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I am submitting herewith a dissertation written by Robin M. Carper entitled "Scholarly Productivity, Publication Outlets and Article Themes of Faculty in APA-Accredited School Psychology Programs: 1995-1999." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

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Scholarly Productivity, Publication Outlets and Article Themes of Faculty in APA-Accredited School Psychology Programs: 1995-1999

A Dissertation presented for

the Doctor of Philosophy Degree

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Robin M. Carper

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Dedication

This dissertation is dedicated to my parents

Connie Hansel

and

Ronald A. Skrutski

whose constant love, support, and encouragement

helped me reach and achieve my goals

And to my husband,

Brian,

thank you for your encouragement,

patience, and understanding,

but most of all,

thanks for your love

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I also would like to thank my family and friends for their support during these many years. A special thanks to my parents who have instilled in me the drive to achieve and belief that I can accomplish anything.

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Abstract

This study examined the scholarly productivity of faculty in school psychology programs accredited by the American Psychological Association (APA) from 1995-1999. In addition, the author identified the major journals in which faculty published their work and the article themes for the most productive programs. Faculty members' productivity ratings were based on journal article abstracts identified in the PsycINFO database. Productivity ratings were computed primarily via an authorship credit formula in which first authors receive the greatest amount of credit and succeeding authors earn decreasing amounts of credit for publications. However, the actual number of publications also was computed for comparison with the authorship credit ratings.

The analysis of the principal journal outlets for school psychology faculty profiled the primary journals in which school psychology faculty published their work. Data were divided into two journal sets: primary and secondary. The primary set included only the major school psychology journals and the secondary set included journals outside of the major school psychology journals.

An analysis of the themes of school psychology faculty article abstracts also was conducted for the ten programs having the highest productivity ratings during the 1995-1999 time period. The articles were categorized by article titles and available abstracts. The schema used to evaluate the article themes targeted four broad themes: assessment, consultation, intervention, and professional issue.

The results indicated that the most productive school psychology programs were essentially the same whether measured by authorship credit or number of publications. Texas A&M University, Lehigh University, and Louisiana State University (LSU) were

the three most productive programs, respectively. Also, school psychology faculties published more frequently per journal within school psychology journals than in non-school psychology journals. Nonetheless, significant contributions were made to non-school psychology journals. The major publication outlets outside of traditional school psychology journals included journals focusing on behavior, assessment, education, neuropsychology, special education, psychiatry, and clinical child psychology.

The most prominent theme of articles published by top ten school psychology faculties from 1995-1999 was professional issues. The articles on professional issues most frequently were descriptive studies. Intervention articles surpassed assessment articles in total number of publications, whereas consultation articles were least emphasized overall.

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Chapter 1

Background for the Research

Professional contributions and scholarship of university faculty have long been chronicled throughout higher education (Cox & Catt, 1977; Endler, Rushton, & Roediger, 1978; Gordon & Purvis, 1991; Little, 1997; Muffo, Mead, & Bayer, 1987; Smith, Roche, & Snizek, 1980). Various approaches have been employed to assess the productivity and scholarly activity of university faculty and departments. The frequency of publications is most notably used to represent productivity. Smith et al. (1980) noted that "professional productivity, normally defined in terms of one's publication record, has become a necessary condition for both individual researchers and departments to achieve recognition" (p. 344). Publication records of faculty in school psychology programs have been used to identify the most exemplary programs in terms of research (Webster, Hall, & Bolen, 1993).

In addition to frequency of publications, another measure of faculty productivity has been computation of authorship credit (Howard, Cole, & Maxwell, 1987). This formula assigns greatest credit to first authors and decreasing amounts of credit to remaining authors. This type of productivity rating provides an alternate way to define institutional productivity and was utilized in this study.

School Psychology's Publication Literature

Research studies on school psychology articles have traditionally selected a handful of premier journals in the field and evaluated them cover-to-cover to note authorship, university, topic, or productivity (Clark & Reynolds, 1981; Cox & Catt, 1977;

Little, 1997; O'Callaghan, 1974; Skinner, Robinson, Brown, & Cates, 1999; Webster et al., 1993). A review of the literature is presented in terms of productivity, publication outlets, and publication trends/topics.

Productivity and publication outlets have been examined concurrently in much of the related research. Most often, researchers examined productivity based on pre-selected journals. Therefore, publication outlets were pre-determined. Past research regarding scholarly productivity also has included a variety of definitions and methods. Cox and Catt (1977) analyzed productivity ratings of graduate programs based on publications in thirteen APA journals. These APA journals were examined cover-to-cover to determine the frequency of articles contributed by each college and university from the time period 1970-1975. Credit was assigned proportionately in cases of multiple authorship. Additionally, the average number of publications per faculty member was calculated based on the total number of publications and size of faculty from each program or university. Results were reported for the leading contributors to all thirteen APA journals, leading contributors to each of the thirteen journals, and leading contributors to the thirteen APA journals in terms of average number of publications per faculty member. Results were compared to past reputational rankings of programs/universities, which revealed that productivity ratings yielded significantly different results. In fact, the authors reported that productivity ratings were more objective measures of scholastic productivity than were reputational rankings.

Howard et al. (1987) expanded the research findings from Cox and Catt (1977) by examining research productivity in the thirteen journals of APA from the time period 1976-1985. Estimates of productivity were based on productivity ratings from an entire

institution, not just the psychology department. Credit was assigned proportionately based on an authorship credit formula. Results were reported for overall productivity, which was defined as the sum of productivity for all thirteen journals per school. Results correlated highly with Cox and Catt's research, as well as with other scholarly productivity articles. Additionally, results from the Howard et al. (1987) study correlated highly with reputational rankings, which differed from Cox and Catt's (1977) low correlations with reputational rankings.

Publication productivity also was examined by Webster et al. (1993) in three school psychology journals, *Journal of School Psychology, Psychology in the Schools,* and *School Psychology Review,* plus two additional journals (*Professional School Psychology* and *Journal of Psychoeducational Assessment)* for the time period 1985-1991. Productivity was defined as the frequency of publications per institution and authorship credit. The top 50 institutions were listed. Results indicated that the most frequent contributors to the school psychology literature were the University of Nebraska, LSU, Texas A&M University, University of Texas, and Memphis State University.

Little (1997) investigated the top contributors to the school psychology literature from 1987-1995. The journals evaluated included the *Journal of School Psychology, School Psychology International, School Psychology Review, School Psychology Quarterly, Journal of Psychoeducational Assessment,* and *Psychology in the Schools.* Individuals contributing most often to the major school psychology journals, the universities the top contributors graduated from, and the publication patterns of specific graduates were examined. Results revealed that E. Scott Huebner was the most

productive author and graduates from the University of Georgia made the greatest contributions to the literature.

Other research studies have used the Social Science Citation Index (SCCI) to investigate publication and citation records of school psychology faculty as a measure of productivity (Endler et al., 1978; Gordon & Purvis, 1991; Muffo et al., 1987; Smith et al., 1980). Endler et al. (1978) indicated that "the Science Citation Index (SCI) and the more recently established Social Science Citation Index (SSCI) serve as a valuable data base for the relatively objective assessment of the productivity and scholarly impact of psychology departments and psychologists" (p. 1065). Endler et al. used the SSCI to count citations and publications of faculty members of psychology departments from 180 universities. The sample included universities from Canada, the United Kingdom, and the United States for the year 1975. Results were reported for the top 100 departments in terms of total, mean, and median citations, whereas total and mean were computed for publications. Results revealed a high positive correlation between institutions of high productivity and those of high impact. The citation results also correlated highly with past reputational rankings. Endler et. al reported that one possible explanation for this finding is that when individuals were asked to complete reputational surveys, they often thought of the most visible faculty members from particular programs.

Publication trends in school psychology were analyzed as far back as the 1960s by O'Callaghan (1974). She classified articles into one of 16 topic areas in three school psychology journals (*Journal of School Psychology, Psychology in the Schools,* and *The School Psychology Digest*) from 1963-1973. Two additional journals, *American Psychologist* and *Professional Psychology,* also were included in the classification

procedure. The most prominent topic area was Instrument Development and Evaluation, which was defined as, "Testing and other diagnostic instruments and models, with particular emphasis on validation studies" (p. 270).

Clark and Reynolds (1981) expanded on the research findings of O'Callaghan (1974) and reviewed articles from three journals, *Journal of School Psychology, Psychology in the Schools,* and *School Psychology Digest/Review.* Two additional journals, *Professional Psychology* and *American Psychologist*, were included and reviewed specifically for school psychology articles. All articles were analyzed for the 1974-1980 time period. The same 16 topic areas developed by O'Callaghan also were used in Clark and Reynolds' (1981) study. Results were consistent with O'Callaghan's (1974) findings in which Instrument Development and Validation was the most frequent area of publication. Assessment and Referral also was a highly published topic.

In addition to publication topics, other publication trends have been examined. For example, Robinson, Skinner, and Brown (1998) investigated the types of articles (e.g., empirical or expository), topics, and research designs published in articles from three journals (*Journal of School Psychology, School Psychology Review,* and *School Psychology Quarterly*) from 1985-1994. The findings revealed that the majority of topics related to professional issues and student assessment. Additionally, empirical studies and intervention articles were reported to be on the rise.

The relationship between gender and publication patterns was analyzed by Little, Akin-Little, Goldman, and Levine (2000). These researchers reviewed four school psychology journals, *School Psychology Review, Psychology in the Schools, Journal of School Psychology, School Psychology Quarterly,* and *Journal of Psychoeducational*

Assessment from 1989-1998 and noted the gender of authors. Results suggested that men published at a higher rate than women. Similarly, Skinner et al. (1999) examined the gender publication patterns in three journals, *School Psychology Review, Journal of School Psychology,* and *School Psychology Quarterly*, from 1985-1994. Results indicated that men were usually first and second authors, but women demonstrated an increasing trend toward senior authorship. An analysis of article types and gender revealed that although men were more likely to be senior authors of empirical and expository articles overall, an increasing proportion of women were publishing empirical studies but not expository studies.

Statement of the Problem

It has been at least five years since any examination of productivity and scholarly impact in school psychology has been published (Little, 1997; Webster et al., 1993). O'Callaghan (1974) and Clark and Reynolds (1981) have noted that publication trends in school psychology serve as an indication of the direction of the discipline: "It is assumed the report of current research within a discipline is an accurate reflection of the professional pulse" (Clark & Reynolds, p. 2). These researchers focused on the content of the literature according to academic categories rather than the contributors' productivity, scholarly impact, and university affiliation. The Webster et al. (1993) study was the first to focus on institutional affiliation of authors publishing in the top school psychology journals. Little (1997) expanded on the Webster et al. (1993) study and examined:

> ...who has been publishing in the major school psychology journals, the

universities where they received their graduate training, and the categories of publications of graduates of selected universities as one measure of the quality of graduate education in school psychology. (p. 15)

A common characteristic of these studies is that the evaluation of the school psychology literature was limited to major school psychology journals. An evaluation of other publication outlets of school psychology programs has not been extensively examined.

Furthermore, previous research has not evaluated the scholarly achievement of school psychology faculty via the PsycINFO database. Although researchers (Hanish et al., 1995) in the field of counseling psychology have used the PsycLit database and Social Science Citation Index to investigate publication and citation frequencies, school psychology publications have not been analyzed in this way. Previous research on publication productivity has been limited exclusively to school psychology journals, with the exception of including one or two journals outside the discipline. Therefore, past researchers have not initiated a comprehensive evaluation of major publication outlets of school psychology program faculties. In fact, the present study is the first to include article publications indexed by PsycINFO to represent the scholarly productivity of school psychology program faculties.

Additionally, past researchers have not focused exclusively on APA-accredited institutions and faculty. Although Little's (1997) research generated data on predominantly APA institutions and faculty, the present study provides a definitive representation of the scholarly culture of APA-accredited school psychology programs. Determining the productivity of APA-accredited school psychology programs is important because these programs serve as the training institutions for future school

psychologists and researchers. Programs accredited by APA represent an exemplary doctoral-level peer group for judging faculty scholarship. The present study continues the research tradition of examining productivity, university affiliation, and content trends in school psychology, while focusing exclusively on APA-accredited programs.

The importance of examining only APA-accredited faculty is rooted in the tendency for institutions with similar missions and standards to compare themselves to one another (Muffo et al., 1987). The institutional output of APA-accredited program faculty is one measure of a quality graduate program. Teeter and Brinkman (as cited in Muffo et al.) identified four types of *peer institutions,* two of which include universities that compete for students, faculty, or financial resources and have similar mission statements. APA-accredited programs can be considered a peer group according to the Teeter and Brinkman classification. Because school psychology programs accredited by APA are mandated by the same standards for doctoral training, this study examined institutional output in terms of scholarly productivity, publication outlets, and article themes.

Purpose of the Study

The publication records of faculty serve as objective measures of scholarship and contribute to a graduate program's reputation. Through their research productivity, faculty members in higher education serve as models for student research. Without appropriate research models for school psychologists in training, future research standards are jeopardized. Therefore, information regarding program productivity, major article publication outlets, as well as article themes, is especially important in capturing the essence of the school psychology scholarly culture.

Thus, the purpose of this study was to investigate APA-accredited school psychology programs in terms of scholarly productivity, publication outlets, and article themes of the faculty for the period 1995-1999. Scholarly productivity and publication outlets were evaluated for all currently accredited programs, whereas article themes were only evaluated for the top ten productive programs. It has been at least five years since research on the scholarly productivity of school psychology faculty has been evaluated. The new millennium provided an appropriate milestone to investigate the scholarly contributions of school psychology faculty. As Sheridan and Gutkin (2000) have indicated, "Entrée into a new millennium underscores the passage of time and, and in its own way, obliges us to engage in a process of professional introspection and self-examination" (p. 485).

This study assessed the scholarly productivity of current faculty members of APA-accredited programs in school psychology rather than faculty who may have been at particular programs in the past. For example, at university X in the year 2000, the current school psychology faculty was evaluated in terms of article publications for the time period 1995-1999. While university faculty affiliation may be transitory, the scholarly history and contributions of faculty remain intact. In addition to reporting scholarly productivity, an analysis of the publication outlets of school psychology faculties was conducted. Furthermore, article themes were evaluated for the most productive programs for the same time period. The results indicate the most recent level of scholarship achieved by core school psychology faculty at university X, information which should be helpful to potential graduate students, faculty, and practitioners in evaluating the program.

The study addressed three major questions: (a) What APA-accredited school psychology programs have the highest faculty productivity ratings for the time period of 1995-1999? (b) What are the major publication outlets for core faculty of APA-accredited school psychology programs from 1995-1999? (c) What are the principal themes of article publications of the program faculty from the most productive programs from the time period 1995-1999?

In addressing the first broad question (What APA-accredited school psychology programs have the highest productivity ratings for the time period of 1995-1999?), the author answered the following specific questions:

- What is the ranking of all school psychology programs for the time period 1995-1999 in terms of total faculty productivity ratings? What is the average productivity rating per faculty member for each school psychology program based on total number of faculty?
- What is the ranking of all school psychology programs for the time period 1995-1999 in terms of the frequency of publications? What is the average number of article publications per faculty member for each school psychology program?
- What are the top ten APA-accredited programs in terms of total faculty productivity compared to the top ten APA-accredited programs in terms of total number of publications for the time period 1995-1999?

In addressing the second question (What are the major publication outlets for core faculty of APA-accredited school psychology programs?), the author focused on the following specific questions:

- What are the principal school psychology journals in which faculty in APA-accredited school psychology programs published their work for 1995-1999?
- What are the principal journals outside of school psychology journals in which faculty in APA-accredited school psychology programs published their work for 1995-1999?
- Which school psychology program faculties publish most frequently in school psychology journals?
- Which school psychology program faculties publish most frequently outside of major school psychology journals?

In addressing the third question (What are the principal themes of article publications of the program faculty from the most productive programs for the time period 1995-1999?), the author answered the following specific questions:

- What are the most prevalent article themes of the most productive (top ten) APA-accredited programs for 1995-1999?
- In addition to article themes, what are the subcategories of the article themes reflected in school psychology faculty publications?

The results of the present study are compared to past research rankings (Little, 1997; *U.S. News and World Report,* 1995; Webster et al., 1993) of the top school psychology programs in terms of productivity and reputation. Evaluations of graduate programs have been grounded in such highly publicized rankings as *U.S. News and World Report* rankings of the best graduate programs in the United States. Rankings

from *U.S. News and World Report* (2001) typically include subjective measures of reputation based on questionnaires. The information collected by highly publicized rankings invariably influence the decisions of potential graduate students and faculty. As a result, the goal of this study was to utilize objective measures of scholarly productivity, publication outlets, and article themes to assist in the evaluations of APA-accredited programs.

As the number of school psychology programs increase, competition for potential graduate students and faculty increases. Information regarding institutional productivity, publication outlets, and article themes provide potential students, faculty, and practitioners with valuable knowledge as school psychology training programs enter the new millennium. As Sheridan and Gutkin wrote, "As we enter a new millennium, school psychology as a discipline has a distinctive opportunity to reflect upon its past..." (2000, p. 499).

Chapter 2

Method

Sample

The sample included school psychology programs accredited by APA as of September 1, 2000. Determination of APA accreditation status was based on the APA website of accredited programs in addition to a follow-up phone call to APA for a list of currently accredited school psychology programs. Fifty-two institutions met this criterion. A total of fifty-three programs were evaluated inasmuch as New York University has both a Ph.D. and Psy.D. program. However, the same faculty members were reported for each program at New York University. Each accredited program's internet website was accessed to retrieve the current faculty roster as of September 1, 2000.

A standard electronic message (Appendix A) was then sent to department/program heads at each university to verify the school psychology core faculty. Part-time, adjunct, and emeritus faculty members were excluded from the sample. Core school psychology faculty were defined as devoting 50% or more of their time to the school psychology program and adhering to the following APA guidelines from the Committee on Accreditation (2000) for a core faculty member:

> (a) Function as an integral part of the academic unit of which the program is an element; (b) Are sufficient in number for their academic and professional responsibilities; (c) Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives; (d) Demonstrate substantial competence and have recognized credentials in those areas which are

at the core of the program's objectives and goals; and (e) Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession. (p. 10)

Combined programs, such as *School Counseling and School Psychology* or *Community, Counseling, and School Psychology,* also were subjected to the core faculty definition and APA guidelines. Once all faculty were identified and verified per institution, the procedures used to collect publications per faculty member were initiated. Fifty-two of the fifty-three program faculties were verified by the department/program heads from each program.

Procedures

The procedures utilized in the current study are described in the order of the research questions: assessment of scholarly productivity by program, determination of major publication outlets within school psychology and non-school psychology journals, and classification of article themes. The intent was to provide a comparison of scholarly productivity among programs and a synthesis of publications patterns across programs.

Scholarly productivity. The principal resource used for collection of data was the PsycINFO database maintained by APA. "PsycINFO is an abstract (not full-text) database of psychological literature from 1887-present" (American Psychological Association, 2002, p.1 www.apa.org/psychinfo/about/ covlist.html). According to APA, there are approximately 1,760 journals on the PsycINFO coverage list.

The procedure used to gather publications included typing a faculty member's name (first and last name) into the name field. The names of most faculty members retrieved from each program's website and verified through email from the

department/program head included a middle initial. Therefore, in the retrieval of a faculty member's article abstracts, his/her full name was entered with and without an initial because some individuals did not consistently publish with middle initials. The PsycINFO database retrieved all article abstracts authored by the entered names.

Some names posed minor difficulties in obtaining correct publication data. For example, most individuals with similar names could be differentiated by their middle initial and university affiliation (which was always listed according to the first author's affiliation). However, some individuals without a middle initial or with a common name required the perusal of the abstract's content to determine if the content of the abstract was a topic that might be published by a school psychology faculty member. This perusal of abstract content required judgment calls to be made as to whether or not the article should be credited to the faculty member in question. The process of determining credit involved an examination of the abstract topic (whether the topic related to school psychology, psychology, or education), journal source (whether the journal related to education or psychology journals), and co-authors (whether they also were identified with school psychology).

The only authors and articles that required judgments to be made were names that did not generate exact hits in the PsycINFO database. In most cases, names that generated exact hits did not require judgment calls. When hits were not generated, full names and shortened names were entered (e.g., Jeffrey Laurent and Jeff Laurent). Maiden and married names were entered separately and combined for those faculty members who experienced observable name changes. Approximately 17% of the sample of faculty members required some judgment calls to be made. This percent may be a

slight inflation of judgment calls, as the percent reflects all cases where author identity was double-checked even when that process resulted in a confident decision. For instance, some names included the wrong middle initial even though the article abstract was clearly a school psychology topic or journal. A possible reason for the wrong initial may be errors in the PsycINFO database or errors in submissions to journals.

Limitation options were available for most variables, including year selection, journal selection, and document types. Clicking the mouse or typing into the appropriate field allowed limitations to be selected. For the present study, the journal article limitation, year selection (1995-1999), and language (English) options were used. This procedure was repeated for each faculty member within the APA-accredited program at each university. Articles that reflected specific comments, rebuttals, obituaries, errata, and test reviews were not included in this analysis. Articles included in the present study primarily were empirical studies and analyses of professional issues within the literature. The principal method of determining the types of articles included and excluded in the study involved the use of the PsycINFO "publication type" classification. For example, each abstract in the PsycINFO database had an entry entitled "publication type," which indicated whether the article was a comment, rebuttal, or empirical study.

Scholarly productivity was primarily defined in terms of authorship credit, which weighted both order and number of authors per article. Each faculty member's order of authorship of his/her journal articles from 1995-1999 were calculated by using the following formula from Howard et al. (1987):

$$\text{credit} = (1.5^{n-i}) / (\sum 1.5^{i-1}),$$

where n is the total number of authors and i is the particular author's ordinal position. Authors listed first are given the most credit. Subsequent authors receive decreasing amounts of credit. For example, first authorship in a co-authored article was given .60 credit, while second authorship was given .40 credit. First authorship in an article with three authors was given .47 credit, second authorship .32 credit, and third authorship .21 credit. The combined authorship credit for each article always totaled 1.00. Each APA-accredited school psychology program was assigned an authorship credit score by summing each faculty member's authorship credit. A ranking of programs was based on productivity defined as authorship credit. When articles were co-authored or multi-authored, each faculty member was given appropriate authorship credit.

For comparison data, a frequency count of article publications of faculty members at APA-accredited school psychology programs was conducted. The procedures used to gather this information included totaling each faculty member's articles from 1995-1999 and summing them with other faculty members' totals within each program. The only exception was co-authored or multi-authored articles within the same program. In that case, the co-authored or multi-authored article was counted only once for the program. However, if faculty members in different programs jointly authored articles, each program was credited with one article per publication.

Publication outlets. The present study divided the journals into two sets: primary and secondary. The primary set included only the major school psychology journals: *School Psychology Quarterly, School Psychology Review, Journal of School Psychology, School Psychology International,* and *Psychology in the Schools.* These journals have been identified as the most representative journals of the profession (Clark & Reynolds,

1981; O'Callaghan, 1974; Little, 1997; Webster et al., 1993) and have maintained high impact factors for the past five years (Institute for Scientific Information,1999).[1] The secondary set included journals outside of the primary set of school psychology journals. The secondary set of journals included article publications in any of the 1,755 remaining journals indexed by PsychINFO.

Number of publications in the primary and secondary journal sets in which faculty published their work from 1995-1999 was determined in a clerical classification. Total publications authored by faculty in APA-accredited school psychology programs were computed in order to determine major publication outlets. For example, each faculty member's name was entered into the PsycINFO database and his/her published journal articles from 1995-1999 were then identified. Each faculty member's number of article publications was individually totaled and summed, excluding co-authored articles within each program faculty. For instance, if two or more faculty member's from the same program jointly authored an article, the program was only given credit for one article. Once total publications were determined, the publication outlets (journal names) were documented for each faculty member. Publication outlets were then totaled within and across programs to determine the principal school psychology and non-school psychology journals published in during the time period 1995-1999. This procedure was used to calculate publication outlets.

[1] An impact factor is the average number of times recent articles in a specific journal are cited in a year. For the Journal Citation Reports (JCR) published by the Institute for Scientific Information (ISI), recent articles refer to articles published in the two years prior to the cover year indicated by JCR. For example, an impact factor of 1.0 in 1999 reveals that each article published in the journal for the past two years was cited an average of one time in 1999.

Article themes. Because high productivity ratings of programs can be an indication of the most cutting-edge research in the discipline, article themes of the top ten programs for 1995-1999 were analyzed. The analysis of the principal themes of articles published was based on an adaptation of Little's (1997) coding system (see Appendix B). The article themes were classified according to article titles and abstracts.

Research article abstracts of each faculty member from the top ten most productive programs were classified in one of four broad themes: assessment, consultation, intervention, and professional issue. Additionally, subcategories of the four broad themes were analyzed. Only article abstracts from the top ten programs for the time period 1995-1999 were classified by themes. Categorization was based upon the article title and available abstract in the PsycINFO database. Reliability of the categorization procedure was tested by having another school psychology Ph.D. candidate classify a random sample of article abstracts including approximately 20% of the entire set of article abstracts. Inter-rater reliability between the primary and secondary raters proved to be 83% for the major themes and 65% for the subcategories.

Limitations of the Data Collection

A small number of limitations must be noted. First, program ranking could result from the publications of one or two faculty members who published frequently and were regularly listed as first or second authors. Additionally, authors were sometimes listed in alphabetical order or in ways that may not reflect level of contribution to the study (such as older or younger faculty may have routinely been listed first).

A second limitation involves the September 1, 2000 deadline for the faculty roster and APA-accreditation. If faculty members transferred after 9/1/00, program rankings

reported in this study would have been affected by that transfer. Additionally, programs accredited after September 1, 2000 were not included in the current evaluation of scholarly productivity of school psychology doctoral program faculty.

Third, some judgment was used in author identification and awarding authorship credit to faculty members who had names that did not generate exact hits when entered with and without middle initials. Therefore, credit may have been assigned to authors who did not write particular articles or credit may have been withheld when authors did in fact write specific articles.

Fourth, the classification of article themes was limited to the available article titles and abstracts. Full-text articles cannot be accessed via PsycINFO; however, future technological advances have been proposed regarding full-text availability.

Finally, published journal articles of APA-accredited school psychology faculty are not the only measures of scholarly excellence. Textbooks, chapters in textbooks, ERIC publications, and conference presentations are among other indices of scholarly productivity. Furthermore, productivity defined according to the authorship credit formula is not the only way to define productivity. Other productivity measures include frequency of publications, reputational rankings, and number of graduates from a particular program.

Chapter 3

Results

The results of this study are presented in the order of the research questions. Therefore, specific findings are discussed in the following sequence: (1) program scholarship rankings, (2) publication outlets of school psychology program faculties, and (3) article themes of the top ten most productive school psychology program faculties.

Program Scholarship Rankings

The first broad question pertained to the scholarly productivity of school psychology faculties for 1995-1999. Productivity ratings were achieved by application of the authorship credit formula in which first authors receive the most credit and subsequent authors receive decreasing amounts of credit. The formula was applied to each faculty member's published article abstracts listed in the PsycINFO database for 1995-1999. As shown in Table 1, all fifty-three school psychology programs were ranked according to authorship credit totals from 1995-1999. The ten most productive programs in descending order were: Texas A&M University (24.96), Lehigh University (19.01), LSU (18.46), McGill University (17.87), University of Wisconsin-Madison (17.60), University of South Carolina (16.19), University of Flordia (15.89), University of Nebraska-Lincoln (15.30), University of Washington (14.92), and Syracuse University (12.26).

In addition to the total productivity ratings, average productivity per faculty member was calculated by dividing total authorship credit by the total number of faculty at each program. The most productive programs in terms of average productivity

Table 1. Ranking of School Psychology Programs in Terms of Authorship Productivity Ratings from 1995-1999 in All Journals (primary and secondary)

Rank	School Psychology Program	Productivity Rating	Faculty Size	Average Productivity Per Faculty [a]	Productivity Range
1	Texas A&M University	24.96	8	3.12 (9)	0.17-9.90
2	Lehigh University	19.01	4	4.75 (2)	0.60-9.00
3	Louisiana State University	18.46	4	4.62 (3)	3.61-5.28
4	McGill University	17.87	7	2.55 (13)	0.00-5.50
5	University of Wisconsin-Madison	17.60	5	3.52 (7)	0.40-7.05
6	University of South Carolina	16.19	10	1.62 (22)	0.00-6.50
7	University of Florida	15.89	5	3.18 (8)	0.98-8.27
8	University of Nebraska-Lincoln	15.30	5	3.06 (10)	0.00-5.80
9	University of Washington	14.92	3	4.97 (1)	3.00-8.32
10	Syracuse University	12.26	3	4.09 (4)	2.59-5.57
11	University of Iowa	12.12	4	3.03 (11)	0.00-11.09
12	Illinois State University	11.59	8	1.45 (28)	0.39-3.22
13	Ball State University	11.47	6	1.91 (19)	0.18-5.36
14	University of Tennessee-Knoxville	10.91	3	3.64 (5)	1.52-7.08
15	University of Missouri-Columbia	10.60	3	3.53 (6)	1.59-6.00
16	University of Texas-Austin	10.32	6	1.72 (20)	1.42-2.18
17	Penn State University	9.54	4	2.39 (14)	0.08-5.83
18	University of Massachusetts	8.72	4	2.18 (17)	0.32-5.27
19	University of Cincinnati	8.45	5	1.69 (21)	0.48-4.00
20	Pace University	8.36	12	0.70 (43)	0.00-2.28
21	University of Georgia	8.20	4	2.05 (18)	0.00-5.23
22	Mississippi State University	8.04	3	2.68 (12)	0.00-6.70
23	New York University	7.79	5	1.56 (24)	0.00-3.27
23	New York University	7.79	5	1.56 (24)	0.00-3.27
25	University of Maryland	7.00	3	2.33 (15)	1.68-3.32
26	University of South Florida	6.66	6	1.11 (32)	0.32-3.41
27	Michigan State University	6.60	3	2.20 (16)	0.32-5.47

Table 1. Continued.

Rank	School Psychology Program	Productivity Rating	Faculty Size	Average Productivity Per Faculty [a]	Productivity Range
28	University of Minnesota	6.16	4	1.54 (26)	1.41-1.70
29	Fordham University	5.94	6	0.99 (36)	0.00-3.37
30	North Carolina State University	5.87	4	1.47 (27)	0.75-2.28
31	Georgia State University	5.77	6	0.96 (37)	0.00-2.48
32	University of Southern Mississippi	5.72	5	1.14 (30)	0.21-2.25
33	Rutgers University	5.41	5	1.08 (34)	0.00-3.60
34	University of Oregon	5.09	4	1.27 (29)	0.00-2.73
35	Kent State University	4.86	3	1.62 (22)	1.28-2.26
36	University of North Carolina	4.17	5	0.83 (41)	0.36-1.73
37	Temple University	4.16	6	0.69 (44)	0.00-3.07
38	University of Northern Colorado	4.03	5	0.81 (42)	0.00-1.53
39	University at Albany	4.01	4	1.00 (35)	0.00-2.13
40	Yeshiva University	3.94	8	0.49 (49)	0.00-2.62
41	Arizona State University	3.92	6	0.65 (45)	0.00-1.60
42	University of Wisconsin-Milwaukee	3.61	4	0.90 (39)	0.00-1.79
43	University of Kentucky	3.43	3	1.14 (30)	0.12-1.71
44	University of Rhode Island	2.89	6	0.48 (50)	0.00-1.06
45	University of Arizona	2.81	3	0.94 (38)	0.00-2.81
46	University of Utah	2.77	5	0.55 (48)	0.00-1.91
47	University of California-Berkeley	2.65	3	0.88 (40)	0.00-1.40
48	Tulane University	2.39	4	0.60 (46)	0.00-2.11
49	Oklahoma State University	2.22	2	1.11 (32)	0.32-1.90
50	Indiana University	1.80	4	0.45 (52)	0.00-0.64
51	Indiana State University	1.38	3	0.46 (51)	0.00-1.38
52	University of Kansas	1.19	2	0.60 (46)	0.00-1.19
53	Teachers College-Columbia University	1.00	3	0.33 (53)	0.00-0.60

[a] ( ) indicates ranking based on average productivity per faculty member.

per faculty member were the University of Washington, Lehigh University, LSU, Syracuse University, and The University of Tennessee-Knoxville. These five programs have small faculties but generated the most productivity per faculty member. For example, the University of Washington, Syracuse University, and The University of Tennessee-Knoxville all have three faculty members and achieved 4.97, 4.09, 3.64 average productivity ratings per faculty member, respectively. Lehigh University and LSU both have 4 faculty members and generated 4.75 and 4.62 average productivity ratings per faculty member.

The range of productivity ratings within school psychology programs is presented in terms of the lowest and highest productivity ratings across faculty members within each program (refer to Table 1). The school psychology program faculties with the smallest ranges across faculty members were LSU and Syracuse University. LSU had the smallest range of all programs (3.61-5.28), with a faculty of four. Syracuse University's range was second lowest (2.59-5.57), with a faculty of three. The largest range was reported for Texas A&M University (0.17-9.90), the number one ranked program, with a faculty of eight.

In addition to ranking programs based on productivity ratings, programs were also ranked according to the absolute number of articles published from 1995-1999 (see Table 2). The number of articles was calculated by adding each individual faculty member's articles together except for jointly authored articles within the same program. Therefore, if an article was written was by two or more faculty members from the same program, the article was only counted once towards the total articles generated by the program from 1995-1999. However, if an article was co-authored across programs, it was counted

Table 2. Ranking of School Psychology Programs in Terms of Frequency of Publications from 1995-1999 in All Journals (primary and secondary)

Rank	School Psychology Program	Total Publications	Faculty Size	Average Publications Per Faculty Member [a]
1	Texas A&M University	54	8	6.75 (8)
2	Lehigh University	48	4	12.00 (1)
3	Louisiana State University	41	4	10.25 (4)
4	University of Florida	40	5	8.00 (6)
4	McGill University	40	7	5.71 (15)
4	University of South Carolina	40	10	4.00 (21)
7	Ball State University	37	6	6.17 (12)
8	University of Wisconsin-Madison	34	5	6.80 (7)
9	University of Washington	32	3	10.67 (2)
10	University of Tennessee-Knoxville	31	3	10.33 (3)
10	University of Nebraska-Lincoln	31	5	6.20 (11)
12	Syracuse University	30	3	10.00 (5)
13	Illinois State University	29	8	3.63 (25)
14	University of Texas at Austin	28	6	4.67 (18)
15	University of Georgia	27	4	6.75 (8)
16	University of Iowa	23	4	5.75 (14)
17	Pennsylvania State University	21	4	5.25 (17)
17	University of Cincinnati	21	5	4.20 (20)
19	Pace University	20	12	1.67 (42)
20	Mississippi State University	19	3	6.33 (10)
21	University of Missouri-Columbia	18	3	6.00 (13)
22	University of Massachusetts	17	4	4.25 (19)
23	Kent State University	16	3	5.33 (16)
23	University of Minnesota	16	4	4.00 (21)
23	New York University	16	5	3.20 (27)
23	New York University	16	5	3.20 (27)
27	Georgia State University	15	6	2.50 (32)

Table 2. Continued.

Rank	School Psychology Program	Total Publications	Faculty Size	Average Publications Per Faculty Member [a]
28	North Carolina State University	14	4	3.50 (26)
29	University of North Carolina	13	5	2.60 (30)
29	University of Southern Mississippi	13	5	2.60 (30)
29	Fordham University	13	6	2.17 (38)
29	University of South Florida	13	6	2.17 (38)
33	Michigan State University	12	3	4.00 (21)
33	Arizona State University	12	6	2.00 (40)
35	University of Maryland	11	3	3.67 (24)
35	University at Albany	11	4	2.75 (29)
35	University of Northern Colorado	11	5	2.20 (37)
38	University of Oregon	10	4	2.50 (32)
38	Rutgers	10	5	2.00 (40)
38	University of Rhode Island	10	6	1.67 (42)
38	Temple University	10	6	1.67 (42)
42	University of Wisconsin-Milwaukee	9	4	2.25 (36)
43	University of Utah	8	5	1.60 (47)
44	University of Kentucky	7	3	2.33 (35)
45	Yeshiva University	6	8	0.75 (51)
46	Oklahoma State University	5	2	2.50 (32)
46	University of Arizona	5	3	1.67 (42)
46	University of California-Berkeley	5	3	1.67 (42)
46	Indiana University	5	4	1.25 (49)
46	Tulane University	5	4	1.25 (49)
51	University of Kansas	3	2	1.50 (48)
52	Indiana State University	2	3	0.67 (52)
52	Teachers College-Columbia University	2	3	0.67 (52)

[a] ( ) indicates ranking based on average publication per faculty member.

individually for each program. The results indicated that the top three programs according to productivity ratings also were the top three programs in terms of frequency of publications. Those programs were Texas A&M University, Lehigh University, and LSU.

The top five programs from greatest to least in terms of average publications per faculty member in the total quantitative count approach were as follows: Lehigh University, University of Washington, The University of Tennessee-Knoxville, LSU, and Syracuse University. Lehigh University faculty members averaged twelve articles per member, while the remaining top four program faculties averaged ten and above articles per member. The remaining forty-nine school psychology program faculties averaged between 0.67-8.00 articles per faculty member.

An examination of the top ten programs for productivity ratings and frequency of publications revealed more similarities than differences (refer to Table 3). As previously mentioned, the top three programs were consistently the top programs whether measured by productivity ratings or frequency of publications. Furthermore, the majority of programs in the top ten in terms of productivity ratings or frequency of publications were essentially the same. However, differences between the rankings included Syracuse University's status as a top ten program according to the productivity ratings and a ranking of twelve in terms of frequency of publications. Ball State University and The University of Tennessee-Knoxville both were ranked in the top ten in terms of frequency of publications, but ranked 13th and 14th (respectively) according to productivity ratings.

Table 3. Top Ten Ranking Comparisons of School Psychology Programs in Terms of Productivity Ratings and Frequency of Publications from 1995-1999

	Productivity		Frequency of Publications	
School Psychology Program	Rank	Total	Rank	Total
Texas A&M University	1	24.96	1	54
Lehigh University	2	19.01	2	48
Louisiana State University	3	18.46	3	41
McGill University	4	17.87	4	40
University of Wisconsin-Madison	5	17.60	8	34
University of South Carolina	6	16.19	4	40
University of Florida	7	15.89	4	40
University of Nebraska-Lincoln	8	15.30	10	31
University of Washington	9	14.92	9	32
Syracuse University	10	12.26	12	30
Ball State University	13	11.47	7	37
University of Tennessee-Knoxville	14	10.91	10	31

Publication Outlets of School Psychology Faculties

The next broad research question pertained to publication outlets of APA-Accredited school psychology faculty from 1995-1999. First, the publication totals are reported for the major school psychology journals from 1995-1999. Approximately 30% of the total publications were in these journals. As shown in Figure 1, *School Psychology Review*, the official journal published quarterly by the National Association of School Psychologists, was the journal most published in by faculty at APA-accredited school psychology programs. Furthermore, the official journal of the school psychology division of APA, *School Psychology Quarterly*, came in second to *School Psychology Review*. The third and fourth place journals, *Journal of School Psychology* and *Psychology in the Schools*, respectively, were generally equivalent publication outlets. Lastly, *School Psychology International* was the school psychology journal with the lowest number of total publications from program faculty.

Second, the results of the principal journals published outside of school psychology journals from 1995-1999 are shown in Figure 2. Approximately 70% of the total publications appeared in the journals included in Figure 2 plus a number of additional non-school psychology journals. The *Journal of Applied Behavior Analysis (JABA)* accounted for the highest number of the school psychology faculty publications outside of major school psychology journals. From 1995-1999 school psychology faculty published more articles in the *Journal of Applied Behavior Analysis* than in any of the following school psychology journals: *Journal of School Psychology, Psychology in the Schools,* and *School Psychology International. The Journal of Psychoeducational Assessment* also accounted for a large portion of publications, ranking

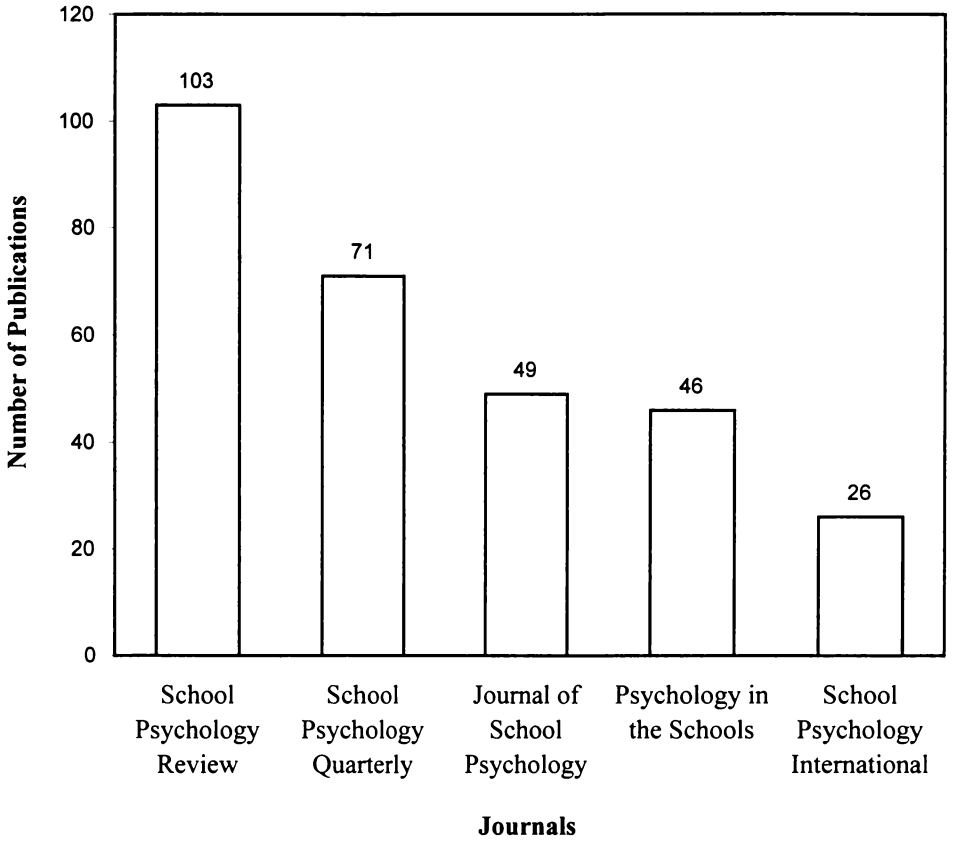


Figure 1. Publications of school psychology faculty in major school psychology journals (1995-1999).

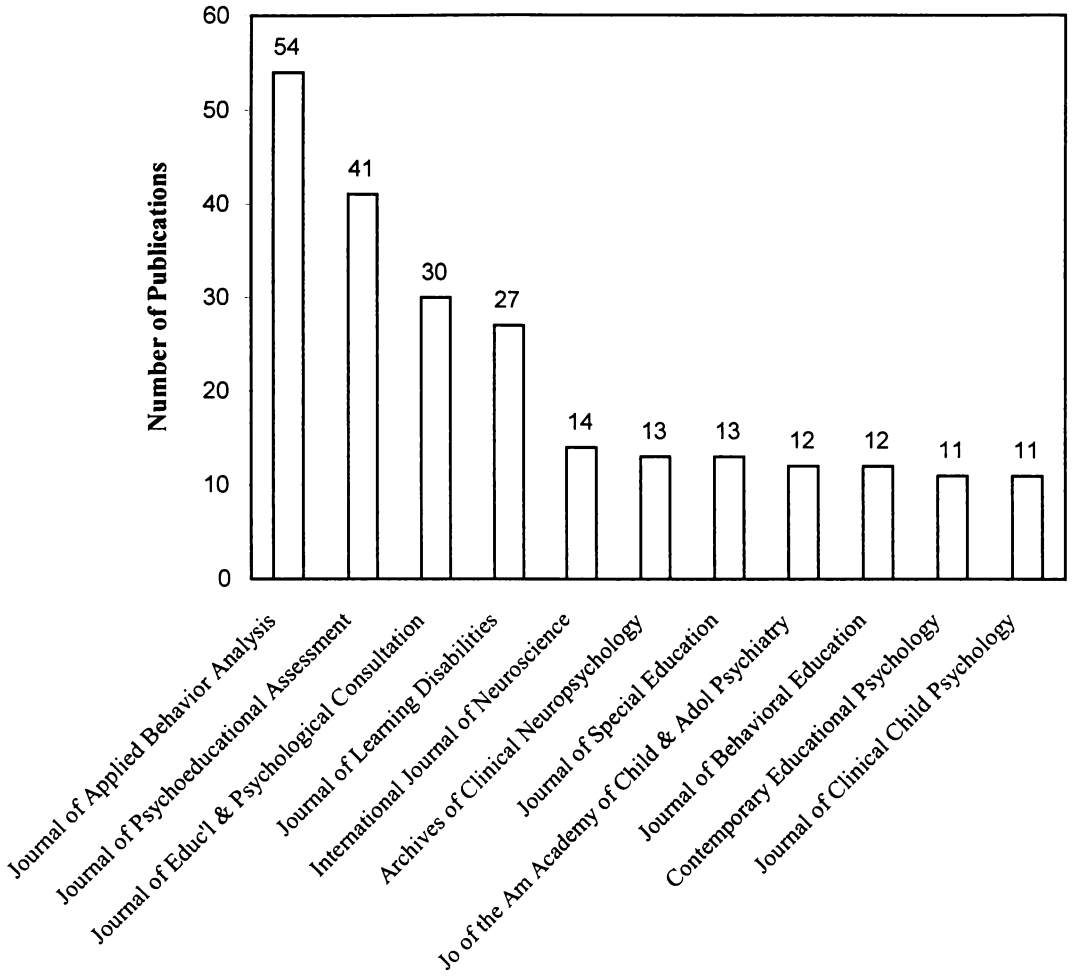


Figure 2. Publications of school psychology faculty in journals outside of major school psychology journals (1995-1999).

second to *JABA*.

Programs publishing the most in and outside the major school psychology journals also were identified. As seen in Figure 3, two universities, the University of Nebraska-Lincoln and the University of Wisconsin-Madison, tied for first place for publishing within the major school psychology journals, although not markedly greater than Lehigh University. Three universities not in the top ten of the most productive programs for either authorship productivity or frequency of publications were top contributors to the school psychology literature: Mississippi State University, University of Cincinnati, and University of South Florida.

School psychology program faculties that published most frequently outside of major school psychology journals are reported in Figure 4. The top four programs publishing outside of school psychology journals were Texas A&M University, McGill University, Ball State University, and Lehigh University, with the latter two programs having an equivalent number of publications.

Article Themes of the Ten Most Productive School Psychology Program Faculties

The third and last broad research question pertains to the article themes of the ten most productive program faculties (defined by authorship productivity ratings) from 1995-1999. This question was answered by categorizing the article title and abstract into one of the following four themes: assessment, intervention, consultation, and professional issues (see Table 4). Reliability was checked by having another Ph.D. candidate in school psychology classify 20% of the article abstracts. As previously noted, the percentage of agreement was 83% for the four broad themes. The distribution of publication themes for the top ten school psychology program faculties from 1995-1999

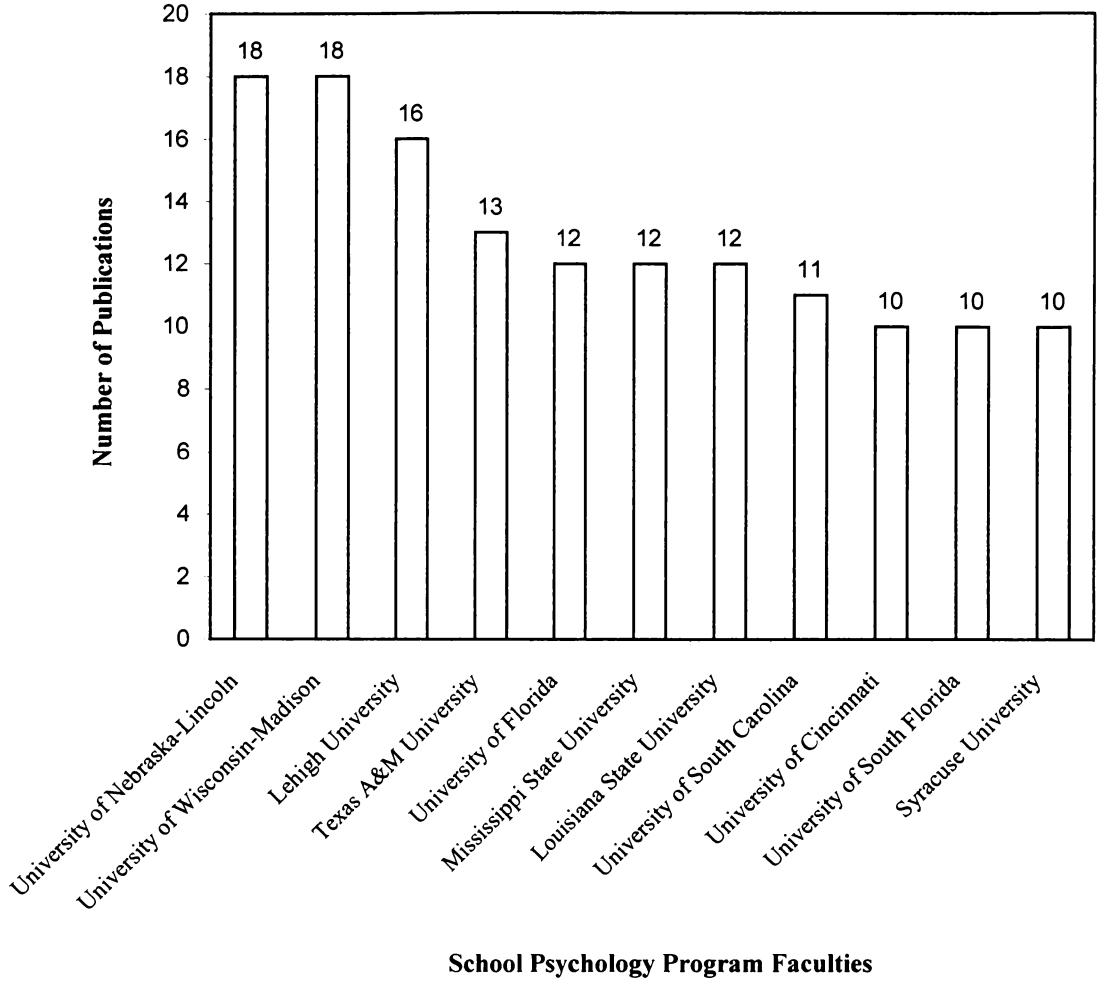


Figure 3. School psychology program faculties that published most frequently in major school psychology journals (1995-1999).

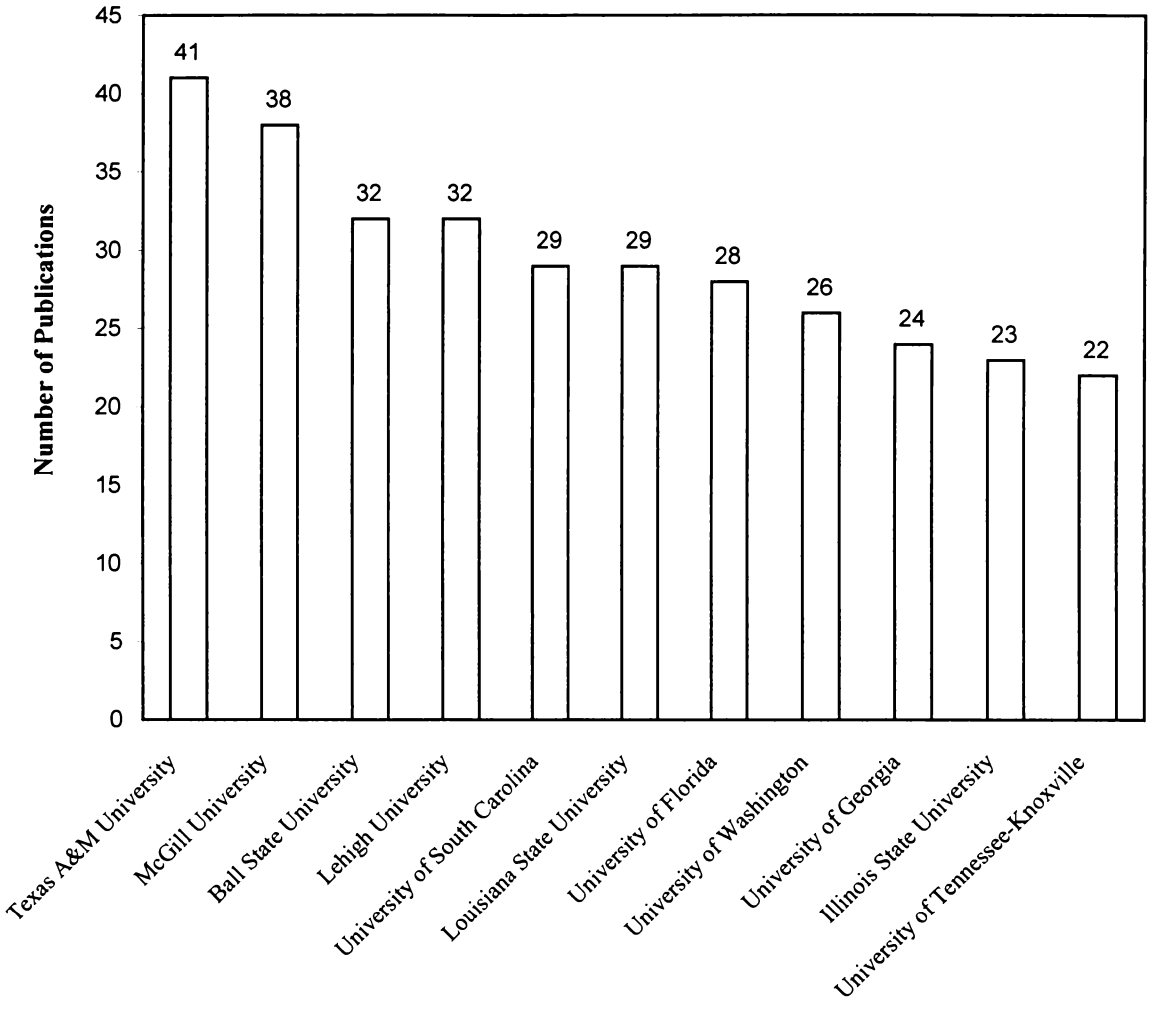


Figure 4. School psychology program faculties that published most frequently outside of major school psychology journals (1995-1999).

Table 4. Article Themes of the Top Ten School Psychology Programs from 1995-1999

Program	Assessment	Intervention	Consultation	Professional Issue	Total Articles
Texas A&M	14	3	2	35	54
Lehigh	11	20	0	17	48
LSU	0	21	5	15	41
McGill	8	0	2	30	40
Wisconsin-Madison	14	6	6	8	34
South Carolina	16	4	1	19	40
Florida	7	7	0	26	40
Nebraska-Lincoln	2	8	10	11	31
Washington	3	16	0	13	32
Syracuse	3	18	1	8	30
Total	78	103	27	182	390

proved to be the following: professional issues (47%), intervention (26%), assessment (20%), and consultation (7%). Professional issues pertained to classification issues, descriptive studies, legal issues, practice, research, and training.

The school psychology faculties that published the most professional issue articles in descending order were Texas A&M University, McGill University, University of Florida, University of South Carolina, and Lehigh University. Program faculties publishing the most intervention articles in descending order were LSU, Lehigh University, Syracuse University, and University of Washington. The leading faculties with respect to assessment publications were the University of South Carolina, University of Wisconsin-Madison, and Texas A&M University (Wisconsin and Texas A&M University had an equal number of assessment articles).

Few of the top ten program faculties from 1995-1999 emphasized consultation in their publications. In fact, three program faculties did not publish any consultation articles, while two programs published only one consultation article from 1995-1999. Of the top ten program faculties, the University of Nebraska-Lincoln, published the most consultation articles, with a total of ten.

In addition to identifying article abstracts by the four broad themes of assessment, intervention, consultation, and professional issues, article abstracts also were subcategorized within each broad theme (see Table 5). The percentage of agreement between raters for the subcategories was 65%. (Refer to Appendix B for an entire list and definitions of subcategories.) The five most published subcategories in descending order included descriptive studies (127), interventions involving independent and dependent

Table 5. Subcategories of the Four Broad Themes of the Top Ten School Psychology Programs from 1995-1999

Themes	No. of Articles
Assessment	78
Cognitive	9
Achievement	8
Social/Emotional	13
Neuropsychology	1
Psychomotor	2
Adaptive Behavior	1
Psychometric Issue	41
Other	3
Intervention	103
Independent and Dependent Variables	67
Intervention Review	36
Consultation	27
Behavioral	11
Mental Health	0
Organizational	0
Nonspecific	1
Discussion	15

Table 5. Continued.

Themes	No. of Articles
Professional Issues	182
Classification	10
Descriptive	127
Legal	0
Practice	37
Research	3
Training	5

variables (67), psychometric issues (41), practice issues (37), and intervention review articles (36). The top subcategory, descriptive studies, was defined as studies that describe the characteristics of children, teachers, psychologists, or parents. The second largest subcategory, interventions, pertained to independent and dependent variables, thus indicating that the intervention article was based on an actual study. Psychometric issues involved such assessment concepts as reliability or validity and types of assessment. Practice issues included any issue related to the practice of school psychology, such as setting, roles, and functions of school psychologists. Intervention review articles evaluated the effectiveness of academic, behavioral, or emotional interventions.

Number of publications in the subcategories under each major theme is presented in Table 5. Assessment articles related mainly to psychometric issues (41), social/emotional topics (13), and cognitive subjects (9). Intervention articles pertained to actual interventions involving independent and dependent variables (67) and intervention review articles (36). Consultation subcategories included consultation discussions (15) and behavioral consultation issues (11). Professional issues included mostly descriptive studies (127), practice issues (37), classification topics (10), training issues (5), and research (3). The subcategory of legal issues did not have any article abstract entries.

Consultation was the major area having the least number of articles published by school psychology faculty. The consultation articles that were published pertained mainly to the consultation process and secondly to behavioral consultation, defined as the application of behavior modification principles and techniques to the mutual problem-solving process between two or more professionals (Fagan & Sachs Wise, 1994). Mental health or organizational consultation topics were not published at all. Mental health

consultation is based on the premise that effective problem solving can occur only when the feelings of the consultee are addressed (Fagan & Sachs Wise). Organizational Development Consultation is a broad-based approach of consultation that includes the larger framework of a school building or system (Fagan & Sachs Wise). The school psychology literature from 1995-1999 suggests that the latter two models of consultation are inconsequential compared to behavioral consultation.

Chapter 4

Discussion

The intent of the current study was to investigate school psychology program faculties' productivity, publication outlets both within and outside of the major school psychology journals, and article themes. Past researchers have examined publications only in major school psychology journals or pre-selected journals (e.g., *American Psychologist, Journal of Psychoeducational Assessment).* Also unlike past research, the present research examined the publications of current (through 9/1/00) school psychology faculty in order to provide potential graduate students and faculty members a contemporary assessment of the scholarly productivity of faculty at each program. Scholarly productivity was operationally defined as productivity ratings based on authorship credit applied to articles published in national professional journals.

Moreover, the present research is unique both in its sample and approach for retrieving faculty publications. The sample included publications only from APA-accredited school psychology program faculties. Although Howard et al. (1987) examined research productivity of APA-accredited, doctoral-granting universities exclusively, the authorship credit was based solely on the publications in thirteen journals published by APA. Little (1997) reported on both APA-accredited and non-accredited program productivity, but did not examine exclusively APA-accredited programs in school psychology. Webster et al. (1993) investigated the institutional affiliation of authors from both doctoral and non-doctoral granting programs, but did not examine the accreditation status of those programs. Past research has focused primarily on school psychology journals, analyzing them cover-to-cover to determine publication topics,

themes, and trends (Clark & Reynolds, 1981; Cox & Catt, 1977; Little, 1997; O'Callaghan, 1974; Skinner et al., 1999; Webster et al., 1993). In contrast, the current research retrieved article abstracts from the PsycINFO database for the years 1995-1999, which expanded the publication search beyond school psychology journals.

The discussion of the extent and implications of publications within and outside the major school psychology journals starts with the most prolific programs identified in the current study and compares their ranking to those of *U.S. News and World Report* (1995) as well as to past research rankings. Further discussion of the major publication outlets is presented. Additionally, publication themes of leading programs are illustrated. Finally, the limitations and broad implications of the study are highlighted.

The Most Prolific School Psychology Program Faculties

Productivity ratings and article frequency ratings yielded somewhat similar rankings for programs. Comparing the rankings of each method, the same top programs tend to emerge except for a few minor changes. Nine programs ranked in the top ten according to both methods: Texas A&M, Lehigh, LSU, McGill, Wisconsin-Madison, South Carolina, Florida, Nebraska-Lincoln, and Washington. In fact, the top three programs, Texas A&M, Lehigh, and LSU remained the top three programs in the exact same order whether measured by authorship productivity ratings or frequency of publications. The only changes that occurred included the failure of Ball State and The University of Tennessee-Knoxville to rank within the top ten of productivity ratings. Instead, Syracuse University secured a ranking of 10 in the productivity ratings in contrast to a ranking of 12 on frequency counts.

The ranking of programs according to average productivity per faculty member includes the following programs in descending order: University of Washington (4.97), Lehigh University (4.75), LSU (4.62), Syracuse University (4.09), and The University of Tennessee-Knoxville (3.64). The publications from these five programs tend to emphasize behavioral/academic interventions.

Analysis of journal publications of school psychology faculty revealed that five programs were top ten contributors to both school psychology journals and non-school psychology journals: Lehigh University, Texas A&M University, University of Florida, LSU, and University of South Carolina. The University of Nebraska-Lincoln and University of Wisconsin-Madison tied for 1st place with respect to publications in school psychology journals. Lehigh University and Texas A&M University ranked 3rd and 4th for school psychology publications, whereas the University of Florida, Mississippi State University, and LSU tied for 5th place. The six programs in rank order that published the most in non-school psychology journals were Texas A&M University, McGill University, Ball State University, Lehigh University (tied for 3rd place with Ball State University), University of South Carolina, and LSU (tied for 5th place with University of South Carolina).

The rankings of the most productive programs in the current study are similar to those of the Webster et al. (1993) study, which ranked institutions based on number of publications within three school psychology journals (*Psychology in the Schools, Journal of School Psychology,* and *School Psychology Review)* and two additional journals (*Professional School Psychology* and *Journal of Psychoeducational Assessment*). Webster et al. analyzed publications for the time period 1985-1991. LSU, Texas A&M

University, and Lehigh University were in the top ten ranking both in the current study and the Webster et al. study.

Ranking Comparisons with U.S. News and World Report

The *U.S. News and World Report* rankings were based on information reported in the March 20, 1995 issue of the magazine. *U.S. News and World Report* (1995) rankings of the best graduate schools were reported for major disciplines such as law, business, engineering, medicine, and liberal arts. Psychology as a discipline was ranked under the liberal arts category. School psychology emerged as a subspecialty under psychology.

The *U.S. News and World Report* (1995) school psychology rankings were derived through reputational rankings completed by department heads and directors of graduate studies in school psychology. In order to receive a survey, the school psychology program had to grant five or more doctorates during the five-year period beginning in 1989. The reputational surveys were distributed in early 1995 and were completed according to a scale of 1 "marginal" to 5 "distinguished." Raters were asked to complete the surveys based on a "school's reputation for scholarship, curriculum and the quality of the faculty and graduate students" (*U.S. News and World Report,* p. 108). Total scores were computed by adding all reputational scores per school and dividing by the number of respondents rating that school. Psychology had a response rate of 34% (*U.S. News and World Report*).

The *U.S. News and World Report* (1995) school psychology rankings in descending order were the University of Wisconsin-Madison (1), University of Texas at Austin (2), University of South Carolina at Columbia (3), University of Nebraska at Lincoln (3), Columbia University, N.Y. (3), and University of Minnesota at Twin Cities

(3). Three of the top six programs according to *U.S. News and World Report* ratings also were in the top ten school psychology program faculties according to productivity ratings from 1995-1999. These three programs and their ranking from the current study were the University of Wisconsin-Madison (5), University of South Carolina (6), and University of Nebraska-Lincoln (8). The University of Texas at Austin was ranked 16th in the current study and the University of Minnesota was ranked 28th. The principal difference in the rankings between *U.S. News and World Report* and the current study was for Teachers College-Columbia University. Columbia was rated 53 out of 53 programs in the current study, but third according to *U.S. News and World Report.*

Reputational rankings compared to scholarly productivity rankings appear to be more similar than different. Although the top programs identified by *U.S. News and World Report* (1995) differed somewhat from the top programs identified in the current study, three of the five programs were at least in the top ten in the current rankings. Little (1997) also compared his findings to *U.S. News and World Report* rankings and found that Columbia was one of the most distinct differences between the two rankings. Little reported that Columbia is not producing many graduates who contribute to the school psychology literature, but has a reputation yet to catch up with empirical data.

Major Publication Outlets

The distribution of school psychology journal publications from 1995-1999 was *School Psychology Review (103), School Psychology Quarterly (71), Journal of School Psychology (49), Psychology in the Schools (46),* and *School Psychology International (26).* Similar to Little's (1997) distribution, *School Psychology Review* was the most published in journal among the school psychology journals. However, the remaining

distribution of article publications was markedly different. The distribution according to Little in descending order was *School Psychology Review, Psychology in the Schools, Journal of School Psychology, Journal of Psychoeducational Assessment, School Psychology International,* and *School Psychology Quarterly.*

It is not surprising that *School Psychology Review* was the top journal in terms of total publications. *School Psychology Review* is the official journal of the National Association of School Psychologists (NASP) and has the second largest number of subscribers of any major psychology journal (Harrison, 2000). Harrison also wrote that the *American Psychologist,* published by APA, has the most subscriptions. Additionally, a paper presented by Little et al. (2000) revealed that *School Psychology Review* had the least disparity between male and female authors compared to four other professional journals. Little et al. also reported that *School Psychology Review* was the first journal in school psychology to have a female editor (which happened to be Patti Harrison, as cited above).

Major Publication Themes of Leading Programs

Analysis of the article themes provided information regarding the publication themes of leading programs. The leading programs were defined as those programs having a top ten ranking of productivity from 1995-1999. The importance of this information is that research generally reflects the focus and direction of specific school psychology programs and the field in general. According to Clark and Reynolds (1981), "A major avenue for dissemination of information among members of a profession is via the professional, scholarly literature published in the major journals within a field" (p. 2). Therefore, changes or interests of professionals in a particular discipline should be

reflected in the literature. Additionally, previous analyses of school psychology research also focused on journal content (Clark & Reynolds, 1981; Little, 1997; O'Callaghan, 1974).

The top ten program faculties published most frequently on professional issue topics (see Table 4). The programs with the most professional issue topics included Texas A&M University (35), McGill University (30), and University of Florida (26). The types of articles identified as professional issues included such subcategories as classification issues, descriptive studies, legal issues, practice, research, and training (refer to Table 4 for total publications per subcategory). Descriptive studies was the most published subcategory.

Texas A&M, McGill, and Florida published most frequently on descriptive studies. Examples of articles classified as descriptive studies from Texas A&M, McGill, and Florida (respectively) included, "A positive view of self: Risk or protection for aggressive children?" (Hughes, Cavell, & Grossman, 1997), "Characteristics of children who interact in groups or dyads" (Benenson, Tricerri, & Hamerman, 1999), and "Children's test-taking behaviors: A review of literature, case study, and research on Turkish children" (Oakland, Gulek, & Glutting, 1996). It is clear that "descriptive studies" as a subcategory included a variety of topics that targeted the characteristics of children, teachers, psychologists, or parents.

The University of Nebraska-Lincoln published primarily on practice issues under the major theme of professional issues. Examples of practice issues included the delivery of mental health services in schools, implications for practice and policy for children with poor social skills, and implications of research for the treatment of childhood depression.

Practice issues help influence, mold, and improve service delivery models within school psychology. Furthermore, practice issues also likely impact the training models implemented in school psychology programs.

The leading program faculties with respect to assessment articles were the University of South Carolina with 16 articles and the University of Wisconsin-Madison and Texas A&M University, both with 14 articles. Assessment articles published by South Carolina faculty included topics such as validation studies of questionnaires and psychometric properties of rating scales. Wisconsin faculty articles also included validation studies of rating scales in addition to performance assessment. Texas A&M University assessment articles included such topics as factor structure interpretations for cognitive measures and psychometric issues related to the Wechsler Intelligence Scale for Children-third edition. In sum, all three of the programs published psychometric issue articles under the broad theme of assessment.

A closer examination of assessment articles from University of South Carolina and Texas A&M University indicated the strongest propensity to publish articles pertaining to psychometric issues compared to the University of Wisconsin. At the University of Wisconsin, assessment articles related mainly to social/emotional/behavioral dimensions, defined as measures of social skills, emotional functioning (e.g., depression, anxiety, self-esteem), or behavioral functioning (e.g., aggression, hyperactivity). Achievement and psychometric issues were equally published topics at Wisconsin (refer to Appendix B for definitions of each). Furthermore, faculty productivity was not dominated by one individual's publications, rather Jeffery Braden and Stephen Elliott were equal contributors to assessment articles from 1995-1999 in

terms of number of articles. However, there are five faculty members at the University of Wisconsin-Madison. Of the other three faculty members, one published the most on professional issues, one published the most on consultation, and the last faculty member did not make any contributions from 1995-1999.

Top contributors to the intervention publications included LSU, Lehigh University, Syracuse University and University of Washington. The types of intervention articles published from 1995-1999 by the aforementioned programs generated different patterns for each program. Lehigh and Syracuse had almost equal article contributions to academic and behavioral intervention topics. Some of Lehigh's academic intervention publications focused on academic readiness, reading comprehension, reading performance, spelling, and peer tutoring, whereas behavioral intervention articles focused on self-management strategies for children with ADHD, peer monitoring, and social skills training. Syracuse's academic intervention articles included such topics as oral reading fluency, reading comprehension, and reading performance. Behavior topics included using behavioral strategies with ADHD children, increasing appropriate play in preschoolers, and improving student behavior through goal setting and feedback.

The University of Washington's publications favored academic interventions over behavioral interventions. For example, academic topics included reading, writing, and spelling strategies. A sample of academic strategies included teaching word recognition, writing transcription and text generation processes, and comparing whole word and subword techniques.

LSU's intervention articles focused primarily on behavioral interventions rather than academic interventions. Behavioral techniques such as extinction of self-injurious

behaviors, reinforcement magnitude on spontaneous recovery, and continuous versus intermittent reinforcement on problem behavior were among the topics published.

Overall, behavioral and academic interventions were the most emphasized intervention themes. Behavioral interventions were defined as interventions that involve altering behavior, examining the factors that maintain behavior, and developing effective treatments (Kazdin, 1994). Examples of outcome measures for behavioral interventions included attention, homework completion, fighting, and being out of one's seat. Academic interventions were defined as tutoring techniques not included in the other intervention categories (refer to Appendix B for complete listing of definitions). Examples of outcome measures included reading and/or math performance. Although many academic interventions involve behavioral strategies such as direct instruction, the current study classified articles according to the most prevalent emphasis, whether academic or behavioral. Academic interventions appeared to be more teacher than student-directed.

It is interesting to note that only one (University of Nebraska-Lincoln) of the top ten school psychology program faculties emphasized consultation in their publications. Six of the consultation articles from Nebraska were authored by Terry Gutkin and four by Susan Sheridan. The consultation articles primarily focused on discussions of best practices for consultation. Sheridan and Gutkin also were reported to have made the most contributions to the area of consultation in Little's (1997) study. A lack of focus on consultation articles from 1987-1995 was also found by Little. In his examination of publications of graduates from various school psychology programs, Little found that, "Only 13 of the top 25 rated universities had graduates who contributed to the

consultation literature" (p. 22). Perhaps consultation is low in publications because it is a relatively new field compared to assessment and intervention.

Limitations of the Study

Total program productivity rankings could have been influenced by the publication histories of one or two faculty members instead of the entire staff. In this way, program rankings may be misleading. For example, Texas A&M University is ranked number one in terms of productivity, but two of its eight members were the principal producers. Additionally, Lehigh University ranks second in terms of productivity ratings from 1995-1999, but two of its four faculty members accounted for much of its productivity. The University of Washington also was ranked in the top ten, but its ranking was based primarily on one faculty member's publication history.

A related limitation involves the judgment of program scholarship by the publication records of current faculty rather than by the publication records of the faculty who were actually at particular programs during the investigation period. The relative merit of the former is that present faculty represent a level of scholarship currently at each program. Therefore, potential graduate students and faculty members are provided the most current publication history of the present staff. Program scholarship may have been disproportionately influenced by the 2000 faculty roster, which may have already changed. Consequently, the present research represents findings for a finite amount of time. Although the current research targeted a limited time period, it reflects benchmark findings for the beginning of the millennium that will be valuable for future research comparisons.

The sample of only APA-Accredited school psychology program faculty excludes non-accredited program faculties that may be significant contributors to the literature. For example, LSU was the most recent addition to the APA-accreditation list included in the study and would not have been included had their accreditation occurred after the deadline of September 1, 2000. Furthermore, school psychology programs that received APA-accreditation status after 9/1/00 were not included in this study. Those programs include Alfred University (Psy D), City University of New York, and University of Connecticut. Additionally, faculty members investigated were those reported by department/program heads as core school psychology faculty according to the criteria established by the APA Committee on Accreditation (2000).

The publications assessed in the current research included journal article abstracts catalogued in PsycINFO. Some programs faculties may have published articles not referenced in the PsycINFO database. Plus, other measures of scholarly productivity besides articles, such as books, chapters in books, honors/awards, citations, tests, and presentations, were not included. As a result, scholarly productivity was narrowly defined for the purposes of the current research. Additionally, programs that have faculty with strong practitioner propensities may be less likely to focus on publications than are research-driven programs. The purpose of excluding other forms of scholarship was to focus on the most cutting edge research, which has previously been defined as articles in professional journals (Clark & Reynolds, 1981; Little, 1997; Robinson et al., 1998; Webster et al., 1993).

Some judgment was used in identifying authors and awarding authorship credit to faculty members whose names did not generate exact hits when entered with and without

middle initials. Therefore, credit may have been assigned to authors who did not write particular articles or credit may have been withheld when authors did in fact write specific articles. Only 17% of the sample required judgment where author identity and publication credit might have been in question.

Article theme analysis was limited to article titles and abstracts. Full-text articles could not be accessed through PsycINFO. Had full-text articles been accessed, the accuracy of thematic classification would likely have been increased. Nonetheless, the inter-rater reliability for major themes in the current study (83%) suggests that the classification approach used would likely yield replicable results across studies.

Additionally, the length of articles was not addressed in the current study. Therefore, one page articles were equated with articles of great length. Thus, several brief articles resulted in greater authorship credit than a few lengthy articles, although the impact of the latter articles might have been greater than that of the former.

Broad Implications of Study

Although not a principal focus of this investigation, the database provides some indirect information regarding University support for the top ranked programs across the four ranking dimensions. It is not unusual for a program to be differentially supported within a University depending on the college location of that program. This support may translate into faculty lines and faculty salaries, which could affect the accreditation status and ranking of a program. An examination of program location revealed that approximately 77% of all the APA-accredited school psychology programs were in Colleges/Schools of Education. The remaining 23% were mainly in Colleges of Arts and Sciences. This overall ratio across all programs in the current study is generally similar

to the 74% (education), 24% (non-education), and 2% (location undetermined) distribution of 87 accredited programs (59 of which were APA-accredited in 1998) reported by Fagan and Sachs Wise (2000).

For top programs based on total authorship credit in the current study, 60% were in education and 40% were outside of education. For total publications, 73% of the top eleven programs (two programs tied for 10th place) were in education and 27% outside of education. For both the authorship credit and publication averages, 70% of the top ten programs were in education and 30% outside of education. Thus, there appears to be a tendency for programs located in education to be underrepresented in the top ten programs, especially based on total authorship credit.

This study has shed some light on the degree to which school psychology faculties are publishing within and outside of major school psychology journals. School psychology programs may benefit from evaluating their program in comparison to others and determining whether they are significantly contributing to various publication outlets. Of the programs that published most frequently in major school psychology journals from 1995-1999, more than half (Nebraska, Wisconsin-Madison, Mississippi State, Cincinnati, South Florida, and Syracuse) published primarily in these major journals and not in the top ten of non-school psychology journals. All of the remaining programs (Lehigh, Texas A&M, University of Florida, LSU, and South Carolina) were top contributors within and outside of school psychology journals. Therefore, some of the top contributors to the professional literature disseminate information across a broader spectrum of publication outlets, while still maintaining high visibility in major school psychology journals. Programs publishing frequently in the top non-school psychology

journals, but not in the top school psychology journals were McGill, Ball State, Washington, Georgia, Illinois State, and Tennessee-Knoxville. In summary, programs that contribute to both school psychology and non-school psychology outlets likely make a greater impact within both school psychology and the larger discipline of psychology than those that publish primarily in school psychology or non-school psychology journals.

Furthermore, programs can use the findings of the current study to determine if they are publishing topics that match programmatic emphases within the field of school psychology. A case in point includes both the University of Wisconsin-Madison and University of Nebraska-Lincoln. Both program faculties demonstrate a relatively even number of publications in the four content areas of assessment, intervention, consultation, and professional issues. The range of articles across all four content areas for each university was eight and nine, respectively. University of Wisconsin-Madison's distribution of articles was assessment (14), intervention (6), consultation (6), and professional issue (8). University of Nebraska's article distribution included assessment (2), intervention (8), consultation (10), and professional issue (11). With a fairly equal distribution over content areas, these program faculties also may be providing balanced training to its graduate students in these areas. The current study allows programs to determine how extensively, compared to other programs, they are contributing to the field of school psychology and its literature as the profession enters a new millennium.

A comparison between types of scholarly productivity is an issue for possible exploration in future studies. Investigations into other definitions and examinations of "scholarly productivity" would yield a broader base of information than that provided in

the current study. It is important to note that authoring text books is a major contribution to the profession, in that these text books are used in training future psychologists within the field. Other productivity indices include presentations, books, book chapters, awards, and tests.

U.S. News and World Report (2001) currently publishes annual graduate school rankings in five major disciplines: business, education, engineering, law, and medicine. Unfortunately, it appears that school psychology is no longer ranked as a specialty under the liberal arts category as it was in 1995. Future studies that involve rankings of school psychology programs could benefit from comparisons with *U.S. News and World Report,* if the magazine reinstitutes rankings for school psychology. In fact, compared to rankings from 1995, *U.S. News and World Report* has become more sophisticated in both objective and subjective measures. The rankings are based on such objective measures as teacher to student ratios and entering students' test scores. Reputation ratings also are collected from those within and outside higher education. For instance, deans, program directors, and senior faculty were individuals within higher education who were asked to complete reputation rankings. In fact, they evaluated the quality of programs according to a scale of 1 to 5. Individuals outside of higher education varied across disciplines and were asked to compile a list of no more than 25 top schools. Some examples included medical residency program directors for schools of medicine, practicing lawyers in partner law firms for law schools, and superintendents from large school districts for schools of education.

In addition to reputational ratings, more objective measures were used in the *U.S. News and World Report* (2001) rankings. Both the input and output of graduate schools

were reported. Inputs were described as "the qualities that students and schools bring to the educational experience," while outputs were described as "measures of how well the program prepared students for success" (*U.S. News and World Report*, p. 12). Input measures for graduate schools in education included scores on the Graduate Record Exam, research expenditures, and number of faculty engaged in research. The output measures included number of Ph.D. and Master degrees granted.

An analysis of author citations would provide the field of school psychology information regarding who is being cited both within and outside of the school psychology literature. Citation analysis also would permit an identification of the most cited topics. However, Rubincam (1987) wrote that citation analysis can often be biased in terms of authors being cited within a "network" of colleagues, contributing to several journals regarding the same research topic, citing themselves, and having visibility within the field (newcomers to the field take longer to be cited than those who have already made contributions). Another possible flaw with citation analysis is that a high level of citations may indicate either well-developed or poorly designed articles/studies. Despite these limitations, citation analysis could provide an understanding of who is influencing the literature and what topics are most cited.

Another future research possibility includes the analysis of content areas per journal. This analysis would provide the field of school psychology with information reflecting the content focus of specific journals. Although previous studies have investigated content trends of various publications (Clark & Reynolds, 1981; Little; 1997; O'Callaghan, 1974), an analysis of content trends per journal has not been conducted. Similarly, a comparison of trends by article type across journals would provide additional

information. Although Robinson et. al (1998) investigated trends by article type across journals, recent comparisons with more defined categories would yield further information.

By developing a better understanding of the scholarly productivity, publication outlets, and article themes of faculty at APA-accredited school psychology programs, we can have a better understanding of the discipline's direction. Overall, the current study has shown that school psychology program faculties are publishing both within and outside of the school psychology journals. The major publication outlet was *School Psychology Review.* Outside of school psychology journals, program faculties contribute mainly to *Journal of Applied Behavior Analysis (JABA)* and *Journal of Psychoeducational Assessment (JPA).* It is interesting that *JABA* was published in more frequently than *JPA*, given that school psychology has frequently been defined as assessment-driven where the school psychologist's primary role is that of a diagnostician or "gatekeeper" (Clark & Reynolds, 1981; Curtis, Hunley, Walker, & Baker, 1999; Little, 1997; O'Callaghan, 1974; Robinson et al., 1998). Perhaps the "test and place" emphasis is shifting towards a broader more practical approach to school psychology.

School Psychology Review, the most published in journal in the current study and in past research, should be regarded as the premier journal in reporting on the latest and most cutting-edge research. An analysis of content articles published in *School Psychology Review* for the time period 1991-2000 by Harrison (2000) revealed that the content of the majority of articles focused on educational/psychological interventions, assessment, role and function/professional issues, and consultation/intervention. Harrison's research coupled with the present research suggests that, although not

dominating the school psychology literature, assessment remains a commonly published topic.

The focus of assessment in school psychology publications has been discussed at great length by many scholars (e.g., Clark & Reynolds, 1981; Curtis et al., 1999; Kratochwill & Stoiber, 2000; Little, 1997; O'Callaghan, 1974; Robinson et al., 1998) and viewed as needing to become more closely linked to interventions. The difficulty in de-emphasizing school psychologists' assessment role is due in large part to the interpretation of federal mandates and policies of the systems in which they are employed (Sheridan & Gutkin, 2000). Additionally, Sheridan and Gutkin report that,

> although school psychologists have believed since the Thayer Conference in 1954 that we should be providing services for all children, we find that nearly 50 years later we are still ruled by local, state, and federal policies mandating that we focus primarily upon special education populations. (p. 487)

Although assessment has long been the primary role of the school psychologist, intervention articles were more plentiful than assessment articles in the current examination of the top ten programs from 1995-1999. The desire for expanded roles of school psychologists appears to be surfacing in the literature as illustrated by the ratio of intervention to assessment topics and greater publications in *JABA* than in *JPA*. Harrison (2000) wrote, "Our services are in great demand in schools and other settings, and many school districts are promoting expanded roles for school psychologists" (p. 481).

Although consultation was not an emphasized theme in the publications of school psychology faculties, the role of consultation in the work of school psychologists should

not be diminished. Sheridan and Gutkin (2000) published an article discussing the paradigm of school psychology for the 21st century in which they wrote:

> The roles of school psychologists will likely include increasing emphases on prereferral intervention, the implementation of emprically supported interventions and methods of effective teaching, health and mental health services, school-based prevention, program evaluation, organizational change and education reform-service delivery for *all* children. (p. 491)

Furthermore, they wrote, "Each of these can only be addressed successfully if school psychologists discern effective means for building and maintaining positive working relationships with other educators and human service professionals who populate educational settings" (p. 491). It is clear that Sheridan and Gutkin are promoting the consultation role of the school psychologist by their written statements. Shapiro (2000) also advocates the role of consultation in terms of focusing on more systemic issues including general education students and personnel.

Although Kratochwill and Stoiber (2000, p. 594) report that consultation is "often considered the most preferred and satisfying function of school psychologists," the research of top programs from 1995-1999 does not confirm this preference. However, an analysis of publication themes for the remaining APA-accredited programs could provide greater visibility for consultation. Perhaps consultation was less emphasized because it is a relatively new area in comparison to assessment and intervention. Furthermore, Watson, Sterling, and McDade (1997) reported that "behavioral consultation is a service delivery model and not a procedure based on a scientific analysis of behavior" (p. 468). As such, the treatment integrity of research in consultation is often multi-tiered, involving

school psychologists, teachers, parents, and students. Because of the involvement of different change agents, it is difficult to determine precise cause-effect relationships in consultation research. It is often the intervention that was implemented during the consultation process that brought about changes in behavior, not the consultation process. In fact, Watson et.al wrote:

> If practicing school psychologists indeed desire more course work in consultation and increased opportunities to perform consultation on their jobs, then it behooves those who do research in the area to determine, experimentally, what should be accomplished during the consultation interaction to make it maximally effective for both the consultee and client. (p. 472)

Perhaps the most important finding from the present study centers around the concept that the scholarly activity of APA-accredited school psychology faculty represents a model for future school psychologists and reflects the active direction of the discipline. As such, it is important for future graduate students, faculty members, and practicing school psychologists to make informed choices about the way in which they contribute to the profession as it marks its entry into the 21st century.

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Appendices

Appendix A

E-Mail Message to School Psychology Department/Program Heads Requesting Core School Psychology Faculty Members

Dear School Psychology Department/Program Head:

I am currently a doctoral candidate at the University of Tennessee, Knoxville gathering data for my dissertation, "Scholarly Productivity, Impact, and Publication Themes of Faculty at APA-Accredited School Psychology Programs: 1970-1999" [2] and plan to include your school psychology program in this analysis.

This e-mail correspondence will serve to provide an efficient and accurate communication tool regarding your core school psychology faculty. Part-time, adjunct, and emeritus faculty members will be excluded from the sample; therefore, please indicate only full-time core school psychology faculty in your program defined as devoting 50% or more of their time to the school psychology program and adhering to the following APA guidelines from the Committee on Accreditation (2000) for a core faculty member:

> (a) Function as an integral part of the academic unit of which the program is an element; (b) Are sufficient in number for their academic and professional responsibilities; (c) Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives; (d) Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals; and (e) Are available to and

function as appropriate role models for students in their learning and socialization into the discipline and profession. (p. 10)

The results of this study will be submitted for publication, and it is my hope that you will take the time to confirm your faculty roster as indicated below. Thank you for your time and commitment to this research.

The core school psychology faculty roster as indicated by your university program's website as of September 1, 2000 is as follows:

1. Albright, Joe M.
2. Brown, Jan R.
3. Crow, John S.

Please note that the above faculty listed are:

⊗ Indicated as specifically core school psychology faculty according to your website

O Not indicated as specifically core school psychology faculty (i.e., they are listed as faculty for a combined program such as *Counseling, Community and School Psychology*, listed as faculty for an entire department {e.g. Educational Psychology} or college {e.g. College of Education} instead of program) according to your website.

Please place an X next to the appropriate statement:

___ The faculty roster indicated above is complete, accurate, and includes *exclusively* core school psychology faculty as of September 1, 2000.

___ The faculty roster indicated above is not complete, not accurate, and does not

[2] The title of the dissertation as well as the period of investigation was changed after the e-mail was sent to department/program heads.

exclusively include core school psychology faculty as of September 1, 2000. Therefore, the complete faculty roster (last name, first name, middle initial) is as follows:

1.

2.

3.

4.

Thank you for your participation in this dissertation research. If you would like more information regarding the study please contact me via e-mail.

Sincerely,

Robin M. Skrutski

School Psychology Doctoral Candidate

University of Tennessee, Knoxville

Appendix B

Coding System and Definitions of Assessment, Intervention, Consultation, and Professional Issues Themes

ASSESSMENT CATEGORIES

C = Cognitive Abilities. Any instrument designed to measure intelligence and/or mental processing. Includes but is not limited to WISC-III, SBIV, KABC, and DAS.

A = Achievement. Any instrument, formal or informal, used to assess academic achievement in such areas as math, reading, and written language.

S = Social/Emotional/Behavioral. Any instrument used to measure social skills, emotional functioning (e.g., depression, anxiety, self-esteem), or behavioral functioning (e.g., aggression, hyperactivity).

N = Neuropsychological. Any instrument, including the ones mentioned above, that is used in assessing neurological functioning.

P = Psychomotor. Tests of perceptual or motor functioning.

AB = Adaptive Behavior. Any instrument used to measure behavior including independent functioning skills, physical development, language development, and academic competencies.

I = Issue. Psychometric issues involving such assessment concepts such as reliability or validity and types of assessment.

O = Other. Any other instrument that does not fit into one of the above categories.

INTERVENTION CATEGORIES

IV = Independent Variables. Any manipulation that took place. Categories include:

BEH = Behavioral Intervention. Interventions that involve altering behavior, examining the factors that maintain behavior, and developing effective treatments (Kazdin, 1994). Examples include positive reinforcement, token economies, response cost, and differential reinforcement.

COG = Cognitive Behavioral Interventions. Interventions that pair behavioral learning principles with cognitive factors (e.g., anger control programs, relaxation training, social problem-solving) (Stage & Quiroz, 1997).

CON = Counseling interventions from a perspective other than behavioral or cognitive behavioral.

AC = Academic interventions, such as tutoring, not included in one of the previous categories.

O = Other

DV = Dependent Variables. Whatever the outcome measure was. Categories include:

AC = Academic content such as reading or math performance.

BEH = Behavior such as attention, homework completion, fighting, and out of seat.

SOC = Social/Emotional such as cooperation, anxiety, and depression.

O = Other

R = Review. Review of literature related to academic, behavioral, or emotional interventions including discussion of an intervention.

CONSULTATION CATEGORIES

BEH = Behavioral Consultation. The application of behavior modification principles and techniques to the mutual problem-solving process between two or more professionals (Fagan & Sachs Wise, 1994).

MHC = Mental Health Consultation. Consultation that is founded on the premise that effective problem-solving can only take place once the feelings of the consultee are addressed (Meyers, Alpert, & Fleisher 1983 in Fagan & Sachs Wise, 1994).

ODC = Organizational Development Consultation. A broad-based approach of consultation to include the larger framework of a school building or system (Fagan & Sachs Wise, 1994).

N = Nonspecific. Consultation article that does not identify itself as one of the above.

D = Discussion of consultation techniques and practices or reviews.

PROFESSIONAL ISSUES CATEGORIES

C = Classification. Discussion of classification issues or diagnostic categories. Does not include studies where the primary focus is an assessment instrument.

D= Descriptive. Studies that describe the characteristics of children, teachers, psychologists, or parents. Does not attempt to differentiate various classification categories.

L = Legal Issues. Any issue involving the legal regulation of the profession and school such as court cases (e.g., Larry P.) or legislation (e.g., 94-142).

P = Practice. Any issue related to the practice of school psychology, such as setting, roles, and functions of school psychologists.

R = Research. Research issues or studies involving statistics, methodological, or design issues.

T = Training. Any issue involving the training and education of school psychologists either within a training program or post-graduate training such as workshops. This includes the entry-level debate and reviews of training programs.

Adapted from S.G. Little (personal communication, June 23, 2000)

Vita

Robin M. Carper was born in Baltimore, Maryland on January 6, 1973. She attended Middlesex Elementary School, Stemmers Run Middle School, and Kenwood High School. She graduated high school in 1991 as valedictorian. After high school, she attended the University of Maryland at College Park (UMCP) where she majored in Psychology and was a member of the nationally ranked cheerleading team. In 1995, she graduated from UMCP with a Bachelor of Science degree in Psychology. She worked at Sheppard and Enoch Pratt Hospital in Towson, Maryland for two years. One year she worked as a mental health worker on the geriatric in-patient unit and the other year was spent as a teaching assistant at the Forbush Elementary School for seriously emotionally disturbed children.

She then entered the doctoral program at The University of Tennessee, Knoxville in 1997, officially receiving the doctoral degree in August, 2002. She is presently working for Baltimore County Public Schools as a school psychologist for three elementary schools.

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