

NDASP SURVEY RESULTS

October 2010

Total Number of Respondents: 25

1. Do you work for a Sped Unit or a school district?

a. 1 school district	58%	14
b. 2 school district s	0%	0
c. 3 or more school districts	0%	0
d. 1 sped unit	32%	8
e. 2 sped units	12%	3
f. 3+ sped units	0%	0

2. To how many school buildings do you provide services?

a. 1-3	24%	6
b. 4-8	52%	13
c. 8-10	8%	2
d. 10+	16%	4

3. What activities/responsibilities comprise the majority of your job?

a. Testing/Sped qualification	92%	23
b. Staff training & support	72%	18
c. RTI	76%	19
d. Counseling	24%	6
e. Progress Monitoring	28%	7
f. Early childhood education/testing	32%	8
g. Behavior consultation & programming	96%	24
h. Classroom programs	16%	4
i. School-wide programs	44%	11

4. Are there any specific speakers you'd like to see brought to ND by NDASP? 9 Responses:
 - a. AIMSWeb training
 - b. George Sugai, Robert Horner, Don Kincaid, Kim Gibbons, Lisa Stewart
 - c. George Bastche
 - d. Speakers from Iowa school system – RTI
 - e. Jim Ysseldyke (2 people)
 - f. Barbara Coloroso – Bullying
 - g. Trainers for Nurtured Heart Approach
 - h. George Sugai, David Tilly, Howie Knoff

5. What topics are of most interest to you in your job? 22 Total Responses:
 - a. RTI (11 people)

- b. Behavior management (5 people)
- c. Positive Behavior Supports (4 people)
- d. Curriculum-based assessment (4 people)
- e. Mental health (2 people)
- f. School discipline planning (2 people)
- g. Bullying (2 people)
- h. Progress monitoring (2 people)
- i. Staff training (2 people)
- j. Parenting training such as the Nurtured Heart Approach (2 people)
- k. Consultation (2 people)
- l. Multiple Intelligences in the classroom (2 people)
- m. High school interventions
- n. Consultation with classroom teachers & intervention at the classroom level
- o. Getting the whole school system on the same page in meeting the needs of students; developing a manual
- p. RTI in rural schools
- q. Identification of mood disorders
- r. Assessment
- s. Social, emotional, and behavioral interventions
- t. Executive functions
- u. Understanding poverty
- v. Law changes
- w. Mentoring students
- x. Fetal Alcohol Syndrome
- y. Suicide
- z. Ways to meet academic and emotional needs of students who have multiple barriers to success
- aa. Litigation
- bb. Emotional disabilities
- cc. Data driven interventions
- dd. Medication management
- ee. Changing roles of school psychologists
- ff. Positive psychology

6. What is one thing NDASP can do to help you feel more connected to other school psychologists in ND? 17 Responses:
- a. Let everyone know when the conferences are. Last year our unit wasn't notified of the conference.
 - b. Update current e-mail lists each fall with an attachment of the name of the school psych and where they work. Send regular e-mails with current happenings in ND or maybe even a question a month to have school psychs give their opinion on.

- c. Put the conferences back at the same time as the NDEA convention and focus on helping school psychologists instead of training everyone else.
- d. I'm not sure. Maybe if one person would take responsibility to put up comments or questions that we can respond to, might get us rolling. For example, there seemed to be moderate interest in providing info for the question of how does each of the schools or districts or units decide on eligibility for MR.
- e. Updated website!
- f. Use scheduled Webinars as a form of regular communication.
- g. Continue to encourage state school psychs to participate and learn from their colleagues.
- h. Any e-mail updates have been helpful as well as opportunities to ask questions to the group via e-mail.
- i. Provide a mailing list.
- j. Set up a blog or list serve; keep the website up to date; have quarterly meetings.
- k. Maybe a blog/chatroom where school psychs can write about what is going on in their district/sped unit to update everyone and find out what is going on in other districts/sped units. It might be a good method of support and communicating. Just a thought.
- l. Tell me who they are.
- m. In addition to the yearly conference, integrating more NDASP school psych activities throughout the school year may help ND school psychologists feel more connected.
- n. I think it is hard to be connected to other units who have different goals and provide different services. I don't know what could connect us outside of the unit or schools we serve. The nature of being a school psychologist in ND is isolating.
- o. People need to attend our conferences and make connections with other school psychologists. Then they will be comfortable making connections via technology, etc.
- p. How about getting the NDASP webpage up and running with updated articles/information, and maybe a blog or tweet or Facebook?
- q. Maybe have online chats periodically about topics of mutual interest.

Developed, compiled, and submitted by:

Kathy Gewont, NDASP Public Relations Committee