Team Survey in School Psychology

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The IEP Team According to IDEA

Parents of the child with a disability

At least one of the child's special education teachers or providers

Related service personnel or others with expertise regarding the child

At least one of the child's regular education teachers

Representative of the local educational agency

The child (when appropriate)

Why Investigate IEP Teams?

- Differing levels of team member participation influences power, decision-making, and individuals' perceptions of the meeting (Martin, Marshall, & Sale, 2004; Ruppar & Gaffney, 2011)

- Team culture impacts how information is shared, the recommendations made, who speaks during meetings, and which members are most influential (Dabkowski, 2004)

Why Examine
School Psychologists' Roles?

- According to NASP training standards, graduate programs must prepare school psychologists for competency in consultation and collaboration, but not teaming specifically (National Association of School Psychologists, 2010)

- 80% of school psychologists report facilitating IEP meetings, but researchers are unsure how well school psychologists perform this task (Pelco, Jacobson, Riles, & Melka, 2000)
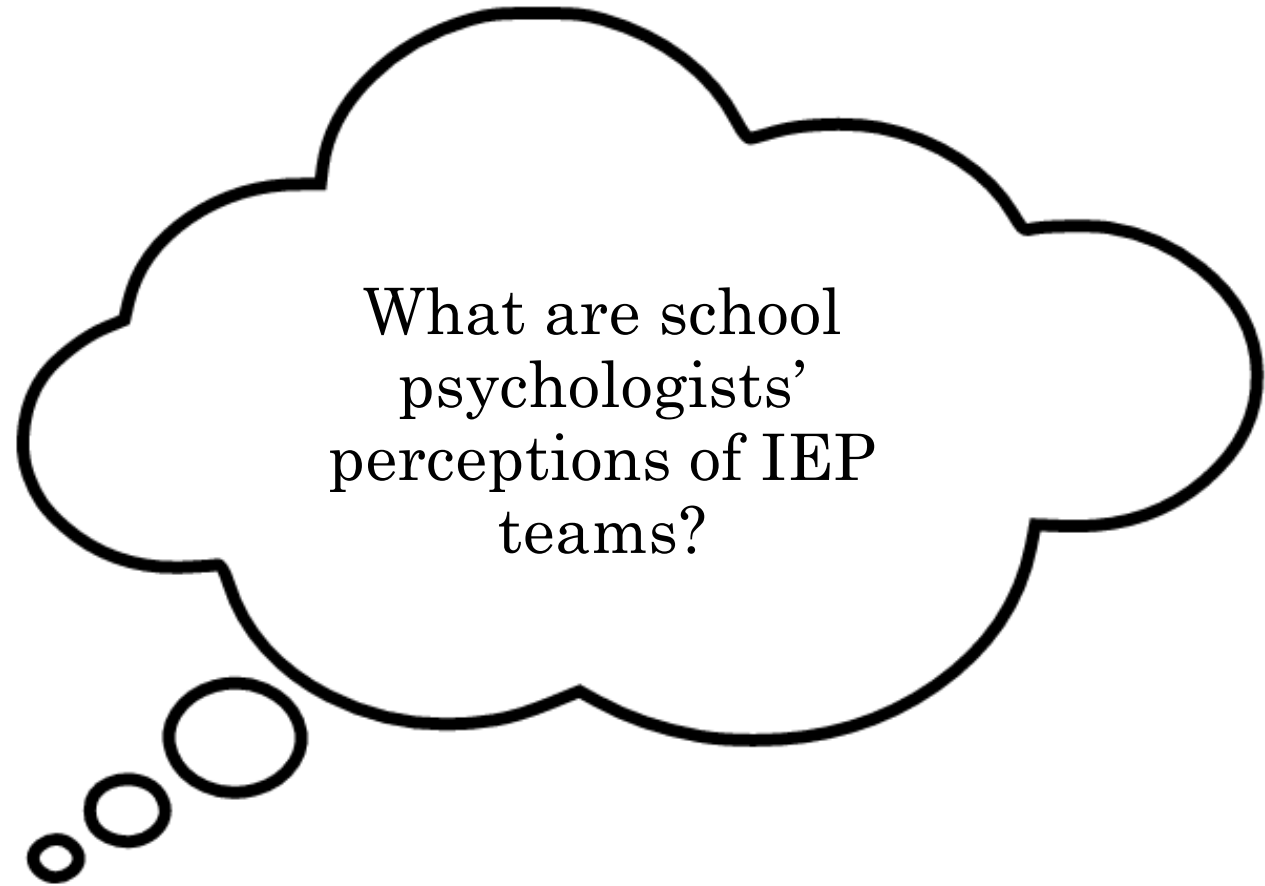
Objectives

1 Strengthen and expand upon existing IEP team research, particularly as it relates to school psychology

2 Consider the strengths and weaknesses of current IEP team structure and functioning from school psychologists' perspectives

Research Question

What are school psychologists' perceptions of IEP teams?

Study Design

- Design – Quantitative survey design

- Participants – School psychologists currently practicing in Connecticut

- Recruitment – Survey distributed via email to Connecticut special education directors with instructions to forward the survey to school psychologists in their districts

Data Analysis

- Descriptive statistics (ex. means, standard deviation, etc.) presented in table format

- Potential for statistical comparisons between the Birth-to-Three professionals and school psychologist samples

Conclusions

- Provide a comprehensive picture of school psychologists' perceptions of IEP teams

- Consider ways IEP team structure or function could be improved (ex. through policy)

- Determine whether school psychologists' training and professional development prepare them for effective participation in IEP teams

References

Individuals with Disabilities Education Act, 20 U.S.C. § 1414 (2004).

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