

https://dspace.org/

Perceived usefulness of psychoeducational assessment reports to teachers

Farre, Belinda Ann

1998

http://hdl.handle.net10539/14156

Farre, Belinda Ann (1998) Perceived usefulness of psychoeducational assessment reports to teachers, University of the Witwatersrand, Johannesburg,<http://hdl.handle.net10539/14156>

Downloaded from a DSpace repository. https://dspace.org/

PERCEIVED USEFULNESS OF PSYCHOEDUCATIONAL ASSESSMENT REPORTS TO TEACHERS

Descriptive Title:

An investigation of the content of psychoeducational reports received by teachers and teachers' perceptions of their usefulness: A consumer survey.

Degree awarded with distinction on 30 June 1998

A research report submitted to the Faculty of Specialised Education, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology).

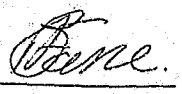
Johannesburg, 1998.

B.A. FARRE

B.A. Hons. (University of the Witwatersrand)

DECLARATION

I herby declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree of examination at any other university.



Belinda Ann Farre

1998

ACKNOWLEDGEMENTS

I am indebted to the following people for their assistance and I wish to express my sincere thanks to them for their contributions to this project:

Professor Mervyn Skuy, Professor of Specialized Education and Head of the Division of Specialized Education, University of the Witwatersrand, my research supervisor, for his invaluable expertise, guidance, and motivation throughout this project.

Peter Frijohn, senior lecturer, Department of Statistics and Actuarial Science, University of the Witwatersrand, for his statistical advice and encouragement.

Mark Paiker, for his advice and statistical work on this study.

The teachers and principals who participated in this study.

My parents for their support and encouragement during the work on this study.

The financial assistance of the Centre for Science Development (HSRC, South Africa) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at are those of the author and are not necessarily to be attributed to the Centre for Science Development.

ABSTRACT

Reports received on psychoeducational assessments of their pupils, were rated by 93 teachers from Ex-"Model-C" primary schools in the greater Johannesburg area. The reports came mainly for psychologists in private practice (n=63) followed by departmental support services (n=27) and education clinics (n=3). The chief reason for referral was academic difficulties. The majority of teachers held favourable attitudes to psychologists and test data in general, found report content as presented in specific reports useful, and found reports useful overall. Forced choices ratings also indicated that the majority of teachers were satisfied with their reports in areas commonly criticised in the literature (length of report, understanding of the teacher's role, specificity and number of recommendations, language use). These very positive findings are tempered by indications that teachers may have been somewhat biased toward giving positive ratings, and by certain criticisms of the reports. Also reports were not seen as positively with regards to helping teachers deal with classroom behaviour and in helping develop specific instructional plans/methods. Language use, particularly in the presentations of test results, may represent a difficulty for teachers. Teacher ratings of the overall usefulness of specific reports did not relate significantly to their demographic characteristics, or their attitudes to psychologists or test data.

Keywords:
Psychoeducational Assessment Report Usefullness Teacher Feedback Consumer Survey

TABLE OF CONTENTS

1. INTRODUCTION

1.1 What is Psychoeducational Assessment?

1.2 The Controversies Surrounding Psychoeducational Assessment

1.3 Accountability Practices in Psychoeducational Assessment

1.4 Studies on Psychoeducational Reports

2. THE STUDY

2.1. Rationale

2.2 Aims

2.2.1. General Aim

2.2.2 Specific Aims

2.3 Method

2.3.1. Sample

2.3.2 Measures

2.3.3 Procedure

2.4 Research Design

2.4.1 Validation of measures

2.4.2 Descriptive statistics

2.4.3 Differences in report content by source

2.4.4 Analysis of ratings

2.4.5 Analysis of relationships between variables

2.4.6 Analysis of qualitative information

3. RESULTS

3.1 Construction of Measures

3.2 Descriptive Data and Content of Reports

3.3 Differences in Content by Source

3.4 Overall Ratings of Usefulness

3.5 Ratings of Aspects Criticised in the Literature

3.5.1 Ratings of commonly criticised aspects of recommendations

3.5.2 Ratings of commonly criticised aspects of reports overall

3.5.3 Understandability and language use

3.6 Attitude toward Psychologists

3.7 Attitudes toward Test Data

3.8 Relationships Among Variables

3.8.1 Comparisons of Overall Ratings of Usefulness with demographic variables

3.6.2 Attitudes to Psychologists as a function of demographic variables

3.6.3 Relationship between Overall Ratings of Usefulness (OUM), Attitudes to Psychologists and Attitudes to test data

3.9 Results of Qualitative Analysis

4. DISCUSSION

4.1. Interpretation of the findings

4.1.1 Positive attitude of teachers sampled toward psychologists, test data and reports

4.1.2 Criticisms of reports

4.1.3 Support provided by results for themes within the literature

4.1.4 Attitudes toward test data

4.1.5 Attitudes toward recommendations made in reports

4.1.6 Attitudes toward format and language use in reports

4.1.7 Relationships between attitudes to reports, attitudes to psychologists and demographic variables

4.2. Limitations of the study

4.3 Conclusions and implications for further research

5. REFERENCES

LIST OF TABLES

TABLE 1: Demographic information on schools

TABLE 2: Demographic information on subjects

TABLE 3: "Attitude to Psychologists Scale" and "Test Data Scale", Scree Plot of Eigenvalues >1

TABLE 4: Demographic information on the pupils assessed by reports rated
TABLE 5: Details of reports rated
TABLE 6: Report Content
TABLE 7: Overall Usefulness of Report
TABLE 8: Results of Univariate Analysis of Variance Procedure
TABLE 9: Language Use
TABLE 10: Attitude toward Psychologists
TABLE 11: Attitude toward Test Data
TABLE 12: Content Analysis of Open Ended Responses
TABLE 13: Detailed Analysis of Comments on Recommendations

LIST OF APPENDICES

APPENDIX A English Teacher Questionnaire
APPENDIX B Afrikaans Teacher Questionnaire
APPENDIX C Table: Comparative Description of University Clinics in South Africa (Dangor, 1983, p10)
APPENDIX D Discussion Document Regarding Guidelines for Internship Programmes in Educational Psychology (Skuy, 1993)
APPENDIX E Results of Univariate Analysis of Variance: Ratings on the "Overall Usefulness Measure" as a function of demographic variables
APPENDIX F Results of Univariate Analysis of Variance: Ratings on the "Attitude to Psychologists Scale" as a function of demographic variables
APPENDIX G "Teachers Perception of Psychologist's Reports", results of the study by Hagborg and Aiello-Coultier (1994, p173)
APPENDIX H "Summary of Characteristics for Reports" and "Summary of Ratings of Usefulness", results of the study by Ownby, Wallbrown and Brown (1992, pp958-960)

1. INTRODUCTION

The current study assesses the usefulness of psychoeducational reports to teachers. However, more broadly, assessing the effectiveness of reports can be seen as a means of obtaining feedback on the effectiveness of assessment practices, and should therefore be contextualised within the literature on psychoeducational assessment.

1.1 What is Psychoeducational Assessment?

Psychoeducational assessment refers to the process of collection of data, usually by psychologists, psychometrists or remedial education specialists, for the purpose of making decisions about and/or planning programmes for learners. Its purposes may include placement, classification, diagnosis, referral, intervention, planning, progress evaluation and empowerment. (Burden, 1996; Ysseldyke, 1983) . Often, but not always, it includes some form of cognitive assessment, as well as educational or achievement assessment and emotional assessment. Assessment may form part of a broader consultative process and usually is documented via a psychoeducational report (hereafter referred to simply as report), the usefulness of which is the subject of the current study.

1.2 The Controversies Surrounding Psychoeducational Assessment

One might legitimately date assessment back to the pioneering work of Binet on intelligence. Evolving from this tradition, psychoeducational assessment has been part of the controversy surrounding standardised testing and intelligence testing in particular. While brief reference is made below to the controversy surrounding test data, an extensive review of standardised testing is not possible here. It should however be noted that many writers have advocated alternative forms of assessment, such as "performance assessment", "authentic assessment" and "dynamic assessment", which seek to link assessment more closely to instruction and intervention (cf. Herman, 1997; Kriegler & Skuy, 1996; Taylor, 1994; Wilson & Reschley, 1996). The extent to which this work has impacted on actual assessment practices in South Africa is a matter for further investigation.

In addition, psychoeducational assessment has formed an integral part of traditional service delivery to children classified as having "learning disabilities" and has thus been plagued by many of the controversies and criticisms surrounding that field.

As such psychoeducational assessment has come under extensive criticism. Criticisms in the 1980's were backed by extensive empirical investigation of the assessment of children with learning disabilities. This focused on the extent to which assessment achieved the aims of collection of data for purposes of decision-making about students, including placement, classification, referral, intervention planning, and progress and outcome evaluation.

These studies, conducted by the University of Minnesota's Institute for Research on Learning Disabilities, indicated that much of the information collected during assessment was irrelevant to decision-making both in terms of placement and intervention (Ysseldyke, 1983).

Classification decisions were low in validity, partially due to lack of definitional clarity about the concept of learning disabilities. Assessors made use of large numbers of psychometric devices, some of questionable validity. However, access to more data did not increase the validity of classification decisions (Algozzine, Ysseldyke & Hill, 1982; Ysseldyke, 1983).

In one study 92% of children referred by teachers were tested. Of these 72% were declared eligible for special educational services. The assessment process seemed to be serving as a "search for pathology" that effectively "rubber stamped" decisions made at the level of teacher referral, which seemed to occur on the basis of idiosyncratic criteria employed by teachers (ibid). According to operational definitions of Learning Disabilities 85% of non-referred students could *also* be declared eligible for special educational services (ibid, p229). More recent studies, in North America, indicate that teacher referral may be influenced by a number of variables other than educational, cognitive or behavioural difficulties, including being young for one's grade placement, being heavier or taller than average for one's age, one's gender and one's race (Andrews, Wisneiwski and Mulick, 1997).

Ysseldyke and his colleagues (Algozzine, Ysseldyke & Hill, 1982; Ysseldyke, 1983) found that very little of the assessment process was devoted to generating intervention strategies.

Despite the passage of more than a decade, current writers continue to echo these criticisms (Bradley-Johnson, Johnson & Jacob-Timm, 1995; Wilson & Reschley, 1996). Difficulties in translating test results into meaningful recommendations for instruction and remediation have been a particular point of contention (Ashman & Conway, 1993). All this leads to serious questions regarding assessment practices within educational psychology and especially the collection of test data.

In their survey of teachers, Ownby, Wallbrown & Brown (1992) found that comments from teachers indicated that they felt that an important function of assessment *was* to serve as an independent objective "confirmation" of their professional judgement. The results from the University of Minnesota studies indicated that the objectivity of the process may be questionable, but this does give an indication of how assessment functions within a context. Information on how teachers view test data in general as well as specific reports on test data, may help to clarify some of these issues, as well as the extent to which actual assessments are currently providing teachers with useful recommendations for instruction.

A separate, but related source of criticism has been the reliance of psychoeducational assessment on the medical model with its focus on pathology and factors within the child, while ignoring wider systems such as the family, learning environment, curriculum and culture. There has been a very strong call for a more ecosystemic and system wide approach to educational psychology in general.

Holland (1980), for example, points out that a number of factors influence decisions over and above the test data, on which assessments are ostensibly based (for example pressures from teachers, availability of services and demographic variables). These factors are seldom documented in reports.

One response has been to acknowledge these factors and take a more systemic approach to assessment, which was then seen as a joint problem solving exercise (Adelman & Taylor, 1979; Fish & Jain, 1985; Pryzwansky & Hanania, 1986; Skuy, Westaway & Hickson, 1986; Wilson & Reschley, 1996). The purpose of assessment then shifts from the generation of recommendations by the "expert" and the persuasion of those directly involved

with the learner to implement these, to the reaching of agreement on educational decisions. Emphasis is thus placed on including family members in the assessment process. The findings of several studies of such assessment practices indicated family satisfaction (Adelman & Taylor, 1979; Davis & Gettinger, 1995; Freundl et al, 1982). Similar findings resulted from studies of parents' and student consultant's satisfaction with an application of the Adelman & Taylor model of assessment, in South Africa. (Dangor, 1983; Skuy, Westaway & Hickson, 1986). Of relevance to the current study is the finding that 93.3 percent of client families in the Dangor study (1983), were satisfied with the report they received following assessment using the Adelman and Taylor model. These reports documented contextual information, such as the family's concerns and school related information, reported results of limited testing, de-emphasising scores and technical jargon, and outlined joint decisions reached in consultation with the family.

In sum, a systemic, problem solving approach, that takes cognisance of the limitations of test data and diagnosis, and is closely linked to intervention, has been advocated as the best practice in psychoeducational assessment. However the extent to which this informs actual assessment practices, both locally and elsewhere, remains a matter for further investigation. Data on the extent to which such context related information is actually included in reports may provide a preliminary indication of the extent to which these concerns are informing assessment practice.

1.3 Accountability Practices in Psychoeducational Assessment

Despite the above controversies and calls for changes in the role of the Educational psychologist (cf. Conoley & Gutkin, 1995; Donald, 1995; Sharratt, 1995; Tapasak and Keller, 1995), assessment still currently constitutes one of the major roles of psychologists (Ownby, Wallbrown & Brown, 1982; Watkins, 1991, p426). Two recent national surveys in the United States showed that assessment activities occupy between 50 and 75% of the time of school psychologists (Hutton, Dubes & Muir, 1992, cited in Hagborg & Aiello-Coultier, 1994, Reschley & Wilson, 1995).

Training in psychoeducational assessment forms a major component of most graduate programmes in educational psychology both internationally (cf. Wilson & Reschley, 1996) and locally. Writing in North America, Conoley and Gutkin (1995), point out that a number of surveys, some as recent as 1990, show that American graduate programmes focus heavily on assessment and practice skills appropriate for working with individual children. Tapasak and Keller (1995), also writing in North America, point out that "plentiful core course work on assessment and counselling/therapy" has been "typical of instruction in academic settings" (ibid, p203). A "Discussion Document Regarding Guidelines for Internship Programmes in Educational Psychology (Skuy, 1993: See Appendix D), points out that educational psychology internship programmes submitted under the aegis of most universities have tended to allot 30 to 40 % of the intern's time to psychoeducational assessment. In line with the call for changes in the role of educational psychologists it is suggested that this be reduced to 20 to 25 % (nevertheless a substantial proportion) and that such assessment be broadly conceptualised to include "non-test approaches " and not only individual, but family, classroom, school and community level assessment (ibid, p2).

Pamela Sharratt (1995), writing on educational psychology in the new South Africa, points out that although she is not aware of any study comparing postgraduate programmes in South African universities, she believes most tend to view "assessment and management" of individual children as a major component of educational psychology practice. In addition, even while advocating a broader based practice to include consultative work, research, training and sharing of skills, she states that "such an emphasis does not preclude diagnostic evaluations and counselling related to individual children..." (Sharratt, 1995, p214). Donald (1991, p41) makes a similar point.

In sum, psychoeducational assessment has to date been a major component of educational psychology practice, and even amidst calls for role change and a de-emphasis on individual interventions, assessment is likely to retain a place within the work of educational psychologists.

Yet do we know how effective assessments are?

The importance of obtaining consumer feedback to improve effectiveness and accountability of psychological services is being increasingly recognised. Consumer satisfaction with services increases the likelihood that recommendations (or joint decisions) will be implemented (Stallard & Lenton, 1992). However Fairchild & Seeley (1996) found that, according to a national survey in the United States, only 58% of school psychologists are involved in accountability efforts. Of those 44.1% collect only counts of practitioner activities and time allocation, with no evaluative component or consumer input. There is little reason, in the absence of data, to suppose that accountability practices even approach this level in South Africa. The only two local studies of parent and consultant satisfaction with psychoeducational assessment practices, which could be identified, were those of Skuy, Westaway & Hickson, (1986) and Dangor (1983), cited above, both of which originate from the same university clinic.

Dangor (1983), as well as another unpublished thesis (Van der Want, 1989), *did* more broadly survey educational psychology practices, although not collecting statistics on time allocation or consumer feedback, except at one clinic, as cited above. For a summary of Dangor's findings see Appendix C . Van der Want (1989), found that assessment formed an important part of the role of the educational psychologist in child mental health settings, although changes in client populations was forcing less reliance on standardised tests, more consultation and a broader conceptualisation of assessment and the role of the psychologist. However both studies date back more than 9 years, leaving a gap with regards to our knowledge of current practice, let alone consumer satisfaction therewith. In addition Dangor (1983) looked only at assessment practices in university clinics , while van der Want (1989) focused only on Johannesburg's child mental health clinics. In the current study, which sampled schools in the greater Johannesburg area, only 3.2 % of the reports teachers received came from clinics.

No published local studies of teacher satisfaction with psychoeducational assessment could be located.

There thus appears to be an urgent need for consumer feedback studies.

Given that reports are one of the chief means by which the results, recommendations and decisions generated by assessments are reported, they present a logical means of obtaining feedback. In educational psychology, besides parents, teachers are the major "consumers" of such reports. In the light of recent trends that suggest that educational psychologists should act in a consultative role, (rather than or in addition to direct service delivery), communication with teachers assumes increasing significance. The consultative role has been particularly strongly advocated in South Africa, given the shortage of trained psychologists serving the school going population (Donald, 1990; Green, 1991). In addition, very few of those psychologists actually work in schools. In some instances, the report may represent the only point of contact between psychologists and teachers. In the current study 28.6 percent of teachers stated that their only contact with psychologists was via reports. It should be noted that this applies only to the greater Johannesburg area, and may differ for other parts of the country.

The collection of data regarding the nature and usefulness of information being supplied to South African teachers via reports, seems vital in evaluating the current status of psychological services and in making them more effective and accountable to consumer needs (Fairchild & Seeley, 1996). Indeed, as early as 1971, Harlage and Merck showed that gathering information from users of reports in a rehabilitation setting, produced a clear increase in the usefulness of reports within a short period of time (cited in Ownby & Wallbrown, 1983).

In order for reports to have any effect on teachers, they must be comprehensible and perceived by teachers to be relevant to their needs. Studies that focused on these aspects of reports are reviewed below.

1.4 Studies on Psychoeducational Reports

Internationally there has been some investigation of teachers' perceptions of reports. Some studies have requested teachers to rate reports that they typically receive (Berry, 1975, cited in Hagborg & Aiello-Coultier, 1994; Ownby et al., 1992). Others have had teachers rate researcher-designed or researcher-selected reports, to investigate the effects of different

language use, format, style, and level of elaboration on teacher comprehension of and satisfaction with reports (Pryzwansky & Hanania, 1986; Salvagno & Teglasi, 1987; Weiner, 1985 & 1987). Teachers have also been asked to assess several different reports while sitting on a panel of educators (Erbst & Greenhaft, 1984).

Pryzwansky & Hanania (1986) noted that reports have been criticised as communication tools, but that empirical data on the organisation of the report are lacking. They investigated the application of a problem solving approach to the writing of reports. They compared the traditional report format, with a problem solving format (organised on the basis of the analysis of presenting problems and the generation of arguments leading to recommendations) and a mixed format (using the traditional format until the end of the test results section, then replacing the conclusion and recommendation with a problem solving format). They found that school psychologists, guidance counsellors, regular and specialised education teachers all rated the traditional format, more favourably than the mixed format, and the mixed format more favourably than the problem solving format. Dimensions rated were: overall preference, level of expertise of author, organisation of information, readability, clarity of problems presented, and understandability of problems. These findings are by no means conclusive and reasons for the preference remain to be investigated. However, other studies have also found support for the traditional format (Salvagno & Teglasi, 1987; Wiener 1987). In addition, traditional format reports continue to be widely used and therefore warrant investigation, in terms of their value to teacher-consumers.

With regard to the effect of demographic characteristics of teachers on perceptions of reports Hagborg & Aiello-Coultier (1994) found that (counter to expectations based on previous studies) regular teachers found reports easier to understand than special education teachers and that teachers who frequently read reports found them less useful. Several studies have also indicated that more experienced teachers hold a less favourable view of psychoeducational services (Hagborg & Aiello-Coultier, 1994; Severson, Picket & Hetrick, 1985). The amount of contact with psychologists, has been shown, by some studies, to affect teacher perceptions of psychological services (Dean, 1980) and may thus apply to perceptions of reports.

Studies have also investigated teachers' comprehension of technical terms and "jargon" commonly contained in reports (Raforth & Richmond, 1983; Rucker, 1967, & Shively & Smith, 1969, cited in Ownby & Wallbrown, 1983). Theoretical writing and some earlier studies supported criticism of reports on the basis of use of jargon. However, more recent studies have not supported this criticism (Hagborg & Aiello-Coultier, 1994; Raforth and Richmond, 1983).

More recently, Harvey (1997) took a novel approach to language use in reports. She used formulas employed to analyse the readability of material in the technical and media publications, to rate the readability of the summary section of psychoeducational reports. Material above a Grade 13 level of difficulty is considered unreasonably dense and in danger of being misunderstood or ignored. The study revealed that psychologists write reports at a Grade 15 or 16 level of difficulty. A parallel study involving graduate students, indicated that feedback on readability did significantly lower grade ratings. She suggests that psychologists use peer review and consumer feedback as a means of obtaining feedback on the readability of their reports.

Only two, early studies investigated teachers' perceptions of actual psychologists' reports completed on specific children they had contact with (Hartlage & Merck, 1971, cited in Ownby and Wallbrown, 1983; Mussman, 1964, cited in Hagborg & Aiello-Coultier, 1994). Ownby and Wallbrown (1983) emphasised the importance of psychologists obtaining feedback on *actual reports* in order to access real evaluative data on the meaningfulness and usefulness of services provided. They designed and published a questionnaire for this purpose, suggesting it should be attached to reports sent out to teachers and other referral agencies. To date only one study employed this method. In this study, of 54 returned evaluative questionnaires, Hagborg and Aiello-Coultier (1994) found that teachers surveyed held an overall favourable view of reports. Their findings contradicted previous studies which had found that consumers indicated low satisfaction with reports and criticise reports as unclear, containing jargon and of limited relevance to the classroom (Berry, 1975, cited in ibid, also see review by Ownby and Wallbrown, 1983). Results were however consistent with previous findings where teachers rated recommendations contained in reports to be too few and lacking in concreteness. The study was however limited, in that the reports were

the work of only two psychologists and the return rate was only 28%. It is possible that teachers who viewed reports more favourably would be more likely to return evaluations, which limits the generalisability of these results (Hagborg & Aiello-Coultier, 1994). Given this, and the fact that most of the above studies were conducted over 10 years ago, there appears to be a need for more recent, more generalizable information on teachers' perceptions of reports, particularly actual reports on specific children.

Related studies have investigated the extent to which reports can serve as agents to *change* perceptions. Schwartz & Wilkinson (1987) exposed teachers to cumulative folders, containing behaviour descriptions and a suspected diagnoses (brain damaged, learning disability, educable metal retardation). They then measured teachers perceptions of the children described across a number of domains and their confidence in their perceptions, before and after exposure to a report, which either did or did not contain a diagnostic label. There were some significant changes in perception, but these were not uniform or easily accounted for. The authors conclude that reports do influence teachers' perceptions, but that there may be unique interactions with particular diagnostic labels. The fact that some significant changes were found could also be a function of the large number of comparisons made in this study.

More recently Andrews and Gutkin (1994) investigated whether the recommendation sections of a report could change the attitudes of teachers-in-training regarding a case, when the recommendation decision was counter-attitudinal to that already made by the teachers on the basis of first having read the preceding sections of the report (teachers advocating mainstream got recommendations advocating self contained placement and visa versa). They conclude that, overall, reports on their own may not be very powerful vehicles for changing reader's attitudes and influencing participants to support *counter*-attitudinal recommendations.

Given the definitional confusion that plagues the field of learning disabilities and hence many psychoeducational assessments, and the controversy regarding the usefulness of psychometric test data, it seems that the ultimate criterion for evaluating assessment should indeed be the extent to which assessment results in valid or useful recommendations/decisions; that is, the

extent to which it aids efforts to pre-empt, remediate and minimize children's difficulties and deliver programmes that make a difference (Ashman & Conway, 1993). Neisworth & Bagnato (1992), after an extensive criticism of traditional assessment, state that "assessment is defensible when it is a companion to instruction and treatment".

The report then becomes a vehicle for communicating and persuading parents and teachers to implement these recommendations. In relation to this, Ownby (1990) examined whether teachers' perceptions of the persuasiveness of report statements could be increased by using the expository process model, which suggests defining middle level theoretical concepts (like intelligence), by linking them to illustrative data. The study supported the making of clear links to basic data in writing reports. In the study cited above, Andrews and Gutkin (1994) varied the source credibility, level of reader's personal involvement and message quality of the "Recommendations" section, in accordance with the Elaboration of Likelihood Model, the dominant theory of attitude change in social psychology. Findings were supportive of the model as a means of improving the persuasiveness of reports, and a potential area of future research.

It should be noted that the above study makes the tacit assumption that the role of the assessment is persuasion of teachers to implement the recommendations reached by the assessment, whereas the work of writers like Adelman and Taylor emphasises consultation with those involved (be they parents or teachers), to reach consensus regarding decisions. It would however be naïve to ignore the power relations involved in the "expert"-client relationship, even if one seeks to employ a model which minimises this. Teacher bias in referral has been documented, and educational psychologists do, by virtue of their training, possess knowledge which they should use to be effective in consultation, and influence decision making in a way that is beneficial to the learner. A possible area of future research may be the extent to which teacher involvement in assessment and or decision-making, influences the perception and implementation of recommendations/decisions.

Investigating the extent to which reports actually influence teachers to implement recommendations/decisions is beyond the scope of the present study. However, teachers' perceptions of the recommendations section of reports they actually receive, were assessed.

2. THE STUDY

2.1. Rationale

Given that assessment is one of the major activities of educational psychologists, that reports represent the chief means of communicating the results of assessment to teachers, that communication with teachers assumes increasing importance if psychologists are to assume a more consultative role and, finally, the finding that consumer satisfaction with psychological services increases the likelihood of recommendations being implemented, there seems to be a need for studies investigating teachers' perceptions of psychological reports.

To date no such studies have been published in South Africa. Internationally, there is a relative lack of recent studies, particularly studies assessing actual reports received by teachers.

The current study therefore assessed primary school teachers' perceptions of the usefulness of actual reports they had received.

2.2 Aims

2.2.1. General Aim

The study was essentially of a descriptive and exploratory nature. Its aim was to gather descriptive information, regarding the psychoeducational reports actually being received by teachers, and teachers' perceptions of the usefulness of various aspects of these reports.

2.2.2 Specific Aims

Specifically the aims were:

* *To obtain descriptive information on the reports actually being received by South African teachers.*
  This descriptive data represents a first step toward increased accountability, with regard to the way in which psychological services are being rendered. The types of information gathered were the sex, grade and age of pupils being assessed, the nature of the referral problem, the source of referral, the source of the report (private practitioner/ clinic/ departmental services) the length of the report, as well as the types of content included in the reports.

* *To assess the usefulness of various types of report content to teachers.*
  This information could aid in evaluating which kinds of information it is helpful to provide to teachers. In combination with data on the frequency with which items of report content were actually included in reports, these ratings could give an indication of the extent to which report content is actually useful to teachers.

* *To assess how comprehensible teachers find reports.*
  To be useful, reports must be understandable. Teachers rated understandability of various sections of the report as well as the language use in the report and completed two items regarding language use in reporting test results in general.

* *To assess teachers' ratings of the overall usefulness of reports received.*
  This provides an indication of their satisfaction with the service being rendered via reports.

* *To assess whether reports from different sources differ in terms of content and perceived usefulness to teachers*

* *To assess whether reports differing in length differ in terms of their perceived usefulness.*

  Based on previous research (Salvagno and Teglasi, 1987; Weiner, 1985) it was expected that teachers would prefer longer reports.

* *To determine which demographic variables of pupils assessed relate to the perceived usefulness of reports.*

  Variables included were age, grade and sex of pupil, nature of referral problem, home language of pupil, and language of instruction of pupil.

* *To determine whether demographic variables of teachers are related to their perception of the usefulness of reports.*

  Variables assessed were highest level of qualification, years of teaching experience, whether or not they had training in specialised education of psychology, degree of contact with psychologists, average number of reports received during a year, and the school at which the teacher works.

* *To assess teachers' general attitude to psychologists and assess whether there is a relationship between such attitudes and their rating of the usefulness of specific reports.*

* *To assess teachers' attitudes to test data, and whether such attitudes relate to their perception of the usefulness of specific reports.*

* *To determine the extent to which criticisms of reports in the literature apply to reports actually received by the teachers sampled.*

  Such information could yield guidelines as to which aspects of report writing require improvement.

* *To determine the extent to which criticisms of the recommendations sections, drawn from the literature, apply to reports received by the teachers sampled.*
This is based on the assumption that valid and useful recommendations are the ultimate purpose and outcome measure for assessment (Neisworth & Bagnato, 1992).

* *To obtain qualitative feedback on reports.*
This was to gain more in-depth information regarding teachers' perceptions and needs with regard to reports and assessments.

2.3 Method

2.3.1. Sample

Twelve schools participated in the study. They were all co-educational government primary schools in the greater Johannesburg area. They had all previously been "white" schools, prior to the government allowing desegregation of schools in 1991. The schools sampled then became "Model C" schools, meaning that "non-white" pupils could be admitted, but that such admission could remain subject to restrictive admission criteria. Recent changes in education mean that schools can determine their own admission policies. However, in accordance with the constitution, these cannot follow discriminatory lines. No formal assessment of the level of integration of the schools was made. However, on visiting schools it was clear that English schools were more integrated than Afrikaans schools and that schools of lower socio-economic status were more integrated than those of high socio-economic status.

The Ex-"Model C" schools were chosen, as they are likely to have some access to psychological services, because of their historical position of advantage, within the South African education system. Private school pupils are likely to have a higher level of access to privately funded psychoeducational services, while a large majority of South African pupils remain outside any form of psychoeducational service delivery. This should be kept in mind when generalising from present results regarding service delivery to South African pupils.

Seven of the schools had Afrikaans as the language of instruction and five were English medium schools. The pupils served by the schools ranged in socioeconomic status from lower to upper middle class. The demographic details of each school are listed in Table 1. Out of a total of 292 teachers at the above schools, 115 were relevant subjects (i.e. teachers who reported that they had received a report(s) from a psychologist(s) during the year). Of these 98 returned completed questionnaires. The study focused specifically on reports from psychologists. Three of the returned questionnaires, referred to occupational therapists reports, one to a remedial therapist's report and one questionnaire was not completed as the teacher no longer had access to the report. These were excluded. Thus of the remaining 110 relevant subjects, 93 completed reports, giving a return rate of 84.5%.

Demographic information regarding the 93 teacher subjects is summarised in the Table 2

TABLE 1: Demographic information on schools

School	Medium	Average SES of pupils	Total Pupils	Total no. of teaching staff	Teachers sampled	No. of Returns
1	Afrikaans	Lower middle	320	13	3	3
2	Afrikaans	Lower middle	890	25	4	4
3	Afrikaans	Upper middle	400	16	7	4
4	Afrikaans	Upper middle	658	36	11	11
5	Afrikaans	Lower middle	620	23	5	3
6	Afrikaans	Middle	294	13	4	4
7	Afrikaans	Middle	789	26	19	19
8	English	Upper middle	620	25	7	5
9	English	Middle	742	25	11	6
10	English	Lower middle	1054	35	14	11
11	English	Middle	830	26	5	3
12	English	Middle	620	24	20	20

TABLE 2: Demographic Information on Subjects

TEACHERS' DEMOGRAPHIC DATA	Mean	SD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Years teaching experience	11.9	7.5				
0 - 5 years			24	26.1	24	26.1
6 - 10 years			21	22.8	45	48.9
11 - 15 years			18	19.6	63	68.5
16 - 20 years			12	13	75	81.5
21 - 30 years			17	18.5	92	100
Level of Qualification						
Teaching Certificate			1	1.1	1	1.1
3 year Teaching Diploma			12	13.0	13	14.1
Diploma with 4th year			4	4.4	17	18.5
Higher Diploma in Education #			54	58.7	71	77.2
Higher Diploma in Education + additional year			7	7.6	78	84.8
BA			2	2.2	80	87.0
BA (Hons)			1	1.1	81	88.1
Four teaching year degrees: BA (Ed), B Prim Ed, BA (PHED)			7	7.6	88	95.7
BEd			3	3.3	91	98.9
MEd			1	1.1	92	100.0
Specialised training in Psychology psychometry or special. education						
Reported no training			65	71.4	65	71.4
Reported some training			26	28.6	91	100.0
No. of reports received annually	2.5	1.9				
less than 2			29	34.1	29	34.1
2 or 2 to 3			28	33.0	57	67.1
3 to 12			28	33.0	85	100.0

Due to the way this information was reported no distinction could be made between an HDE preceded by a diploma, and HDE proceeded by a degree (for example BA or BSc)

TEACHERS' DEMOGRAPHIC DATA	Mean	SD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Contact with Psychologists						
None except via the report			24	28.6	24	28.6
Some contact: brief liaison re pupil/ attended course by a psychologist			37	44.0	61	72.6
Closer consultation re pupil			4	4.8	65	77.4
Psychologist is supervisor/HOD			2	2.4	67	79.8
Consulted re personal/family matter			9	[illegible]	76	90.5
Psychologist personal acquaintance			8	9.5	84	100.0
Grades taught						
Junior Primary (Grade 0-3)			46	49.5	46	49.5
Senior Primary (Grade 4-7)			39	41.9	85	91.4
Special/Aid or Remedial			8	8.6	8	100.0

2.3.2 Measures:

A questionnaire was constructed consisting of five sections. This was then submitted to a Clinical Psychologist in private practice, three Educational Psychologists, an educationalist with considerable experience in questionnaire research, a remedial teacher, and a statistician with experience in educational research design, for their comments and suggestions. On the basis of their judgments, the questionnaire was modified and a pilot questionnaire was presented to three teachers at a primary school not included in the final study. On the basis of this, changes were made to shorten the questionnaire and avoid difficulties encountered by teachers in completion thereof. See Appendix A for a copy of the Questionnaire.

The Questionnaire was translated into Afrikaans by the researcher and then checked for equivalence by an Afrikaans speaking, bilingual, Educational Psychology intern. See Appendix B. The format that follows is as the Questionnaire was presented to teachers.

FORMAT OF QUESTIONNAIRE:

Section A: Demographic Details

Items 1 to 6: Demographic details of teachers

Section B: Details of Report

Seven items eliciting data regarding the report and pupil assessed. These served as independent variables.

Section C: Ratings of Sections of Report

A listing of types of information commonly contained in reports. These were to be rated on a 5 point scale, on the basis of perceived usefulness to teachers in understanding and dealing with the assessed children. A sixth column, "NI" or "not included in report", was to be selected if the teacher perceived the particular item of information to be absent from the report being rated.

These items were adapted from Ownby et al. (1982), but the list was condensed to make it less tedious for responding teachers and suitable to the South African context. Information listed included features usually present in reports, as well as information that has been indicated in the literature to be potentially important in assessment, such as family strengths and weaknesses (Fish & Jain, 1985) and information on how the pupil learns best (Ashman and Conway, 1993).

The items were arranged in sections, under headings usually used in reports. Opportunities were given for open ended comment after each section. In addition some of the statements based on common criticisms of reports, were included after the rating of relevant sections to facilitate filling in of the questionnaire.

Section D: Overall Rating of Report

This comprised:

1. A six item usefulness measure, using a five point Likert scale. These items had been adapted from the studies of Ownby and Wallbrown (1983) and Hagborg & Aiello-Coultier (1994). Items were intended to be combined into an "Overall Usefulness Measure" or OUM, for comparison with various independent variables (teacher, pupil and report demographics), provided the scale possessed sufficient internal consistency.

2. A five point rating of satisfaction with: the report overall; length of report; report's understanding of the teacher's role; report's use of language. These rating were based on common criticisms of these aspects of reports in the literature. (Hagborg and Aiello Coultier; 1994).

3. A rating of the quality of the report compared to other reports the teacher had been exposed to, to control for possible response bias and as a validation criterion for the OUM.

4. Open ended questions allowing comment, criticisms and suggestions regarding the report overall.

Section E: Attitude measure

This comprised a five point Likert scale on which teachers indicate agreement with various statements.

Items a, b, c, d, g, i, j & m were designed to tap teachers' attitudes to psychologists. Positively and negatively phrased items were balanced to avoid response sets. These items were intended to be combined into an "Attitude to Psychologists Scale" for comparison with various independent variables (teacher, pupil and report demographics), depending on whether the scale possessed sufficient internal consistency.

Items e, f, h, & k were designed to elicit teachers views regarding test data. Again they were balanced for response sets and the four item "Test Data Scale" checked for internal consistency. Items l and n looked more specifically at the teachers' feelings regarding the use of jargon in reports of test data.

2.3.3 Procedure

Permission was obtained from the Gauteng Department of Education to conduct research within Ex-"Model C" co-educational primary schools in the greater Johannesburg area as well as Soweto. The department forwarded a randomly selected list of 20 schools in the greater Johannesburg area and five schools in the Soweto area.

The data collection was conducted during the last two weeks of August 1997. Unfortunately, of the five Soweto schools, one could not be reached by telephone and three had not received reports. Practical constraints prevented the sampling of sufficient Soweto schools to yield a meaningful sample (given the small number of relevant subjects per school) . It was therefore decided to limit the sample to Ex-"Model C" schools.

The principals of the 20 schools were contacted by telephone and sent a letter briefly outlining the study, by means of fax. Of these schools 13 (65%) agreed to participate. However one of the participating schools had no relevant subjects; that is, children had been referred for assessment, but no reports had been received.

The Questionnaires were delivered to the school to be completed, anonymously and during their own time, by teachers who had received a report/(s). A covering letter on the front of the Questionnaire (See Appendix A), provided teachers with the necessary introduction for completing the Questionnaire. In some instances the researcher spoke directly to staff, but in other instances this was done by the principal, as suited the particular school.

Questionnaires were then collected approximately a week later by the researcher. Once all schools had been visited a letter was faxed to participating schools thanking them for their participation and providing an address to which to post late returns. One additional response was obtained in this way.

2.4 Research Design

2.4.1 Validation of measures

As noted above the Questionnaire was submitted to expert judges, to evaluate the face validity of the measures. In addition the following empirical investigations were carried out once the questionnaire had been administered.

To establish whether measures possessed sufficient internal consistency for their totals to be used meaningfully for comparison purposes, the internal consistency of each measure was investigated. This was done by checking the mean split half reliability coefficient, Cronbach's coefficient alpha, for the seven item "Overall Usefulness Measure" (OUM), the eight item "Attitude to Psychologists Scale" and the four item "Test Data Scale".

To further establish whether each scale was measuring a single construct, factor analysis was carried out on the measures. The "Overall Usefulness Measure" (OUM) as well as that of

the combined items of the "Attitude to Psychologists Scale" and the "Test Data Scale" were subjected to Principal Component Analysis. Kaiser's criterion, that only those factors that have latent roots greater than one should be considered as common factors, was applied in each case. This method is particularly suitable for principal components designs. (Child, 1970) . Cattell's scree test was then applied and a graph of latent roots was plotted against the factor number. The shape of the resulting curve was used to judge the cut off points.

To further validate the OUM, teachers scores on the OUM (dependent variable) were compared across different ratings of two items (independent variables), overall satisfaction with the report, and the comparative rating of the report, relative to others the teacher had read. This was done by means of one-way Analysis of Variance (ANOVA) technique. The General Linear Models Procedure, followed by a multiple comparisons procedure, the Bonferroni critical values approach. These procedures were also used for comparison with the demographic variables and are described in more detail below.

2.4.2 Descriptive statistics

The data was described by means of frequencies, means and standard deviations (when applicable), as well as percentages.

In addition, for the various teacher ratings (such as usefulness of content items, usefulness of report overall, ratings of aspects of reports commonly criticised and attitude measures) the percentage of teachers rating an item positively, the percentage rating it negatively and those rating it neutrally, were reported.

2.4.3 Differences in report content by source

To establish whether reports from psychologists in private practice differed in content from those sent out by Departmental Services, a chi-square test was used. For each content item the proportion of private psychologists' reports containing that item was compared to the proportion of departmental reports containing the item. No comparisons were made to reports originating from educational clinics, because of the small number of such reports

contained in the sample (n=3).

2.4.4 Analysis of ratings

Teacher's ratings of content items, aspects of reports commonly criticised, as well as items of the OUM, "Attitude to Psychologists Scale" and "Test Data Scale" were further analysed to determine whether the proportion of subjects rating an item positively was significantly more or less than those rating it negatively. By chance it could be expected that 50% of subjects choosing non-neutral response would rate an item negatively, while 50% would rate it positively. Neutral responses were therefore excluded and a chi-square test against a fixed proportion was used to analyse whether significantly more teachers had chosen either the positive or negative ratings. Significance was tested at the 0.05 level.

2.4.5 Analysis of relationships between variables

Groups differing on independent variables (teacher, pupil and report demographics) were compared on the dependent variables ("Overall Usefulness Measure" [OUM] and "Attitude to Psychologists Scale"), to ascertain whether demographic variables relate significantly to these measures. This was done by means of one-way Analysis of Variance (ANOVA) technique. The General Linear Models Procedure was used as this allows for unbalanced designs.

Responses to the OUM and "Attitude to Psychologists Scale" were compared across several independent variables.

Teacher variables were: highest level of qualification, years of teaching experience, training in specialised education or psychology, degree of contact with psychologists, average number of reports received during a year and school at which the teacher works.

Variables relating to pupils assessed were: age, grade and sex of pupil, home language of pupil, and language of instruction of pupil.

Report variables were: source of the report, nature of referral problem, source of referral and length of the report.

In cases were significant differences were found, a specific comparison procedure, the Bonferroni critical values approach, was utilised. This allowed for multiple comparisons, enabling the researcher to establish which pairs of groups were significantly different from one another within each independent variable, and to specify in more detail the source of the significant overall *F*. This procedure provides conservative tests of statistical significance, however it does frequently yield less stringent values (and therefore more powerful tests) than use of other specific comparison tests (for example, Scheffe's contrast method), especially when the total number of comparisons is small (Harris, 1975).

The significant effects were analysed using Dunn's Test. This allows for pairwise comparison of means, whereby a regular *t* test is employed, but the result of the *t* test is evaluated against a modified critical value of *t* , to limit the familywise error rate (Howell, 1992).

Teachers' scores on the "Attitude to Psychologists Scale" were compared to their ratings of reports on the OUM, to investigate the nature of the relationship between general attitudes to psychologists and the overall rating of specific reports. This was done by calculating the Pearson Correlation Coefficient between the summed scores of the two scales.

To further investigate the relationship between teacher's overall ratings of specific reports and their general attitude to psychologists, as well as their attitude toward test data, the same ANOVA procedure was used as for the demographic variables. This allowed the researcher to assess whether teacher's ratings of specific reports on the OUM, differed across different levels of each item of the "Attitude to Psychologists Scale" and the "Test Data Scale"

2.4.6 Analysis of qualitative information

A content analysis was performed on the answers given by subjects in response to the qualitative questions. Content analysis is a method of studying and analysing communications in a systematic, objective, and quantitative manner (Kerlinger, 1986). Kaplan (1943) states that this technique "attempts to characterize the meanings in a given body of discourse in a systematic and quantitative fashion" (cited in Berelson, 1954, p489). The method used was equivalent to nominal measurement, that is the number of responses in each category was counted after each response had been assigned to it's proper category. The unit of analysis was the theme, that is a sentence or several words that can be classified as expressing a particular idea. Categories were established. Each theme was classified under a particular category, and the number of responses in each category counted.

3. RESULTS

3.1 Construction of measures:

The internal consistency of the "Overall Usefulness Measure" (OUM), the "Attitude to Psychologists Scale" and the "Test Data Scale" were established by checking the mean split half reliability coefficient. Cronbach's coefficient alpha of 0.92 was achieved for the 7 item OUM. For the 8 item "Attitude to Psychologists Scale", a Cronbach coefficient alpha of 0.80 was obtained. This suggests that the two measures have sufficient internal consistency to use their totals for comparison purposes.

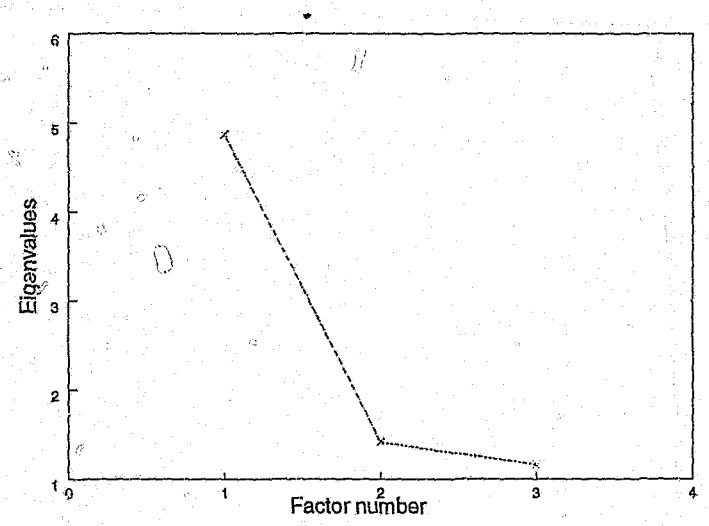
Cronbach's alpha for the four item "Test Data Scale" was 0.61. While this low coefficient may be due to the small number of items, items of this scale were not summed for comparison with demographic variables.

The factor structure of the OUM was analyzed in a Principal Component Analysis. Kaiser's criterion, that only those factors that have latent roots greater than one should be considered as common factors, was applied. This method is particularly suitable for principal components designs. (Child, 1970) . This resulted in only one factor being retained. This factor accounted for 69.1% of the variance. All items of the OUM loaded highly on this factor (all loadings were greater than .80, except item 1, which loaded .73). A single dominant factor is thus indicated, implying that the data represent a unidimensional set, measuring essentially only one construct. This further justifies the combination of the 7 items into a single measure, the OUM, for comparison with demographic variables.

The combined items of the "Attitude to Psychologists Scale" and the "Test Data Scale" were subjected to Principal Component Factor Analysis. Again Kaiser's criterion was used and only those factors that had latent roots greater than one were considered. This resulted in three components being retained. Catteli's scree test was then applied and a graph of latent roots was plotted against the factor number. The shape of the resulting curve was employed to judge the cut off point. (See Table 3) This suggested a single dominant factor. This factor accounted for 40.6% of the variance of the scores. All items of both the "Attitude to

Psychologists Scale" and the "Test Data Scale" loaded highly on this factor (i.e. all had loadings greater than .43). This suggests that with regards to their attitudes, teacher subjects did not clearly differentiate between psychologists and the test data they produce.

TABLE 3: **"Attitude to Psychologists Scale" and "Test Data Scale", Scree Plot of Eigenvalues >1**



3.2 Descriptive Data and Content of Reports

The demographic details of teachers/subjects have already been presented in the previous chapter (Table 2, p 17). Table 4 presents demographic information on the pupils assessed in the reports which subjects rated.

TABLE 4: Demographic information on the pupils assessed by reports rated

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gender: Male	65	72.2	65	72.2
Female	25	27.8	90	100
Age: 5 - 6 years	10	10.8	10	10.8
7 - 9 years	39	41.9	49	52.7
10 - 12 years	33	35.5	82	88.2
13 - 15 years	11	11.8	93	100
Grade: 0	4	4.3	4	4.3
1	19	20.4	23	24.7
2	16	17.2	39	41.9
3	11	11.8	50	53.8
Junior Primary Total	50	53.8	50	53.8
4	13	14	63	67.7
5	10	10.8	73	78.5
6	8	8.6	81	87.1
7	12	12.9	93	100
Senior Primary Total	43	100.0	93	100
Home Language*				
Afrikaans	50	68.5	50	68.5
English	20	27.4	70	95.9
African Language	3	4.1	73	100
Language of Instruction				
Afrikaans	45	48.4	45	48.4
English	48	51.6	93	100

* Due to misunderstanding of the question on the English version 20 subjects did not provide this information

As can be seen more boys than girls were referred, a well documented aspect of referral for psychological services. Referrals tended to be fairly evenly spread across the age and grade range.

Table 5 outlines details of the report.

TABLE 5: Details of Reports Rated

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Source of Report				
Private Psychologist	63	67.7	63	67.7
Departmental Services	27	29.0	90	96.8
Clinic	3	3.2	93	100.0
Reason for referral				
academic difficulties	53	57.0	53	57.0
behaviour problems	16	17.2	69	74.2
emotional problems	10	10.8	79	84.9
family problems	2	2.2	81	87.1
suspected mental retardation	1	1.1	82	88.2
parental concern	9	9.7	91	97.8
other (cerebral palsy/eye problem)	2	2.2	93	100
Referred by				
teacher completing questionnaire	45	48.4	45	48.4
another teacher	20	21.5	65	69.9
parents	28	30.1	93	100.0
Length				
3 typed pages or less	35	38.0	35	38.0
4 to 6 typed pages	37	40.2	72	78.3
7-8 typed pages	14	15.2	86	93.5
9 typed pages or more	6	6.5	92	100

As can be seen the majority of reports sent to teachers originate from psychologists in private practice, followed by Departmental Services, with only 3.2 % of reports originating from

educational clinics. This suggests either that children in the sample are being served mainly by private practitioners, followed by departmental services, or that clinics are not sending out reports to teachers.

Most reports tended to be less than six pages long. Most referrals were for academic difficulties, followed by behavioural problems. Caution should be exercised in taking this as an indication that these are the chief referrals to psychologists. It may simply be that teachers are more likely to be affected by such referral problems and hence receive reports on them. Teachers were more likely to receive reports on children they had referred themselves. It should be noted that these results only apply to Ex-"Model C" schools in the greater Johannesburg area.

Table 6, below, presents descriptive data on teacher's ratings of report content.

Column one of the table lists different types of report content.
Column two indicates which percentage of the sample as a whole, as well as which percentage of private psychologists' reports (priv prac reports), departmental services reports (dept. reports) and clinic reports contained each type of information. [1]
Column three lists the percentages of subjects who rated a particular item as "useful" vs "neutral" vs "not useful", in the report they rated. Only subjects whose report contained the particular item were considered here.

"neutral" responses were then excluded and a chi- square test used to compare the number of subjects rating a particular item as useful, to those rating it not useful. The actual proportions achieved were compared to a 50:50 break, which is what one would expect by chance. Where the number of subjects rating a report useful, or not useful, was significant greater than 50 percent of the total subjects choosing non-neutral responses, the relevant column is marked with an asterisk (*), if significant at the .05 level and with a double asterisk (**), if significant at the 0.01 level.

1. Percentages were calculated for each item by subtracting the number of "Not Included in Report" responses (NI) for that item, from the relevant sample size (n), and expressing the result as a percentage of the sample size [(n-NI) / n x 100.] Where teachers did not rate a particular item, it was regarded as "Not Included" in the particular report. Such missing information constituted 8.5% of the total number of "Not Included" responses.

TABLE 6: Report Content

	% of reports including this item out of:				% of subjects rating this item:		
Type of Content	TOTAL SAMPLE n=93	Priv Prac reports n=63	Dept. reports n=27	Clinic Reports n=3	1 & 2 Useful	3 Neutral	4 & 5 Not Useful
Background information:							
Description of referral/presenting prob	96.8	96.82	96.3	100	72.2 **	22.2	5.6
Pupil's developmental background	89.2	88.9	88.9	100	63.9 **	27.7	8.4
Family background	77.4	77.8	74.1	100	61.1 **	29.2	9.7
Family strengths/resources/weaknesses	64.5	68.3	59.3	33.3	55.0 **	30.0	15.0
Family's goals	57.0	57.1	55.6	66.7	28.3	30.2	41.5
Family's perceptions of problem	71.0	73.0	66.7	66.7	54.5 **	33.3	12.12
School related information	81.7	77.8	96.3	33.3	67.1 **	30.3	26.6
Descript. of pupil's behaviour in class	76.3	73.0	85.2	66.7	66.2 **	19.7	14.1
Descript. of behaviour during testing	83.9	85.7	77.8	100	67.9 **	23.1	9.0
Descript. of home behaviour	72.0	71.4	74.1	66.7	55.2 **	26.9	17.9
Background info. section as a whole	88.2	87.3	92.6	66.7	61.0 **	29.3	9.8
Results of testing:							
Findings of IQ Testing	73.1	73.0	74.1	66.7	75.0 **	17.6	7.4
Raw scores from above testing	69.9	71.4	70.4	33.3	64.6 **	21.5	13.8
Standardised Achievement test results	84.9	87.3	77.8	100	81.0 **	12.7	6.3
Auditory/Visual perception test results	90.3	93.6	81.5	100	79.8 **	13.1	7.1
Language development test findings	83.9	90.5	66.7	100	75.6 **	17.9	6.4
Emotional/personality test findings	80.6	85.7	66.6	100	81.3 **	13.3	5.3
Statements re validity of test results	74.2	79.4	63.0	66.7	68.1 **	23.2	8.7
Explanation of purpose of tests used	74.2	79.4	63.0	66.7	59.4 **	30.4	10.1
Explanation of the meaning of high and low scores	74.2	80.9	55.5	100	58.0 **	31.9	10.1
Results of testing section, overall	90.3	95.2	77.7	100	69.0 **	22.6	8.3
Integrative Section / Summary:							
Comments relating test results to pupil's behaviour and performance beyond the test situation	75.3	76.2	74.1	66.7	62.9 **	30.0	7.1
Comments relating different test results to each other & explaining any contradictions	64.5	65.1	59.3	100	55.0 **	38.3	6.7
General conclusions about the causes of pupil's behaviour/difficulties	88.2	90.5	85.2	66.7	75.6 **	18.3	6.1
Explanations of progress to be expected	71.0	69.8	70.4	100	66.7 **	22.7	10.6
Answers to specific referral questions	73.1	74.6	70.4	66.7	61.8 **	27.9	10.3
Information re how pupil learns best.	65.6	68.2	66.7	100	60.7 **	19.7	19.7
Summary/integrative section overall	87.1	88.9	81.5	100	60.5 **	28.4	11.1

Type of Content	TOTAL SAMPLE n=93	Priv Prac reports n=63	Dept. reports n=27	Clinic Reports n=3	1 & 2 Useful	3 Neutral	4 & 5 Not Useful
Recommendations:							
Recommendations that relate to referral questions	82.8	81.0	85.2	100	64.9 **	28.6	6.5
Specific recommendations for parents	84.9	85.7	81.5	100	69.6 **	16.5	13.9
Specific recommendations for teacher/s	80.6	77.8	88.8	66.7	69.3 **	22.7	8.0
Recommendations regarding eligibility for special educational services	61.3	76.2	63.0	100	50.0 **	38.2	11.8
Recommendations regarding alternative placement	73.1	61.9	59.3	66.7	50.9 **	31.6	17.5
Diagnosis or label given	61.3	71.4	77.7	66.7	60.3 **	23.5	16.2
The recommendations section overall	91.4	93.7	85.2	100	60.0 **	31.8	8.2

Items against which no asterisks appears showed no significant difference between the proportion of subjects rating the item "useful" or "not useful"

As can be seen, *teachers tend to rate all information they receive quite favourably*. For all but one content item, significantly more teachers rated the information "useful" than rated it "not useful".

The items regarded as most useful, as presented in reports rated, were: standardised achievement test results, emotional/personality test findings, and auditory/visual perceptual test results, followed by results of IQ testing, language development test findings and general conclusions about the causes of pupils behaviour/difficulties.

The only items not rated useful by significantly more teachers was "Family's Goals", which was in fact regarded by more subjects to be "not useful" than "useful".

Other items which fewer subjects voted "useful" (although still voted "useful" by significantly more subjects than not), were the family's strengths and weaknesses and descriptions of the child's home behaviour.

Perhaps family and home related information is not of direct relevance to teachers.

Comments relating different test results to each other and explaining any contradictions, were also rated "useful" by fewer subjects. Perhaps such detailed analysis is not of interest to teachers.

Finally only 50.0 and 50.9 % of teachers found recommendations regarding eligibility for special educational service or alternative placement useful. Perhaps they did not agree with these recommendations, or felt they were not practical.

3.3 Determination of Differences in Content of Reports as a Function of their Source

For each content item, a chi-square test was used to determine whether the item occurred more often in departmental or in private psychologists' reports.

Significantly more departmental services reports contained school related information than did private psychologists' reports ($p < .05$)

The test result section, as a whole, appeared in significantly less departmental than private reports ($p < .05$).

Significantly more private psychologists' reports included findings of language development tests ($p < .01$), auditory and visual perception tests, and personality tests ($p < .05$). In addition, significantly more private psychologists reports contained explanations of the meanings of high and low scores.

Overall, departmental services reports appear to make greater use of information from the school context, while private psychologists reports contain more test data.

This may reflect the fact that the majority of departmental reports (81.5%) originated from two schools, both situated closest to the Aid Centre serving their area (School 2: n=4 and School 7: n=19). In conversation with the researcher, staff at both these schools express great satisfaction with Departmental support services offered. The two Aid Centres see many referrals from these particular schools and work very closely with the school, often via consultation with teachers. Conversely, staff of many other schools complained of a delay in, or complete lack of support from departmental services, necessitating use of private practitioners. These findings do not necessarily apply to Departmental services in areas other than those sampled by the current study.

3.4 Overall Ratings of Usefulness

Table 7 summarises subjects' responses to the report as a whole. The same procedure was employed as for the Report Content. The "neutral" responses were excluded and a Chi-square analysis was used to compare whether the percentage of subjects rating a particular item as "useful" or "not useful", was greater than would be expected by chance. Where the number of subjects rating the report "useful", or "not useful" was significantly larger the relevant column is marked with an asterisk (*) for significance at the .05 level and a double asterisk (**) for significance at the .01 level.

TABLE 7 : Overall Usefulness of Report

RATINGS OF USEFULNESS OF THE REPORT OVERALL	Percentage of Sample Ratings this Item		
Items: How useful was the report in	1 and 2 Useful	3 Neutral	4 and 5 Not useful
Describing pupil, compared to your own experience	68.1 **	20.9	11.0
Helping to understand pupil	69.9 **	22.6	7.5
Knowing what to expect from pupil	66.7 **	22.6	10.8
Helping develop broad approaches in working with the pupil	59.8 **	28.3	12.0
Helping develop specific instructional plans/methods	38.0	29.3	32.6
Helping deal with classroom behaviour	42.4	30.4	27.2
Changing your attitude or behaviour towards the student	50.0 **	35.9	14.1

Items against which no asterisk (*) appears were rated neither "useful", nor "not useful" by a significant majority of subjects

Again it can be seen that *significantly more teachers found reports useful in most respects assessed,* than found them not useful. However it should be noted that there was a greater tendency for teachers to rate the reports' overall usefulness neutrally, than was the case with most individual content items. This may suggest that while most teachers find the content of reports very useful, reports fare less well in fulfilling broader aims.

Significantly more teachers found reports useful in helping them to understand pupils and know what to expect from them, describing pupils relative to their own experience, helping them develop broad based approaches in working with pupils, and changing their behaviour

or attitude toward pupils. However it appears that fewer teachers were sure about the ability of reports to change their attitudes or behaviour.

Two areas in which reports fared less well was in helping develop specific instructional plans or methods and in helping deal with classroom behaviour, with a number of teachers feeling neutral or that reports were not useful in this regard.

Asked to state their *satisfaction with the report overall*, 69.9% of teachers were "Very -" or "Somewhat Satisfied" with the report, 21.5% were "neutral", and 8.6% were "Somewhat - " or "Very Disappointed", in fact only one subject chose the "Very Disappointed" category.

Teacher's were also asked to *rate the report, relative to others they had read* (if applicable). 75% of subjects completing this item, rated their report as "Good" or "Very Good" compared to others, 22.7% rated it as "Mediocre" and only 2.3 % as "Poor". No subjects rated their report "Very Poor" compared to others they had read. This suggests that reports in the current sample were better than reports generally read by teachers. It seems more likely that there was some response bias, among teachers sampled, to giving positive ratings. This should be kept in mind when interpreting the results of this study.

When the same chi-square procedurc was used to compare the proportion of positive responses to each of these items to the negative responses, results indicated significantly more positive responses, in both cases ($p < .01$).

These two single items above also provide further criterion validation of the "Overall Usefulness Measure" (OUM).

On the *overall satisfaction* item, only one subject selected the "Very Disappointed" option, therefore this category was excluded from the analysis. The four different levels of satisfaction expressed, served as the independent variable for purposes of this comparison and the OUM as the dependent variable.

The same was done for the four different *ratings of the report, compared to others* the teacher had read.

A one-way Analysis of Variance (ANOVA) technique, the General Linear Models Procedure was used. The ANOVA yielded statistically significant results (at 0.0001 level).

TABLE 8: Results of the Univariate Analysis of Variance Procedure

SOURCE	DF	TYPE III SS	MS	F
Overall satisfaction	4	1149.1	437.3	25.5***
Comparative rating	3	1143.9	381.3	16.5***

*** $p<0.0001$

A specific multiple comparison procedure , the Bonferroni critical values approach, was then used to ascertain where, and in what direction, differences lay. Dunn's T tests were used to analyse specific pairwise comparisons. This revealed that the "neutral" and the "Somewhat Dissatisfied" levels of overall satisfaction, differed significantly from the "Somewhat Satisfied" and "Satisfied" groups, who also differed significantly from one another, on the OUM.

Dunn's T tests for the comparative rating indicated a statistically significant difference in OUM scores between the groups selecting the "Mediocre" and "Poor" ratings and those selecting the "Good" and "Very Good", levels.

All differences were in the expected direction, that is teachers who rated the two items more favourably gave more favourable ratings on the OUM.

The above results suggest a relationship between teacher's OUM rating of the report and their general satisfaction with it, as well as between OUM ratings and teachers' rating of the report relative to others they have read. This provides further validation of the OUM as a measure of overall usefulness of the report.

3.5 Ratings of Aspects Criticised in the Literature

3.5.1 Ratings of commonly criticised aspects of recommendations

When rating recommendations 51.1% of teachers felt they were "Practical" or "Very Practical", 43.2% felt they were somewhat practical and only 5.7% felt they were "Impractical" or "Very Impractical".

60.4% of teachers found reports "Very effective" or "Quite effective" in convincing parents and teachers to implement recommendations. 19.8% felt the report they rated was "Effective" and 19.8% felt it was "Not very effective" or "Totally ineffective".

67.8% of teachers were "Somewhat - " or "Very satisfied" with the number of recommendations in their report, 17.8% were "Neutral" and 14.4% were "Somewhat - " or "Very disappointed".

64.8% of teachers were "Somewhat - " or "Very satisfied" with the specificity of recommendations in the report they rated, 19.8% were "Neutral" and 15.4% were "Somewhat - " or "Very disappointed".

3.5.2 Ratings of commonly criticised aspects of reports overall

69.9% of teachers were "Somewhat - " or "Very satisfied" with the length of the report they rated, 21.5% were "Neutral" and 8.6% were "Somewhat - " or "Very disappointed".

57.0% of teachers were "Somewhat - " or "Very satisfied" with the understanding of the teachers' role in the report they rated, 24.7% were "Neutral" and 18.3% were "Somewhat - " or "Very disappointed".

For the items described under 3.5.1 and 3.5.2 above, non-neutral responses were analysed using a chi-square test against a fixed proportion. In all cases significantly more teachers chose the options indicating satisfaction with, or a positive attitude toward reports ($p < 0.01$)

3.5.3 Understandability and Language Use

When asked to rate the reports in terms of their satisfaction with language use, 84.9% of teachers reported that they were "Somewhat - " or "Very Satisfied", 11.8% were "neutral" and only 3.2% were "Somewhat - " or "Very Disappointed".

Table 9 below looks at separate sections of the report in terms of ease of understanding, as well as the teachers responses to the two items regarding language use in reporting test data.

TABLE 9: Language Use

	Percentage choosing each group of ratings		
How easy to understand were the following sections ?	**1 & 2: Easy or Very Easy**	**3: Somewhat Understand-able**	**4 & 5: Unclear or Very Unclear**
Presentation of Test Results	75.6 **	23.3	1.1
Integrative Section or Summary	81.1 **	14.4	4.4
Recommendations	83.0 **	13.6	3.4
Items relating to language use in presenting test data (TD)	**1 and 2 Agree**	**3 Neutral**	**4 and 5 Disagree**
TD would be more useful if it was more clearly presented	52.7**	25.8	21.5#
The use of jargon in reports of TD is not really a problem for teachers	35.9	25.0	39.1

Reversed item - disagreement indicates positive attitude to language use

** significantly more teachers choosing non-neutral responses chose this option ($p < .01$)

Teachers tended to view the reports as easily understood. However, relative to the other sections, the presentation of test results appears to have been completely understood by fewer subjects, than the summary and recommendations sections.

A chi-square test of the non-neutral responses, suggests that teachers are more equally divides as to whether the use of jargon in reports of test data is a problem for teachers. Significantly more subjects do agree that test data would be more useful if more clearly presented.

3.6 Attitude toward Psychologists

Teachers responses to items assessing their general attitude toward psychologists are described in Table 10, below.

TABLE 10: Attitudes toward Psychologists

ATTITUDES TOWARD PSYCHOLOGISTS	Grouped Ratings of Agreement and disagreement		
Items:	**1 and 2 Agree**	**3 Neutral**	**4 and 5 Disagree**
Psychologists can gain access to a lot of information that could be helpful to teachers	95.7 **	4.3	0
If a pupil is experiencing difficulties, a psychological assessment should be recommended	83.7 **	12.0	4.3
When it comes down to actually dealing with pupils in the classroom, psychological information is useless. #	13.0	14.1	72.8 **
I think the services of psychologists should be made more available to pupils and teachers	92.5 **	5.4	2.2
I would never approach a psychologist for help #	8.6	14.0	77.4 **
Sending a pupil to a psychologist is generally a waste of time #	1.1	8.6	90.3 **
I don't have much faith in psychologists #	2.2	7.5	90.3**
I have great respect for psychologists.	79.6 **	17.2	3.2

Reversed items - disagreement indicates positive attitude to psychologists

** significantly more teachers choosing non-neutral responses chose this option ($p < .01$)

As can be seen teachers generally had a very positive attitude toward psychologists. In particular, over 90% of teachers sampled have faith in psychologists and believe that psychologists have access to a lot of information that could be helpful to them, that psychological services should be made more available to them and their pupils, and that sending pupils to psychologists is not a waste of time.

3.7 Attitudes toward Test Data

TABLE 11: Attitudes toward Test Data

ATTITUDES TOWARD TEST DATA (TD)	Grouped Ratings of Agreement and disagreement		
Items relating to test data (TD) in general	1 and 2 Agree	3 Neutral	4 and 5 Disagree
Psychological TD are not really relevant to educational decision-making #	8.6	14.0	77.4 **
Information obtained from tests conducted by psychologists provides an objective way of confirming impressions about pupils.	84.9 **	12.9	2.2
Psychological assessments often rely too much on TD #	29.0	38.7	32.3
I believe information yielded by psychological testing to be very valuable	90.3 **	8.6	1.1

Reversed items - disagreement indicates positive attitude toward test data

** significantly more teachers choosing non-neutral responses chose this option ($p < .01$)

For three of the four items, chi-square tests indicate that, out of the total number of teachers choosing non-neutral responses, significantly more than half held positive attitudes to test data. Teachers sampled appeared to feel test data is valuable, relevant to educational decision making and provides an objective way of confirming impressions about pupils.

Of note, however, is that quite a number of teachers were undecided as to whether assessments relied too much on test data, with 29% feeling that there is an overreliance.

3.8 Relationships Among Variables

3.8.1 Comparisons of Overall Ratings of Usefulness (OUM) with Demographic Variables

To assess whether ratings of usefulness of reports was related to teacher, report or pupil variables, a one-way Analysis of Variance (ANOVA) technique, the General Linear Models Procedure was used. This assessed whether ratings on the OUM differed across different levels of various independent variables. The results are listed in Appendix E.

The ANOVA yielded statistically significant results for *length of report* suggesting that reports of different lengths differed in terms of teachers' overall satisfaction with them. ($F=2.79$, $p=0.045$). A specific multiple comparison procedure, the Bonferroni critical values approach, was then used to ascertain where, and in what direction differences lay. Dunn's T tests were used to analyse specific pairwise comparisons. This revealed no significant pairwise differences between reports of 3 or less pages, 4 to 6 pages, 7-8 pages or 9 pages or more. Results are thus suggestive of a relationship between report length and overall usefulness of the report, but not conclusive. Had the data been continuous rather than categorical (ie. teachers indicated exact length rather than selecting a category) a clearer relationship may have emerged.

OUM scores did not differ significantly across any of the other report, teacher or pupil variables. It is possible that the large amount of specific report variance (ie different children, different report writers) did not allow for the identification of the effects of variance related to specific teacher, pupil or report variables.

3.8.2 Attitude to Psychologists as a function of demographic variables

A one-way Analysis of Variance (ANOVA) technique, the General Linear Models Procedure was used to assess whether teachers' scores on the "Attitude to Psychologists Scale" differed across different levels of independent variables. This was to assess whether attitudes to psychologists were related to teachers' demographic characteristics. The results are listed in Appendix F.

The only variable for which scores on the "Attitude to Psychologists" scale differed significantly was *grade taught*, ($F=1.55$, $p=0.0315$). The multiple comparisons procedure using the Bonferroni critical values approach, was then applied. Dunn's T tests indicated that Junior Primary teachers were significantly more favourable toward psychologists than Senior Primary teachers (at 0.05 level of significance).

3.8.3 Relationship between Overall Ratings of Usefulness (OUM), Attitudes to Psychologists and Attitudes to Test Data

A one-way Analysis of Variance (ANOVA) technique, the General Linear Models Procedure was used to assess whether teacher's OUM ratings differed across different levels of the items of "Attitude to Psychologists Scale" and the "Test Data Scale". This was to assess whether ratings of specific reports were influenced by teacher's general attitudes.

No significant differences were found for any items of either scale, with the exception of one item of the "Attitude to Psychologist's Scale", "Psychologists can gain access to a lot of information that could be helpful to teachers". Multiple comparisons using the Bonferroni critical values approach suggest that teachers agreeing or strongly agreeing with this items rated reports significantly more favourably on the OUM than those who chose the "neutral" response to this items. No teacher's "Disagreed" or "Strongly Disagreed" with this item. It is likely that receiving a report they found useful influenced teachers to agree more strongly with this item. Overall results suggested no relationship between the attitudes to psychologists or test data, and ratings of specific reports on the OUM.

To further investigate the relationship the Pearson Product Moment Correlation Coefficient was calculated between teachers total scores on the OUM and on the "Attitude to Psychologists Scale". This yielded an extremely low correlation coefficient of 0.08, suggesting that the two scales are not significantly related.

3.9 Results of qualitative analysis

Throughout the questionnaire opportunities are provided for open-ended responses or the clarification of forced choice responses. These were classified into various categories, and themes. As respondents tended to make general comments under specific questions and visa versa, more general themes, expressed throughout the report, were first classified (for example comments on the role of consultation). The remaining comments were categorised under the topics discussed in the questionnaire (for example comments on test data, or on length of report).

Table 12 below lists the various topics and theme categories, together with the number of responses in each, the percentage which they make up of comments on that topic, the percentage which they make up of the total number of identified comments, and typical examples of comments classified under each theme (when informative).

TABLE 12 : Content Analysis of Open Ended Responses

TOPIC Theme Examples of typical statements classified under this theme.	No.	% on topic	% of total
1. VAGUE OR TOO SPECIFIC COMMENTS **Specific details of the particular pupil or report being rated / comments too vague to be classified**	20	100	8.7
2. REQUESTS FOR / STATEMENTS OF THE IMPORTANCE OF INFORMATION ON CHILD'S BACKGROUND AND CONTEXT "It is very important to have feedback from the school and child's teachers to obtain a more balanced view"	5	100	2.2
3. REPORTS CONFIRM WHAT TEACHERS ALREADY KNOW	7	100	3.0
Negative comments: reports simply tell teachers what they already know "Remedial teachers also do scholastic/diagnostic tests for reading/spelling/math/ visual and auditory perception and don't need report on these from psychologist"	4	57.1	
Positive comments: reports serve as important confirmation "Professional input or confirmation of our recommendations assures us (as untrained experts) that we are on the correct track"	3	42.9	
4. CONSULTATION	12	100	5.2
Negative comments that follow up/consultation needed or was insufficient	8	66.7	
Positive comments re usefulness consultation that was provided	4	33.3	
5. LANGUAGE USE	22	100	9.5
Report was clear/easy to understand "It was easy to read and understand"	5	22.8	
Terminology was should be explained / is difficult for teachers	11	50	
Abbreviations are confusing	2	9.1	
Grammar or spelling poor	2	9.1	
Teacher requests report in own language (1 Engl. 1 Afr)	2	9.1	
6. COMMENTS ON PARENTS	9	100	3.9
No recommendations for parents	2	22.2	
Parents resistant/ unaccepting of findings / unable to execute recommendations "Parents don't want to accept the problem"; "Mother has not followed through even when interviews have been conducted to help her"	7	77.8	

TOPIC Theme Examples of typical statements classified under this theme.	No.	% on topic	% of total
7. CONCERNS RE FINANCE "Both further testing recommended as well as an alternative placement suggested involve incurring further expense"; "[recommendations] should be rated in order of importance because of financial constraints"	8	100	
8. REPORT TOO SHORT	6	100	2.6
9. RESULTS OF TESTING	18	100	7.8
Negative comments "Performance of the child too far removed from the reported results."; "irrelevant to the classroom situation"; "... have seen too many children with learning problems that perform poorly on paper [IQ]. If one talks to the child it can be clearly heard that he is not at all "stupid..."; "Must be more detailed with specific recommendations"	8	44.4	
Positive comments "It helps me to understand and handle the pupil better"; "a broader overview of the problem was obtained"	7	38.9	
Other comments on results of testing "Often these [test results] are not included just a general overview is given"; "Reporting of tests in detail is useful, but the summary/interpretation of the results are much more useful"; "Useful if practical"	3	16.7	
10. SUMMARY/CONCLUSION	9	100	3.9
Positive comments "Most important for teacher, summarisation of strengths & weaknesses very useful"	4	44.4	
Should be expanded/too brief	2	22.2	
Negative comments that no constructive advice or guidelines were given	3	33.3	
11. RECOMMENDATIONS	102	100	44.2
Positive comments:	21	20.6	9.1
Negative comments:	79	77.5	34.2
Other comments:	2	2	0.9
12. POSITIVE COMMENTS ON THE REPORT AS A WHOLE "It answered many of the questions that I, as a teacher, need to know"; "If the pupil wasn't tested we would still be blundering ahead without insight into the problem"	7	100	3.0
13. OTHER COMMENTS OF INTEREST "Thought provoking questions asked. Perhaps completed thesis should be made available to Educational Aid Service for the reaction. Am aware of shortages of staff. Is privatisation the answer? But what of parent who cannot afford "private consultation" fees."; "Don't believe in labelling a child"; "Parents provide remunerations for services delivered. School often held forth as contributor to the problem." "The therapy that the pupil receives after the testing is more important to me than the report itself"	6	100	2.5
TOTAL NUMBER OF THEMES	231		

Responses to forced choice questions, reported above, suggest that teachers generally rated reports very favourably. However, responses to open ended questions appeared to be more negative. Possibly teachers who had grievances to express were more motivated to complete the optional, open ended responses. These do provide insight into why some teachers may have rated certain aspects of reports negatively.

Given the importance of recommendations to assessment and report writing, comments on recommendations are listed in more detail in the Table 13 on the next page.

TABLE 13: Detailed Analysis of Comments on Recommendations

RECOMMENDATIONS Theme Examples of typical statements classified under this theme	No	% on topic	% of total
1 POSITIVE COMMENTS ON RECOMMENDATIONS	21	20.6	9.1
Satisfaction expressed with a specific recommendation	6	28.6	
Recommendations were convincing	5	23.8	
Role of the teacher was understood	5	23.8	
General positive comments "clearly set out in order of urgency"; "Psychologist gives good recommendations for parents"; "...[referral] question was answered and areas for further investigation were identified"	5	23.8	
2 NEGATIVE COMMENTS ON RECOMMENDATIONS	79	77.5	34.2
Too few	9	11.4	
Too general/not specific enough	15	19	
Did not address the problem/current difficulty/situation "Immediate problems have not been addressed ..."; "No recommendations for the specific problem were given'	5	6.3	
Recommendation impractical:	18	22.8	
a) recommended service not available	3		
b) too time consuming	3		
c) what was recommended was already being done	3		
d) constraint of the classroom and class size	5		
e) doesn't consider teacher's role	1		
f) general statements of impracticality "Teachers are left to implement impractical/ time consuming programmes with no assistance from professionals"	3		
No recommendations for teachers/classroom	11	13.9	
Teachers need more detailed/specific suggestions/instructions/training, as to what they can actually do about the problem "Often not qualified to implement the recommendations or need more in-service training to provide the best tutoring possible"; "The lack of detail discourages one as one feels you are not qualified to make any "real" learning/remedial progress with the child."; "No instructions or examples are given"; "After the report, I, as the teacher who has to deal with her daily still don't know how to help her"	21	26.6	
3 OTHER COMMENTS ON RECOMMENDATIONS "Necessary examples would be a big help"; "Should recommend names and places (in conjunction with parents and teachers)"	2	2	0.9
TOTAL COMMENTS ON RECOMMENDATIONS	102	100	44.2

As can be seen in Table 13, 77.5% of qualitative comments on recommendations were negative. These comments further support suggestions, from the "Overall Usefulness Measure", that teachers feel reports do not provide sufficient specific and detailed plans for intervention. Teachers felt a particular lack of recommendations that they themselves could implement.

Teachers comments on the need for such recommendations may reflect feelings of helplessness in the face of pupils difficulties. More positively, it also implies a willingness to tackle pupil's difficulty in the classroom, if given support.

4. DISCUSSION

4.1 Interpretation of Results

4.1.1 Positive attitude of teachers sampled toward psychologists, test data and reports

Perhaps the most significant finding of the study was the positive attitude of the majority of teachers sampled to psychologists and test data in general, as well as to the specific reports they received.

These positive findings provide support for the positive results found by Hagborg and Aiello-Coultier (1994) in their study of the reports of two psychologists. (See Appendix G for a tabulation of their results). In addition the current study had a larger sample size and higher return rate, and sampled reports from a larger number of different psychologists.

This appears to suggests that reports *are* a useful means of service delivery to teachers.

There are however indications that teachers sampled may have been somewhat biased toward giving positive ratings. Teachers may feel particularly appreciative of any services they do receive, in a climate where such services are regarded as a scarce resource. Educational support services are generally lacking within the South African education system (cf Donald, 1990). Although the demographic characteristics of the current sample indicate that they are more privileged than many others within South Africa, teachers at several schools did express frustration at the lack of support services. In addition, changes in education to redistribute resources and redress past imbalances may leave teachers who are currently receiving good support, feeling threatened by the possibility of a decline in services to their schools.

The majority of teachers' rated almost all types of information contained in reports favourably. When rating the extent to which reports meet broader aims (as assessed by the items of the Overall Usefulness Measure) teachers were still largely positive, however two items did not receive a significant majority of positive responses, and point to possible areas in which reports require improvement.

In the light of the generally positive attitude of subjects and the possible bias, discussed above, negative findings assume particular significance.

4.1.2 Criticisms of reports

Firstly only 42.4% of teachers found reports useful in helping deal with classroom behaviour. In a previous study by Ownby et al (1982), where special education teachers rated reports they typically receive, the same item received the lowest mean rating of usefulness. (See Appendix H for a summary of their results).

On a similar theme, 57% of teachers in the current study were somewhat or very satisfied with the reports' understanding of the teachers' role. However qualitative comments suggest that some of the remaining teachers feel that reports did not take into account the constraints of the classroom or class size, or were impractical in their recommendations.

This appears to compare somewhat unfavourably with teacher ratings of reports by two psychologists in the study by Hagborg and Aiello-Coultier (1994). 81% of teachers in that study found reports relevant, or very relevant to their classroom work. This may reflect the fact that psychologists in that study included classroom observation as part of their assessment and had close contact with teachers. This placed them in a better position to assess classroom behaviour, make realistic recommendations and address teacher concerns. By contrast, many teachers in the current study had contact only through the report (28%), only 4.8% of teachers in the current study had close consultation with a psychologist regarding pupils.

Comments by teachers, in the current study, in fact suggest that satisfaction with assessments may be improved by consultation. This would also allow psychologists to ascertain what has already been tried and what constraints exist in terms of time available and classroom size.

Current findings could also be taken as an indication that South African psychologists may benefit from greater training with regard to realistic interventions for dealing with children's behaviour in the classroom. This supports suggestions in the literature regarding the need

for educational psychology training programmes to provide graduates with more skills regarding classroom and system level interventions. It also supports calls for greater focus on psychologists sharing their knowledge and skills with teachers. (cf De Jong, 1996; Donald, 1990; Sharratt, 1995).

Secondly only 38% of teachers found reports useful in helping develop specific instructional methods or plans. This item received the second lowest mean rating of usefulness in the study by Ownby et al (1982). Relating to this theme, 64% of teachers in the current study were somewhat or very satisfied with the specificity of the recommendations in the report they rated (that is significantly more than were dissatisfied). However, open ended comments again tend to emphasise this as an area for improvement. 13.9% of such comments, on recommendations, suggested a lack of recommendations for the teacher or classroom, while 26.6% of comments on recommendations suggested a lack of detailed or specific suggestions regarding what teachers can actually do about the problem. 33% of comments on the Summary section complain that no constructive advice or guidelines were given.

Hagborg and Aiello-Coultier (1994) pointed out that psychologists in their study tended to view reports as a place to clarify problems and give analyses, leading later to the development of interventions in consultation with the psychologist. Teachers in their study seemed to view reports as a possible source of concrete suggestions. Results suggest that teachers in the current study also view reports in this light.

The implication is that if psychologists wish to improve their reports as a means of service delivery to teachers, they should focus on including more concrete and specific recommendations for teachers.

The provision of such information assumes increasing significance when outside services are unavailable, or beyond the financial means of the pupil's family, as pointed out in comment by some subjects. This is a likely scenario in the current educational climate in South Africa.

Reports on their own may not be the best means of conveying such skills and information to teachers. However, reports could be part of this process of sharing skills and knowledge. Suggestions for many useful interventions *can* be meaningfully conveyed in writing.

4.1.3 Support provided by results for themes within the literature

Teachers' apparent eagerness for concrete suggestions as well as training regarding interventions they can implement themselves, lends support to the broadening of the role of the educational psychologist to include teacher consultation and training.

Results also support a dominant theme in the literature (Herman, 1997; Kriegler & Skuy, 1996; Taylor, 1994; Wilson and Reschly, 1996), that psychologists need to make greater efforts to link assessment to strategies for intervention, if they are to better meet consumer needs. It is troubling to note that as early as 1967, Rucker obtained comments from teachers that indicated that the most useful reports provided specific recommendations and showed that psychologists understood classroom procedures (cited in Ownby & Wallbrown, 1983). These criticisms have been repeated in the current study, over 20 years later. This emphasises the need for psychologists to pay greater heed to consumer feedback information. It also points to a greater need for training of educational psychologists in understanding of classroom procedures and in generating specific intervention strategies that can be implemented by teachers or parents.

The literature on psychoeducational assessment has also called for less focus on within-child pathology, and a greater consideration of the child's context, in making assessment decisions. 73.1 % of reports in the current sample did give a diagnosis or label, while only 57.0 % of reports included information on the family's goals. 64.5 % included information on family strengths/ resources/ weaknesses. School related information (81.7%), descriptions of pupil's behaviour in the class (83.9%), descriptions of home behaviour (71.4%) and the family's perception of the problem (71.0%) were included more often. With the exception of the family's goals, this contextual information was regarded as helpful by teachers. These items did, however, receive fewer favourable votes than test data items for example. This may simply reflect the fact that some teachers do not perceive family information as being of

relevance to them, and already have access to such information. It should be kept in mind that in the study by Dangor (1983) parents rated reports emphasising this type of information very favourably.

Also of relevance to this issue is the finding that teachers found reports from Departmental Services as useful as those from private psychologists, despite the fact that departmental reports contained significantly fewer reports of test data (information regarded as very useful by teachers). Significantly more departmental reports did however include school related information, which may have precluded the need for more extensive testing. This appears to support the findings of Ysseldyke and colleagues, that access to more test data does not necessarily improve the validity of assessment procedures (Algozzine, Ysseldyke & Hill, 1982; Ysseldyke, 1983).

4.1.4 Attitudes toward test data

Despite extensive questioning of the relevance of test data, in the literature, both ratings of content items and responses to the four items on "Test Data", suggest that most teachers place high value on data from psychological testing. Provision of psychological test results may be regarded by teachers as privileged or "expert" knowledge possessed by psychologists, and thus highly valued. The high value place on test results may lead to unwarranted overreliance on the findings of such tests. Educational psychologists and teacher trainers may need to educate teachers as to the limitations of test data. Open ended comments do suggest that some hold a more balanced view of test data with 44.5% of comments on test data indicating some reservation about the absolute validity or practical worth of test data. Teachers were also more evenly divided concerning possible overreliance of assessment on test data, suggesting that concerns in the literature may be shared by some teachers. Findings do support previous suggestions by Ownby, Wallbrown & Brown (1992), that teachers view test data as an important way of confirming impressions about pupils.

4.1.5 Attitudes toward recommendations made in reports

Rating of content items suggest that the majority of teachers found the recommendations section of reports useful. Significantly more teachers found recommendations in reports practical than impractical. Significantly more teachers also found reports effective in convincing parents and teachers to implement recommendations. However qualitative comments suggest that parental resistance/non-acceptance/inability to implement recommendations, were not always addressed. This supports calls for more consultation with parents and a greater emphasis on joint decision making.

Findings that reports should make more specific recommendations for intervention have already been discussed.

While significantly more teachers were satisfied with the specificity and number of recommendations, than were dissatisfied, when the neutral and dissatisfied responses are combined, the number of teachers not very or somewhat satisfied is 32.2% for number of recommendations and 35.2% for specificity.

This result is similar to findings in the Hagborg & Aiello-Coultier (1994) study. 38% of their subjects endorsed the criticism that there were "too few recommendations" and 25% checked "lack of concrete recommendations" as applying to the report they rated. Thus while the majority of subjects were satisfied, these findings, together with teachers' qualitative comments, suggest that reports ought to include more recommendations and that such recommendations should be more concrete and specific.

In the current study the criterion for judging usefulness or satisfaction with aspects of the reports, was a positive vote by the majority of subjects. However in improving their services psychologists should also address the grievances of the minority who remain dissatisfied. Open ended comments tended to express more dissatisfaction and thus provide insight into areas requiring improvement. In addition to the need from more specific, concrete recommendations, that can be implemented by teachers themselves, in the classroom, comments suggest the need for reports to address the referral question and the child's *current*

difficulties and situation more directly, to arrange recommendations in order of urgency, particularly where they involve financial cost or are time consuming, and to ensure what is being recommended has not already been done.

4.1.6 Attitudes toward format and language use in reports

While 69.9% of teachers were satisfied with the length of the report, an Analysis of Variance suggested that reports differing in length may differ in terms of perceived overall usefulness. Qualitative comments with regard to report length, indicate that dissatisfied teachers felt the reports they read were too short. The results from the study by Hagborg and Aiello Coultier (1994) are not directly comparable as they only provided an option for teachers to indicate that reports were too long. Only 4% of their subjects checked this option, when rating reports four to six pages in length. Thus, while results are not conclusive, they provide some support for Wiener's findings that "Teachers prefer to read long reports that they comprehend over short reports that they do not comprehend as well" (Weiner, 1985, p 64). If reports are to provide specific and detailed recommendations, this will in all likelihood mean that they are longer.

Language use has been one of the most extensively investigated, and criticised, aspects of reports. It is encouraging to note that 81.9% of teachers in the current study were satisfied with language use in the report they read. However more detailed investigation reveals that the presentation of test results may still require work.

Harvey (1997), suggests that American parents whose children are referred for assessment, are unlikely to read comfortably above the 12th Grade. Reading levels in South Africa are likely to be even lower, given the large number of second language English speakers and a history of unequal access to education. The current sample of teachers generally had at least three years of tertiary education. If even a few of these teachers had difficulty comprehending reports, this has serious implications for the readability of reports to parents. The current study also assessed teachers *ratings* of how understandable they found reports, not their actual comprehension. Psychologists would do well to apply the guidelines suggested by Harvey (1997), namely to shorten sentence lengths, minimise the number of

difficult words, reduce the use of jargon, reduce the use of acronyms, omit passive verbs and increase the use of subheadings.

4.1.7 Relationships between attitudes to reports, attitudes to psychologists and demographic variables

In the current study teacher's ratings of the overall usefulness of reports was not related to their demographic characteristics, nor to their general attitudes to psychologists, as assessed by the "Attitude to Psychologists Scale", nor to their ratings of items regarding test data.

One of the more consistent findings in the literature has been that more experienced teachers with more frequent contact with psychologists hold less favourable views of psychological services (Barker, 1965 cited in Hagborg and Aiello-Coultier, 1994; Dean, 1980; Severson, Pickett & Hetrick, 1985). The current study, suggests that this may not hold true for psychological reports, with overall ratings of the usefulness of reports not differing with years of teaching experience or level of contact with psychologists. Hagborg and Aiello-Coultier (1994) found that teachers who received more reports, found them less helpful, accurate and relevant. This finding was not supported for the current sample. Ratings on the "Overall Usefulness Measure", which assessed similar aspects of reports, did not differ as a function of the number of reports received.

Demographic characteristics were also not significantly related to teachers' attitudes to psychologists. The only exception was the finding that junior primary teachers hold more positive attitudes than senior primary teachers. This may reflect the fact that many of the interventions recommended by psychologists, such as remediation, occupational therapy, and speech therapy, are generally regarded as more effective with younger children. It is also likely that children whose problems continue to manifest in senior primary school, may experience more intractable difficulties. Failure of recommended interventions to fully remediate children's difficulties at this age, may adversely affect the attitude of senior primary teachers to psychologists. It is also know that junior primary teachers take greater interest in their pupils, while senior primary teacher focus more strongly on the subjects they teach. An interest in the young pupil's general growth and development may incline junior

primary teachers to feel more positive about information psychologists have to offer. Given the instability of findings regarding demographic characteristics of teachers and the rating of psychological services, these results, should, however be interpreted with caution, as they may simply be a function of this particular sample.

4.2 Limitations of the Study

Inferences regarding the demographics of teachers and pupils being assessed, relate only to those assessments where reports were sent to teachers. Generalisations regarding demographics of teachers served and pupils assessed can also not be generalised to teachers and pupils outside the greater Johannesburg area, or school other than Ex-"Model C" primary schools. The lack of reports on assessments of second language speakers is a particular limitation of the current study.

The study was limited to reports from psychologists. However no distinction was made between educational, counselling or clinical registration. It was judged that this information may not have been available to teachers. In addition, by assessing school children, chiefly for academic difficulties, and writing reports for teachers, psychologists sampled were, in effect, doing the work of educational psychologists. However the method of sampling means that no conclusive inferences can be drawn about South African *Educational* psychologists in particular.

Reports rated were not directly available to the researcher and came from a wide range of sources. The nature of the reports rated thus had to be judged according to teacher ratings of what was included in them. This would be affected by how accurately teachers read and understood the reports and how accurately they then completed the questionnaire.

Similarly teachers ratings of how easy reports were to understand, or how effective they were in convincing readers to implement recommendations, assess teachers judgements regarding these issues, and not actual comprehension or actual effectiveness.

4.3 Conclusions and implications for further research

The current study indicates that the "Overall Usefulness Measure", represents an internally consistent measure of the overall usefulness of reports. The study also provides some evidence of the measure's construct validity. This measure could therefore be used in future studies, to assess the effect of relevant variables on the perceived usefulness of reports. The "Attitude to Psychologists Scale" also possesses sufficient internal consistency to warrant use in future studies.

The current study suggests several areas that warrant further investigation.

A similar descriptive study could be conducted for teachers from other regions of the country, or for schools other than Ex-"Model-C" schools. In particular, feedback should be obtained on reports of assessments of African language speakers, by far the majority within South African Schools. Given the lack of standardised measures in these children's home languages and the fact that many psychologists are not proficient in these languages, such assessments represent a particular challenge for psychoeducational assessment in South Africa.

A similar study could be repeated for parent subjects, who are the other major consumers of reports.

The effect of different models of assessment on the perceived usefulness of reports, could be investigated by a post facto or experimental design. It would be useful to investigate the effect of more closely involving teachers in the assessment process for example, or of including classroom observation as part of the assessment.

While the current study provides general feedback on sampled reports as a whole, individual psychologists, clinics, or training institutions should obtain feedback on their particular format of report and approach to report writing. This will allow for more specific improvements and greater accountability. The current questionnaire could be shortened, to contain only overall ratings and content items relevant to the particular report format, and

then sent out with reports to teachers, parents and other consumers of reports, as suggested by Ownby and Wallbrown (1983).

The current study suggests that for some teachers language use and jargon, particularly in the test results section, may continue to represent a difficulty. Harvey's study suggests that readability of reports can be improved. A study could be conducted to assess whether reports rated more readable according to Harvey's formula's, are regarded as such by teachers and/or pupils, and whether this affects their perceived usefulness.

5. REFERENCES

ADELMAN, J. S. & TAYLOR, L. (1979) Initial Psychoeducational assessment and related consultation. *Learning Disability Quarterly, 2,* 54-62.

ALGOZZINE, B., YESSELDYKE, J. & HILL, C. (1982) Psychoeducational Decision Making as a Function of the Amount of Information Reviewed. *Psychology in the Schools, 19,* 328-334.

ANDREWS, L. & GUTKIN, T. (1994) Influencing Attitudes Regarding Special Class Placement Using a Psychoeducational Report: An Investigation of the Elaboration Likelihood Model. *Journal of School Psychology, 32,* 321-337.

ANDREWS, T.J., WISNIEWSKI, J.J. & MULICK, J.A. (1997) Variables Influencing Teachers' Decisions to Refer Children for School Psychological Assessment Services. *Psychology in the Schools, 34,* 239-244.

ASHMAN, A. F. & CONWAY, R. N. F. (1993) Examining Links Between Psychoeducational Assessment, Instruction and Remediation. *International Journal of Disability, Development and Education, 40,* 23-44.

BERELSON, B. (1954) Content Analysis. in Lindsey, G. (Ed). *Handbook of Social Psychology: Volume I: Theory and Method.* Redain, Mass.: Addison-Wesley Pulbishing Co.
BRADLEY-JOHNSON, S.B., JOHNSON, C.M. & JACOB-TIMM, S. (1995) Where Will - and Where Should - Changes in Education Leave School Psychology? *Journal of School Psychology, 33,* 187-200.

BURDEN, R. (1996) Meaningful Questions or Meaningful Answers: Worthwhile Assessment in a Changing World. *Perspectives on Learning Difficulties: International Concerns and South African Realities,* 97-108.

CHILD, D. (1970) *The Essentials of Factor Analysis,* London: Holt, Reinhart & Winston

CONOLEY, J. C. & GUTKIN, T.B. (1995) Why Didn't - Why Doesn't - School Psychology Realize Its Promise? *Journal of School Psychology, 33,* 209-217.

DANGOR, Z. (1983) Assessment Services at A University Education Clinic. *Unpublished Thesis, University of the Witwatersrand.*

DAVIS, S. K. & GETTINGER, M. (1995) Family Focused Assessment For Identifying Family Resources and Concerns: Parent Preferences, Assessment Information, and Evaluation Across Three Methods. *Journal of School Psychology, 33,* 99-121.

DE JONG, T. (1996) The educational pscyologist and school organization development in the reconstruction of education in South Africa: Issues and challenges. *South African Journal of Psychology, 26,* 114-120.

DEAN, R. S. (1980) A Comparison of Preservice & Experienced Teachers' Perceptions of the School Psychologist. *Journal of School Psychology, 18*, 283-289.

DONALD, D. (1990) Training needs in Educational Psychology for South African Social and Educational Conditions. *South African Journal of Psychology, 21*, 38-44.

EBERST, N. & GENSHAFT, J. (1984) Differences in School Report Writing as a Function of Doctoral vs Non-Doctoral Training. *Psychology in the Schools, 21*, 404-406.

FAIRCHILD, T. & SEELEY, T. (1987) Evaluation of School Psychological Services: A Case Illustration. *Psychology in the Schools, 24*, 116-126.

FISH, M. C. & JAIN, S. (1985) A Systems Approach in Working with Learning Disabled Children: Implications for the School. *Journal of Learning Disabilities, 18*, 592-595.

FREUNDL, P. C., COMPAS, B. E., NELSON, P., ADELMAN, S. & TAYLOR, L. (1982) Family Participation in Assessment of Children's Learning Problems. *Journal of Clinical Child Psychology, 11*, 238-242.

GREEN, L. (1991) Mainstreaming: The Challenge for Teachers In South Africa. *Support for Learning, 6*, 84-89.

HAGBORG, W. & AIELLO-COULTIER, M. (1994) Teachers' Perceptions of Psychologists' Reports of Assessment. *Perceptual and Motor Skills, 78*, 171-176.

HARRIS, R. J. (1975). *A Primer of Multivariate Statistics*. New York: Academic Press.

HARVEY, V. S. (1997). Improving Readability of Psychological Reports. *Professional Psychology: Research and Practice, 28*, 271-274.

HERMAN, J.L. Large Scale Assessment in support of School Reform: Lessons in the Search for Alternative Measures. *International Journal of Educational Research,* 1997, *5*, 395-412.

HOLLAND, R. Analysis of the Decision Making Processes in Special Education. *Exceptional Children,* 1980, *46*, 551-553.

HOWELL, D. C. (1992) *Statistical Methods for Psychologists*. Kent: PWS.

KERLINGER, F.N. (1986) *Foundations of Behavioural Research (3rd Ed.)*. New York: Holt Reinhart & Winston, Inc.

KRIEGLER, S.M. & SKUY, M. (1996) Perspectives on Psychological Assessment in South African Schools. *Perspectives on Learning Difficulties: International Concerns and South African Realities,* 109-122.

OWNBY, R., WALLBROWN, F. & BROWN, D. (1982) Special Education Teachers' Perceptions of Reports Written by School Psychologists. *Perceptual and Motor Skills, 55*, 955-961.

OWNBY, R. & WALLBROWN, F. (1983) Evaluating School Psychological Reports, Part I: A Procedure For Systematic Feedback. *Psychology in the Schools, 20*, 41-45.

OWNBY, R. (1990) A Study of the Expository Process Model in School Psychological Reports. *Psychology in the Schools, 27*, 353-358.

PRYZWANSKY, W.B. & HANANIA, J.S. (1986) Applying Problem Solving Approaches to School Psychology Reports. *Journal of School Psychology, 24*, 133-141.

RAFOTH, M.A. & RICHMOND, P.O. (1983) Useful Terms in Psychoeducational Reports: A Survey of Student Teachers and Psychologists. *Psychology in the Schools, 20*, 346-350.

RESCHLY, D. J., & WILSON, M. S. (1995) School Psychology Faculty and Practitioners: 1986 to 1991 trends in demographic characteristics, roles, stisfaction and system reform. School Psychology Review, 24, 62-78.

SALVAGNO, M. & TEGLASI, H. (1987) Teacher Perceptions of Different Types of Information in Psychological Reports. *Journal of School Psychology, 25*, 415-424.

SCHWARTZ, N. & WILKINSON, W. (1987) Perceptual Influence of Psychoeducational Reports. *Psychology in the Schools, 24*, 127-135.

SEVERSON, H. H., PICKETT, M. & HETRICK, D. J. (1985) Comparing Preservice, Elementary, & Junior High Teachers' Perceptions of School Psychologists: Two Decades Later. *Psychology in the Schools, 22*, 179-186.

SHARRATT, P. (1995) Is Educational Psychology Alive and Well in the New South Africa? *South African Journal of Psychology, 25(4)*, 211-216.

SINCLAIR, E. & ALEXSON, J. (1986) Factor Analysis and Discriminant Analysis of Psychoeducational Report Contents. *Journal of School Psychology, 24*, 363-371.

SKUY, M., WEINAWAY, M. & HICKSON, J. (1986) Cross-cultural Application of an innovative educational assessment process. *Journal of Social Behaviour and Psychology, 1*, 411-421.

STALLARD, P. & LENTON, S. (1992) How satisfied are parents of preschool children who have special needs with the services they have received? A consumer survey. *Child: care, health and development, 18*, 197-205.

TAPASAK, R.C. & KELLER, H.R. (1995) A Reaction to "Where Will ...?" and Suggestions for "How to": The Need to Address Systems-Level Variables in School Psychology Role/Function Change Efforts. *Journal of School Psychology, 33*, 201-208.

TAYLOR, T.R. (1994) A Review of Three Approaches to Cognitive Assessment, and a Proposed Integrated Approach Based on a Unifying Theoretical Framework. *South African Journal of Psychology, 24*, 184-193.

WATKINS, Jr., C. (1991) What Have Surveys Taught Us About the Teaching and Practice of Psychological Assessment? *Journal of Personality Assessment, 56*, 426-437.

WIENER, J. (1985) Teacher's Comprehension of Psychological Reports. *Psychology in the Schools, 22*, 60-64.

WIENER, J. (1987) Factors Affecting Educator's Comprehension of Psychological Reports. *Psychology in the Schools, 24*, 116-126.

WILSON, M. S. & RESCHLY, D. J. (1996) Assessment in School Psychology Training and Practice, *School Psychology Review, 25*, 9-23.

YSSELDYKE, J. (1983) Current Practices in Making Psychoeducational Decisions About Learning Disabled Students. *Journal of Learning Disabilities, 16*, 226-233.

APPENDIX A

QUESTIONNAIRE

PURPOSE OF THIS STUDY

Private practitioners, clinics and psychoeducational services routinely send out **psychoeducational reports** on assessments conducted on pupils. This study seeks to assess how useful these reports are to you as a teacher. The findings could help psychologists to make their services more relevant to teacher needs. Your assistance would therefore be greatly appreciated

WHAT IS BEING REQUESTED FROM YOU

This is an opportunity for you to give your feedback and evaluation on a **psychoeducational report you have received**, as a result of the assessment a child whom you teach or have close contact with. You are asked to do this by filling out this brief questionnaire on the report as **completely** and **honestly** as possible. If you have received more than one report please **rate the report most recently received.** This is important for statistical reasons.

Please refer back to the report you are rating as the accuracy of the research depends on the accuracy of your responses.

Some of your demographic details are required for statistical purposes and will be treated as **totally confidential.** Neither your name, nor that of the child assessed, appear anywhere on the questionnaire.

Most questions simply require you to circle the number indicating your response. There are also more open ended questions and your input here would be greatly appreciated.

Please complete all 5 sections (A to E), then return the questionnaire by handing it to the school secretary as soon as possible. The researcher will collect the questionnaire 3 to 5 days from the date on which you receive it.

Participation in this study is entirely voluntary however,

YOUR COOPERATION WOULD BE GREATLY APPRECIATED AS WE RELY ON YOUR HELP IN ATTEMPTING TO IMPROVE OUR SERVICES.

Once the research is completed a summary of the findings will be sent to the school.

SECTION A: YOUR DEMOGRAPHIC DETAILS

1. How many years of teaching experience do you have?: _____

2. Which grade, standard and/or speciality do you teach (eg remedial)?: _____

3. What is your highest qualification?: _____

4. Do you have any training in specialised education, psychology or psychometrics:
   Yes/No If yes please specify

   _____

   _____

5. Approximately how many psychoeducational reports on pupils do you receive in one year: _____ (ie, reports similar to the accompanying report)

6. Please specify the extent of your contact with psychologists (eg. consulted by you regarding a personal difficulty or family problem; consulted by a family member, consulted by you regarding a pupil, seen by you for therapy, psychologist is a personal acquaintance, attended a training course given by a psychologist)

   _____

   _____

SECTION B: DETAILS OF REPORT

1. Report sent out by (circle only one number)

private psychologist	departmental services	clinic	other
1	2	3	4

In the case of 2 to 4 please specify: .....

2. Assessed pupil's home language: _____

3. Language of instruction: _____

2. Main reason for referral for assessment (circle only one number)

1	academic difficulties
2	behavioural problem
3	emotional problem
4	family problem
5	trauma
6	suspected mental retardation
7	parental concern
8	other (please specify) _____

3. Pupil referred for assessment by (circle only one number)

1	yourself
2	another teacher
3	parent/s
4	other (please specify) _____

4. Age of pupil in years (circle the appropriate number)

4yrs & below	5-6yrs	7-9yrs	10-12yrs	13-15yrs	16yrs & above
1	2	3	4	5	6

5. Sex of pupil

1	Male
2	Female

6. Grade or standard of pupil at school (circle)

Preschool/grade 0	Grade						
0	1	2	3	4	5	6	7

(S.A. 1 = Grade 3)

7. Approximate length of report in typed pages (circle)

3 or less	4- 6 pages	7-8 pages	9 pages or more
1	2	3	4

SECTION C: RATINGS OF SECTIONS OF THE REPORT

The following section lists the types of information often included in reports, under the headings usually used to group them.

Please indicate how useful, in the report you received, each of these types of information was to you as a teacher, by circling one of the numbers from one to five, alongside each item. 1 = Very useful
2 = Useful
3 = Useful in some respects and not others
4 = Not very useful
5 = Of no use at all

or circling NI = this item is not included in the report you are rating

It is important to ensure that you circle ONE of the options alongside EACH multiple choice item. Please do not omit any of these items. There is also space provided for optional, open ended feedback on each main section.

Background information:

How useful was information on the following?	RATING OF USEFULNESS VERY USEFUL				OF NO USE	not included in report
Description of referral/presenting problem	1	2	3	4	5	NI
Pupil's developmental background	1	2	3	4	5	NI
Family background	1	2	3	4	5	NI
Family strengths/resources/weaknesses	1	2	3	4	5	NI
Family's goals	1	2	3	4	5	NI
Family's perceptions of problem	1	2	3	4	5	NI
School related information	1	2	3	4	5	NI
Description of pupil's behaviour in class	1	2	3	4	5	NI
Description of behaviour during testing	1	2	3	4	5	NI
Description of home behaviour	1	2	3	4	5	NI
Background information section as a whole	1	2	3	4	5	NI

Please add any comments you would like to make on these aspects of the report.

Results of testing:

How useful was information on the following?	RATING OF USEFULNESS VERY USEFUL				OF NO USE	not included in report
Findings of IQ Testing (also called measures of intelligence or tests of cognitive functioning)	1	2	3	4	5	NI
Raw scores from above testing (ie. actual numbers given)	1	2	3	4	5	NI
Findings from standardised Achievement test results (ie. grade or age level/percentile score in reading, spelling, vocabulary/ mathematics)	1	2	3	4	5	NI
Auditory/Visual perception test findings	1	2	3	4	5	NI
Language development test findings	1	2	3	4	5	NI
Emotional/personality test findings	1	2	3	4	5	NI
Statements about the validity of test results	1	2	3	4	5	NI
Explanation of the purpose of tests used	1	2	3	4	5	NI
Explanation of the meaning of high and low scores	1	2	3	4	5	NI
Results of testing section, overall	1	2	3	4	5	NI

How easy to understand was the presentation of test results

Very easy to understand	easy to understand	somewhat understandable	unclear	very unclear
1	2	3	4	5

Please add any comments you may have about the use of tests, the reporting of test data and it's relevance for teachers.

Integrative Section / Summary:

How useful was information on the following?	RATING OF USEFULNESS VERY USEFUL				OF NO USE	not included in report
Comments relating test results to pupil's behaviour and performance beyond the test situation	1	2	3	4	5	NI
Comments relating different test results to each other, and explaining any contradictions	1	2	3	4	5	NI
General conclusions about causes of pupil's behaviour/difficulties	1	2	3	4	5	NI
Explanations of progress to be expected	1	2	3	4	5	NI
Answers to specific referral questions	1	2	3	4	5	NI
Information regarding how the pupil learns best.	1	2	3	4	5	NI
The summary/integrative section overall	1	2	3	4	5	NI

How easy to understand was the summary/integrative section

Very easy to understand	easy to understand	somewhat understandable	unclear	very unclear
1	2	3	4	5

Please add any comments you may have about this section

Recommendations:

How useful was information on the following?	RATING OF USEFULNESS VERY USEFUL				OF NO USE	not included in report
Recommendations that relate to referral questions	1	2	3	4	5	NI
Specific recommendations for parents	1	2	3	4	5	NI
Specific recommendations for teacher/s	1	2	3	4	5	NI
Recommendations regarding eligibility for special educational services	1	2	3	4	5	NI
Recommendations regarding alternative placement (for example a different school)	1	2	3	4	5	NI
Diagnosis or label given (eg learning disabled, mentally retarded, ADD/ADHD)	1	2	3	4	5	NI
The recommendations section overall	1	2	3	4	5	NI

How easy to understand were the recommendations?

Very easy to understand	easy to understand	somewhat understandable	unclear	very unclear
1	2	3	4	5

Elaborate if necessary

How practical or easy to implement were the recommendations?

Very practical	practical	somewhat practical	impractical	very impractical
1	2	3	4	5

Elaborate if necessary

In your opinion, how effective is this report in convincing parents and teachers to implement the recommendations?

Very effective	quite effective	effective	not very effective	totally ineffective
1	2	3	4	5

Elaborate if necessary

_____

_____

_____

How satisfied were you with

a) The number of recommendations made by the report

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Disappointed	Very Disappointed
1	2	3	4	5

If dissatisfied please specify (eg. too many or too few)_____

_____

_____

b) The specificity of the recommendations
(ie. are recommendations specific enough?)

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Disappointed	Very Disappointed
1	2	3	4	5

If dissatisfied please specify (eg. too specific, too general, did not relate to referral problem)

_____

_____

_____

SECTION B: OVERALL RATING OF THE ACCOMPANYING REPORT

How useful was the report in	Very Useful	Quite Useful	Useful in some respects & not others	Not Very Useful	Of no value
Describing pupil, compared to your own experience	1	2	3	4	5
Helping to understand pupil	1	2	3	4	5
Knowing what to expect from pupil	1	2	3	4	5
Helping develop broad approaches in working with the pupil	1	2	3	4	5
Helping develop specific instructional plans/methods	1	2	3	4	5
Helping deal with classroom behaviour	1	2	3	4	5
Changing your attitude or behaviour towards the student	1	2	3	4	5

2. How satisfied were you with

a) the report overall

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Disappointed	Very Disappointed
1	2	3	4	5

b) the length of the report

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Disappointed	Very Disappointed
1	2	3	4	5

If dissatisfied please specify too long or too short _____

_____

2. (cont.) How satisfied were you with

c) The report's understanding of the teacher's role

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Disappointed	Very Disappointed
1	2	3	4	5

Please add any comments you may have:

_____

_____

_____

d) The use of language in the report

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Disappointed	Very Disappointed
1	2	3	4	5

If dissatisfied please specify (was too much jargon used, where technical terms not explained): _____

_____

3. How would you rate this report, compared to other reports you have read (if applicable)

Very good	Good	Mediocre	Poor	Very poor
1	2	3	4	5

4. Please add any other comments you may have regarding this report

_____

_____

_____

_____

SECTION E: Indicate the extent to which you agree with the following statements, by circling the relevant number alongside each one:

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
a. Psychologists can gain access to a lot of information that could be helpful to teachers	1	2	3	4	5
b. If a pupil is experiencing difficulties, a psychological assessment should be recommended.	1	2	3	4	5
c. When it comes down to actually dealing with pupils in the classroom, psychological information is useless.	1	2	3	4	5
d. I think the services of psychologists should be made more available to pupils and teachers	1	2	3	4	5
e. Psychological test data are not really relevant to educational decision-making	1	2	3	4	5
f. Information obtained from tests conducted by psychologists provides an objective way of confirming impressions about pupils.	1	2	3	4	5
g. I would never approach a psychologist for help.	1	2	3	4	5
h. Psychological assessments often rely too much on test data	1	2	3	4	5
i. Sending a pupil to a psychologist is generally a waste of time	1	2	3	4	5
j. I don't have much faith in psychologists	1	2	3	4	5
k. I believe the information yielded by psychological testing to be very valuable	1	2	3	4	5
l. Test data would be more useful if it was more clearly presented	1	2	3	4	5
m. I have great respect for psychologists.	1	2	3	4	5
n. The use of jargon in reports of test data is not really a problem for teachers.	1	2	3	4	5

Please CHECK that you have COMPLETED ALL ITEMS
THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX B

ONDERWYSERSVRAELYS

DOEL VAN DIE ONDERSOEK

Onderwysers ontvang gereeld die verslae van psigo-opvoedkundige evaluerings uitgevoer op leerlinge. Hierdie ondersoek poog om uit te vind hoe nuttig die verslae is, vir u as onderwyser(es). Die bevindings kan sielkundiges van hulp wees, in hul poging om hul dienste meer van pas te maak met dit wat onderwysers benodig. U bystand sal dus baie waardeur word.

WAT WORD VAN U GEVRA

Hierdie is 'n geleentheid vir u om u terugvoer oor en evaluering van 'n psigo-opvoedkundige verslag, wat u ontvang het, as gevolg van evaluering van een van u leerlinge, te gee. U sal versoek word om die kort vraelys, so **volledig** en **eerlik** as moontlik, in te vul. Indien u meer as een so verslag ontvang het, word u versoek om die een wat u **mees onlangs** ontvang het, te evalueer. Dit is belangrik vir statistiese doeleindes.

Verwys asseblief terug na die verslag wat u evalueer. Die kwaliteit van die bevindinge rus op die kwaliteit van u antworde.

Party demografiese/agtergronds besonderhede word ook benodig vir statistiese doeleindes, en sal as **volkome vertroulik** beskou word. Nog u naam, nog die van die leerling wat evalueer is verskyn op die vraelys.

Die meeste vrae eis bloot dat u 'n sirkel trek om die nommer wat ooreenkom met u antwoord. Daar is ook meer oopeinde-vra, en u inset hier sal baie waardeer word.

Voltooi asseblief al vyf afdelings (A tot E), en besorg die vraelys dan terug deur dit vir die skool sekretaresse te gee. Die navorser sal dit binne 3 to 5 dae kom afhaal.

Deelname aan die ondersoek is nie verpligtend nie, maar

U SAMEWERKING SAL BAIE WAARDEER WORD, AANGESIEN ONS OP U HULP REKEN IN ONS POGING OM ONS DIENSTE TE VERBETER.

Nadat the ondersoek voltooi is sal 'n samevatting van die bevindinge aan die skool gestuur word.

AFDELING A: U DEMOGRAFIESE BESONDERHEDE

1. Hoeveel jaar onderwys-ondervinding het u?: _____

2. Vir watter graad, st. en/of spesialiteit gee u onderig? (bv. remedieering):_____

3. Wat is u hoogste kwalifikasie?:_____

4. Het u enige opleiding in gespesialiseerde onderwys, sielkunde of psigometrie?:
   Ja/Nee Indien ja, verskaf asseblief besonderhede.

   _____

   _____

5. Omtrent hoeveel psigo-opvoedkundige verslae ontvang u binne een jaar?:_____
   (d.w.s. verslae soortgelyk aan die gepaardgaande verslag.)

6. Gee asseblief besonderhede van die omvang van u kontak met sielkundiges. (bv. deur u geraadpleeg oor u persoonlike of gesins probleme; geraadpleeg deur een van u gesinslede oor hul probleme; deur u raadgepleeg in verband met 'n leerling; deur u self, of deur n'gesinslid gesien vir terapie; sielkundige is 'n persoonlike kennis; u het 'n kursus onder leiding van 'n sielkundige bygewoon).

   _____

   _____

AFDELING B: BESONDERHEDE VAN VERSLAG

1. Verslag uitgestuur deur (sirkel allenlik een nommer)

Frivaat sielkundige	Departement van Opvoedkunde se spesiale dienste	kliniek	ander
1	2	3	4

In gevalle 2, 3 en 4, spesifiseer asb. .....

2. Leerling se moedertaal: _____

3. Taal van onderrig: _____

2. Hoofrede vir verwysing vir evaluering (sirkel allenlik een nommer)

1	akademiese probleme
2	gedrags probleme
3	emotionele probleme
4	gesins probleme
5	trauma
6	vermoed verstandelike gestremdheid
7	ouer/s was besorgd
8	ander (spesifiseer asb.) _____

3. Leerling verwys vir evaluering deur (sirkel slegs een nommer)

1	u self
2	'n ander onderwyser/es
3	ouer/s
4	ander (spesifiseer asb.) _____

4. Ouderdom van leerling in jare (omsirkel die gepaste nommer)

4jr & onder	5-6jr	7-9jr	10-12jr	13-15jr	16jr & ouer
1	2	3	4	5	6

5. Geslag van leerling

1	Manlik
2	Vroulik

6. Graad of standerd van leerling op skool (omsirkel):

voorskools/graad O	Graad						
0	1	2	3	4	5	6	7

(St. 1 = Graad 3, St. 2 = Graad 4 e.s.v.)

7. Lengte van verslag in getikte bladsye (omsirkel)7

3 of minder	4 - 6	7 - 8	9 of meer
1	2	3	4

AFDELING C: EVALUERING VAN AFDELINGS VAN VERSLAG

Die volgende afdeling behels 'n lys van die tipes inligting wat gereeld in verslae gevind word, onder die opskrifte wat gewoonlik gebruik word met die opstel van verslae.
Dui asseblief aan hoe nuttig elk van die tipes inligting was aan u as onderwyseres, soos hulle voorkom in die gepaardgaande verslag. U doen so deur 'n nommer, vanaf 1 tot 5, of NI, langs elke item te sirkel.

1 = Baie Nuttig
2 = Nuttig
3 = Nuttig in sommige opsigte en nie ander nie
4 = Nie baie nuttig nie
5 = Van geen nut
of NI = Die item is nie ingesluit/kom nie voor in die verslag wat u besig is om te evalueer nie.

Dit is belangrik om seker te maak dat u EEN van die moontlikhede langs elke keuse item omsirkel. Moet asseblief nie enige van die items uitlaat nie. Ruimte is ook gelaat vir u om oop terugvoer te gee oor elke hoof afdeling van die verslag.

Agtergrondinligting:

Hoe nuttig was inligting oor die volgende?	SKATTING VAN NUT					nie ingesluit in verslag
	BAIE NUTTIG				VAN GEEN NUT	
Beskrywing van verwysings/presenterende probleem	1	2	3	4	5	NI
Leerling se ontwikkelings geskiedenis	1	2	3	4	5	NI
Gesinsagtergrond	1	2	3	4	5	NI
Gesin se stekpunte/bronne/swakhede	1	2	3	4	5	NI
Gesin se doelwitte	1	2	3	4	5	NI
Gesin se persepsie van die probleem	1	2	3	4	5	NI
Skoolverwante inligting in die algemeen	1	2	3	4	5	NI
Beskrywing van leerling se gedrag in die klas	1	2	3	4	5	NI
Beskrywing van gedrag gedurende toetsing	1	2	3	4	5	NI
Beskrywing van gedrag tuis	1	2	3	4	5	NI
Agtergrondinligting as 'n geheel	1	2	3	4	5	NI

Voeg asseblief enige opmerkings by wat u mag he oor hierdie aspekte van die verslag

Toetsresultate:

Hoe nuttig was inligting oor die volgende?	SKATTING VAN NUT					nie ingesluit in verslag
	BAIE NUTTIG				VAN GEEN NUT	
Bevinding van IK Toetsing (word ook mates van intelligensie of toetse van kognitiewe funktioneering genoem)	1	2	3	4	5	NI
Rou tellings van bogenoemde toetsing (d.w.s werklike syfers gegee)	1	2	3	4	5	NI
Bevindinge van gestandaardiseerde prestasie-toetsing (d.w.s. graad of ouderdomsvlak/ persentieltelling in lees, spel, woordeskat of wiskunde)	1	2	3	4	5	NI
Ouditiewe/Visuele persepsie toets resultate	1	2	3	4	5	NI
Taalontwikkelings-toets resultate	1	2	3	4	5	NI
Emosionele/persoonlikheidstoets resultate	1	2	3	4	5	NI
Stellings oor die geldigheid van toets-resultate	1	2	3	4	5	NI
Verduidelikings van die doel van toetse wat gebruik is	1	2	3	4	5	NI
Verduideliking van die betekenis van hoe en lae tellings	1	2	3	4	5	NI
Resultate van toetsing-afdeling as 'n geheel	1	2	3	4	5	NI

Hoe maklik verstaanbaar was die uiteensetting van toetsresultate?

Baie maklik verstaanbaar	Maklik verstaanbaar	Ietwat verstaanbaar	Onduidelik	Baie onduidelik
1	2	3	4	5

Voeg asseblief enige kommentaar by wat u mag he oor die gebruik van toetse, die rapportering van toetsdata en die nut daarvan vir onderwysers/resse.

Samevatting/Opsomming:

Hoe nuttig was inligting oor die volgende?	SKATTING VAN NUT: BAIE NUTTIG				VAN GEEN NUT	nie ingesluit in verslag
Opmerkings wat 'n verband trek tussen toets resultate en die leerling se gedrag en prestasie buite die toetssituasie	1	2	3	4	5	NI
Opmerkings wat die verband uitwys tussen verskillende toets resultate en enige teenstrydighede verduidelik	1	2	3	4	5	NI
Algemene gevolgtrekkings oor die oorsaak van die leerling se gedrag en probleme	1	2	3	4	5	NI
Verduidelikings van watter vordering verwag kan word	1	2	3	4	5	NI
Antwoorde op spesifieke verwysings vrae	1	2	3	4	5	NI
Inligting oor die beste manier vir die leerling om te leer (d.w.s. leerstyl)	1	2	3	4	5	NI
Samevatting/opsommingsgedeelte as 'n geheel	1	2	3	4	5	NI

Hoe maklik verstaanbaar was die Samevatting/Opsommings gedeelte?

Baie maklik verstaanbaar	Maklik verstaanbaar	Ietwat verstaanbaar	Onduidelik	Baie onduidelik
1	2	3	4	5

Voeg asseblief enige kommentaar wat u oor die afdeling mag he, by.

_____

_____

_____

Aanbevelings:

Hoe nuttig was inligting oor die volgende?	SKATTING VAN NUT: BAIE NUTTIG				VAN GEEN NUT	nie ingesluit in verslag
Aanbevelings wat verband hou met verwysingsvrae	1	2	3	4	5	NI
Spesifieke aanbevelings vir ouers	1	2	3	4	5	NI
Spesifieke aanbevelings vir onderwysers/esse	1	2	3	4	5	NI
Aanbevelings oor geskiktheid vir spesiale opvoedkundige dienste	1	2	3	4	5	NI
Aanbevelings oor alternatiewe plasing (bv. 'n ander skool)	1	2	3	4	5	NI
Diagnosis of klassifiseering gegee (bv. leergestremd, verstandelik gestremd, aandag-afleibaar/hiperaktiwiteit)	1	2	3	4	5	NI
Die aanbevelingsafdeling as 'n geheel	1	2	3	4	5	NI

Hoe maklik verstaanbaar was die aanbevelingsafdeling?

Baie maklik verstaanbaar	Maklik verstaanbaar	Taamlik verstaanbaar	Onduidelik	Baie onduidelik
1	2	3	4	5

Gee besonderehede indien nodig

_____

Hoe prakties en maklik uitvoerbaar was die aanbevelings?

Baie prakties	Prakties	Taamlik prakties	Onprakties	Baie Onprakties
1	2	3	4	5

Gee besonderhede indien nodig

_____

_____

In u meening, hoe effektief is die verslag as dit kom by die oortuiging van ouers en onderwysers/resse om die aanbevelings uit te voer?

Baie effektief	Heelwat effektief	Effektief	Nie baie effectief	Heeltemal onefektief
1	2	3	4	5

Gee besonderhede indien nodig

_____

_____

_____

Hoe tevrede was u met:

a) Die aantal aanbevelings gemaak deur die verslag

Baie Tevrede	Taamlik Tevrede	Neutraal	Ietwat Teleurgesteld	Baie Teleurgesteld
1	2	3	4	5

Indien ontevrede verskaf asseblief besonderhede (bv. te baie, te min)

_____

_____

b) Die spesifiekheid van die aanbevelings
(d.w.s. is aanbevelings spesifiek genoeg?)

Baie Tevrede	Taamlik Tevrede	Neutraal	Ietwat Teleurgesteld	Baie Teleurgesteld
1	2	3	4	5

Indien ontevrede, verskaf asseblief besonderhede
(bv. te spesifiek, te algemeen, het nie verband gehou met verwysingsprobleem)

_____

_____

_____

AFDELING D: EVALUERING VAN GEPAARDGAANDE VERSLAG AS GEHEEL

Hoe nuttig was die verslag t.o.v.	Baie nuttig	Taamlik nuttig	Nuttig in somige opsigte en nie in ander	Nie baie nuttig	Van geen nut
Beskrywing van die leerling, in vergelyking me u eie onder-vinding	1	2	3	4	5
Hulp om die leerling te verstaan	1	2	3	4	5
Kennis oor wat om te verwag van die leerling	1	2	3	4	5
Hulp in die ontwikkeling van breer benaderinge in u werk met die leerling	1	2	3	4	5
Hulp met die ontwikkeling van spesifieke opvoedkundige planne/metodes	1	2	3	4	5
Hulp met die hanteering van klaskamer gedrag	1	2	3	4	5
Verandering van u houding of optrede teenoor die leerling	1	2	3	4	5

2. **Hoe tevrede was u met**

a) die verslag as geheel

Baie Tevrede	Taamlik Tevrede	Neutraal	Ietwat Teleurgesteld	Baie Teleurgesteld
1	2	3	4	5

b) die lengte van die verslag

Baie Tevrede	Taamlik Tevrede	Neutraal	Ietwat Teleurgesteld	Baie Teleurgesteld
1	2	3	4	5

Indien ontevrede spesifiseer asseblief te lank of te kort _____

_____

2. (verv) Hoe tevrede was u met

c) die verslag se begrip van die onderwyser/es se rol

Baie Tevrede	Taamlik Tevrede	Neutraal	Ietwat Teleurgesteld	Baie Teleurgesteld
1	2	3	4	5

Voeg asseblief enige kommentaar wat u mag he by:

d) die taalgebruik van die verslag

Baie Tevrede	Taamlik Tevrede	Neutraal	Ietwat Teleurgesteld	Baie Teleurgesteld
1	2	3	4	5

Indien ontevrede verskaf besonderhede (was te veel "hoe" terme gebruik, eis tegniese terme beter verduideliking?)

3. Hoe sou u die kwaliteit van hierdie verslag beoordeel, in vergelyking met ander verslae wat u gelees het (indien toepaslik)

Baie goed	Goed	Middelmatig	Swak	Baie Swak
1	2	3	4	5

4. Voeg asseblief by enige kommentaar wat u mag he oor die gepaardgaande verslag.

AFDELING E: Dui asseblief aan hoe ver u saamstem met die volgende stellings, deur 'n sirkel om die gepaste nommer langs elk een te trek.

	STEM STERK SAAM	STEM SAAM	NEUTRAAL	STEM NIE SAAM NIE	STEM GLAD NIE SAAM
a. Sielkundiges kan toegang verkry tot baie inligting wat onderwysers/resse van hulp kan wees	1	2	3	4	5
b. As 'n leerling probleme ondervind, behoort 'n sielkundige evaluasie aanbeveel te word	1	2	3	4	5
c. As dit kom by die praktiese hantering van leerlinge in die klaskamer, is sielkundige inligting van geen nut	1	2	3	4	5
d. Ek dink die dienste van sielkundiges behoort meer beskikbaar te wees aan leerlinge en onderwysers/esse	1	2	3	4	5
e. Sielkundige toets data is nie werklik relevant in opvoedkundige besluitneming nie	1	2	3	4	5
f. Inligting verkry deur toetse wat uitgevoer is deur sielkundiges, verleen 'n objektiewe manier om indrukke oor 'n leerling te bevestig	1	2	3	4	5
g. Ek sal nooit 'n sielkundige om hulp nader nie	1	2	3	4	5
h. Sielkundige evaluasies steun dikwels te veel op toetsdata	1	2	3	4	5
i. In die algemeen is dit 'n vermors van tyd om 'n leerling na 'n sielkundige te stuur	1	2	3	4	5
j. Ek het nie veel vertroue in sielkundiges nie	1	2	3	4	5
k. Ek glo dat die inligting wat deur sielkundige toetsing verskaf word, baie waardevol is	1	2	3	4	5
l. Toetsdata sou meer nuttig wees as dit duideliker uiteengesit was	1	2	3	4	5
m. Ek het baie respek vir sielkundiges	1	2	3	4	5
n. Die gebruik van "hoe" terme in verslae van toets data, is nie werklik 'n probleem vir onderwysers nie	1	2	3	4	5

VERSEKER ASSERLIEF DAT U ALLE ITEMS VOLTOOI HET,
BAIE DANKIE VIR U SAMEWERKING!

APPENDIX C

"Comparative Description of University Clinics in South Africa", taken from Dangor (1983, p10)

TABLE 1

COMPARATIVE DESCRIPTION OF UNIVERSITY CLINICS IN SOUTH AFRICA

UNIVERSITY	TYPE OF CLINIC	NO. OF CLIENTS SEEN	COMMUNITY SERVED	PROBLEMS DEALT WITH	SERVICES OFFERED	FUNCTIONS SERVED	PHILOSOPHY FOLLOWED
Cape Town	Child Guidance	1981 (251)	Coloured White African Malay Indian	Psychological Behavioural Developmental Learning	Psychotherapy. Advisory Interviews Parent Counselling Remediation Medical Examination	1. Teaching 2. Practical training of students at degree and diploma levels. These include Clinical Psychology, Social work, Remedial teachers 3. Research 4. Community services	Diagnostic Classification System
Durban-Westville	Child Guidance	1981-1982 (153)	African Coloured Indian	Psychological Behavioural Developmental Scholastic and	Counselling or Psychotherapy Home Visits Remediation	1. Teaching 2. Practical teaching of students at degree and diploma levels. These include Remedial and Special Education; Teachers Counselling; Clinical and Educational Psychologists; Therapists; Speech Therapists; and Optometrists. 3. Research 4. Community services.	Not Specified
Western Cape	Child and Adult	1981 (179)	Coloured	Psychological Vocational Learning and Scholastic	Counselling or Psychotherapy - Children and Adults. Family and Marital Therapy Remediation Teacher Interviews Speech Therapy Medical	1. Teaching Practical training of students at degree and diploma levels. These include Counselling Psychologists, Remedial Teachers and Child Guidance Specialists. 3. Research 4. Community services	Not Specified
Pretoria	Education Clinic	1981 (600)	White	Psychological Developmental Scholastic and Learning	Remediation Play Therapy Social Work Services Vocational Guidance Consulting Psychologist and Psychiatrist	1. Teaching 2. Practical training of students at degree and diploma levels. These include B.Ed (Orthopedagogics) B.Ed ((School Guidance) Teacher Training M.Ed (Planned:1984) 3. Research 4. Clinical activities e.g. Testing, interviewing, etc.	"Orthopedagogical Model" i.e. Education has to contribute to the child's psychic life
Randse Afrikaanse	Child and Adult Guidance	1981 (722)	White	Psychological Developmental Behavioural Learning Vocational Speech disorders	Psychotherapy - Child, Adult and Family. Counselling and Vocational Guidance. Speech Therapy and Optometry - part time Voluntary Paediatric services	1. Teaching 2. Practical training of students at degree and diploma levels. These include: Counselling and Educational Psychologists; B.Ed (Orthopedagogics); 4th year social work student practicals. 3. Research 4. Community services 5. Planned M.Ed (Psychology) 1984.	No one specific approach utilised
Witwatersrand	Education Clinic	1982 (85)	White Coloured Indian African	Scholastic and learning Vocational Psychological	Psychoeducational assessments Remediation Counselling - Individual and Family. Big Buddy programme Behaviour modification. Home programme.	1. Teaching 2. Practical training of students at degree and diploma levels. These include M.Ed (School Counselling) and internships. B.Ed (Remedial Education) HDE (Guidance). 3. Research 4. Community services	Farnald approach i.e. International model
Stellenbosch	Child and Parent Guidance	1982-1983 (200-400)	White Coloured	Psychological Developmental Vocational Learning	Psychoeducational Assessments Speech Therapy Play Therapy Medical Vocational Family Counselling	1. Teaching 2. Practical training of students at degree and diploma levels. These include M.Ed. Educational Psychology, B.Ed, B. Prim. Ed (School Guidance) Special Diploma, Clinical Remedial teaching 3. Research 4. Community services	Not Specified

APPENDIX D:

DISCUSSION DOCUMENT REGARDING GUIDELINES FOR INTERNSHIP PROGRAMMES IN EDUCATIONAL PSYCHOLOGY

April 16, 1993

Preamble

To date, the programmes submitted under the aegis of most universities have tended to include the following dimensions:

1. Psychoeducational assessment (Proportion of time spent: 30 to 40%)
2. Psychoeducational intervention (20 to 35%)
3. Supervision and interdisciplinary interaction (10 to 25%)
4. Participation in educational visits, conferences and academic activity related to the field (10 to 20%)

As can be seen, the proportion of time spent on each of these broad dimensions can vary. Also, certain programmes submitted have not conformed entirely to the above breakdown. Where this has not been in keeping with the broad field of educational psychology, the internship programme has been rejected; for example, an internship programme dealing solely with assessment, and without any intervention, or with intervention only of a specifically remedial/educational nature, would not be acceptable. On the other hand, an internship which placed an emphasis on a dimension of "formal and informal guidance and education" in a "kindersorg skool" would be appropriate.

Nevertheless, the conventional dimensions of activity listed above have prevailed. This is in spite of the fact that the role of the educational psychologist, in the light of a changing society, requires re-formulation.

This is something to which I drew attention in the Education Committee in 1992, when I rejected certain programmes on the grounds that they were not meeting the needs of training an educational psychologist for effective functioning in our evolving society. These rejections were overturned on the grounds that the prospective interns had not been prepared by their universities for their new role. As an alternative to the rejection of programmes, it was accordingly suggested (and implemented) that, in those instances deemed necessary, suggestions would be made to the supervisor and intern regarding the incorporation of certain elements into the internship. Such a set of suggestions needs to be expanded, and should be presented in the context of a full set of guidelines/requirements for all training departments. However, before this can be done, the Reports of the current Planning Committees/Forum onthe re-formulation of the training of psychologists, will have to be taken into account.

This document thus represents only a preliminary and broad proposal in the consideration of requirements for educational psychology intern programmes.

Dimensions to be Considered When Drawing Up Criteria for a Programme

1. Types of activity (i.e. assessment; intervention; supervision; consultation/programme development).

2. Aspects of client functioning (cognitive, emotional, social, vocational, academic).

3. Nature of intervention (preventive/therapeutic; educational/psychological/transdisciplinary; direct/indirect; individual/group/community).

4. Nature of target population (i.e. age; concerns; race/language; socioeconomic status).

5. Nature of the setting (private practice/public; in-clinic/community-based; educational/psychoeducational/psychological/psychiatric).

6. Sources of supervision (composition of mentorship; range of disciplines).

Within each of these dimensions, there should be both requirements or prescriptions, and options. The proposed requirements and range of possible/desirable options within each of these dimensions is discussed in the sections below.

Requirements/Options within each of the Programme Dimensions

1. Types of Activity :

This dimension has formed the basis for the structure of internship programme proposals. A suggested description and definition of activity within each of the four major headings is suggested as follows :

(a) Assessment : this should include a very broad-based definition of assessment, including but not limited to test approaches, and including but not limited to assessment of individuals. Thus, provision should be made for non-test approaches to assessment (e.g. observation, problem-definition and -solving techniques; assessment through instruction/counselling; assessment of families; assessment of classroom and school situations; assessment of communities).

Between 20 and 25 percent of the intern's time should be spent on assessment activity.

(b) Intervention : this should include both preventive and therapeutic intervention with clients.

Between 20 and 25 percent of the intern's time should be spent on intervention activities.

(c) Consultation/Programme Development : this aspect refers to collaboration with other professionals and with lay people (e.g. parents, community leaders or members, etc.) for the purposes of making available and/or sharing expertise, skills, insights, support, etc. The area formerly known as participation in educational visits, conferences, etc. would be subsumed within this category; (5-10 % of the total).

Between 35 and 40 percent of the intern's time should be spent on consultation/programme development activity.

(d) Supervision : this refers to the securing of appropriate supervision by the intern from an educational psychologist as well as from other registered professionals who have the appropriate expertise.

20 percent of the intern's time should be spent in supervision, (half of which could be within the intern's university home department).

These four basic aspects of activity are all required as part of the intern's programme. There is some (but not much) variation in the proportion of time devoted to each of the activities. In the case of supervision, this is standard; i.e. 20 percent of the time. With regard to intervention and assessment, these can comprise a combined maximum of 45 percent, and an individual minimum of 20 percent each. This will ensure that the Consultation/Programme Development dimension forms not less than 35 percent.

The reason for allocating the highest proportion to the Consultation/Programme Development dimension is to ensure that the role of the educational psychologist in providing indirect intervention, and in ensuring the spreading of expertise as widely as possible, is emphasised. This would appear to be dictated by the needs of our society, and the high level of the qualification in this regard of the educational psychologist.

2. Aspects of Client Functioning :

Programmes and interpretations of the field of educational psychology vary widely, both in South Africa and elsewhere. At the one extreme, educational psychology has been identified with scholastic and academic aspects of functioning, and/or with cognitive psychology. Cognitive psychology, in turn, is associated with both narrow definitions of cognition (e.g. information processing models), or with broader-based conceptualisations (e.g. the cognitive theory of Feuerstein, which encompasses communication, and aspects of societal functioning). At the other extreme, certain educational psychology conceptions and programmes are hardly distinguishable from clinical psychology training, in that greater emphasis is placed on affective development, psychopathology and psychotherapy. Along this continuum, there are models which attempt to combine the affective and cognitive in a psychoeducational model.

It would appear that there is room for all the above models within the framework of educational psychology, and that it would be impractical and unrealistic at this stage to prescribe a particular model. Thus, along this dimension, the wide range of options which exist should prevail.

Nevertheless, all educational psychology (and internship) programmes should explicitly indicate, in a set of Objectives, the model followed by the programme with regard to the aspect(s) in terms of which training is to be given. Moreover, the objectives for both the coursework and the internship should be specified, and should dovetail with each other. (This doesn't mean they should be the same. For instance, the coursework year may provide a general core, while the internship may afford the opportunity for specialisation).

3. Nature of Intervention :

To some extent this will follow from 2 above. Thus, the interventions will address the aspect(s) of functioning which form the focus of training. However, irrespective of whether the emphasis or focus is cognitive, emotional, social, vocational or academic, at least half of both Intervention and Consultation/Programme Development activity (see 1 above) should be preventive rather than therapeutic; further, at least half should be directed at groups and/or communities rather than individuals.

This is in line with the needs of our changing society and with an understanding of the role of the psychologist in the promotion of its psychoeducational development.

With regard to the parameter of direct/indirect intervention, here there is an overlap between the Intervention and Activity dimension. Thus, this parameter is reflected in the presence of both an Intervention and a Consultation/ Programme Development dimension of Activity, where the latter plays the somewhat larger role than the former. In that dimension, direct intervention is referred to as "Intervention" whereas indirect intervention is referred to as "Consultation/Programme Development".

The prominence given to indirect intervention is dictated by the leadership role of the educational psychologist as a conceptualiser of programmes and disseminator of skills. Given the relatively high level of training and qualification of educational psychologists, the limited number of such individuals available, the presence of much larger numbers of other professional, paraprofessional and non-professional individuals within communities who can play an effective role, and the significant needs of the society, this would appear an appropriate definition of the psychologist's role.

4. Nature of Target Population :

Since over 80% of the South African population is Black (i.e. largely "African" but also "Coloured" and Asian), and since we are living in a multicultural society which is now gradually becoming integrated, it makes sense that educational psychologists should receive their training in multicultural settings. Conversely, the current tendency for the internships of certain universities to sponsor programmes with white dominated or exclusively white population groups needs to be changed. While it is agreed that the natural societal changes will render such internships increasingly rare, it is considered that proactive steps should be taken to ensure that educational psychologists are trained with broadbased population groups.

Thus, at least half of all internships should be carried out in a multicultural setting, with viable proportions of children from different cultural and racial backgrounds. Alternatively, where a particular internship setting concentrates predominantly or exclusively on one race group, a maximum of half the internship should be carried out with that population group, and the other half with a different population (racial) group.

Regarding such characteristics as age and presenting problems, this will vary with the setting, the aspect of client functioning and the nature of intervention which form the focus for the internship. Since cognitive/vocational functioning at tertiary level may form the focus for an internship, it would be quite acceptable for an internship to concentrate entirely on (for example) young adults.

5. Nature of the Setting :

One aspect of this is the issue of the private versus the public setting. The current rules for internships is that not more than three months may be undertaken in private practice. This stipulation should remain.

With regard to whether the setting is a school or clinic or university (for

example), this will vary with the aspect of functioning and nature of intervention which forms the focus of the internship. Thus, a range of educational and/or clinical settings is regarded as suitable. However, overlapping with this are considerations related to two other dimensions under consideration here, namely Type of Activity (1) and the Nature of Intervention (3). In line with the emphasis in these guidelines given to community-based activities and interventions, it is recommended that, irrespective of the setting in which the internship takes place, provision should be made for reaching out into the community served by the setting. Thus, for example, if the setting is a school, the intern will need to engage in parent involvement in schools; if the setting is a clinic, the intern will need to engage in preventive education projects and public education projects in community settings (e.g. churches, YMCA, schools) associated with the area in which the clinic operates. No amount of time is stipulated here, as this is covered under the appropriate headings of Type of Activities and Nature of Intervention.

Provision should be made for interns to spend a maximum of 10% or 4 hours in their home department per week, for the purposes of supervision, participating in departmental academic/professional activity or both. This should be optional, and will depend upon the policy of the particular department, as well as the feasibility for the intern, internship setting, and the home department of this arrangement.

6. Sources of Supervision :

The stipulation that the primary mentor is an educational psychologist should be retained, as should the opportunity for the intern to receive supervision from a wide range of professionals who can offer him/her the relevant expertise.

The availability of a multidisciplinary team attached to or associated with the internship setting should in any case be a requirement. The multidisciplinary team should comprise at least two individuals, other than an educational psychologist, from allied disciplines (e.g. a clinical psychologist and a social worker). Appropriate professionals should be on the full time or major time staff of the internship setting.

The mentor (educational psychologist) should be available for a minimum of half the supervision requirement weekly (i.e. 4 hours or 10 percent). A mentor from the training department of the intern can be appointed to the staff of the internship setting for the purposes of supervising the intern. However, in order to keep the internship and training department independent, that mentor should have no administrative or policy jurisdiction over the internship setting.

Mervyn Skuy

MERVYN SKUY
Member, Professional Board for Psychology

APPENDIX E:

Results of the Univariate Analysis of Variance Procedure: Ratings on the "Overall Usefulness measure" as a function of demographic variables

SOURCE	No of levels	DF	TYPE III SS	MS	F
Teacher related variables:					
School taught at	12	11	703.8	64.0	2.03
Years of teaching experience	3	2	163.8	81.9	2.36
	5	4	43.7	10.9	0.67
Highest level of qualification	4	3	110.3	36.8	1.10
Grades taught	3	2	114.7	57.4	1.64
Specialised training	2: yes/no	1	52.2	52.2	1.45
No. reports received annually	3	2	56.0	28.0	0.97
Level of contact with psychologists	6	5	96.8	19.4	0.56
Pupils assessed:					
Gender	2: M/F	1	33.2	33.2	0.92
Age	4	3	5.9	1.95	0.05
Grade	8	7	286.6	40.9	1.17
	2: Jun/Sen	1	13.5	13.5	0.44
Home Language	3	2	39.0	19.5	0.53
Language of Instruction	2: Eng/Afr	1	44.6	44.6	1.26
Report variables:					
Source of Report	3	2	56.3	28.1	1.79
Reason for Referral	8	7	368.7	52.7	1.55
Pupil referred by	3	2	33.7	16.8	0.47
Length of report	4	3	282.01	94.0	2.79 *

* $p<0.05$ ** $p<0.01$ *** $p<0.0001$

APPENDIX F:

Results of the Univariate Analysis of Variance Procedure: Ratings on the "Attitude to Psychologists Scale" as a function of demographic variables

SOURCE	No of levels	DF	TYPE III SS	MS	F
Teacher related variables:					
School taught at	12	11	311.74	28.3	1.98
Years of teaching experience	3	2	41.0	20.5	1.28
	5	4	43.7	10.9	0.67
Highest level of qualification	4	3	2.33	0.79	0.05
Grades taught	3	2	108.9	54.4	3.60*
Specialised training	2: yes/no	1	0.98	0.99	0.06
No. reports received annually	3	2	46.3	23.2	1.37
Level of contact with psychologists	6	5	121.1	24.2	1.55

* $p<0.05$ ** $p<0.01$ *** $p<0.0001$

APPENDIX G

"Teachers Perceptions of Psychologist's Reports" taken from Hagborg and Aiello-Coultier (1994, p173)

Teachers were asked to rate the helpfulness of 11 report sections as well as 8 items relating to more global aspects, using a scale from 1 (low) to 5 (high).

They were also asked to review a list of eight common criticisms of psychologists reports and select those that applied might apply.

TABLE 1
TEACHERS' PERCEPTIONS OF PSYCHOLOGISTS' REPORTS: QUESTIONNAIRE RESPONSES

	M	*SD*
II. Report Sections (Helpfulness 1 to 5 scale)		
1. Reason for Assessment	3.6	1.1
2. Social History	3.4	1.3
3. Classroom Observation	3.3	1.4[c]
4. Test Behavior	3.5	1.1[c]
5. Raw Test Scores	3.4	1.1
6. Intelligence Test Findings/Discussion	3.5	1.3[bc]
7. Achievement Test Findings/Discussion	3.5	1.3
8. Visual-motor Integration Findings/Discussion	3.5	1.2
9. Social-emotional Findings/Discussion	3.6	1.4
10. Summary	3.5	1.4[c]
11. Recommendations	3.5	1.4
III. Global Questions		
12. Description of child's special abilities/needs	3.3	.6
36% very well 55% well 9% somewhat 0% not well at all		
13. Ease of understanding report	3.7	.5[b]
67% easily understood 31% understandable 2% difficult to understand 0% very difficult to understand		
14. Psychologist's use of technical language/jargon	3.0	.1
0% excessive 2% overused 98% about right		
15. Accuracy of report based on your experience	3.4	.5[c]
44% very accurate 54% basically accurate 2% inaccurate 0% very inaccurate		
16. Addresses the presence of educational handicap	3.1	.8
27% very well 56% well 14% somewhat 4% not well at all		
17. *Relevance of report to your classroom work*	*3.1*	.7[c]
30% very relevant 51% relevant 19% somewhat 0% not at all		
18. Satisfaction with report	3.2	.6
31% very satisfied 60% satisfied 9% somewhat 0% not at all		
19. Quality of report compared to other reports	3.9	.7
10% very high 67% high 19% average 0% low 2% very low		
IV. Checklist of Concerns (Check all that are applicable to report you have just read)		
38% too few recommendations[a]	4% report too long	
0% misunderstands teacher's role	0% report too short	
9% impractical recommendations	6% too much use of test data	
13% findings too general	25% lack of concrete recommendations	

Note.—Presence of superscript letter indicates a statistically significant group difference ($p < .01$). Comparisons for Sections II and III used an independent samples t test ($df = 52$) and Section IV used χ_1^2 ($N = 54$).
[a]Reevaluations versus initial evaluations, [b]Regular education teachers versus special/remedial education teachers, and [c]Frequent and infrequent report readers.

APPENDIX H

"Summary of Characteristics of Reports" and "Summary of Ratings of Usefulness", taken from Ownby, Wallbrown and Brown (1982, p958-960)

Questions 1 to 45 cover the frequency with which certain features are covered in psychological reports they typically receive. Teachers had a choice of 1, definitely present; 2, usually present; 3, occasionally present; 4, usually not present; and 5, never present.

TABLE 1

SUMMARY OF CHARACTERISTICS FOR REPORTS

Item	Mean Rating	Frequency				
		Definitely	Usually	Occasionally	Not Usually	Never
Background Information						
1. Information directly from referral form	1.9	27	23	6	5	2
2. General description of referral problem	1.9	24	29	7	1	2
3. Medical data	2.9	7	20	14	18	4
4. Physical appearance	2.9	9	15	16	17	6
5. Student's family composition	2.8	9	21	15	11	7
6. Family relations	3.2	5	13	20	14	11
7. Previous evaluations	2.7	10	18	18	14	3
8. Prior classroom interventions	3.7	4	6	10	29	14
Referral Purpose						
9. Clear definition of purpose	2.3	16	21	18	4	3
10. List of referral questions	4.3	2	1	9	18	33
Students' Behavior						
11. Description of class behavior	2.9	9	17	20	8	9
12. Observation of class behavior	3.3	8	15	6	15	19
13. Behavior during testing	2.0	27	21	10	1	4
14. Description of home behavior	3.8	1	3	20	22	17
15. Playground behavior	4.0	0	3	16	23	21
16. Observations reported in behavior terms	3.0	4	23	15	14	7
17. Observations related to antecedent behaviors	4.1	2	2	11	22	25
18. Observations include inference about child's motivations	3.8	1	4	17	22	18
Test Data						
19. List of tests	1.5	42	15	4	1	1
20. Test data in tabular form	2.0	27	17	13	5	1
21. Test data in narrative form	2.3	21	17	15	5	5
22. Use of tests explained	3.5	5	9	8	29	12
23. Meaning of high and low scores is explained	3.5	3	11	12	26	11
24. IQ measure	1.5	43	11	6	2	1

(Continued on next page)

25. Achievement as grade equivalents	1.7	32	19	9	2	1
26. Achievement as percentiles or standard scores	2.6	13	15	21	9	4
27. Achievement levels from criterion-referenced testing	2.8	10	19	14	12	7
28. Visual perception testing	2.5	13	21	20	9	1
29. Auditory perception testing	2.8	6	24	16	13	4
30. Language development testing	2.7	12	18	14	14	5
31. Personality assessment	3.2	6	16	13	18	10
Integrative Section						
32. Test results are easily understandable to teachers	2.3	16	27	11	3	6
33. Test results are reported in technical terms	3.2	3	10	28	13	9
34. General description of child's abilities and behavior and their relations to problems	2.6	12	17	22	10	2
35. General conclusions about causes of child's behavior useful in understanding the child	2.7	10	17	19	14	3
36. Answers to specific questions	3.1	3	15	22	19	4
Recommendations						
37. Recommendations relate to referral question	2.5	10	23	19	8	3
38. Recommendations are general	2.4	15	26	9	9	4
39. Recommendations are specific	3.5	4	7	17	26	9
40. Recommendations include suggestions about child's behavior	3.1	3	17	21	16	6
Related Issues						
41. Explanation of progress to be expected	4.0	1	4	11	27	20
42. Statement of test results validity	3.5	3	13	13	20	14
43. Recommendations about eligibility for special education	1.9	28	22	8	4	1
44. Diagnosis made	2.0	22	24	13	1	3
45. Date for reevaluation	2.9	14	12	15	8	14

(Appendix H Continued)

Questions 46 to 51 provided for global judgments about the usefulness of psychological reports using the following response categories: 1, essential; 2, very important; 3, somewhat important; 4, not very important; and 5, no value.

TABLE 2

SUMMARY OF RATINGS OF USEFULNESS

Item	Mean Rating	Frequency				
		Essential	Very Important	Somewhat Important	Not Very Important	No Value
46. Describing child compared to teacher's experience	2.7	5	18	27	6	2
47. Helping to understand the child	2.7	6	16	28	6	2
48. Knowing what to expect from the child	2.8	4	17	25	10	2
49. Helping to develop broad approaches in working with the child	2.9	1	17	28	9	3
50. Helping to develop specific instructional	3.1	2	14	25	13	4
51. Helping to deal with classroom behavior	3.5	2	6	19	21	8

Author Farre B A
Name of thesis Perceived Usefulness Of Psychoeducational Assessment Reports To Teachers

PUBLISHER:
University of the Witwatersrand, Johannesburg
©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.