who are dissatisfied with their jobs may vent their frustrations in many ways such as absenteeism, conflict with students, peers and supervisors and criticism of school policies which may be damaging to their career and reputations (Gartley, 1981). Thus, the stress associated with role

conflict has implications, not only for the workplace, but for personal well-being, as well.

In a study of school counsellors, school principals and counsellor educators in Manitoba, Dragan (1981) concluded that "the school counsellor must indeed be regarded as high risk, role conflict, stress material" (p.21). His findings indicate a high degree of conflict in the perceived role of the school counsellor. School principals were of the opinion that counsellors should concentrate on counselling students and supplying post-secondary and career related information, while counsellor educators felt that the counsellor should not be responsible for curriculum and classroom learning environments, school climate or operation. Additionally, it was found that principals and counsellor educators felt the school counsellor should concentrate his efforts in the area of programs related to feelings, values, communication and decision-making. That is, the counsellor should be student-centered and, largely, traditional. The school counsellors felt case conferences involving parents and teachers, evaluating how courses meet student needs and working on a school philosophy of education were outside the focus of their role. Overall, Dragan (1981) concluded that the three groups were able to agree more on what the counsellor should not do, as opposed to what he should do.

Considerable other research in actual school settings has found a misunderstanding by school administrators of the

counsellor's role and functions. Hart and Prince (1970) have shown that the school counsellor's freedom to implement his role within the school setting is often limited by the school administrator who has different role expectations for him. Kemp (1962) found that the principal was most commonly the major influence upon counsellor role and function in the school building. An area worthy of note in a study by Brown (1980) is the negative attitude of administrators toward certain types of counselling, most notably group counselling.

Research into teachers' perceptions of counsellors show they have the image of counsellors doing primarily one-to-one counselling and that most teachers (85%) do not know how counsellors spend their time (Allan, Doi & Reid, 1979).

Studies clearly indicate a lack of awareness regarding the counsellor's role and function in the school. However, other research shows that the areas of role conflict and ambiguity can be improved through counsellors becoming better advocates of their responsibilities and by improving their public relations with the school staff to show they are a part of the school and can be identified with it. Frank (1986) indicates that if counsellors are going to move closer to their perceived ideal role, they must communicate this role to administrators. Allan et al. (1979) concluded in their research that "... counsellors need to alert the teachers and principals to the services they provide, how they distribute their time and to ask how they can best be of service to them"

(p.30). Shertzer and Stone (1963) determined that the counsellors are often perceived as administrators and 'coddlers' who pamper those students who would and should drop out. They, therefore, view the responsibility of the counsellor as being to "redirect people's attitudes toward his role and to cultivate public understanding and support" (p.691) and to communicate his role to his publics. While there is recognition that role conflict and ambiguity exists for school counsellors, these researchers see it as being partially the counsellor's responsibility to take action to alleviate the problem.

Research has also been conducted in the area of role conflict and ambiguity as it relates to the services provided by the school psychologist. This research has focused on teacher's knowledge and perceptions of the school psychologist, as well as accountability (Bennett, 1970; Fairchild, 1975; Gilmore & Chandy, 1973; Illback & Maher, 1984 & Medway, 1977). A salient hypothesis arising from this research is that the school psychologist's work is substantially affected by the way in which other school personnel perceive his role. Medway (1977) found that teachers have little awareness of the service priorities of school psychologists, inconsistent attitudes toward their activities and inaccurate perceptions of the extent to which various services are provided.

A study by Gilmore and Chandy (1973) was interested in teachers' perceptions of what school psychologists do, their competencies and teacher recommendations for change. This study grouped teachers on two dimensions, degree of contact with psychologists and amount of teaching experience, to determine if teachers grouped in this way had different views of services provided by a school psychologist. The general findings illustrated that teachers viewed the school psychologist as a specialist in emotional problems, testing and recommendation of treatment for such problems. Grouping of teachers by experience and contact with psychologists indicated that these factors differentiated between teachers' perceptions of the school psychologists' functioning. Gilmore and Chandy (1973) were able to conclude that "it is deceptive to discuss teachers' perceptions of school psychological services in terms of the average teacher ... the grouping used in this study illustrate that teachers have quite varied and diverse perceptions of the school psychologist" (p.145). The school psychologist is viewed as an organizational boundary role professional facing ambiguity produced by the current lack of role consensus in the profession (Illback & Maher 1984). There is no one determined way for school psychologists to function, and it is futile to endlessly speculate on his role (Bennett, 1970).

Overall, these studies strongly indicate that role conflict and ambiguity exists for boundary role professionals

such as the school counsellor and school psychologist. There is an obvious need for communication and education of roles among professionals to improve role expectations in order to help practitioners experience role satisfaction and to cope with role conflict more effectively. Job satisfaction, actual counsellor role and perceptions of counsellor responsibilities represent areas where further investigation is required to find explanations for counsellor frustrations and role conflict.

Summary

The educational therapist position is a newly established position that can be considered as a boundary role profession. The studies reviewed for this research indicate that role conflict and ambiguity exist for similar boundary role professions such as the school counsellor and the school psychologist. Teachers, administrators and counsellor educators all hold varying perceptions of the roles these professionals should be performing, and these perceptions vary among these studies. Thus, the specific role of the school counsellor and the school psychologist as perceived by their allied professionals is vague. The perceptions of school counsellors and school psychologists as reported in the literature have many implications for the role of the educational therapist.

A school may be looked at from an organizational perspective with various work units interacting and carrying out specific roles within it, where an educational therapist is one unit whose function and role have to be clearly delineated and specified to those with whom she interacts. The school, as an institution within the community, is part of the social organization in which the educational therapist must perform. Thus, as the educational therapist attempts to carry out her role to meet her own role conceptions, she must also attempt to meet the perceptions of her role as held by significant others in both the school and the community. The people with whom the educational therapist interacts, her allied professionals, will, to a large extent, determine the degree of success she experiences in her role. Therefore, the perceptions these allied professionals have of the educational therapists' role is a major concern.

The literature review points out many areas in which role conflict and ambiguity need to be alleviated. A conscious effort on the part of everyone involved with the role is needed to accomplish improved role communication and role perception. The quality of role performance in the position of the educational therapist will greatly improve as role conflict and role ambiguity are reduced in the workplace. Therefore, it is imperative that the educational therapist communicate her role and function clearly so as to avoid role conflict and ambiguity.

CHAPTER III

METHODOLOGY

I. Sampling Procedure

The following is an outline of the procedures followed in this study.

The sample for this study included school principals, regular classroom teachers, special education teachers, school counsellors, educational psychologists and coordinators of special services. The educational therapists themselves were not included in the sample because the goal of the study was to examine the roles of educational therapists as perceived by their other allied professionals. It was decided to include in the study all schools that employed the services of an educational therapist. A list of all of the educational therapists presently employed in the Province was obtained from the Department of Education in order to identify such schools. The samples of principals, regular classroom teachers, special education teachers and counsellors obtained was based on this selection of schools. The total number of educational psychologists employed with all school boards in the Province and each coordinator of special services in boards employing educational therapists were also included.

Each subject was sent a copy of the research questionnaire and asked to respond anonymously to the

questionnaire concerning aspects of the role of the educational therapist in Newfoundland schools.

II. Description of Sample

A. Principals

An effort was made to question as many of the professional associates of educational therapists as possible. Since each of the seventy-four schools included in the survey had a principal who was ultimately responsible for the educational therapist on staff, it was decided to include all such principals in the study. Thus, it was assumed that the principal was in a position to be particularly familiar with the role of the educational therapist. Out of the seventy-four principals, fifty-two (70%) responded.

B. Regular Classroom Teachers

Regular classroom teachers were divided into two distinct categories as follows: teachers who were assumed to have a lot of contact with the educational therapist by virtue of the fact that the therapist's core students were members of the classes of these teachers (Type A) and teachers who had much less contact with the educational therapist because none of their students received services from the educational therapist (Type B). The principal was asked to take responsibility for selecting the teachers, one teacher for each category, who fit these descriptions (see Appendix F for

selection criteria). Forty-seven out of seventy-four (63%) of Type A teachers and forty-eight out of seventy-four (65%) of Type B teachers responded to the questionnaire.

C. School Counsellors

A list of all school counsellors, also obtained from the Department of Education, was matched with the list of educational therapists. The sample of school counsellors selected from this list was employed in schools in which an educational therapist was also employed. It was assumed that the school counsellor was perhaps the allied professional whose role was most similar to that of the educational therapist. The largest response rate for the study occurred with the school counsellors, as thirty-five out of forty-six (76%) returned questionnaires.

D. Special Education Teachers

One special education teacher based in each school that employed an educational therapist was included in the study. These allied professionals work with students with similar special needs and may in fact share a number of their core students with the educational therapist. If there were two or more special education teachers on staff, the principal was asked to select the one who had the most contact with the educational therapist. Forty-six out of seventy four (62%) of special education teachers responded to the study.

E. Educational Psychologists

Educational psychologists are responsible for conducting the initial assessment of students to determine the need for services of an educational therapist. Since there were only a small numer of educational psychologists in the Province, they were all included in the study. It was assumed that the educational psychologists could provide valuable information with regard to their view of the role of the educational therapist. Educational psychologists had the lowest response rate of all allied professionals included in this study with only nine of eighteen (50%) identified returning the questionnaire.

F. Coordinators of Special Services

The seventy-four educational therapists listed with the department of education were employed by seventeen school boards in the Province of Newfoundland and Labrador. As board personnel with direct administrative and supervisory responsibilities for the educational therapists, special education coordinators were included in the sample. Twelve out of seventeen of the coordinators (71%) responded to the questionnaire.

G. Nature of Sampling Bias

Table 1 depicts the breakdown of the population from which the sample was drawn. It was the intention of the present study to sample the maximum number of allied

professionals employed in the same setting as an educational therapist. Sixty-six percent of the questionnaires were returned. Thus, the findings related to the research questions are indicative of the perceptions held by those allied professionals for the educational therapist position. Generalizations of the findings of this study to the total population of allied professionals may be biased to the extent that the attitudes of non-respondents to the study might be different from those who did respond.

Table 1

Sample Population, Respondents and Percentage of Returns by Position

Position	Sample	Respondents	Percentage
Coordinator of Special Services	17	12	70.1
Educational Psychologists	18	9	50.0
School Counsellors	46	35	76.1
Special Education Teachers	74	46	62.2
Type B Teachers	74	48	64.9
Type A Teachers	74	47	63.5
Principals	74	52	70.3
Total	377	249	66.0

H. Method of Data Collection

Initial contact to obtain permission to do this study was obtained by writing a letter (see Appendix C) to the seventeen superintendents of school boards employing educational therapists.

Upon receipt of forms (see Appendix D) granting permission to conduct the study in these schools, a letter outlining the purpose of the study, a copy of the permission form and instructions for selecting Type A and Type B teachers were sent to each school principal. Also accompanying the letter were copies of the questionnaire for each allied professional within that particular school and a stamped, self-addressed envelope for returning the questionnaire. The principal was responsible for distribution, collection, and return of all questionnaires.

After the questionnaires had been in the schools for approximately two weeks, a second letter (see Appendix G) expressing the importance of participation in the study was sent to each principal whose school had not returned the questionnaires. They were asked to return all completed questionnaires as soon as possible.

As the questionnaires were grouped by type of respondent, it was discovered that a number of schools had missing questionnaires. Missing questionnaires were those which were not included in the package returned by the principal. Thus, this and the fact that principals were responsible for

choosing certain respondents may also lead to some degree of response bias.

Some of the respondents made comments about the person in the educational therapist's position rather than about the position itself within a school system. Therefore, the results may be influenced by personal bias toward the incumbent of the position rather than by perceptions or expectations for the role of the educational therapist per se. However, it is understood that often a role and the person in that role are seen as one and the same and perhaps one's perceptions concerning the two cannot be entirely separated.

III. Description of Instrument Used

The questionnaire used for this study was developed by the writer in consultation with his supervisor and in collaboration with a colleague whose thesis was also focusing on the position of educational therapist in Newfoundland and Labrador schools.

A number of specific questions relating to education and duties and functions of the educational therapist were taken directly from the provincial guidelines on services to emotionally and behaviourally disturbed students (Department of Education Policy Statement on the Educational Therapist Position in Newfoundland and Labrador Schools, 1986). Certain areas of interest, such as labelling or preferred names used for both the educational therapist and student, orientation of

staff to the role of educational therapist, amount of contact with the therapist in the school and respondents' views on the actual and desired supervisor of the educational therapist position were generated from the research questions discussed in Chapter I. Since educational therapy is a new service in Newfoundland schools, the instrument focused on areas in which allied professionals' perceptions could possibly influence the educational therapists' role performance.

The questionnaire encompassed twelve major areas of concern for allied professionals and their views on the role of the educational therapist within the school system. These areas are:

1. Orientation to and participation in developing the role within the school.
2. Understanding of, expectation for and view on appropriateness of the position.
3. Professional contact with the educational therapist.
4. Ideal educational background and desirability of teaching experience for the educational therapist, and perceived need for additional therapists.
5. Active supervisor, based on training and experience of the supervisor, for the educational therapist in the school setting.
6. Labels/names used to refer to the educational therapist and his students.

7. Understanding of the role of the school counsellor, differentiation and relationship to the educational therapist within a school setting.
8. Service delivery model to emotionally and behaviourally disturbed students.
9. Views on hiring practices and implementation of therapy services within school.
10. Roles and responsibilities of the educational therapist.
11. Goals of educational therapy.
12. Challenge presented to principals as administrators by the introduction of this new service to students .

Questions included on the questionnaire utilized various methods and formats for obtaining the required information. A number of questions used a rating format from very good to very poor or very well to poorly. Some of the questions simply required a yes or no answer, while others asked the respondent to select a response from a number of different choices. A number of the questions asked respondents to rank from highest to lowest certain aspects of the educational therapist's role, while another method asked the repondents to complete open-ended questions relating to the respondents' view regarding the educational therapist. It was assumed that a wide range of questions would be most effective in determining the perceptions held by allied professionals of the role of the educational therapist.

IV. Scoring and Analysis of Data

Scoring

The scoring for the questionnaire involved coding each question according to a pre-determined method for each individual question. This method involved assigning numeric values to each part of a question in order to enter the data for computer analysis. These codes were then transferred to coding sheets and keypunched for processing.

Analysis of the Data

The data were analysed at Memorial University, Newfoundland and Labrador. Analysis was completed through use of the Statistical Package for the Social Sciences X (SPSSx).

The statistical operations conducted were mainly of a descriptive nature due to the type of questionnaire used for this study. Frequency distributions were generated for the majority of questions. Crosstabulations were conducted on selected variables by group (i.e. allied professional) and a number of these variables were further collapsed in order to make the findings more meaningful because of insufficient responses on parts of the scale.

The analysis involved a comparison of intragroup and intergroup responses on twelve major components of the overall questionnaire. These components were comprised of various questions and parts of questions which address similar aspects of the role of educational therapists.

V. Summary

This chapter has furnished a description of the procedures followed in this study. Seven groups of allied professional were chosen to provide an indication of views held on the role of the educational therapist in the Newfoundland and Labrador school system. Each respondent completed a questionnaire intended to tap a variety of perceptions and beliefs regarding the new position of educational therapist within the public school system.

The next chapter will present the results of the analysis of the data.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents an analysis of the data used to investigate the seven research questions presented in Chapter I. Research questions 1-6 were analysed by comparing the percentages of respondents within each group indicating agreement with particular role components of the educational therapist position, as well as their ranking of duties, functions and responsibilities of the educational therapist in the school setting. Finally, principals' views on the administative challenge of supervising the educational therapist position was analysed in research question 7.

Allied professionals' perceptions of the duties, functions and goals of the educational therapists' role.

Goals of Educational Therapy Service

Table 2 outlines the respondents in agreement with three of the possible goals of educational therapy services. These figures were obtained by pooling those who agreed and those who strongly agreed with questionnaire statements. These three goals were included on the survey instrument in order to determine allied professionals' perceptions of a number of selected goals for educational therapy service. The majority of respondents were clearly in agreement with these three goals.

Table 2

Percentage of Respondents Agreeing With the Three Possible Goals of Educational Therapy

Position	Goal #1	Goal #2	Goal #3
Coordinatoe of Special Services	66.7	91.7	83.3
Educational Psychologist	75.0	55.5	88.9
Type-B Teacher	78.3	72.3	78.7
School Counsellor	84.4	87.9	87.9
Type-A Teacher	71.1	60.0	87.0
Special Education Teacher	73.9	77.8	86.7
School Principal	94.2	76.9	86.5
Total Sample	79.7	74.5	85.2

Key:

Goal #1 - Primarily a support service for teachers and administrators of students with severe behavioural disorders

Goal #2 - To maximize mainstreaming of students with severe behaviour disorders into the regular classroom

GOAL #3 - As a direct service for students whose behaviour is so inappropriate that it prevents their being educated in the regular classroom

Eighty percent of all respondents agreed that educational therapy may be primarily a support service for teachers and administrators in their work with students with severe behavioural problems. Among the various groups of allied professionals, 94% of principals were in agreement with this goal while only 67% of the coordinators of special services were in agreement.

Seventy-five percent of all respondents agreed with educational therapy as a service intended to maximize mainstreaming of students with severe behaviour disorders in the regular classroom. Among the allied professionals, 92% of the coordinators of special services were very much in favor with this goal. However, only 56% of the educational psychologists were in agreement with the statement that educational therapy maximizes mainstreaming of students with behavioural problems.

There was overwhelming support for educational therapy as a direct sevice to those students whose behaviour is so inappropriate that it prevents their being educated in the regular classroom environment; 85% of the allied professionals responding to this item were in agreement with it.

Numerous implications exist for the therapists' role and their service delivery based on perceptions held by allied professionals regarding the desired and actual goals of educational therapy services. As shown in Table 2, the majority of respondents agree with the goals of mainstreaming

students with severe behavioural problems and providing a direct service to those students because of inappropriate behaviour preventing their education in a regular classroom environment. If this is communicated to the therapist and the goals are indeed seen to be legitimate by allied professionals, then this recognition will provide support and acceptance for educational therapy service. However, the allied professionals also felt that the educational therapist should provide a support service to teachers and administrators. It appears then that even though the respondents value the goal of support to teachers and administrators in mainstreaming students, it is to be achieved through educational therapists providing direct services to students. Thus, how well this is communicated to the allied professionals will have an impact on service delivery to the student. Also, if these expectations are shared within the educational environment, then they will enhance and support the work of the educational therapist.

Duties

Table 3 presents an analysis of the perceptions of the allied professionals concerning the importance of the educational therapist's duties (see appendix J for a breakdown by position). One-to-one counselling was ranked number one by 82% of the respondents. This direct service to students received overwhelming support from the professionals within the various positions. Small group counselling was ranked

second by 33% of the respondents, but there existed obvious differences amongst rankings by position. Academic tutoring received a ranking of seventh overall by 51% of the respondents. This seems to indicate that working with a student by way of a tutoring service is not seen as being an important duty of the educational therapist.

The role of the educational therapist is not intended to be an instructional one with responsibility for the curriculum of students in need of a special programming (Department of Education Policy Statement, 1986). Rather, educational therapy services are meant to be additional services provided directly to the student through a variety of counselling services and indirectly in the classroom, as well as through the classroom teacher by means of consultation and support. Therefore, it is important that allied professionals have an understanding of the distinction between the various responsibilities and duties of the educational therapist.

The remaining duties did not receive any clear ranking among them. However, teacher support with behavioural problems did rank a close second to small group counselling and a close third to helping parents at home. From the data provided in Table 3, it is clear that the majority of respondents feel that the number one duty of an educational therapist is to be provided through direct contact with the student(s). This perception of the therapists' role is important for role performance by the therapist. It can be

Table 3

Distribution, in Percentage, of the Frequency With Which the Allied Professionals Ranked the Seven Duties of Educational Therapists Across Seven Ranking Categories

	Ranks						
Duties	1	2	3	4	5	6	7
One-to-One Counselling	82.3	8.6	3.3	3.7	1.6	0.4	0.0
Small Group Counselling	2.9	32.8	16.4	18.9	19.3	7.4	2.5
Teacher Support With Behavioural Problems	13.1	31.1	34.8	14.3	4.9	1.6	0.0
Helping Parents at Home	2.1	20.2	31.0	24.0	15.7	4.1	2.9
Liasion With Outside Agencies	2.1	0.8	4.5	40.6	31.7	21.0	19.3
Co-Teaching	3.3	4.2	7.5	13.0	15.5	31.0	25.5
Academic Tutoring	0.0	1.3	2.1	4.6	9.7	31.5	50.8

seen that a relationship exists between the allied professionals' expectations for the duties of the therapist and the actual duties she actually carries out. Therefore, communication of these expectations will have a significant effect on the actual role to be performed.

Educational therapists presumably are aware of the duties expected within their role. Table 3 demonstrates that for the

most part, the allied professionals are also aware of these duties. They may not be exactly clear on the implications of all these duties and may not be entirely in agreement on their degree of importance. But, the service to be delivered and the role to be performed by educational therapists are affected by the importance placed on these duties by them and by their allied professionals.

Functions

Table 4 provides an analysis of the allied professionals' perceptions of the importance of the educational therapists' functions (see Appendix K for a breakdown by position). Clearly, the majority of the respondents, 88%, felt that individual child counselling was the most important function of the educational therapist. Teacher consultation and support was ranked second by 49% of the respondents, while parent consultation and support was ranked third by 50% of the respondents. Fifty-three percent of the allied professionals felt that liaison with outside agencies was the least important function and ranked it fifth overall. However, identification and diagnosis of further referrals received no clear ranking among the allied professionals as 35% and 40% ranked it fourth and fifth respectively.

The agreement among allied professionals regarding the importance of the educational therapists' functions lies mainly in the therapists' role in individual child counselling. The educational therapist is responsible for

one-to-one counselling of his core students, and the allied professionals perceive this to be the most important function. Teacher and parental support were closely ranked at second and third. The therapists spend a great deal of their time working with both the teachers and parents of students in their core group. It appears that the allied professionals are in agreement concerning the relative importance of the various functions of educational therapists.

Table 4

Distribution, in Percentages, of the Frequency With Which the Allied Professionals ranked the Five Functions of Educational Therapists Across Five Ranking Categories

	Ranks				
Function	1	2	3	4	5
Individual Child Counselling	87.7	9.5	1.6	0.4	0.8
Teacher Consultation and Support	7.9	48.8	31.4	10.7	1.2
Parent Consultation	2.5	30.6	49.6	15.7	1.7
Liasion With Outside Professionals	2.1	2.5	6.6	36.6	52.9
Identification and Diagnosis of Further Referrals	6.6	9.1	9.5	34.9	39.8

What are allied professionals' views regarding the importance of teaching experience, orientation, and educational background of the educational therapist?

Orientation

Table 5 provides the breakdown of respondents indicating whether or not they were given an orientation to the role of the educational therapist. Seventy percent of the total sample indicated that they had received an orientation to the

Table 5

Percentage of Respondents Who Received an Orientation to the Role of the Educational Therapist By Position

Position	Yes	No
Type-B Teacher	66.7	33.3
School Counsellor	76.7	23.3
Type-A Teacher	63.8	36.2
Special Education Teacher	62.2	37.8
School Principal	82.7	17.3
Total Sample	70.3	29.7

role of the educational therapist. Conversely, approximately 30% of those allied professionals who are likely to work most

closely with the educational therapist report receiving no orientation to this new position. Among principals, 83% said that they had been oriented to the role of the educational therapist, while only 62% of special education teachers indicated that they had received an orientation to the role in their schools. The adequacy of this orientation is described in Table 6. Forty-one percent of the allied professionals felt that the orientation provided was average and 38% felt that it was good. Forty-eight percent of principals found the orientation average, as did 59% of special education teachers and 40% of school counsellors. The two types of teachers surveyed found the orientation good with both at 52%.

The orientation was usually conducted by the educational therapist and the principal as a team. Since the bulk of principals only found the orientation average, it is possible that they were not entirely satisfied with the type of orientation they were providing their staffs.

Table 7 shows that 54% of the respondents selected 'Other' when asked who conducted this orientation. Of the 54% in this category, 52% percent stated that the orientation was conducted by the principal and the therapist together. Table 8 shows that 73% of the respondents who received an orientation stated that it was provided during a staff meeting. So, when orientation to this new role was presented, it was generally reported as satisfactory by most of the participants.

Table 6

Percentage of Respondents Rating the Adequacy of Orientation by Position

Position	Very Good	Good	Average	Poor	Very Poor
Type-B Teacher	6.9	51.7	31.0	6.9	3.4
School Counsellor	20.0	30.0	40.0	10.0	-
Type-A Teacher	13.8	51.7	24.1	10.3	-
Special Education Teacher	18.5	18.5	59.3	3.7	-
School Principal	11.9	33.3	47.6	7.1	-
Total Sample	13.6	37.6	40.8	7.5	0.7

Table 7

Who Conducted the Orientation for the Staff?

Position	%
Principal	14.0
Educational Therapist	20.9
Department of Education	2.3
Coordinator of Special Services	4.7
Educational Psychologist	4.7
Other	53.5

Table 8

How was the Orientation Provided?

Method	%
Staff Meeting	73.2
Inservice	7.3
Grade Level Meetings	2.4
Workshop	2.4
Other	14.6

Only 41.2% of the allied professionals, as shown in Table 9, stated that the staff had participated in the development of the role (i.e. adapting the role to a specific school setting) of the educational therapist within the school. The only group in which the majority of respondents stated that the staff had participated in developing the role of the educational therapist, occured among the type-A teachers group with 53% saying 'yes'. School counsellors were the smallest group, with only 30% indicating involvment in developing the role of the educational therapist. For those respondents saying 'yes' to participation in developing the role of the educational therapist in the school, Table 10 shows that 57% said it had taken the form of a 'team approach'.

Interestingly, there was no involvement through 'inservice' and no use of 'development of an information pamphlet' regarding the therapists' role.

The respondents who did not participate in developing the role of the educational therapist were asked to select a method they felt would best meet their expectations for developing the role within their school. Among the 59% of the respondents in this category, a ranking was obtained for the four forms of participation, excluding other, as shown in Table 11. Table 11 provides the analysis of these respondents (see Appendix I for a breakdown of rankings by each group of allied professionals).

Table 9

Has the Staff Participated in the Development of the Role of the Educational Therapist Within the School? By Position

Position	Yes	No
Type-B Teacher	37.5	62.5
School Counsellor	30.0%	70.0
Type-A Teacher	53.3	46.7
Special Education Teacher	34.8	65.2
School Principal	46.2	53.8
Total Sample	41.2	58.8

Inservice was ranked first by 44.2% of the respondents while develoment of an information pamphlet was ranked fourth by 64% of the respondents. Thirty-five percent of the allied professional ranked team approach first with 24% and 30% ranking it second and third respectively, while staff meeting

Table 10

Form Participation Has Taken in Development of the Role of the Educational Therapist Within the School

Method	%
Team Approach	56.5
Inservice	0.0
Staff Meeting	26.1
Development of an Information Pamphlet	0.0
Other	17.4

was ranked second and third by 32% and 31% of the respondents respectively.

There was no consensus on the part of allied professionals concerning their expectations for involvement in developing the role of the educational therapist. Inservice received the number one ranking overall by these allied professionals. Of those professionals actually playing a part in developing the role of the therapist, none said that their

participation was through inservice. Even though inservice appears to be the preferred method of participation, a team approach was the way most professionals were involved. The team approach among a school staff working with behaviourally and emotionally disturbed students is in keeping with departmental policies regarding the educational therapist position. This approach is intended to ensure that the staff play an active part in developing the role of the therapist within the school.

Table 11

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Expectations for Development of the Role of the Educational Therapist

Method	Ranks			
	1	2	3	4
Inservice	44.2	37.2	12.4	6.2
Staff meetings	16.8	31.9	31.0	20.4
Team Approach	34.8	24.3	29.6	11.3
Development of an Information Pamphlet	6.3	8.9	21.4	63.4

Teaching experience

There was overwhelming agreement, as shown in Table 12, among the allied professionals concerning the desirability of

teaching experience for the educational therapist. Ninety percent of the total respondents felt that the therapist should have teaching experience. The group which was lowest in this regard among allied professionals were the coordinator of special services at 75%. Some of these professionals who work at the board level may not consider educational therapist positions as teaching positions and, therefore, the therapists' experience in a setting requiring behaviour modification techniques, for example, may be viewed as having as much importance as their teaching experience.

Table 12

Should the Educational Therapist Have Teaching Experience? By Position

Position	Yes	No
Coordinator of Special Services	75.0	25.0
Educational Psychologist	88.9	11.1
Type-B Teacher	91.3	8.7
School Counsellor	81.8	18.2
Type-A Teacher	93.6	6.4
Special Education Teacher	91.3	8.7
School Principal	93.6	6.4
Total Sample	90.0	10.0

Professional Background

Table 13 provides an analysis of the respondents' view on the appropriate professional background of the educational therapist. These rankings were combined in order to provide a clearer picture of the overall rankings (see Appendix H for a breakdown of this table). A master's degree in educational psychology was ranked first or second by 88% of the allied professionals, while 67% ranked clinical skills first or second. It appears that both a master's degree in educational psychology and clinical skills are seen to be the preferred professional background for an educational therapist.

A special education degree and education degree were ranked third or fourth by 59% and 51% of the respondents respectively. Fifty-nine percent of the allied professionals ranked a social science degree fifth or sixth and 74% ranked education courses fifth or sixth. The allied professionals view these qualifications secondary to having specialized in a field closely related to that in which the educational therapist performs his duties.

The results reported in this table indicate that the allied professionals view the professional background of the educational therapist an important consideration for hiring purposes. The desired background requires a high level of specialization and is one in which very high qualifications are expected. The type of background described here will

include a number of years of experience in the field and training in which the educational therapist will have had opportunities to develop skills required for working with behaviourally and emotionally disturbed students. This implies that should any of the desired qualifications be lacking then the educational therapist will not be meeting the allied professionals' perceptions of the qualifications desirable for persons expected to fill these positions.

Table 13

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Views on the Professional Background of the Educational Therapist By Position

	Social Science Degree			Education Courses		
Position	1 or 2	3 or 4	5 or 6	1 or 2	3 or 4	5 or 6
Coordinator of Special Services	9.1	36.4	54.5	0.0	27.3	72.7
Educational Psychologist	11.1	44.4	44.5	0.0	11.1	88.9
Type-B Teacher	6.8	31.8	61.4	4.6	20.4	75.0
School Counsellor	3.1	37.6	59.3	0.0	28.1	71.9
Type-A Teacher	11.9	40.5	47.6	4.6	20.4	75.0
Special Education Teacher	13.9	34.9	51.2	2.3	18.6	79.1
School Principal	0.0	23.2	76.8	2.3	30.2	67.5
Total Sample	7.8	33.9	58.5	2.6	33.0	74.4

Table 13 cont'd

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Views on the Professional Background of the Educational Therapist By Position

Position	Clinical Skills and Experience			Masters Degree in Educational Psychology		
	1 or 2	3 or 4	5 or 6	1 or 2	3 or 4	5 or 6
Coordinator of Special Services	66.7	16.7	16.6	100.0	0.0	0.0
Educational Psychologist	100.0	0.0	0.0	77.8	22.2	0.0
Type-B Teacher	72.3	28.9	8.8	88.6	9.1	2.3
School Counsellor	88.1	12.5	9.4	93.9	3.0	3.0
Type-A Teacher	61.3	25.0	13.6	84.7	10.8	4.3
Special Education Teacher	62.8	27.9	9.3	86.7	11.1	2.2
School Principal	64.4	26.7	8.8	87.5	12.5	0.0
Total Sample	66.5	23.4	10.0	88.1	9.8	2.1

Position	Special Education Degree			Education Degree		
	1 or 2	3 or 4	5 or 6	1 or 2	3 or 4	5 or 6
Coordinator of Special Services	18.2	63.7	18.2	9.0	54.6	36.4
Educational Psychologist	11.2	88.8	0.0	0.0	33.3	66.7
Type-B Teacher	33.4	57.7	8.9	13.6	47.8	38.6
School Counsellor	15.6	65.7	18.7	9.4	53.1	37.5
Type-A Teacher	33.3	51.1	15.6	11.4	50.0	38.6
Special Education Teacher	30.3	58.2	11.5	7.0	48.8	44.2
School Principal	34.1	54.6	11.3	16.3	55.9	27.8
Total Sample	28.8	58.5	12.7	11.0	50.5	38.5

Perceptions of allied professionals regarding professional contact with the therapist, active supervisor and person primarily responsible for monitoring the educational therapist position.

Contact

Percentage of professional contact on a weekly basis, as shown in Table 14 ranged from a low of 35% for type-B teachers to a high of 85% for school principals. 'Weekly contact' includes 'Daily' contact; these categories were combined due to a low response to 'Daily' contact. 'Monthly' and 'Other' were also combined because of the low response in the 'Other' category. School principals were expected to be in contact more frequently than the other allied professionals due to the nature of the role the therapist carries out in a school. Many of the students in the therapist's core group and on-going referrals need constant monitoring. The coordinator of special services and type-B teacher were in contact on a 'Monthly' basis. A coordinator is board based and therefore cannot be in contact within the school on a frequent schedule, while the type-B teacher does not teach any students with whom the therapist has primary contact.

Table 15 presents an overview of the form these professional contacts take. Due to a low response on 'Informal meetings', it was combined into the category 'Scheduled meetings' and a low response on 'Participation in parent consultation' neccessitated combining it with the

'Other' category. Forty-three percent of all respondents are in contact with the therapist through either 'Scheduled meetings' or 'Informal meetings', while 25% are involved in 'Student consultations' and 32% in 'Other' forms of contact. The educational psychologists are in contact 67% of the time for 'Student consultation'. Type-B teachers are in professional contact for 'Scheduled meetings' 70% of the time. This may be due to the fact that staff meetings are the only times that there is a need for the type-B teacher to meet with the therapist.

Table 14

Frequency of Professional Contact With the Educational Therapist By Position

Position	Weekly	Bi-Weekly	Monthly
Coordinator of Special Services	41.7	8.3	50.0
Educational Psychologist	66.7	-	33.3
Type-B Teacher	35.4	2.1	62.5
School Counsellor	76.5	8.8	14.7
Type-A Teacher	66.0	6.4	27.7
Special Education Teacher	65.2	4.3	30.4
School Principal	84.6	5.8	9.6
Total Sample	64.1	5.2	30.6

School counsellors and coordinators of special services have 'Other' contact which usually takes the form of all possible categories. These contacts occur in this way because the counsellor and coordinator are either directly or indirectly involved with the students in the therapist's program. The coordinator is involved from the perspective of board policy regarding program delivery by the therapist and the counsellor may be directly involved with implementing, evaluating, and modifying the program.

Table 15

Form Which Professional Contact Takes With the Educational Therapist By Position

Position	Student Consultation	Scheduled Meetings	Other
Coordinator of Special Services	25.0	25.0	50.0
Educational Psychologist	66.7	0.0	33.3
Type-B Teacher	14.0	69.8	16.3
School Counsellor	18.2	18.2	63.6
Type-A Teacher	26.1	45.7	28.3
Special Education Teacher	28.9	51.1	20.0
School Principal	28.8	36.5	34.6
Total Sample	25.4	42.5	32.1

Supervisor and Monitor

The person who should be primarily responsible for 'Monitoring' the educational therapist, from the allied professionals perspective, as shown in Table 16, is the principal. The majority of the respondents, 79%, were in agreement with this choice. Curiously, it is worth noting that 16.7% of the coordinators of special services felt that the superintendent was responsible for monitoring the therapist. Table 17 identifies the respondents' choice of an 'Active supervisor' of the therapist based on training and experience. The coordinator of special services was selected most often by the respondents. Fifty-six percent of school counsellors selected 'other', but there was no consensus within this category as to who this professional should be. Choices ranged from anyone interested, staff/team to principal and school board team. Forty-one percent of school principals selected the principal.

Overall, these results are interesting, since the choices provided do not coincide with the actual person selected by allied professionals as being responsible for monitoring the position, namely the principal. Even though supervising the entire staff is an administrative role of the principal, in the opinion of most respondents, the coordinator of special services by virtue of his training and experience, is best prepared to be the active supervisor of the educational therapist.

Table 16

Respondents' Selection of Person Primarily Responsible for Monitoring the Educational Therapist By Position

Position	Principal	Superintendent	Educational Psychologist	Coordinator of Special Services	Other
Coprdinator of Special Services	75.0	16.7	8.3	0.0	0.0
Educational Psychologist	66.7	0.0	0.0	22.2	11.1
Type-B Teacher	78.7	0.0	0.0	17.0	4.3
School Counsellor	69.7	0.0	12.1	9.1	9.1
Type-A Teacher	72.3	0.0	2.1	14.9	10.6
Special Education Teacher	80.4	0.0	0.0	15.2	4.3
School Principal	92.3	0.0	0.0	5.8	1.9
Total Sample	78.9	0.8	2.4	12.2	5.7

Table 17

Respondents' Choice of an Active Supervisor, Based on Training and Experience of the Educational Therapist By Position

Position	Principal	School Counsellor	Coordinator of Special Services	Other
Coordinator of Special Services	33.3	0.0	50.0	16.7
Educational Psychologist	0.0	11.1	33.3	55.6
Type-B Teacher	33.3	14.6	41.7	10.4
School Counsellor	15.2	21.2	42.4	21.2
Type-A Teacher	30.4	10.9	45.7	13.0
Special Education Teacher	19.6	10.9	63.0	6.5
School Principal	41.2	9.8	39.2	9.8
Total Sample	28.2	12.2	46.1	13.5

Allied professionals' perceptions of the model for therapy services and of labels used to identify the students and the educational therapist in the school setting.

Labels

Table 18 indicates the respondents' choice of a label to identify the educational therapist with students, parents, teachers and the overall 'Best title' to describe the person providing therapy services. Thirty-one percent of the respondents felt 'Counsellor' would be the best label to use by students while 'Educational therapist' was the best title to be used by parents (56%) and teachers (78%). The best title for the educational therapist selected by the respondents was 'Educational therapist'. It appears that the allied professionals are in agreement on a label for parents and teachers to use to identify the therapist, as well as, for a title for the person performing therapy services, but are not in agreement with a label to be used by students in identifying the educational therapist.

Thity-eight percent of the respondents, as shown in Table 19, selected the 'Other' category as a label to describe the students referred to an educational therapist. The allied professionals felt that there was no need to label students seeing the educational therapist and of the 38%, 10% said call them by 'Name', 49% said to call them 'Students' and 21% simply said 'No need to label'. These results indicate that

the allied professionals do not wish to stigmatize these students through use of identifying labels and they believe that any special labels for those children served by educational therapists are unnecessary.

Table 18

Labels Used to Identify the Educational Therapist in Formal Contacts

Label	With Students	With Parents	With Teachers	Best Title for Person Delivering Educational Therapy Services
Educational Therapist	28.5	56.0	77.7	51.4
Guidance Counsellor	3.7	2.4	0.0	0.0
Therapist	7.5	11.0	13.4	8.5
Counsellor	30.8	21.1	7.7	24.5
Sir/Miss Mr./Ms./By Name	22.0	0.0	0.0	0.0
E.T.	3.7	3.3	0.0	1.9
Teacher	3.7	0.0	0.0	2.8
Educational Psychologist	0.0	0.5	0.0	0.0
Psychologist	0.0	0.0	0.0	1.4
Special Education Teacher	0.0	0.0	0.0	0.0
Educator/Teacher	0.0	0.0	0.0	0.5
Other	0.0	5.7	1.2	9.0

Table 19

Labels Used to Describe Students Who are Referred to an Educational Therapist

Position	Special Education Students	Core Students	Therapy Students	Behaviourally Emotionally Disordered	Other
Coordinator of Special Services	8.3	8.3	16.7	8.3	58.3
Educational Psychologist	11.1	0.0	22.2	0.0	66.7
Type-B Teacher	2.1	25.0	31.3	14.6	27.1
School Counsellor	0.0.	18.8	21.9	12.5	46.9
Type-A Teacher	2.1	17.0	27.7	23.1	29.8
Special Education Teacher	2.2	13.0	28.3	19.6	37.0
School Principal	4.1	16.3	20.4	18.4	40.8
Total Sample	2.9	16.9	25.5	16.9	37.9

Model

Table 20 provides the selection of a model by allied professionals for working with children who have emotional and behavioural disorders. There was no consensus among the respondents. Thirty-two percent chose 'consultation and support for parents, teachers and others'. Within this model, 44% of the principals selected it and 41% school counsellors

also chose it. Interestingly, this is not the model used by therapists at the present time. A 'full-time resource room' where resource room means the therapist is available to work directly with the teacher and also provide therapy while mainstreaming the student is the model in use in this province. Forty-two percent of the coordinators and 33% of educational psychologists chose this model. These professionals are more informed of the educational therapy service and are therefore more aware of the model being used. However, there is still no clear consensus among these professionals regarding the preferred model. Perhaps the majority of all allied professionals desire a different approach to working with emotionally and behaviourally disturbed students. The choice of a model here may be a reflection of the dissatisfaction with the current model or may be lack of sufficient information.

Allied professionals' understanding of the role of the school counsellor and educational therapist, hiring criteria, regulations, and need for additional educational therapists.

Role of the School Counsellor and Educational Therapist

Table 21 presents the results of two questions relating to respondents' understanding of the educational therapist and school counsellor roles. Fifty-two percent of the respondents indicated that their understanding of the role of the school

counsellor had not changed, while 82% said they had a clear understanding of the distinction between the educational

TABLE 20

Respondents' Recommendation of a Model for Working With Students With Emotional and Behavioural Disorders

Position	Model A	Model B	Model C	Model D.	Model E
Coordinator of Special Services	0.0	8.3	41.7	25.0	25.0
Educational Psychologist	0.0	22.2	33.3	22.2	22.2
Type-B Teacher	8.3	39.6	29.2	18.8	4.2
School Counsellor	3.1	9.4	28.1	40.6	18.8
Type-A Teacher	12.8	31.9	19.1	27.7	8.5
Special Education Teacher	0.0	28.3	21.7	34.8	15.2
School Principal	3.8	30.8	11.5	44.2	9.6
Total Sample	5.3	28.6	22.8	32.1	11.8

Key:

Model A: Full-time self contained classroom

Model B: Part-time resource room with students mainstreamed

Model C: Full-time resource room with therapy and mainstreaming

Model D: Consultation and support for parents, teachers and others

Model E: Other

therapist and the school counsellor. Type-B teachers received the lowest percentage of respondents indicating an understanding of the distinction between roles of a therapist and school counsellor with 63%. This may be somewhat related to the amount of contact they have with these positions.

Table 21

With the Appointment of an Educational Therapist
Respondents' State

Position	My Understanding of the Role of the School Counsellor has not Changed.		I Have a Clear Understanding of the Distinction Between the Educational Therapist And the School Counsellor.	
	Yes	No	Yes	No
Coordinator of Special Services	50.0	50.0	100.0	0.0
Educational Psychologist	71.4	28.6	100.0	0.0
Type-B Teacher	53.5	46.5	62.8	37.2
School Counsellor	56.3	43.8	97.0	3.0
Type-A Teacher	56.8	43.2	71.1	28.9
Special Education Teacher	41.5	58.5	79.5	20.5
School Principal	47.8	52.2	93.9	6.1
Total Sample	51.6	48.4	82.1	17.9

All allied respondents with the exception of the educational psychologists (71%) were split on whether their understanding of the school counsellor's role had changed. This may be related to the intense nature with which the educational psychologist is involved with documenting a need for the educational therapist. Also, these results may be indicative of the success educational therapists have had in communicating their role to their allied professionals.

Hiring Criteria and Implementation

The majority of allied professionals are in agreement with the ratio of four to one (Table 22) required to obtain an educational therapist. Sixty-five percent of all respondents agreed with or strongly agreed with this method for hiring a therapist. However, among educational psychologists whose responsiblity it is to document the need for educational therapy services, 57% were undecided and 14% were in disagreement with the ratio. This finding may be related to the nature of the educational psychologist position in which a regional approach is used for services to similar students across two or more school districts. As Table 23 indicates, 44% of the respondents felt the regulations were 'well-defined'. The percentage of allied professionals within each position and across positions did not differ significantly in their opinions on the regulations. However, the majority of school-based respondents, approximately 60%, felt the regulations were either lenient, cumbersome,

rigorous, ill-defined or some combination of these (other). Within the board-based personnel, that is the coordinator of special services and educational psychologist, 42% felt the regulations were not well defined. Such a high percentage of board-based staff may view the regulations differently

Table 22

Respondents' View on the Ratio Required to Obtain an Educational Therapy Unit

Position	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Coordinator of Special Services	40.0	40.0	0.0	10.0	10.0
Educational Psychologist	14.3	14.3	57.1	14.3	0.0
Type-B Teacher	20.0	42.2	20.0	13.3	4.4
School Counsellor	16.7	50.0	13.3	16.7	3.3
Type-A Teacher	19.6	37.0	28.3	13.0	2.2
Special Education Teacher	15.2	50.0	26.1	6.5	2.2
School Principal	17.3	57.7	15.4	7.7	1.9
Total Sample	18.6	46.2	21.2	11.0	3.0

than the school-based personnel due to the availability and access of the policy statement supplied by the Departmemt of Education to board-based professionals. Therfore, the

coordinators and psychologists may have a clearer understanding of the regulations than other allied professionals in the schools.

Table 23

Respondents' Opinion on Regulations for Obtaining an Educational Therapist Unit

Position	Well-Defined	Lenient	Cumbersome	Rigorous	Ill-Defined	Other
Coordinator of Special Services	55.6	0.0	11.1	11.1	11.1	11.1
Educational Psychologist	57.1	0.0	28.6	0.0	14.3	0.0
Type-B Teacher	40.4	6.4	10.6	6.4	10.6	25.5
School Counsellor	30.0	9.4	6.3	0.0	12.5	21.9
Type-A Teacher	41.0	7.7	10.3	5.1	7.7	28.2
Special Education Teacher	40.0	2.5	5.0	15.0	15.0	22.5
School Principal	44.0	4.0	26.0	14.0	6.0	6.0
Total Sample	43.8	5.4	12.9	8.5	10.3	19.2

Analysis of Table 24 indicates that not all allied professionals are in agreement with the need for additional therapy units. There exist differences between the board-based and school-based personnel which may arise because of the different perspectives each group may have on the role

of the educational therapist position. Eighty-three percent of coordinators and 86% of educational psychologists feel there is a need for more therapists. However, the majority of school-based personnel do not feel that a need exists. Only 23% of type-A teachers and 31% school principals agreed that more therapists are needed. The overall result among allied professionals was 40% in favor of more therapy units. Clearly there exist a number of differences amongst allied professionals regarding the need for additional therapy units, and the majority view amongst school-based respondents is that there is not a need for further units.

Table 24

Percentage of respondents Who Feel There is a Need for Additional Educational Therapy Units

Position	Yes
Coordinator of Special Services	83.3
Educational Psychologist	85.6
Type-B Teacher	43.5
School Counsellor	40.6
Type-A Teacher	23.3
Special Education Teacher	45.5
School Principal	30.6
Total Sample	40.3

Allied professionals' perceptions about their view of students' problems, effect of therapist on mainstreaming, rating, expectations, understanding, and appropriateness of the role.

Rating, Expectations, Understanding and Appropriateness of the Educational Therapists' Role

Analysis of Table 25 indicates that the majority of the allied professionals included in this survey felt the role of the educational therapist was 'very good' (71%), that they understood it 'very well' (62%), it met their expectations for the role 'very well' (55%) and it was appropriate (78%). Again, school-based personnel were not in agreement that the role of the educational therapist met their expectations. Only 37% of type-B teachers, 44% type-A teachers and 48% special education teachers felt it met their expectations. These allied professionals also indicated they did not understand the role of the educational therapist very well. The positions more closely associated with the role in the school, the principal (64%) and the school counsellor (65%), selected very well, concerning their expectations for the role and 73% and 88% respectively for their understanding of the role.

Major Problems of Students

Analysis of Table 26 indicates an overwhelming agreement among allied professionals (83%) that the majority of students

being seen by the educational therapist are emotionally and behaviourally disturbed. Thirty-three percent of the educational psychologists felt that students with discipline as their major problem were being referred to the therapist.

/Table 25

Percentage of Respondents Rating the Role of the Educational Therapist, Their Expectations of the Role, the Appropriateness of the Role and Their Understanding of the Role By Position

Position	Rating Very Good	Understanding Very Well	Expectations Very Well	Appropriateness Appropriate
Coordinator of Special Services	100.0	100.0	100.0	83.3
Educational Psychologist	100.0	100.0	87.5	88.9
Type-B Teacher	55.6	37.5	37.0	66.7
School Counsellor	73.5	88.2	64.7	82.4
Type-A Teacher	59.6	46.8	43.5	63.8
Special Education Teacher	69.6	52.2	47.7	87.0
School Principal	84.6	73.1	63.5	86.5
Total Sample	70.8	61.7	54.5	77.8

Mainstreaming of Students

The respondents, as shown in Table 27, did not indicate any improvements or increases in mainstreaming of emotionally and behaviourally disordered children into the regular classroom through educational therapy services.

TABLE 26

Respondents' View of the major Problems of Students Being Referred to the Educational Therapist

Position	Students With Discipline Problems	Emotionally Behaviourally Disturbed	Students With Academic Problems	Students With Learning Difficulties	Other
Coordinator of Special Services	8.3	91.7	0.0	0.0	0.0
Educational Psychologist	33.3	55.5	0.0	0.0	11.1
Type-B Teacher	2.1	85.1	4.3	2.1	6.3
School Counsellor	3.0	78.8	0.0	3.0	15.2
Type-A Teacher	8.5	80.9	2.1	4.3	4.3
Special Education Teacher	6.5	84.8	0.0	2.2	6.5
School Principal	3.8	86.5	0.0	3.8	5.8
Total Sample	6.1	82.9	1.2	2.8	6.9

Fifty-eight percent of coordinators felt there was increased mainstreaming. While among all of the allied professionals 34% said there was 'no change' and 34% said their was 'some

improvement'. There is disageement among the allied professionals as to the effectiveness of the therapist in mainstreaming her students.

Table 27

Respondents' Opinion on the Effect an Educational Therapist has had on Mainstreaming of Behaviourally Disordered Students Into the Regular Classroom

Position	No Change	Reduction in Mainstreaming	Some Improvement	Increased Mainstreaming	Unsure
Coordinator of Special Services	25.0	0.0	16.7	58.3	0.0
Educational Psychologist	12.5	0.0	37.5	37.5	12.5
Type-B Teacher	36.2	2.1	34.0	12.8	14.9
School Counsellor	37.5	3.1	34.4	12.5	12.5
Type-A Teacher	37.0	0.0	39.1	10.9	13.0
Special Education Teacher	34.9	2.3	20.9	11.6	30.2
School Principal	30.6	4.1	42.9	18.4	4.1
Total Sample	33.8	2.1	33.8	16.5	13.9

The principals' perceptions of the educational therapist position as an administrative challenge.

Seventy five percent of the principals, as shown in Table 28, stated that the introduction of the educational therapist

position has presented challenges to them as administrators. It has been a challenge to principals, since this is a new service in which the principals have had little or no experience, no direction, increased administrative duties, and increased school responsibilities. Thus, it is a reasonable expectation that supervising a new position such as that of the educational therapist would provide many challenges to school administrators.

A number of typical responses occured on several of the respondents' questionnaires and several examples were culled for use in this study. One principal stated, "I am now more aware of students that were neglected before". Another said, "it's a relatively new position; I found it necessary to help the ET define his/her role and spent much time with the ET

Table 28

Has the Introduction of the Educational Therapist Position in Your School Presented Any Challenges to You as an Administrator? By Principals

Yes	No
74.5%	25.5%

explaining the role to the staff. It (the educational therapist position) is now looked upon as a very important role in the school .... more important than the principal!" Another principal said, "It was a challenge to find ways to evaluate the effectiveness of the position."

A negative aspect to the challenge has been the poor acceptance of the therapist by a number of staffs, as well as the perceived and actual competency of the person in the position. As one principal observed, "This is another specialist field with which I have to become familiar. In the past two years I have not had a competent person in the position. This background has made it particularily difficult to instill staff confidence in the position/role/function!" Finally, a principal expressed his concern about staff perceptions of the duties being performed by the educational therapist in this way "helping the regular teachers see that the ET is working hard even though he/she doesn't have scheduled duties has been a difficult task."

The general findings of this study tend to be positive. The perceptions of allied professionals relating to many aspects of the therapists role seem to focus on acceptance of this new position. A degree of variability among the various professionals included in the study arises, but these may well be related to their training and experience, as well as their expectations and understanding of the educational therapists' role.

There will exist a certain amount of uncertainity and false hopes associated with the implementation of therapy services. This may be part of the adjustment period and a function of fitting the new service to already existing policies and guidelines within a school. It is not only the expectations of the allied professionals which have an effect on the role of the educational therapist, but also the fears, aspirations and expectations which he brings to the position that will have a significant effect on the role and how it is performed. Each student referred to the therapist brings with him individual differences that will impact upon the role to be performed. Therefore, the number of outside and inside factors that are brought to bear on a position such as that of the educational therapist influence how it is perceived, how it is accepted and how successful it will eventually be.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter will present the conclusions and recommendations arising from the findings of this study. The study was comprised of seven research questions encompassing twelve major areas of concern addressed by the research instrument. An examination of allied professionals' perceptions on each of these areas provided an indication of the degree to which they are aware of the role of the educational therapist within the Newfoundland and Labrador school system and an indication of their judgements regarding selected attributes of this role.

Conclusions

This study provided the allied professionals with three possible goals of educational therapy service on which they were asked to rate their degree of agreement with each goal statement. There was overwhelming agreement with educational therapy being primarily a support for teachers and administrators, as a way to maximize mainstreaming of emotionally and behaviourally disturbed students and as a direct service to students whose behaviour prevents their being educated in the regular classroom. More than 75% of all respondents were in agreement with these three goals.

Respondents were asked to rank the duties of the educational therapist from one to seven in order of importance

as perceived by them and to rank the therapists' functions from one to five in a similar fashion. Functions of the educational therapist were seen as those global responsibilities associated with the role, while duties were the actions to be performed as part of those functions. Unfortunately, a number of the labels used to describe the duties and functions were similar, and this has presented some challenges in interpreting the data from this section of the questionnaire.

An analysis of respondents' ranking of the duties performed by the educational therapist showed that 82% felt one-to-one counselling, a direct service to students, was the most important duty expected of the therapist. One other duty which received a clear ranking was academic tutoring which was ranked seventh by 51% of the respondents. Thus, the respondents did not perceive this as an important duty to be performed by the educational therapist. Small group counselling, teacher support, helping parents, liaison with outside agencies and co-teaching received a ranking between second and sixth, but there was no consensus reached amongst the respondents. This may indicate that the respondents perceived these duties as having somewhat equal importance, following one-to-one counselling.

These rankings have important implications for the educational therapist in performing the responsibilities associated with this role. If the therapist perceives the

duties of an educational therapist in a fashion similar to the perceptions held by the majority of allied professionals, then role performance should not be adversely affected. However, if the educational therapist places more emphasis on co-teaching, for example, then role conflict may arise since the duties found in such role performance may vary significantly from similar expectations held by most allied professionals closest to the role. Since all duties are important to the therapy services provided for emotionally and behaviourally disordered students, these findings may have implications for the students' programs. Each duty outlined by the Department of Education and ranked by the allied professionals, regardless of perceived importance, is an integral component of the educational programming associated with a therapists' core group of students.

Eighty-eight percent of the allied professionals ranked individual child counselling first, overall. However, the other functions did not receive a clear ranking from the respondents. These results may indicate that all of the functions are seen to be of equal importance after child counselling. One may conclude from these findings that the allied professionals view therapists as working one-to-one in a counselling environment with their students. It may also be inferred from this that the educational therapist may not be perceived as doing a satisfactory job if individual counselling is not taking place and that 'success' with a

student who is to be mainstreamed may not be assured unless counselling is present and on-going. The respondents seem to hold the view that the educational therapy services provided for children are to be delivered to the children on a withdrawal from class basis. Each of these inferences places certain expectations on the therapists and affects the way in which they are perceived to perform their role.

The educational therapist position is new in most schools in Newfoundland and Labrador. Teachers have not been exposed to such a position until recently. Seventy percent of all respondents stated that they had received some sort of orientation to the role of the educational therapist and that this orientation was usually conducted by the principal and the therapist during a staff meeting. The orientation was rated as average to very good by the allied professionals. However, approximately 30% of these individuals stated that they had not received any orientation to the new educational therapy position within their school. This is an important finding since the perceptions this group of allied professionals forms concerning the role of the therapist may be based solely on their personal experiences within the school and prior expectations or conceptions they may have formed upon hearing of this position being introduced into the school system. Thus, potential for role conflict and role ambiguity is ripe in schools in which these allied professionals are employed as they have not been adequately

oriented to or informed of the role to be performed by this new position.

It is possible, through the orientation provided by the principal and therapist, that each school may have received a somewhat different orientation to the role of an educational therapist. This will have resulted from the conceptions held by the therapists for their position and the expectations of the principal for this service to students within their schools. There is a great deal of room for variations among the therapists based on their training and experiences, needs of students and the therapists' personal interpretations placed on the nature of the position. Thus, the therapists may function in different ways based on their preconceptions related to the role to be performed. Each of these reasons will strongly affect the type of orientation provided to a staff, as well as service delivery to students. Thus, the quality and amount of information available to a staff may vary from school to school.

Only 41% of the respondents reported that they had participated in the development of the role of the therapist within their school. This participation, when it did occur, was usually conducted through a team approach. Thus, approximately 60% of the respondents saw themselves as having had no active part in developing the role of the educational therapist in their schools. These individuals felt that inservice would be the preferred method for their involvement

in the development of the educational therapists' role. This is a direct contrast to how schools actually involved their staffs since none of the respondents who were actually involved in developing the therapist's role indicated inservice as the method used within their school. A number of questions arise from these findings: 1) Who should conduct staff inservice when it relates to a new position? 2) How was a team-approach used and what teachers on staff were involved in developing the therapist's role within the school? 3) How much input does the staff have (or should have) in helping to operationalize the role of the educational therapist? These questions have direct implications for service delivery for all teachers, including the educational therapist.

There was overwhelming agreement among the respondents that the educational therapist should have teaching experience and that she should hold a masters degree in educational psychology and possess clinical skills and experience. The educational therapist by virtue of her experience and training would be a highly qualified individual. With this type of background, an educational therapist will have gained valuable classroom and clinical experience. Therefore, the therapist's familiarity with the educational environment and her clinical expertise would be beneficial to the type of student with whom she is to work. The type of training described here would include behaviour management techniques, counselling skills

and consultative skills essential to the educational therapy program.

The amount of contact each allied professional has with the educational therapist and the form these contacts take varies a great deal. Principals, for instance, were in contact on a weekly and/or daily basis, usually for scheduled meetings or student consultations with the therapist. The teachers selected by the principal (Type-B) who do not have direct contact with the therapist through their students, on the other hand, would usually only meet with the therapist on a monthly basis during scheduled meetings such as staff meetings.

Contact with the therapist, for the most part, is a function of meeting the needs of the student. Therefore, each of the positions represented by the allied professionals in this study will be in contact with the therapist in order to meet students' needs. Principals, school counsellors and educational psychologists may have to meet with the therapist on a regular basis. This type of contact would provide ongoing monitoring of a students' progress within the educational therapy program. Student and/or parent consultations relating to mainstreaming or programming of students have to be an ongoing concern and priority for these professionals in order to facilitate the most enhancing learning environment for the students referred to the educational therapist.

The person primarily responsible for monitoring the educational therapist position in the school is the principal. This is an administrative task which each principal has as a responsibility to the entire school staff. However, the respondents felt that the active supervisor, based on experience and training, of the educational therapist should be the coordinator of special services. These results indicate that principals, though responsible for a school staff, were not seen to be in a position which qualified them to be supervisors of a position such as that of the educational therapist. A number of principals also indicated on their questionnaires the difficulty they experienced, not only in evaluating the educational therapist, but also in the difficulty [redacted] had in communicating the role to the rest of the staff. Yet, since the therapist is part of a school staff, the principals selected themselves most often as active supervisors even though they sometimes felt unprepared by virtue of their experience and training to adequately supervise these positions. It may be inferred that because all school-based positions come under the jurisdiction of the principal, then the position of educational therapist should not be treated differently.

Identifying labels are often used in the school setting to identify both the educational therapist and his students. The preferred title or label selected by the allied professionals to describe the educational therapist to

parents, teachers and the therapist himself is 'educational therapist'. This is perhaps related to the fact that this was the title used when this new position was first introduced in the Newfoundland and Labrador school setting. It helps people to distinguish the educational therapist from similar professionals such as the school counsellor and educational psychologist. The respondents were not able to agree on a label to use with the students, but 'counsellor' and 'educational therapist' were selected by 31% and 29% of the respondents, respectively.

The allied professionals felt that the students seeing an educational therapist did not need an identifying label. This question was intended to determine whether educational personnel in schools where there were educational therapists had developed a particular set of language for describing the children who were receiving this service. Most respondents felt that the use of labels would be highly inappropriate and expressed a great deal of disfavor by arguing that it was stigmatizing. Despite those good intentions about the negative effects of labelling, students in fact may be identified as receiving therapy in the schools. It may be difficult to avoid the perception that these children are receiving therapy from a therapist. Thus, the selection of a label for the benefit of students seeing the educational therapist may, in itself, not be the stigmatizing factor for these students and their school program.

The program delivered to students in the educational therapy unit is based on a specific service delivery model outlined by the Department of Education. There was no indication of an awareness, found in this survey, of the service delivery model used in the school system of this Province. The respondents chose a model that concentrated on consultation and support for parents and teachers. This finding may be based on the respondents' perceptions of how educational therapy services are delivered to students and the involvement it demands of parents and teachers. However, the service delivery model used in the Newfoundland and Labrador school system consists of therapy services and mainstreaming through the use of a full-time resource room setting. The idea of the resource room gives the therapist the flexibilty to go into a classroom and work with individual students, teachers or parents, as well as, conduct small group sessions as necessary. The ultimate goal of this approach is to mainstream the students into a regular program with little or no ongoing intervention from the therapist. This practice is not followed by all schools employing the services of an educational therapist and may account for the variation found in the respondents selection of a service delivery model for educational therapy services.

The positions of the educational therapist and school counsellor are closely related and overlap in certain aspects of the roles. The respondents were split as to whether or not

their understanding of the role of the school counsellor had changed with the appointment of an educational therapist. Eighty-two percent were clear in their understanding of the distinction between the two roles. The fact that a distinction exists between a school counsellor and educational therapist does not mean that they do not provide similar services. However, the fact that their services are similar in nature may account for the reason why the respondents were split on whether their understanding of the role of the school counsellor had changed or not.

The majority of allied professionals agree or strongly agree with the ratio of four students to one therapist required for obtaining an educational therapy unit. Fourty-four percent felt that the current regulations for obtaining an educational therapy unit were well-defined. Many allied professionals may not be in a position to know the actual regulations and procedures required to obtain a therapy unit. These are quite detailed and time consuming as they are currently practiced. This may be the reason for only 40% of the respondents seeing a need for additional therapists. The present number of therapists employed in this province does not meet the needs of all the students requiring such a service. These respondents may be responding from the point of view of their own school situation and are not taking into account the total provincial picture and the way the regulations affect all of the schools in the Province.

The allied professionals were asked if the role of the educational therapist met their expectations, how well they understood the role, how appropriate the role was and to give the role an overall rating. The majority of allied professionals felt very positive about the services provided by a therapist. This aspect of the survey is quite important since it affirms that the allied professionals, for the most part, feel that the role of the educational therapist is a beneficial one. It not only meets the needs of those students it was intended to serve, but meets the expectations of the allied professionals with whom the therapist must perform her duties.

Within the understanding of the role by the allied professionals, there is also a clear appreciation for the type of student requiring educational therapy services. There were 83% of the respondents who selected students with emotional and behavioural problems as the core group being referred to an educational therapist. Thirty-three percent of the educational psychologists also felt that students with discipline problems make up a part of the students being referred to the educational therapist. The views of educational psychologists may be related to the role they play in obtaining an educational therapy unit and the reasons for which students are initially referred. Some of the students only come to the attention of the school administration because of disruptive classroom behaviour and, therefore, this

sometimes preceeds documentation of a need for therapy services.

There was no consensus among the allied professionals concerning the effect therapy services has had on mainstreaming of emotionally and behaviourally disturbed students. Thirty-four percent felt that no changes had occurred, while another 34% felt that some improvements had taken place. Overall, it appears that the allied professionals feel that the therapists have not been successful in mainstreaming their students, but the respondents are pleased with the total service being provided.

Principals stated that they found it an administrative challenge to work with the educational therapist. From the beginning the role was new and unique which meant coming to understand its objectives and goals, attempting to help teachers with fears concerning the service and trying to demonstrate a therapists' role as an important one, even though he was not in a classroom. Identification of students and difficulties with therapists have also been cause for concern with principals. However, the principals say they understand the role and feel comfortable with it. They also stated that it required a short period of time for them to familiarize themselves with all aspects of the role. This was seen to be important since parents, teachers and, above all, certain students whose behaviour was preventing their being

educated in a regular classroom were depending on this service to meet their needs.

The findings of this study indicate that, for the most part, allied professionals are aware of the role of the educational therapist within the school. There was little variation among the various positions relating to any aspect of educational therapy. There appeared to be an overall general understanding among the allied professionals regarding the functions, students, duties and responsibilities related to the role of an educational therapist. It seems that some degree of satisfaction with the role has been established. Therefore, any degree of role conflict or role ambiguity arising within this position will need to be studied from the perspective of the educational therapists themselves. It may also be inferred from the present study that the role of the educational therapist within the school setting has been found to be a valuable and most useful asset not only to the allied professionals but also to the education system as a whole.

Recommendations

This study reaches the preliminary conclusion that there is a high level of consensus amongst allied professionals about the role of educational therapy in the school system, although it is a very new role. However, there is a recognition that the instrument used in this study may not

have been sophisticated enough to detect certain differences in attitudes and perceptions held by these professionals. Thus it is recommended that:

1. This preliminary finding needs to be further investigated by follow-up study that might involve collecting data by structured interviews and a more intensive study of selected schools where there are educational therapists. This would involve an indepth investigation of the various views held by the allied professionals most closely associated with the role of the educational therapist.

2. If there is the consensus about the role of the educational therapists and their functions which this study seems to indicate, then one would anticipate that educational therapists are experiencing minimal role conflict and ambiguity about their position. However, this tentative conclusion and its implication needs to be further examined by determining just how educational therapists evaluate their position and the extent to which they feel that the allied professionals with whom they work share a common vision of what it is they do.

3. Despite the apparent consensus among allied professionals found in this study, there are still certain areas of difference. So it would seem desirable to develop an inservice program on the role of educational therapists to be

delivered through professional development days and other kinds of inservice activities within the public school system.

4. New educational therapists hired in the Province of Newfoundland and Labrador should be required to have the appropriate training. According to the respondents in this study, that would mean masters level training, as well as, prepartions as classroom teachers.

5. It may be desirable to either provide some professional development service to principals to help them in their role of administering and supervising educational therapy programs and educational therapists and/or it may be appropriate to re-think or to re-examine the position of principal as the front line supervisor of the educational therapist. In light of the view held by many respondents in this study, the more appropriate person to act as the 'therapists' supervisor may be someone such as the coordinator of special services at the board level.

6. A finding of this study relating to orientation indicated that inconsistencies may exist in the type of orientation provided which may lead to somewhat different expectations for the position from school to school. Therefore, it would seem appropriate to investigate the type of orientation provided to school personnel in the Newfoundland education system. This follow-up research could provide the necessary background

required to establish a set of guidelines on which an orientation be provided to school staffs.

7. It is recommended that follow-up research to determine the need for additional educational therapists, especially in schools not presently availing of this service, is conducted. The finding of this study seems to indicate that allied professionals do not see a need at this time for additional therapists. However, this does not take into account schools that are yet to obtain the service of a therapist. Thus, there may exist a need outside of those schools included in the present study, but which was not adequately addressed by the questionnaire.

8. The allied professionals may need to play a part in the development of the educational therapists' role in the school due to its potential impact upon them and their students. Thus, another legitimate and beneficial exposure for allied personnel to the role of an educational therapist may be through direct contact and program development within the school. Follow-up research on a sample of schools employing an educational therapist would provide some insight into how the allied professionals may assist in developing the therapists' role within the school and thus provide an opportunity for greater role acceptance and understanding.

9. Since this study was conducted, the Department of Education has changed the policy with regard to the allocation of therapy units. The current allocation method is to include educational therapy units as part of special educational units allocated to school boards through a general formula based on student population and other factors. The school boards are left with the autonomy to determine whether or not they want to use those units so allocated for the position of educational therapy. It appears that the immediate effect of this policy is that the school boards are faced with having to make choices between the many competing uses to which they can put those special education units. This has also resulted in some changes in the nature of the assignment of some educational therapists with some being assigned much larger caseloads and being responsible for children or adolescents in two or three schools. It also means that the more thorough and detailed analysis and documentation that was required under the old policy in order to acquire a salary unit for hiring an educational therapist is no longer being practiced. Since this is a significant change in policy with the potential to have profound effect on practices related to educational therapy, it would seem desirable to evaluate the precise impact of this policy on this relatively new position.

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APPENDICES

APPENDIX A

PLEASE INDICATE SEX: MALE _____ FEMALE _____

1. *PLEASE INDICATE YOUR POSITION:*

_____ PRINCIPAL
_____ EDUCATIONAL PSYCHOLOGIST
_____ SPECIAL EDUCATION TEACHER
_____ COORDINATOR OF SPECIAL SERVICES
_____ SCHOOL COUNSELLOR
_____ TYPE A TEACHER (see cover)
_____ TYPE B TEACHER (see cover)

2. *NUMBER OF YEARS TEACHING EXPERIENCE:*

_____ (1-5) _____ (6-10) _____ (11-15) _____ (16-20) _____ (>20)

3. *CURRENT TEACHERS CERTIFICATE:*

_____ (III) _____ (IV) _____ (V) _____ (VI) _____ (VII)
_____ OTHER (please specify) _____

4. *TYPE OF SCHOOL IN WHICH YOU TEACH (**IF NOT APPLICABLE GO TO QUESTION #11**):*

_____ (K-6) _____ (7-9) _____ (10-12) _____ (K-12)
_____ OTHER (please specify) _____

5. *TOTAL NUMBER OF TEACHERS ON STAFF INCLUDING THE ADMINISTRATION:* _____.

6. *TOTAL SCHOOL (STUDENT) POPULATION:* _____.

7. *HOW LONG HAS THERE BEEN AN EDUCATIONAL THERAPIST ON STAFF?*

_____ (1 YEAR) _____ (2 YEARS) _____ (3 YEARS) _____ (4 YEARS)
_____ (5 YEARS) _____ (>5 YEARS)

8. A) *WAS THERE AN ORIENTATION TO THE EDUCATIONAL THERAPIST POSITION PROVIDED FOR THE STAFF?*

_____ (YES) _____ (NO - **GO TO QUESTION #10**)

IF <u>YES</u>, WHO CONDUCTED THIS ORIENTATION?

_____ PRINCIPAL
_____ EDUCATIONAL THERAPIST
_____ DEPT. OF EDUCATION
_____ COORDINATOR OF SPECIAL SERVICES
_____ EDUCATIONAL PSYCHOLOGIST
_____ OTHER (please specify) _____

B) *HOW WAS THIS ORIENTATION PROVIDED?*

_____

_____

9. *HOW ADEQUATE WAS THIS ORIENTATION?* (circle one).

VERY GOOD GOOD AVERAGE POOR VERY POOR

10. *HAS THE STAFF PARTICIPATED IN THE DEVELOPMENT OF THE ROLE OF THE EDUCATIONAL THERAPIST WITHIN THE SCHOOL?*

_____ (YES) _____-(NO)

A) *IF YES, WHAT FORM HAS THIS PARTICIPATION TAKEN?* (check one)

_____ TEAM APPROACH _____ IN-SERVICE _____ STAFF MEETINGS

_____ DEVELOPMENT OF INFORMATION PAMPHLET

_____ OTHER (please specify) _____

(GO TO QUESTION #11)

B) *IF NO, RANK THE FOLLOWING FROM (1) MOST LIKELY TO (4) LEAST LIKELY TO MEET YOUR EXPECTATIONS FOR DEVELOPMENT OF THE ROLE OF THE EDUCATIONAL THERAPIST IN YOUR SCHOOL.*

_____ TEAM APPROACH

_____ IN-SERVICE

_____ STAFF MEETINGS

_____ DEVELOPMENT OF INFORMATION PAMPHLET

11. *HOW WOULD YOU RATE THE ROLE OF THE EDUCATIONAL THERAPIST IN YOUR SCHOOL?* (circle one).

VERY GOOD GOOD AVERAGE POOR VERY POOR

12. *HOW WELL DO YOU UNDERSTAND THE ROLE OF THE EDUCATIONAL THERAPIST?* (circle one).

VERY WELL WELL FAIRLY WELL NOT VERY WELL POORLY

13. *DOES THE ROLE OF THE EDUCATIONAL THERAPIST MEET YOUR EXPECTATIONS FOR THIS POSITION IN THE SCHOOL SYSTEM?* (circle one).

VERY WELL WELL FAIRLY WELL NOT VERY WELL POORLY

14. A) *THE PROVISION OF EDUCATIONAL THERAPY SERVICES TO CHILDREN WITH SEVERE BEHAVIORAL PROBLEMS IS A MAJOR POLICY DIRECTION OF THE DEPARTMENT OF EDUCATION. HOW WOULD YOU RATE THE APPROPRIATENESS OF THIS SERVICE FOR SUCH CHILDREN?* (check one).

VERY APPROPRIATE (1)	(2)	(3)	(4)	VERY INAPPROPRIATE (5)
_____	_____	_____	_____	_____

B) *PLEASE ADD BRIEF COMMENT TO ELABORATE YOUR VIEW IN THIS REGARD.*

_____

_____

_____

15. A) *HOW OFTEN ARE YOU IN PROFESSIONAL CONTACT WITH THE EDUCATIONAL THERAPIST?*

_____ DAILY _____ WEEKLY _____ BI-WEEKLY _____ MONTHLY

_____ OTHER (please specify)

B) *WHAT FORM DO THESE CONTACTS TAKE?* (check one).

_____ INFORMAL MEETING

_____ SCHEDULED MEETINGS (eg. staff meeting)

_____ CONSULTATION ABOUT STUDENTS

_____ PARTICIPATION IN PARENT CONSULTATION

_____ OTHER (please specify) _____

16. *WHAT ROLE SHOULD THE EDUCATIONAL THERAPIST PLAY IN THE PLANNING OF ALL SCHOOL STUDENT'S OVERALL EDUCATIONAL PROGRAM?* (i.e. class placement decisions, grading, promotion, etc.); *RANK THEM FROM (1) MOST IMPORTANT TO (7) LEAST IMPORTANT).*

_____ ACTIVE AND FULL PARTICIPANT FOR EVERY STUDENT IN THE SCHOOL

_____ OBSERVER FOR EVERY STUDENT IN THE SCHOOL

_____ PARTICIPANT FOR MARGINAL AND BELOW AVERAGE ACADEMIC STUDENTS

_____ CONSULTANT TO TEACHERS

_____ PARTICIPANT FOR STUDENTS IN EDUCATIONAL THERAPY UNIT

_____ CONSULTANT TO PARENTS

_____ NONE

17. A) *BASED ON GETTING THE BEST AVAILABLE PERSONNEL, WHAT, IN YOUR VIEW, SHOULD BE THE PROFESSIONAL BACKGROUND OF THE EDUCATIONAL THERAPIST? RANK THEM FROM (1) MOST IMPORTANT TO (6) LEAST IMPORTANT.*

_____ CLINICAL SKILLS/EXPERIENCE

_____ SOCIAL SCIENCE DEGREE

_____ EDUCATION COURSES

_____ SPECIAL EDUCATION DEGREE

_____ MASTERS DEGREE IN EDUCATIONAL PSYCHOLOGY

_____ EDUCATION DEGREE

B) *SHOULD THE EDUCATIONAL THERAPIST HAVE TEACHING EXPERIENCE IN ORDER TO PERFORM HIS/HER DUTIES?*

_____ (YES) _____ (NO)

WHY? _____

_____

_____

_____

18. ***WHO, IN YOUR OPINION, IS BEST PREPARED BY TRAINING AND EXPERIENCE TO BE THE ACTIVE SUPERVISOR OF THE EDUCATIONAL THERAPIST POSITION?*** (check one).

_____ PRINCIPAL

_____ SCHOOL COUNSELLOR

_____ COORDINATOR OF SPECIAL SERVICES

_____ OTHER (please specify)

19. ***WHO IS PRIMARILY RESPONSIBLE FOR MONITORING THE EDUCATIONAL THERAPIST IN THE SCHOOL?*** (check one)

_____ PRINCIPAL _____ SUPERINTENDENT

_____ EDUCATIONAL PSYCHOLOGIST _____ COORDINATOR OF SPECIAL SERVICES

_____ OTHER (please specify) _____

20. ***HOW IS THE THERAPIST LABELLED IN FORMAL CONTACT WITH PARENTS?*** _____

21. ***HOW IS THE THERAPIST LABELLED IN CONTACTS WITH STUDENTS?*** _____

22. A). ***WHAT IS THE FORMAL LABEL USED IN THE EDUCATIONAL ENVIRONMENT TO DESCRIBE THE EDUCATIONAL THERAPIST?*** (check one).

_____ THERAPIST

_____ COUNSELLOR

_____ EDUCATIONAL THERAPIST.

_____ PSYCHOLOGIST

_____ SPECIAL EDUCATION TEACHER

_____ OTHER (please specify) _____

B) ***PROVIDE ANY INFORMAL LABELS WHICH MAY BE USED BY TEACHERS AND STUDENTS TO DESCRIBE THE EDUCATIONAL THERAPIST.***

_____

_____

23. ***IN YOUR OPINION, WHAT IS THE BEST TITLE TO USE TO DESCRIBE THE PERSON DELIVERING EDUCATIONAL THERAPY SERVICES?***

_____

24. ***SINCE THE APPOINTMENT OF AN EDUCATIONAL THERAPIST, I WOULD SAY THAT:***

A) MY UNDERSTANDING OF THE ROLE OF THE SCHOOL COUNSELLOR HAS NOT CHANGED.

_____ (YES) _____ (NO)

B) I HAVE A CLEAR UNDERSTANDING OF THE DISTINCTION BETWEEN THE ROLE OF EDUCATIONAL THERAPIST AND SCHOOL COUNSELLOR.

_____ (YES) _____ (NO)

C) I AM UNCERTAIN AS TO THE DISTINCTION BETWEEN THESE TWO POSITIONS.

_____ (YES) _____ (NO)

25. *IS THERE A NEED FOR ADDITIONAL EDUCATIONAL THERAPISTS IN YOUR SCHOOL?*

_____ YES _____ NO

WHY? _____

_____

_____

26. *IF YOU WERE ASKED TO RECOMMEND ONE OF THE FOLLOWING MODELS FOR WORKING WITH CHILDREN WITH BEHAVIOR AND EMOTIONAL DISORDERS, WHICH WOULD YOU RECOMMEND?* (check one).

_____ A FULL-TIME, SELF-CONTAINED CLASSROOM WHERE THERAPY IS COMBINED WITH ACADEMIC INSTRUCTION BY THE EDUCATIONAL THERAPIST.

_____ A PART-TIME, RESOURCE ROOM TYPE OF SERVICE WITH STUDENTS MAINSTREAMED IN REGULAR CLASS WHERE THERAPY IS COMBINED WITH ACADEMIC REMEDIATION IN THE STUDENT'S AREAS OF ACADEMIC DIFFICULTY.

_____ A RESOURCE ROOM TYPE OF DELIVERY WITH STUDENTS MAINSTREAMED IN REGULAR CLASS WHERE THE EDUCATIONAL THERAPIST IS RESPONSIBLE FOR ONLY THERAPY.

_____ A CONSULTATION AND SUPPORT ROLE WITH THE THERAPIST WORKING PRIMARILY WITH PARENTS/TEACHERS/OTHER PROFESSIONALS TO MAINTAIN THE STUDENT IN REGULAR CLASS.

_____ OTHER (please specify) _____

_____

_____

27. *IN YOUR OPINION, HOW HAS THE INTRODUCTION OF AN EDUCATIONAL THERAPIST AFFECTED THE MAINSTREAMING OF BEHAVIORALLY DISORDERED CHILDREN INTO THE REGULAR CLASSROOM?* (check one).

_____ NO CHANGE

_____ REDUCTION IN MAINSTREAMING

_____ SOME IMPROVEMENT

_____ INCREASED MAINSTREAMING

_____ UNSURE

28. *AN EDUCATIONAL THERAPY UNIT CAN BE ESTABLISHED WITH THE IDENTIFICATION OF FOUR STUDENTS REQUIRING THIS SERVICE. WHAT ARE YOUR VIEWS ON THIS RATIO (4:1) REQUIRED TO OBTAIN AN EDUCATIONAL THERAPY UNIT?* (circle one).

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

29. *ARE THE PROCEDURES FOR OBTAINING AN EDUCATIONAL THERAPY UNIT:* (check one).

_____ WELL-DEFINED

_____ LENIENT

_____ CUMBERSOME

_____ RIGOROUS

_____ ILL-DEFINED

_____ OTHER (please specify) _____

30. *AS CORE STUDENTS (THE ORIGININAL 4) MOVE OUT OF THE EDUCATIONAL THERAPY PROGRAM, HOW DOES THE EDUCATIONAL THERAPIST SUSTAIN HIS ROLE?* (check one).

_____ IDENTIFY NEW STUDENTS

_____ REFERRED STUDENTS BECOME CORE STUDENTS

_____ WORK WITH REFERRED STUDENTS ONLY

_____ UNSURE

_____ OTHER (please specify) _____

31. *IN YOUR VIEW, WHAT ARE THE MAJOR PROBLEMS OF STUDENTS BEING REFERRED TO THE EDUCATIONAL THERAPIST?* (check one).

_____ STUDENTS WITH DISCIPLINE PROBLEMS

_____ STUDENTS WHO ARE EMOTIONALLY DISTURBED AND/OR BEHAVIORALLY DISORDERED

_____ STUDENTS WHO HAVE ACADEMIC PROBLEMS

_____ STUDENTS WHOSE PRIMARY PROBLEM IS SOME LEARNING DIFFICULTY

_____ OTHER (please specify) _____

32. *HOW SHOULD WE (AS TEACHERS) REFER TO THE STUDENTS WHO SEE AN EDUCATIONAL THERAPIST? (check one).*

_____ SPECIAL EDUCATION STUDENTS

_____ CORE STUDENTS

_____ THERAPY STUDENTS

_____ BEHAVIORALL/EMOTIONALLY DISORDERED

_____ OTHER (please specify) _____

33. *THE FOLLOWING IS A LIST OF POSSIBLE GOALS OF EDUCATIONAL THERAPY.*

A) PRIMARILY A SUPPORT SERVICE FOR TEACHERS AND ADMINISTRATORS IN THEIR WORK WITH STUDENTS WITH SEVERE BEHAVIORAL PROBLEMS. (circle one).

STRONGLY AGREE AGREE UNSURE DISAGREE STRONGLY DISAGREE

B) INTENDED TO MAXIMIZE MAINSTREAMING OF STUDENTS WITH SEVERE BEHAVIOR DISORDERS IN THE REGULAR CLASSROOM . (circle one).

STRONGLY AGREE AGREE UNSURE DISAGREE STRONGLY DISAGREE

C) A DIRECT SERVICE TO THOSE STUDENTS WHOSE BEHAVIOR IS SO INAPPROPRIATE THAT IT PREVENTS THEIR BEING EDUCATED IN THE REGULAR CLASSROOM ENVIRONMENT. (circle one).

STRONGLY AGREE AGREE UNSURE DISAGREE STRONGLY DISAGREE

D) ANOTHER SPECIAL EDUCATION SERVICE FOR THOSE STUDENTS WITH SEVERE DIFFICULTIES IN SCHOOL, WHETHER BECAUSE OF BEHAVIORAL OR LEARNING DISORDERS. (circle one).

STRONGLY AGREE AGREE UNSURE DISAGREE STRONGLY DISAGREE

34. *THE FOLLOWING IS A LIST OF EDUCATIONAL THERAPIST FUNCTIONS. RANK THEM FROM (1) MOST IMPORTANT TO (5) LEAST IMPORTANT AS YOU PERCEIVE THEM.*

_____ LIAISON WITH PROFESSIONALS OUTSIDE THE SCHOOL

_____ TEACHER CONSULTATION AND SUPPORT

_____ INDIVIDUAL CHILD COUNSELLING

_____ PARENT CONSULTATION

_____ IDENTIFICATION/DIAGNOSIS OF FURTHER REFERRALS

35. *THE FOLLOWING IS A LIST OF DUTIES IN WHICH THE EDUCATIONAL THERAPIST MAY ENGAGE. RANK THEM FROM (1) MOST IMPORTANT TO (8) LEAST IMPORTANT AS YOU PERCEIVE THEM.*

_____ ONE-TO-ONE COUNSELLING

_____ SMALL GROUP COUNSELLING

_____ SUPPORT FOR TEACHERS IN THE CLASSROOM WITH STUDENTS WITH BEHAVIORAL PROBLEMS

_____ LIAISON WITH OUTSIDE AGENCIES (ex. SOCIAL SERVICES)

_____ ACADEMIC TUTORING

_____ CO-TEACHING IN THE REGULAR CLASSROOM WHERE THERE ARE STUDENTS WITH SEVERE BEHAVIORAL PROBLEMS

_____ HELPING PARENTS TO BE MORE EFFECTIVE AT HOME WITH STUDENTS

_____ OTHER (please specify) _____

<u>QUESTION #36 PRINCIPALS ONLY</u>

36. *HAS THE INTRODUCTION OF THE EDUCATIONAL THERAPIST POSITION IN YOUR SCHOOL PRESENTED ANY CHALLENGES TO YOU AS AN ADMINISTRATOR?*

_____ (YES) _____ (NO)

BRIEFY EXPLAIN: _____

_____

_____

_____

<u>ALL RESPONDENTS</u>

37. *IN THE SPACE PROVIDED, PLEASE PROVIDE ANY ADDITIONAL COMMENTS OR SUGGESTIONS YOU FEEL ARE IMPORTANT TO THE ROLE OF EDUCATIONAL THERAPY SERVICES IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR.* (<u>use back of page if necessary</u>).

THANK YOU FOR YOUR TIME !

NELSON SHEPPARD

APPENDIX B

Respondents By Sex and Position

Position	Male	Female
Coordinator of Special Services	100.0	0.0
Educational Psychologist	44.4	55.6
Type-B Teacher	43.6	56.4
School Counsellor	77.8	22.2
Type-A Teacher	44.2	55.8
Special Education Teacher	25.0	75.0
School Principal	65.4	11.5
Total Sample	55.7	44.3

Respondents By Position

Position	N	%
Coordinator of Special Services	12	4.8
Educational Psychologist	9	3.6
Type-B Teacher	48	19.3
School Counsellor	35	14.1
Type-A Teacher	47	18.9
Special Education Teacher	46	18.5
School Principal	52	20.9
Total Sample	249	100.0

Percentage of Respondents By Number of Years Teaching Experience By Position

Position	Years Experience				
	1-5	6-10	11-15	16-20	>20
Coordinator of Special Services	0.0	0.0	8.3	8.3	83.3
Educational Psychologist	0.0	33.3	22.2	44.4	0.0
Type-B Teacher	14.6	4.2	27.1	25.0	29.2
School Counsellor	17.6	17.6	20.6	17.6	26.5
Type-A Teacher	8.5	4.3	21.3	34.0	31.9
Special Education Teacher	19.6	19.6	26.1	23.9	10.9
School Principal	3.8	3.8	11.5	21.2	59.6
Total Sample	11.3	9.7	20.6	24.6	33.9

Percentage of Respondents By Current Teaching Certificate By Position

Position	Teaching Certificate				
	III	IV	V	VI	VII
Coordinator of Special Services	0.0	0.0	0.0	8.3	91.7
Educational Psychologist	0.0	0.0	0.0	11.1	88.9
Type-B Teacher	4.2	10.4	18.8	43.8	22.9
School Counsellor	0.0	0.0	11.8	26.5	61.8
Type-A Teacher	2.1	17.0	31.9	36.2	12.8
Special Education Teacher	0.0	6.5	37.0	43.5	13.0
School Principal	0.0	0.0	7.7	19.2	73.1
Total Sample	1.2	6.5	19.8	31.9	40.7

Years a Therapist has been on Staff for Total Sample

Years	%
1 Year	33.3
2 Years	43.1
3 Years	11.8
4 YEARS	3.9
5 Years	3.9
>5 Years	3.9

Summary Statistics for Total School Population and Teachers on Staff

	Mean	Median	Mode	St Dev
Teachers	26.043	23.500	17.000	12.310
Students	454.884	400.000	400.00	253.874

APPENDIX C

P.O. Box 48
Memorial University
St. John's, NF
A1B 3X8

April 24, 1987

..
Superintendent
..
..
..
..

Dear Mr. ..:

We, the undersigned, are presently completing a Master's Degree in Educational Psychology from Memorial University. As part of the requirements for this degree we are involved in a thesis study of the Educational Therapy Practice in Newfoundland and Labrador.

As part of this study we intend to distribute two questionnaires: one to all the educational therapists employed by school boards in the Province, and the other to a sample of teachers, specialists, counsellors and administrators in schools where there are educational therapists.

As you are undoubtedly aware, the position of educational therapist is a relatively new and somewhat unique one intended to provide service for behaviorally disordered children. This research will study the nature of the services and interventions offerred by educational therapists, the specific types of problems manifested by the children served and will determine the views held by educational therapists and other professionals of this new educational service.

We are, by this letter, requesting your kind permission to include the staff within your jurisdiction in our sample. Once approval is granted, participation on the part of individual staff members will be sought on a strictly voluntary basis.

We wish to assure you that we will follow procedures intended to protect the anonymity of all participants and that the information gathered in our study will be examined and reported in such a manner as to conceal the identity of the children, the professionals, the schools as well as that of the school board involved.

We are enclosing the attached form for your use only if you deem it convenient and appropriate to use in replying to our request.

Thank you in advance for your anticipated cooperation.

Sincerely,

Valerie Anderson-Lane

Supervisor: Dr. Kofi Marfo

Nelson Sheppard

Supervisor: Dr. Glen Sheppard

ns
Enc.

APPENDIX D

TO WHOM IT MAY CONCERN

Permission is granted to Mr. Nelson Sheppard and Mrs. Valerie Anderson-Lane, graduate students in the Department of Educational Psychology, Memorial University, to approach various educational personnel under the jurisdiction of this School Board to seek their cooperation in completing a questionnaire pursuant to their graduate thesis research as referred to in their request dated 87-04-01.

_____
Signature

_____
Title

_____
School Board

_____
Date

APPENDIX E

64A Third Street
Mount Pearl, NF
A1N 2A7

May 16, 1987

Dear Principal:

We, the undersigned, are presently completing a Master's Degree in Educational Psychology from Memorial University. As part of the requirements for this degree we are involved in a thesis study of the Educational Therapy Practice in Newfoundland and Labrador.

As part of this study we intend to distribute two questionnaires: one to all the educational therapists employed in the Province, and the other to a sample of teachers, specialists, counsellors and administrators in schools where there are educational therapists.

As you are undoubtedly aware, the position of educational therapist is a relatively new and somewhat unique one intended to provide service for behaviorally disordered children. This research will study the nature of the services and interventions offerred by educational therapists, the specific types of problems manifested by the children served and will determine the views held by educational therapists and other professionals of this new educational service.

Approval has been obtained from your school board to survey schools in your district (see enclosed copy of permission form) and your assistance in coordinating completion of this questionnaire would be greatly appreciated. We are, by this letter, requesting your kind permission to include the staff within your school in our sample. Once approval is granted, participation on the part of individual staff members will be sought on a strictly voluntary basis.

We wish to assure you that we will follow procedures intended to protect the anonymity of all participants and that the information gathered in our study will be examined and reported in such a manner as to conceal the identity of the children, the professionals, the schools, as well as that of the school board involved.

A short list of instructions is included to help coordinate distribution and completion of Mr. Sheppard's questionnaire.

Ms. Anderson-Lane will be forwarding her questionnaire directly to the educational therapists under a separate covering letter.

Thank you in advance for your anticipated cooperation.

Sincerely,

Nelson Sheppard

Supervisor: Dr. Glen Sheppard

Valerie Anderson-Lane

Supervisor: Dr. Kofi Marfo

ns-
Enc:

64A Third Street
Mount Pearl, NF
A1N 2A7

May 16, 1987

Dear Educational Psychologist(s):

I am presently completing a Master's Degree in Educational Psychology from Memorial University. As part of the requirements for this degree I am involved in a thesis study of the Educational Therapy Practice in Newfoundland and Labrador.

As part of this study I intend to distribute a questionnaire to a sample of teachers, specialists, counsellors, educational psychologists and administrators in school districts in which there are educational therapists.

As you are undoubtedly aware, the position of educational therapist is a relatively new and somewhat unique one intended to provide service for behaviorally disordered children. This research will attempt to determine the views held by allied professionals of this new educational service.

Approval has been obtained from your school board to conduct a survey in your district and your assistance in completing this questionnaire would be greatly appreciated.

I wish to assure you that I will follow procedures intended to protect the anonymity of all participants and that the information gathered in this study will be examined and reported in such a manner as to conceal the identity of the professionals, the schools, as well as that of the school board involved.

Thank you in advance for your anticipated cooperation.

Sincerely,

Nelson Sheppard

Supervisor: Dr. Glen Sheppard

64A Third Street
Mount Pearl, NF
A1N 2A7

May 16, 1987

Dear Coordinator of Special Services:

I am presently completing a Master's Degree in Educational Psychology from Memorial University. As part of the requirements for this degree I am involved in a thesis study of the Educational Therapy Practice in Newfoundland and Labrador.

As part of this study I intend to distribute a questionnaire to a sample of teachers, specialists, counsellors, educational psychologists, coordinators of special services and administrators in school districts in which there are educational therapists.

As you are undoubtedly aware, the position of educational therapist is a relatively new and somewhat unique one intended to provide service for behaviorally disordered children. This research will attempt to determine the views held by allied professionals of this new educational service.

Approval has been obtained from your school board to conduct a survey in your district and your assistance in completing this questionnaire would be greatly appreciated.

I wish to assure you that I will follow procedures intended to protect the anonymity of all participants and that the information gathered in this study will be examined and reported in such a manner as to conceal the identity of the professionals, the schools, as well as that of the school board involved.

Thank you in advance for your anticipated cooperation.

Sincerely,

Nelson Sheppard

Supervisor: Dr. Glen Sheppard

APPENDIX F

INSTRUCTIONS TO PRINCIPALS:

THIS PACKAGE CONTAINS FIVE QUESTIONNAIRES. PLEASE DISTRIBUTE ONE QUESTIONNAIRE TO EACH OF THE FOLLOWING TEACHERS:

- ONE PRINCIPAL
- ONE SCHOOL COUNSELLOR
- ONE SPECIAL EDUCATION TEACHER (*TWO OR MORE PLEASE SELECT ONE*)
- ONE TYPE A TEACHER (*INDICATED ON THE FRONT OF THE QUESTIONNAIRE*)
- ONE TYPE B TEACHER (*INDICATED ON THE FRONT OF THE QUESTIONNAIRE*)

FOLLOW THESE GUIDELINES TO DETERMINE TYPE A AND TYPE B TEACHERS:

TYPE A - THERE ARE A NUMBER OF TEACHERS ON STAFF WHO ARE IN DIRECT CONTACT WITH THE EDUCATIONAL THERAPIST DUE TO HAVING ONE OF HIS/HER STUDENTS IN THE THERAPIST'S CORE GROUP. USE THE FOLLOWING SELECTION CRITERIA FOR THIS GROUP:

i) A TEACHER WHO HAS A STUDENT FROM ONE OF HIS/HER CLASSES WHO VISITS WITH THE EDUCATIONAL THERAPIST ON A REGULAR BASIS;

OR

ii) THE TEACHER HAS HAD AT LEAST THREE FORMAL OR INFORMAL CONFERENCES WITH THE THERAPIST REGARDING A STUDENT.

TYPE B - THIS GROUP OF TEACHERS HAS NO DIRECT CONTACT WITH THE EDUCATIONAL THERAPIST THROUGH STUDENTS IN THE THERAPIST'S CORE GROUP. USE THE FOLLOWING SELECTION CRITERIA FOR THIS GROUP:

i) A TEACHER WHO HAS NO DIRECT OR ONGOING CONTACT WITH THE THERAPIST THROUGH HIS/HER STUDENTS;

OR

ii) A TEACHER WHO HAS HAD LESS THAN THREE MEETINGS WITH THE THERAPIST REGARDING A STUDENT.

SHOULD YOUR SCHOOL NOT HAVE A SPECIAL EDUCATION TEACHER OR A SCHOOL COUNSELLOR, PLEASE RETURN THESE FORMS WITH THE COMPLETED QUESTIONNAIRES.

PLEASE PLACE ALL COMPLETED QUESTIONNAIRES IN THE SELF-ADDRESSED, STAMPED RETURN ENVELOPE.

MAIL BY MAY 30, 1987.

APPENDIX G

64A Third Street
Mount Pearl
Newfoundland
A1N 2A7

June 5, 1987

Dear Principal:

On May 18, 1987 a package of questionnaires titled, "Survey of Educational Therapy Services in Newfoundland and Labrador" was mailed to you for completion by yourself, two classroom teachers, a special education teacher and a school counsellor.

If these questionnaires have already been completed and returned to me, please accept my sincere thanks. If not, I would greatly appreciate if the questionnaires could be completed and returned to me at the earliest date possible. This survey is the basis of a thesis study and, in order for the results to be truly representative, it is important that the experiences and opinions of personnel in all schools in the province with educational therapy services be included. Each questionnaire is very significant to the usefulness of the study. As previously stated, responses to the survey are confidential and anonymous.

In the event that your questionnaires have been misplaced, replacements may be obtained by contacting me at my home address or by calling 368-3315.

Your cooperation is greatly valued. I look forward to receiving your questionnaires as soon as possible.

Thank you again.

Yours truly,

Nelson Sheppard

64A Third Street
Mount Pearl
Newfoundland
A1N 2A7

June 5, 1987

Dear Educational Psychologist:

On May 18, 1987 a package of questionnaires titled, "Survey of Educational Therapy Services in Newfoundland and Labrador" was mailed to you.

If these questionnaires have already been completed and returned to me, please accept my sincere thanks. If not, I would greatly appreciate if the questionnaires could be completed and returned to me at the earliest date possible. This survey is the basis of a thesis study and, in order for the results to be truly representative, it is important that the experiences and opinions of all Educational Psychologists in the province be included. Each questionnaire is very significant to the usefulness of the study. As previously stated, responses to the survey are confidential and anonymous.

In the event that your questionnaires have been misplaced, replacements may be obtained by contacting me at my home address or by calling 368-3315.

Your cooperation is greatly valued. I look forward to receiving your questionnaires as soon as possible.

Thank you again.

Yours truly,

Nelson Sheppard

64A Third Street
Mount Pearl
Newfoundland
A1N 2A7

June 5, 1987

Dear Coordinator of Special Services:

On May 18, 1987 a package of questionnaires titled, "Survey of Educational Therapy Services in Newfoundland and Labrador" was mailed to you.

If these questionnaires have already been completed and returned to me, please accept my sincere thanks. If not, I would greatly appreciate if the questionnaires could be completed and returned to me at the earliest date possible. This survey is the basis of a thesis study and, in order for the results to be truly representative, it is important that the experiences and opinions of all Coordinators of Special Services in the province be included. Each questionnaire is very significant to the usefulness of the study. As previously stated, responses to the survey are confidential and anonymous.

In the event that your questionnaires have been misplaced, replacements may be obtained by contacting me at my home address or by calling 368-3315.

Your cooperation is greatly valued. I look forward to receiving your questionnaires as soon as possible.

Thank you again.

Yours truly,

Nelson Sheppard

APPENDIX H

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Views on the Professional Background of the Educational Therapist By Position

	Clinical Skills/Experience					
	Ranks					
Position	1	2	3	4	5	6
Coordinator of Special Services	25.0	41.7	16.7	0.0	8.3	8.3
Educational Psychologist	33.3	66.7	0.0	0.0	0.0	0.0
Type-B Teacher	35.6	26.7	20.0	8.9	4.4	4.4
School Counsellor	25.0	53.1	9.4	3.1	6.3	3.1
Type-A Teacher	31.8	29.5	18.2	6.8	9.1	4.5
Special Education Teacher	27.9	34.9	16.3	11.6	7.0	2.3
School Principal	35.6	28.9	8.9	17.8	4.4	4.4
Total Sample	31.3	35.2	14.3	9.1	6.1	3.9

	Social Science Degree					
	Ranks					
Position	1	2	3	4	5	6
Coordinator of Special Services	0.0	9.1	18.2	18.2	18.2	36.4
Educational Psychologist	0.0	11.1	22.2	22.2	11.1	33.3
Type-B Teacher	0.0	6.8	13.6	18.2	25.0	36.4
School Counsellor	3.1	0.0	18.8	18.8	18.8	40.6
Type-A Teacher	4.8	7.1	23.8	16.7	19.0	28.6
Special Education Teacher	2.3	11.6	14.0	20.9	20.9	30.2
School Principal	0.0	0.0	11.6	11.6	30.2	46.5
Total Sample	1.8	5.8	16.5	17.4	22.3	36.2

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Views on the Professional Background of the Educational Therapist By Position

	Education Courses					
	Ranks					
Position	1	2	3	4	5	6
Coordinator of Special Services	0.0	0.0	9.1	18.2	36.4	36.4
Educational Psychologist	0.0	0.0	0.0	11.1	22.2	66.7
Type-B Teacher	2.3	2.3	4.5	15.9	31.8	43.2
School Counsellor	0.0	0.0	15.6	12.5	34.4	37.5
Type-A Teacher	2.3	2.3	4.5	15.9	22.7	52.3
Special Education Teacher	0.0	2.3	7.0	11.6	20.9	66.7
School Principal	2.3	0.0	9.3	20.9	32.6	34.9
Total Sample	1.3	1.3	7.5	15.5	28.3	46.0

	Special Education Degree					
	Ranks					
Position	1	2	3	4	5	6
Coordinator of Special Services	0.0	18.2	36.4	27.3	18.2	0.0
Educational Psychologist	0.0	11.1	55.5	33.3	0.0	0.0
Type-B Teacher	6.7	26.7	33.3	24.4	4.4	4.4
School Counsellor	0.0	15.6	31.3	34.4	12.5	6.3
Type-A Teacher	11.1	22.2	28.9	22.2	11.1	4.4
Special Education Teacher	4.7	25.6	32.6	25.6	9.3	2.3
School Principal	6.8	27.3	34.1	20.5	11.4	0.0
Total Sample	5.7	23.1	33.2	25.3	9.6	3.1

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Views on the Professional Background of the Educational Therapist By Position

	Masters Degree in Educational Psychology					
	Ranks					
Position	1	2	3	4	5	6
Coordinator of Special Services	81.8	18.2	0.0	0.0	0.0	0.0
Educational Psychologist	66.7	11.1	11.1	11.1	0.0	0.0
Type-B Teacher	56.8	31.8	6.8	2.3	2.3	0.0
School Counsellor	69.7	24.2	0.0	3.0	0.0	3.0
Type-A Teacher	54.3	30.4	4.3	6.5	4.3	0.0
Special Education Teacher	68.9	17.8	8.9	2.2	0.0	2.2
School Principal	60.4	27.1	10.4	2.1	0.0	0.0
Total Sample	62.7	25.4	6.4	3.4	1.3	0.8

	Education Degree					
	Ranks					
Position	1	2	3	4	5	6
Coordinator of Special Services	0.0	9.1	18.2	36.4	18.2	18.2
Educational Psychologist	0.0	0.0	11.1	22.2	66.7	0.0
Type-B Teacher	6.8	6.8	20.5	27.3	29.5	9.1
School Counsellor	3.1	6.3	25.0	28.1	28.1	9.4
Type-A Teacher	2.3	9.1	22.7	27.3	29.5	9.1
Special Education Teacher	0.0	7.0	20.9	27.9	41.9	2.3
School Principal	2.3	14.0	32.6	23.3	18.6	9.3
Total Sample	2.7	8.4	23.5	27.0	30.5	8.0

APPENDIX I

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Expectations for Development of the Role of the Educational Therapist By Position

	Team Approach			
	Ranks			
Position	1	2	3	4
Type-B Teacher	28.6	25.0	39.3	7.1
School Counsellor	52.9	29.4	5.9	11.8
Type-A Teacher	38.9	22.2	33.3	5.6
Special Education Teacher	35.7	17.9	28.6	17.9
School Principal	25.0	29.2	33.3	12.5
Total Sample	34.8	24.3	29.6	11.3

	Inservice			
	Ranks			
Position	1	2	3	4
Type-B Teacher	57.1	28.6	10.7	3.6
School Counsellor	18.8	56.3	18.8	6.3
Type-A Teacher	47.4	0.0	36.8	15.8
Special Education Teacher	39.3	39.3	17.9	3.6
School Principal	50.0	31.8	13.6	4.5
Total Sample	44.2	37.2	12.4	6.2

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked Their Expectations for Development of the Role of the Educational Therapist By Position

	Staff Meetings			
	Ranks			
Position	1	2	3	4
Type-B Teacher	14.8	37.0	29.6	18.5
School Counsellor	29.4	17.6	35.3	17.6
Type-A Teacher	11.1	27.8	22.2	38.9
Special Education Teacher	13.8	34.5	34.5	17.2
School Principal	18.2	36.4	31.8	13.6
Total Sample	16.8	31.9	31.0	20.4

	Development of an Information Pamphlet			
	Ranks			
Position	1	2	3	4
Type-B Teacher	3.6	14.3	14.3	67.9
School Counsellor	6.3	0.0	25.0	68.8
Type-A Teacher	5.6	11.1	44.4	38.9
Special Education Teacher	7.1	10.1	14.3	67.9
School Principal	9.1	4.5	18.2	68.2
Total Sample	6.3	8.9	21.4	63.4

APPENDIX J

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked the Seven Duties of Educational Therapists Across Seven Ranking Categories By Position

	One-to-One Counselling						
	Ranks						
Position	1	2	3	4	5	6	7
Coordinator of Special Services	83.3	0.0	8.3	0.0	8.3	0.0	0.0
Educational Psychologist	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Type-B Teacher	89.4	4.3	2.1	4.3	0.0	0.0	0.0
School Counsellor	81.8	9.1	0.0	6.1	0.0	3.0	0.0
Type-A Teacher	74.5	10.6	10.6	4.3	0.0	0.0	0.0
Special Education Teacher	77.8	13.3	2.2	2.2	4.4	0.0	0.0
School Principal	84.0	10.0	0.0	4.0	2.0	0.0	0.0
Total Sample	82.3	8.6	3.3	3.7	1.6	0.4	0.0

	Small Group Counselling						
	Ranks						
Position	1	2	3	4	5	6	7
Coordinator of Special Services	0.0	33.3	16.7	0.0	41.7	8.3	0.0
Educational Psychologist	0.0	44.4	11.1	11.1	22.2	11.1	0.0
Type-B Teacher	2.1	35.4	31.3	6.3	14.6	8.3	2.1
School Counsellor	3.0	12.1	12.1	30.3	27.3	9.1	6.1
Type-A Teacher	4.3	25.5	10.6	29.8	19.1	8.5	2.1
Special Education Teacher	2.2	46.7	8.9	17.8	15.6	6.7	2.2
School Principal	4.0	36.0	18.0	20.0	16.0	4.0	2.0
Total Sample	2.9	32.8	16.4	18.9	19.3	7.4	2.5

APPENDIX K

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked the Five Functions of Educational Therapists Across Five Ranking Categories By Position

	Liaison With Outside Professionals				
	Ranks				
Position	1	2	3	4	5
Coordinator of Special Services	0.0	0.0	9.1	27.3	63.6
Educational Psychologist	0.0	11.1	22.2	55.6	11.1
Type-B Teacher	4.2	6.3	4.2	20.8	64.6
School Counsellor	3.0	0.0	12.1	54.5	30.3
Type-A Teacher	0.0	4.3	4.3	27.7	63.8
Special Education Teacher	0.0	0.0	4.5	38.6	56.8
School Principal	4.0	0.0	6.0	42.0	48.0
Total Sample	2.1	2.5	6.6	36.0	52.9

	Teacher Consultation and Support				
	Ranks				
Position	1	2	3	4	5
Coordinator of Special Services	0.0	90.9	0.0	9.1	0.0
Educational Psychologist	0.0	77.8	22.2	0.0	0.0
Type-B Teacher	4.2	41.7	39.6	12.5	2.1
School Counsellor	9.1	57.6	27.3	6.1	0.0
Type-A Teacher	8.5	46.8	31.9	10.6	2.1
Special Education Teacher	9.1	36.4	40.9	11.1	2.3
School Principal	12.0	48.0	26.0	14.0	0.0
Total Sample	7.9	48.8	31.4	10.7	1.2

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked the Five Functions of Educational Therapists Across Five Ranking Categories By Position

Position	Individual Child Counselling				
	Ranks				
	1	2	3	4	5
Coordinator of Special Services	91.7	0.0	8.3	0.0	0.0
Educational Psychologist	100.0	0.0	0.0	0.0	0.0
Type-B Teacher	89.6	8.3	0.0	0.0	2.1
School Counsellor	90.9	6.1	0.0	3.0	0.0
Type-A Teacher	85.1	14.9	0.0	0.0	0.0
Special Education Teacher	77.3	20.5	2.3	0.0	0.0
School Principal	92.0	2.0	4.0	0.0	2.0
Total Sample	87.7	9.5	1.6	0.4	0.8

Position	Parent Consultation				
	Ranks				
	1	2	3	4	5
Coordinator of Special Services	0.0	9.1	63.6	27.3	0.0
Educational Psychologist	0.0	33.3	55.6	11.1	0.0
Type-B Teacher	0.0	35.4	45.8	14.6	4.2
School Counsellor	6.1	24.2	51.5	18.2	0.0
Type-A Teacher	2.1	27.7	51.1	19.1	0.0
Special Education Teacher	2.3	36.4	40.9	15.9	4.5
School Principal	4.0	32.0	54.0	10.0	0.0
Total Sample	2.5	30.6	49.6	15.7	1.7

Distribution, in Percentages, of the Frequency With Which the Allied Professionals Ranked the Five Functions of Educational Therapists Across Five Ranking Categories By Position

	Identification/Diagnosis of Further Referrals				
	Ranks				
Position	1	2	3	4	5
Coordinator of Special Services	9.1	0.0	18.2	36.4	36.4
Educational Psychologist	0.0	0.0	0.0	33.3	66.7
Type-B Teacher	2.1	10.4	12.5	50.0	25.0
School Counsellor	3.0	9.1	6.1	15.2	66.6
Type-A Teacher	10.9	8.7	10.9	39.1	30.4
Special Education Teacher	11.4	6.8	11.4	34.1	36.4
School Principal	6.0	14.0	6.0	30.0	44.0
Total Sample	6.6	9.1	9.5	34.9	39.8