
Electronic Theses and Dissertations, 2004-2019

2010

Is There A Relationship Between Pre-service Training, In-service Training, Experience, And Counselor's Self-efficacy And Whether they Work with Students with Special Needs?

Sally Lewis
University of Central Florida



Part of the [Education Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd>

University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2004-2019 by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Lewis, Sally, "Is There A Relationship Between Pre-service Training, In-service Training, Experience, And Counselor's Self-efficacy And Whether they Work with Students with Special Needs?" (2010). *Electronic Theses and Dissertations, 2004-2019*. 4216.

<https://stars.library.ucf.edu/etd/4216>

IS THERE A RELATIONSHIP BETWEEN PRE-SERVICE TRAINING, IN-SERVICE
TRAINING, EXPERIENCE, AND COUNSELOR'S SELF-EFFICACY AND
WHETHER THEY WORK WITH STUDENTS WITH SPECIAL NEEDS?

by

SALLY V. LEWIS

M.Ed. University of South Carolina, 1990

B.A. Transylvania University, 1978

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in the College of Education
at the University of Central Florida
Orlando, Florida

Spring Term
2010

Major Professors: E. H. Robinson, III and B. Grant Hayes

ABSTRACT

This study elaborated on the development of school counselor's feelings of self-efficacy in working with students with special needs and how self-efficacy affects school counselor's roles with students with special needs. More specifically, this study addressed a number of topics in researching the impact of pre-service training, experience and in-service training for Professional School Counselors (PSC's) on their feelings of self-efficacy in working with students with special needs. This study will present a historical review of the development of Professional School Counselor roles. In addition, an analysis of the development of comprehensive developmental guidance programs in schools and suggested frameworks was conducted including students with special needs. Also, conducted were reviews of studies conducted with Professional School Counselors (PSCs) regarding their roles with students with special needs, their feelings of preparedness, and their training; and reviews of several studies of counselor education programs in the area of special needs training and experiential opportunities offered. Lastly, the pragmatic and theory base for self-efficacy found in the literature was explored.

The purpose of this study was to investigate the relationship between experience with special needs, pre-service education and in-service training regarding students with special needs and counselor's self-efficacy and roles they perform with students with special needs. The research for this study was conducted by survey at the Georgia School Counselor Association's fall conference in Atlanta, Georgia; the South Carolina School Counselor Association's fall conference in Columbia, South Carolina; the North Carolina School Counselor Association's fall conference in Greensboro, North Carolina; and

Florida School Counselors on Survey Monkey. The participating states counselors also had access to the survey via the internet based survey service Survey Monkey. 410 PSCs from Georgia, South Carolina, North Carolina, and Florida completed the survey. 372 of the surveys met completion criteria and were included in the survey results ($N = 372$). Results of a factor analysis, a descriptive statistical analysis and a multi-step regression indicated the relationship between the five of the ratings and their combinations of self-efficacy and time spent in performing roles with students with special needs had a statistically significant relationship as measured on the survey. The two types of experience and in-service quality had a statistically significant relationship with the combination rating of self-efficacy as measured on the survey.

The research question is: Does pre-service training, in-service training and experience have an impact on professional school counselor's self-efficacy and whether or not they perform a role with children and adolescents with special needs.

The following statements are the hypotheses for this research: There is a relationship between the two types of experience as measured by rating on the survey, pre-service training and in-service training as measured by quality and quantity on the survey, their self-efficacy in working with students with special needs as measured on the survey, and the roles that PSCs perform as measured by the frequency that they perform roles on the survey.

ACKNOWLEDGMENTS

I would like to thank my husband Jeff Lewis for all of his support through this process.

TABLE OF CONTENTS

LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF ABBREVIATIONS.....	x
CHAPTER ONE: INTRODUCTION.....	1
Background and Significance.....	1
Research	5
Self-efficacy in Professional School Counselors	8
Research Question.....	9
Definitions	10
Research Design	11
Participants	11
Methodology	12
Statistical Analyses.....	13
Limitations.....	13
Clinical Implications	14
Organization of the Study.....	14
CHAPTER TWO: LITERATURE REVIEW.....	16
Introduction	16
History of Roles of Professional School Counselors	17
Changes in Roles and Comprehensive Developmental Counseling	19
Comprehensive Developmental Counseling	20

Professional School Counselors' Roles with Students with Special Needs and	
Training	23
Counselor Education Program's Training in Special Needs	28
Self-efficacy	29
Students with Special Needs	31
Summary	31
CHAPTER THREE: METHODOLOGY	33
Introduction	33
Research Questions	33
Definitions	34
Research Design	36
Participants and Setting	37
Methodology and Data Collection.....	38
Statistical Analysis	40
Limitations.....	40
Clinical Implication.....	41
CHAPTER FOUR: FINDINGS	42
Overview of the Methodology	42
Participants and Setting.....	44
Methodology and Data Collection.....	45
Sample Demographics.....	47
Mean and Standard Deviations of Variables of the Current Study	48
Data Analysis for Research Questions	52

Research Question One.....	52
CHAPTER FIVE: DISCUSSION.....	73
Summary	74
Conclusions Emanating from the Results	75
Limitations.....	78
Suggestions for Future Research.....	79
Implications for the Field	80
Conclusion.....	83
APPENDIX A: RESEARCH CONSENT FORM	84
APPENDIX B: QUESTIONNAIRE.....	87
APPENDIX C: LETTER TO PROFESSIONAL SCHOOL COUNSELORS	92
APPENDIX D: IRB APPROVAL	95
REFERENCES	97

LIST OF FIGURES

Figure 1: Scree Plot from Factor Analysis.....	57
Figure 2: Q-Q Plot of Role RTI	58
Figure 3 : Q-Q Plot Experience with Students.....	58
Figure 4: Q-Q Plot Role Techniques	59
Figure 5: Q-Q Plot Self-Efficacy Advocate.....	59
Figure 6: Q-Q Plot Self-Efficacy All Students with Special Needs	60
Figure 7: Q-Q Plot Role Techniques	60
Figure 8: Q-Q Plot Self-Efficacy Advocate.....	61
Figure 9: Q-Q- Plot Self-Efficacy.....	61
Figure 10: Q-Q Plot Self-Efficacy Techniques.....	62
Figure 11: Q-Q Plot Role of Techniques	62
Figure 12: Q-Q Plot Self-Efficacy Advocate.....	63
Figure 13: Q-Q Plot Role Advocate.....	63
Figure 14: Q-Q Plot Experience of Family and Friends	64
Figure 15: Observed Cum Prob	69

LIST OF TABLES

Table 1: Demographics	48
Table 2: Descriptive Statistics	50
Table 3: Listing of Mean and SD In-service, Pre-service, and Experience	51
Table 4: Descriptive Statistics	51
Table 5: Descriptive Statistics Needs More Training in Program	52
Table 6: Factor Analysis All Research Variables	54
Table 7: Factor Analysis Total Variance	55
Table 8: Factor Analysis Rotated Component Matrix All Research Variables	56
Table 9: Reliability Measure of Survey	57
Table 10: Model Summary	65
Table 11: Coefficients.....	66
Table 12: Model Summary	67
Table 13: Coefficients.....	68
Table 14: Coefficients.....	70

LIST OF ABBREVIATIONS

ASCA	American School Counselor Association
CACREP	Council for Accreditation of Counseling and Related Educational Programs
PSCs	Professional School Counselors
UCF	University of Central Florida

CHAPTER ONE: INTRODUCTION

Background and Significance

There is currently a national effort by the American School Counselor Association (ASCA) to define an organizational structure for Professional School Counselors (PSCs) (Scarborough & Culbreth, 2008). One possible result of ASCA's efforts is to focus PSC's to develop and implement comprehensive developmental school counseling programs. Though comprehensive developmental counseling programs are not a novel concept in school counseling (Sciarra, 2004), recent efforts by ASCA have highlighted the need to continue to develop a framework to operationalize this concept. In 1962 C. Gilbert Wrenn in his book *The Counselor in a Changing World*, discussed the importance of the emergence of various developmental theories to the counseling field (Sciarra, 2004). An issue raised by Glenn that continues to be debated in school counseling is: Should the focus be remediation for a few students or development of all students?

In the 1970s, another important theory for the comprehensive developmental counseling movement in schools began when Mosher and Sprinthall developed Deliberate Psychological Education (DEP). The theoretical basis for DEP derived from the theories of Dewey, Archambault, Kohlberg and Mayer (Hatfield, 1984). DEP's foundational belief is that the major goal of education should be helping all students develop to their full potential as responsible citizens and individuals. DEP had three basic tenets; the first was that student's psychosocial growth is the primary objective of DEP. The second tenet is curriculum is for all students. The third tenet is educational experiences of students should always be appropriate cognitively and developmentally. Since the early 1970s, using DEP guidelines, effective school counseling

programs are founded on a comprehensive developmental model based on the theories of the stages of human development.

In 1977, Muro and Dinkmeyer were early theorists in developmental counseling theory that was applied to elementary and middle school counseling programs (Baruth and Robinson, 1987). Muro and Dinkmeyer outlined seven goals of developmental counseling theory : (a) to learn problem solving methods, (b) to understand yourself and develop an awareness of self including ones strengths, weaknesses, interests and opportunities, (c) to be able to see yourself and the world as others do, (d) develop improved motivation and skills to make decisions, (e) to learn to take into consideration consequences when making decisions and accept responsibility for ones behaviors, (f) to learn to accept themselves and others and have an integration of who they are with who they want to be, and (g) to be able to express and understand their own feelings.

Through the years, the definition of developmental comprehensive school counseling programs has had expansions and refinements. Myrick's concept developmental programs for schools included: (a) the focus of developmental programs is all students; (b) developmental programs should be integrated throughout the curriculum and involve all staff, and (c) the guidance curriculum must be sequential, organized, and flexible. Borders and Drury (1992) included the concept that developmental counseling is preventive and proactive and the goals should be the acquiring of skills, knowledge, attitudes and self-awareness in order to show mastery of tasks.

Gysbers and Henderson (1997) included in their definition of developmental programs, that all students should be provided opportunities to develop through activities that to help meet competencies. Gysbers believed that every school in should have comprehensive programs for guidance and school counseling and are part of a program that serves all students and parents.

Gysbers' concept of counseling included school counselors as advocates for counseling programs and guidance should be viewed equally important as other education programs (Gybers, 2001).

In addition to individual researchers' contributions to professional school counseling, the American School Counselor Association has developed a national model for PSCs. According to the American School Counselor Association National Model (2008), a program's delivery system should consist of a guidance curriculum, responsive services, systems support and individual student planning. The responsive services include group and individual counseling, referrals, advocacy and intervention, consultation, and peer mediation. PSCs should address all students' needs in the areas of career development, personal and social needs and academics. Meeting students counseling needs should be accomplished through the comprehensive developmental guidance program of the school.

According to ASCA, there are several areas of essential competencies for PSCs. (American School Counselor Association, 2007). Some of ASCA's competencies are the belief that every student should have access to a school counseling program. PSCs should have the skills to consult and collaborate with stakeholders. PSCs should have group meetings skills. ASCA also believes knowledge of effective, environment and role appropriate school counseling theories are necessary. PSCs should have crisis management skills and skills to work with students with diverse religions, gender, and language, special needs socioeconomic status (ASCA, 2007).

The American School Counseling Association stated in their position statement regarding Professional School Counselors and Students with Special Needs (2004), students with special needs should have access to equal services in a comprehensive guidance plan as regular education students. ASCA (2004) also listed other areas that a PSC should be involved with in

working with students with special needs. ASCA's (2004) suggested involvement for a PSC's role for students with special needs includes: (a) being a member of Response to Intervention or Child Study Team, (b) consulting with teachers and staff regarding students with special needs, (c) advocating for the needs of students with special needs, and (d) working with parents of students with special needs. Some researchers suggest that working with students with special needs is becoming more of a PSC's role than in the past (IDEA, 2004, & Milsom, 2002).

According to the American School Counselor Association's position paper, the Professional School Counselor and Students with Special Needs (2004), one of the many roles of a PSC is working with parents. PSC's traditionally work with parents of students with special needs as educators, supporters, consultants and advocates. Taub addresses the importance of PSCs being sensitive to the parents of students with special needs concerns. Taub's suggested methods of working with parents are providing: (a) referrals to mental health counselors, (b) parent training, (c) referrals to community services, and (d) needed information (Taub, 2006). Wood and Rayle (2006) include advocating on behalf of the student or parent for the appropriate placement of the student as an important skill.

Historically, counselors have had limited contact with students with special needs (Tarver-Behring & Spagna, 2004). Some of the possible reasons stated for the limited special needs student contact were lack of training which results in lack of confidence, the belief that special education personnel are already delivering the adequate services, and discomfort around students with special needs. The Institute of Education Sciences National Center For Education Statistics in 2006-07, reported that approximately nine percent of all children and youth ages 3-21 received Individual with Disabilities Education Act services. This is approximately 6.7 million youth and children in the public schools.

In conclusion, having established in the literature review that there is a myriad of roles that school counselors perform for students with disabilities (ASCA, 2004) and there are a large number of students with special needs (Institute of Education Sciences National Center For Education Statistics, 2008), it is becoming more important that school counselors are prepared to provide services to children and adolescents with special needs (IDEA, 2004; Milsom & Akos, 2003).

Research

In researching school counselor involvement and preparation for working with special needs students Milsom's (2002) study researched four major areas. Milsom investigated the activities performed by PSCs for students with special needs, the feelings of preparedness to engage in these activities, the training that PSCs receive regarding students with special needs, and whether a relationship exists between training and the feelings of preparedness. 224 of 391 of Milsom's surveys were returned completed and 100 surveys met the criteria of currently working in schools and having graduated from graduate school from 1994-2000. Milsom (2002) concluded there is a need for specific PSC's training to work with students with special needs in order to feel prepared. Some PSCs in the study had not received training and felt only somewhat prepared to work with students with special needs. Milsom's suggestions for future research included examining feelings of competence and the content of training and experience. More education and experience was suggested to increase school counselor competence for working with students with special needs (Milsom 2002).

In another study regarding PSC's working with students with disabilities, Dunn and Baker (2002) completed a study about roles of elementary PSC's in working with students with disabilities. In Dunn and Baker's reeseach 168 out of 355 surveys were returned. The results

indicated many counselors had some training in the special need's field prior to coming to the PSC field. 37% of the PSCs had special needs training in undergraduate school and 61% of the PSCs had special needs training in graduate school. However, the results suggested that the counselor's training received did not appear to help counselors feel confident and many counselors felt more training was needed. The need to have a greater level of expertise in special needs seemed to make counselors desire more structured training. Over 25% of the PSCs had taken additional postgraduate training and over 76% had taken workshops because of the need for more special needs training. Dunn and Baker's recommendation for future studies was that research on the impact of experience on attitudes of competence might be warranted.

McEachern (2003) found by surveying counseling programs that only small percentage were offering specific classes in counseling students with special needs. 400 surveys were sent out and 146 were returned. Surveys included participants from various universities in 43 states. 62% of the counseling programs surveyed did not require students to enroll in a course regarding students with special needs and 35% of the surveyed programs required a course. 53% of the surveyed counseling programs were integrating the information about students with special needs into other classes. In regards to clinical experience, 29% of the surveyed programs required students to work with students with special needs during clinical training. Further research was recommended by McEachern in the area of PSCs' perceptions of being prepared and their competence to work with students with special needs.

Milsom and Akos (2003) surveyed programs to research whether the disability content that is integrated into counseling courses is different from the information presented in a disability course. In the same research Milsom and Akos investigated in PSCs' graduate training, what courses, content, and experiences are being offered and is there a difference in the training of students with disabilities in accredited programs. 137 of 318 surveys were returned and the

results showed disability courses were required by 43% of counselor education programs, 98% integrated information into existing courses and practical experience was required in 25% of programs. 29% of programs recommended elective courses and 11% suggested a disability course. The findings suggest that PSCs feel more prepared when they graduate from a program that has a curriculum requirement that specifically addresses special needs students than programs that integrate the information into counseling courses.

Studer and Quigney (2003) found in a study of 78 PSCs, that time was spent with students with special needs. However, Studer and Quigney found the time allocated to students with special needs was surprisingly low. The findings were that in 50% of the activities performed with students with special needs, the time was between 6-15 hours per year. Allocated time was not equal to time spent with students without special needs. Studer and Quigney's study pointed out that lack of training in special education may have been one of the reasons that PSCs are not spending more time working with students with special needs.

In another study, Studer and Quigney in 1999 (2004) completed a national study project researching PSCs' pre-service and in-service training in students with special needs. In 78 completed surveys of 400 surveys sent, it was found that PSCs were receiving little training and there was a need for consistent and specialized training in working with students with special needs. Studer and Quigney (2004) recommended that future research consider the quality and quantity of workshops and coursework PSCs received in the area of students with special needs.

Myers (2005), in an ethnographic study of elementary counselors, found that counselors were going to special education teachers to learn more about students with special needs. The counselors felt that in-service training should be offered, and more work be given to graduate students to work with students with disabilities in their internships. The PSCs felt that learning

about specific strategies to work with students with disabilities and how to collaborate with other professionals in the schools would have been helpful.

Nichter and Edmonson (2005) found in their study of 66 PSC's from Texas that the most frequent services provided to students with disabilities were teacher consultation and individual counseling at 92%. 55% of PSCs felt prepared to work with students. The PSCs suggested more training in the following areas to help them feel prepared: (a) characteristics of disabilities, (b) laws and legal issues in special education, (d) techniques for students with special needs, and (d) information about medications and possible side effects. Nichter and Edmonson suggested that further studies research the amount and quality of training received.

Self-efficacy in Professional School Counselors

According to Bandura (1997, 1986), perceived self-efficacy is the belief of one's personal capability in a chosen endeavor, activity, or field such as counseling proficiency. As such, a developing practitioner's belief of self-efficacy has a direct influence on cognitions, behaviors, affect, and motivation in class and in the field (Bandura, 1994, Bodenhorn and Skaggs, 2005). Therefore, the research suggests that if a practitioner has a sense of high self-efficacy, that person's goals will be higher, and their motivation and commitment toward those aspirations are stronger. According to Bandura (1997, 1986) people with a feeling of high self-efficacy will see difficult tasks as challenges rather than viewing difficult tasks as threats and trying to avoid them. Additionally, self-efficacy determines the ability of counselors to have success in assuming their professional roles in the field (Tang, et al. 2004). Self-efficacy affects people's motivation to act because if they do not believe they can achieve a goal then they have little incentive to attempt (Bandura, 1994; Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). Counselors develop self-efficacy through experiences such as internship and practicum, the

feedback that they receive and what is modeled for them (Tang, et al. 2004). The purpose of this research is to investigate if training correlates with more PSCs actually working with the students with special needs. According to Bodenhorn and Skaggs (2005), research into counselor self-efficacy is new and though the constructs theoretically seem to fit, the theory of how counselor performance is affected by self-efficacy has not been studied. Future research in this area is needed and also there is a need for a self-efficacy scale for PSCs.

Research Question

In a review of previous research regarding preparedness of PSCs to work with students with special needs, experience with students with special needs and training to counsel students with special needs were correlated with the PSC's feelings of preparedness to counsel students with special needs (Milsom, 2002). The purpose of this research is to investigate if these factors have a relationship with counselor's feelings of self-efficacy in counseling students with special needs and if that has a relationship with PSCs working with children and adolescents with special needs.

The primary inquiry in this research is: Does pre-service training, in-service training and experience have an impact on professional school counselor's self-efficacy and whether they perform a role with children and adolescents with special needs. the hypotheses for this research states that there is a relationship between pre-service training, in-service training and experience, as measured by quantity and quality of training on the survey of PSC's and their self-efficacy in working with students with special needs as measured by the frequency that they perform special needs roles.

Definitions

The definition for adolescents and children with special needs includes the following medical or educational diagnoses. (Council for Exceptional Children, 2009, IDEA, 2004):

(a) *Attention Deficit or Attention Deficit Hyperactivity Disorder (ADD or ADHD)*: includes difficulties with impulse control, distractibility, and attention span; hyperactivity is present for some, often occurs in infancy and can last to adulthood (Council for Exceptional Children, 2009).

(b) *Speech Impaired*: includes stuttering, problems with ability to speak clearly and be understood, and voice quality (Council for Exceptional Children, 2009).

(c) *Language Impaired*: includes spoken language, reading and writing difficulties.

(d) *Autism Spectrum Disorder*: a developmental disability that occurs in the first three years. Autism is considered a neurological disorder and impacts communication and social interaction skills.

(d) *Other Health Impaired* : any health impairments that affect the student's functioning in school.

(e) *Hearing impairments*: include loss of hearing and deafness.

(f) *Visually Impaired*: majority have low vision; can use tactile and auditory adaptation.

(g) *Mental Retardation, Cognitively Impaired, or Cognitive Disability*: includes limitations in adaptive behavior and intelligence has an IQ score of approximately 70 or below that occurs before age 18.

(h) *Behavior Disorder, Severely Emotionally Disturbed*: usually occurs over a long period of time, effects educational performance adversely and includes some of the following: (1) an inability to learn not explained by sensory, intellectual or health problems, (2) unable to build or

maintain relationships with teachers or peers, (3) has feelings or behaviors that are inappropriate under normal circumstances, (4) has marked sadness and or depression.

(i) *Specific Learning Disabilities*: have average or above average intelligence, but do not achieve at the same academic level as their peers, have weak academic achievement, particularly in reading, written language, and math and deficits often exist in meta-cognition, memory, and social skills.

(j) *Orthopedically Handicapped*: includes any disability secondary to deficiency in the musculo-skeletal system either acquired or congenital.

(k) *Self- efficacy* (Bandura, 1986) is the feeling that one can accomplish or do something. It is a belief about a person's self- perceived capability.

Research Design

The research design of this study is a descriptive study and is survey based. According to Frankel and Wallen (2009), survey research is an appropriate educational research method. The survey will be self - designed based on current literature and studies in the field of PSC's and self-efficacy. The survey was given to 12 doctoral students in the counselor education and exceptional student education field for review and the suggested changes were made to the survey. The changed survey was given to the members of the dissertation committee and the suggested changes were made. The survey was approved by the University of Central Florida Institutional Review Board (IRB) the IRB reference number is SBE-09-06483.

Participants

A sample of PSC's in four southeastern states were asked to complete the surveys at their state school counseling conventions or were referred to survey on the individual state

counseling associations website. The states participating were Florida, South Carolina, North Carolina, and Georgia. The researcher and dissertation committee felt that the four participating states were a good representation of the southeast region because Florida, South Carolina, North Carolina, and Georgia represent urban, suburban, and rural areas. The research sample will be between 300 and 400 PSCs.

Methodology

The surveys were distributed by the researcher in the welcome packets or by hand at the North Carolina, South Carolina, Georgia and Florida state professional school counseling association fall conferences. Some Florida school counselors were e-mailed a link to the survey that was available on Survey Monkey accompanied by a brief message inviting them to participate. A link to the survey on Survey Monkey was placed on the websites of the participating state Professional School Counselor Associations or on e-mails from the state Professional School Counselor Association with a short message from the researcher. The survey asked for the following information. The participant PSCs chose if they had experience with students, family or friends with special needs and if they have experience to rate their experiences. The participant PSCs will chose if they had received pre-service training regarding students with special needs. The participants were asked to indicate the quantity and quality of courses in special needs they have received. The participants were be asked if they received additional in-service and workshops in the area of students with special needs. In addition, participants rated the quantity and quality of special needs courses in their undergraduate or graduate programs. Participants were asked the same questions regarding in-service training. In service training is training received after becoming a PSC.

The sample PSCs were given roles that are performed with students with special needs and one role without special needs and are then asked to rank the amount of time they spend in the role. They are also asked to rate their feelings of self-efficacy in these roles. The roles on the survey were chosen from ASCA's (2004) suggested roles for PSCs and from Gysbers (1997, 2001) suggested roles of PSCs in a comprehensive developmental counseling program. Participants were asked to rate their feelings of competence and preparedness. Another major issue that was addressed is if PSCs believe they need more training in special needs and to name those areas.

Statistical Analyses

The descriptive statistics of N, Mean and Standard Deviations were found for the data. The proposed statistical analysis was used to consider relationships of multiple factors. Multiple regressions and factorial analysis were used.

Limitations

There are limitations inherent in survey studies (Fraenkel and Wallen, 2009). According to Dillman (2007), the following errors can occur with survey research: sampling, non-response, coverage, and measurement. A sampling error occurs when some and not the entire sample returns the survey. A coverage error occurs when the entire sample does not get a chance to participate. A measurement error comes from poor questions. A non-response error is when people who respond may be different from those who do not respond. In addition, a limitation could be a low turnout rate. The researcher is trying to control research limitations by being present the conventions to administer and collect the survey to each participant at the state conventions. Another limitation could be survey design. Survey design issues are being

controlled for by collaborating with experts on the survey design. Another limitation could be with the sample population. By using counselors that come to conventions and using counselors in the southeast could cause a bias and is a limitation.

Clinical Implications

This study might affect the training of future PSC's. The implications of the study are to find out what impacts counselors in working with students with special needs. Special needs counseling skills are a current need and could affect the training of school counselors in the future.

Organization of the Study

Chapter One of this study has presented the introduction, the statement of the problem, the purpose of the study, the questions to be answered, the research hypotheses, the significance of the study, and the definitions of terms. Chapter Two is a review of relevant literature and addresses the several topics including a discussion of the development of PSC's roles, an analysis of the development of comprehensive developmental guidance programs and suggested frameworks including students with special needs. Chapter Two also includes a review of studies conducted with PSC's regarding their roles with students with special needs, their feelings of preparedness, and their training received. Additionally, a review of studies completed with counselor education programs in the area of special needs training and experiential opportunities offered, and the pragmatic and theory base for self-efficacy found in literature is explored.

Chapter Three presents the methodology used in the study, including the research design, population and sampling procedure, and the instruments used and their development and

information on validity and reliability of the study. Each of these sections concludes with a rationale, including strengths and limitations of the design elements. Chapter Three describes the procedures used for data collection and the plan for data analysis. Chapter Four presents the results of the study. Chapter Five discusses and analyzes the results, culminating in conclusions and recommendations.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this study was to investigate the relationship of two types of experience, specifically pre-service training and in-service training and school-counselor's self-efficacy and roles counselors perform with students with special needs. The goal of this study also was to investigate the relationship of: (1) the rating of experience with students with special needs, (2) the quantity and quality of pre-service training in special needs, (3) the quantity and quality of in-service training in special needs, (4) PSC's self-efficacy rating, and (5) the amount of time allocated to roles performed with students with special needs.

This chapter will further elaborate on the development of school counselor's feelings of self-efficacy in working with students with special needs. More specifically, this chapter will address a number of topics in stating a case for pre-service training in counselor education programs, experience in counselor education programs and in-service training for PSCs. First, a discussion of the development of PSC's roles was conducted. Second, an analysis of the development of comprehensive developmental guidance programs in schools and their suggested frameworks was conducted which includes students with special needs. Third, there was a review of studies conducted with PSCs regarding their roles with students with special needs, their feelings of preparedness, and their training received. There was also a review of studies completed with counselor education programs in the area of special needs training and experiential opportunities offered. Last, the pragmatic and theory base for self-efficacy found in the literature was explored.

The following parameters suggested by Boote and Biele (2009) were used in the current literature review and the purpose of the current literature review was to find what research had

been conducted on the topic of School Counselors and students with special needs. The recommendations for further research in the area were used by the researcher to expand the current research and develop the scope of current research. The literature review was used to place the importance of the research in the field of counseling and counselor education. A review of the history of school counseling and the roles of school counselors were part of the review. Through the review of the research, the current categories of special needs, self-efficacy, and the current roles for PSCs were defined and expanded. The literature review was used to articulate and define the variables to be included in the survey to be researched. The final step of the literature review was to integrate the information learned into the producing the current research.

History of Roles of Professional School Counselors

In examining school counseling, one must look at the roles of school counselors. When researching PSC roles, it is helpful to review the history of school counseling and the major school reforms and societal periods that have influenced the profession.

In the late 1800s and early 1900s, the origins of school counseling occurred as a response to major societal changes. Some of these societal shifts were: (a) the movement of labor from farms to cities, due to the industrial revolution, (b) child laborers, (c) the movement of work choice theory and the practice of matching workers to positions based on aptitude, and (d) immigration. The main role of school guidance counselors in this era was vocational guidance (Herr, 2002).

The response of education to these major societal changes was also referred to as the Progressive Movement (Baruth & Robinson, 1987, Gysbers & Henderson, 2001). The people who were regarded as major contributors in the implementation of an early form of guidance

were Frank Parsons, Anna Reed, and Jessie Davis, through various organizations (Gysbers & Henderson, 2001).

In 1889, Jesse Davis implemented a guidance curriculum in a Detroit, Michigan high school. Davis integrated career lessons in high school English classes (Pope, 2009 & Bauman et al, 2003). Davis believed career guidance should be taught in schools to assist with vocational guidance. Evidence would suggest this is the first recorded classroom guidance implemented in the United States. Davis is considered one of the pioneers in school counseling and vocational guidance (Pope, 2009 & Bauman et al, 2003).

In the 1920s came another change in professional school counseling when the mental hygiene movement began. The mental hygiene movement promoted the development of mental wellness and was one of the movements that caused a change in guidance program's purpose (Baruth & Robinson, 1987, Gysbers, 2001). The mental hygiene movement caused a change in guidance from a focus on vocations and careers to a focus of prevention of mental illness and promotion of mental health. The mental hygiene movement was a beginning of the basis for elementary counseling programs becoming pro-active in early childhood and teaching skills to help in later life. Guidance roles expanded in the 1930s to a guidance clinical model that included personal and educational guidance and counseling was a technique to assist with the education programs (Aubrey, 1982 & Bauman, et al., 2003).

A major change in PSC's role came with The National Defense Act of 1958. The National Defense Act influence on the school counseling profession was because it provided funding for: (a) guidance counselors to be hired in schools, (b) resources for guidance and vocational testing, and (c) funding to establish counseling programs at higher education institutions to train and upgrade the training of school counselors (Herr, 2002 & Bauman et al,

2003). The National Defense Act was amended later to include preparing elementary counselors and counselors in community colleges and technical institutions.

Other positive results of the National Defense Education Act (NDEA) were: (a) school counselor professional literature was developed and organized for the first time, (b) an increase in the number of counselors in schools, (c) formal programs for school guidance were developed, and (d) requirements for certifying school counselors were improved (Aubrey, 1982 & Bauman, et al, 2003, & Herr, 2002). Another result of the NDEA was to increase the roles of school counselors and the acknowledgement of PSC as a profession.

A federal act that also had positive results on school counseling roles was the Elementary and Secondary Education Acts. The ESEA was passed in 1970 and has been reauthorized every five years since (U.S. Department of Education, 2009). Section 5421 of the ESEA act is the section affecting elementary and secondary counseling (U.S. Department of Education, 2009).Section 5421 provides grants to schools to develop or expand elementary or secondary counseling programs .The grants may be used, for example to develop comprehensive developmental guidance programs in elementary schools or to develop programs to assist students with transitions from middle school to high school.

Changes in Roles and Comprehensive Developmental Counseling

School counselor roles have evolved from secondary roles through the decades to principal roles (Aubrey, 1982 & Bauman, et.al 2003, & Herr, 2002). School counselors have acquired roles of working with students on academic, curricular, and vocational issues and work with problems that may affect learning that are not purely academic.

Robert Mathewson in 1949 proposed that guidance programs in schools should reflect a developmental foundation. Mathewson's proposal included the idea that guidance programs are

needed to achieve optimal student development, thus counseling would be integrated into education rather than a separate activity. Mathewson believed that teachers alone could not accomplish the goal of meeting student's needs (Aubrey, 1992, & Bauman et. al, 2003).

Though developmental counseling started in 1949, developmental counseling took many years to be established as a basis for school counseling (Aubrey, 1992 & Bauman et. al, 2003). C. Gilbert Wren wrote in 1962 about the importance of developmental theories to the counseling field (Sciarra, 2004). A debate in the school counseling profession emerged at that time and the debate continues today. The debate is: What is the major focus of PSCs? Should the focus be the remediation for a few students or the development of all students?

Comprehensive Developmental Counseling

In the 1970s, Mosher and Sprinthall developed the theory of Deliberate Psychological Education (DEP), which would become an important theory for comprehensive developmental counseling (Hatfield, 1984). The major goal of education is helping all students to develop to their full potentials as responsible citizens and individuals are the foundational beliefs of Deliberate Psychological Education. The basic framework of DEP is: (1) student's social-psychological growth is the primary objective of education, (2) curriculum is for all students, and (3) the educational experiences of students should always be appropriate cognitively and developmentally (Sciarra, 2004). Using these guidelines, effective school counseling programs since the early 1970s have been founded on a comprehensive developmental model.

An example of roles for a comprehensive developmental model of guidance was Muro and Dinkmeyer's suggested roles for elementary counselors (Baruth & Robinson, 1987). Muro and Dinkmeyer's suggested roles were called the three C's: counseling, consultation, and coordination (Baruth & Robinson, 1987). Most duties of school counselors could fit into one of

these categories. Baruth and Robinson (1987) pointed out general roles of most counselors as : (1) managing a counseling program, (2) counseling students individually or in groups, (3) being proactive and working on issues before they become a problem, (4) Consulting with teachers, parents, and staff, and (5) advocating for change.

The meaning of developmental comprehensive school counseling programs has experienced additions and reformations through the years. The counselor's role in the school has also changed. Myrick's (1987) definition of developmental programs for school, included: (a) the focus of programs is all students; (b) the program should be integrated throughout the curriculum and involve all staff, and (c) the guidance curriculum must be sequential, organized, and flexible. Borders and Drury (1992) definition includes: (a) developmental counseling is both preventive and proactive; (b) the goals should be the acquisition of skills, knowledge, attitudes and self-awareness in order to show mastery of tasks.

When considering the roles of school counselors, a major problem that has occurred is that the role of a school counselor will be dependent on the model of counseling that a particular school or school system espouses (Aubrey, 1982, Bauman, et. al, 2003, & Herr, 2002). In addition, not having a program structure in place has caused counselors to be given a role in which the principal decides the duties of the PSC (Gysbers & Henderson, 2001). Often these duties are irrelevant to counseling or guidance. For example, when a comparison is made of school counseling programs in different districts or states, different goals and emphasis are found and PSC's functions are highly variable. Therefore, judging the effectiveness of school counseling programs and roles is difficult (Aubrey, 1982, Bauman, et. al, 2003, & Herr, 2002).

Gysbers and Henderson (1997) included in their definition of developmental programs, that the program should provide all students opportunities to develop and grow through activities that are comprehensive and planned to help meet specific competencies. The PSC coordinates

the program with other team members and collaboration dictates the desired competency (Gysbers, 1997). Gysbers and Henderson (2001) stated that resources, content and framework are the contents of a comprehensive program. Gysbers and Henderson also suggest the time that should be allocated at each grade are included and is viewed as a suggested framework for a comprehensive developmental guidance program.

In response to the multitude of theories regarding PSC's the American School Counselor Association (2008) has developed a national model for PSCs. According to the American School Counselor Association National Model (2008), a program's delivery system should consist of: (a) a guidance curriculum, (b) responsive services, (c) systems support, and (d) individual student planning. PSCs should address all students' needs in the areas of career development, personal, social and academic needs. Responsive services include: (a) group and individual counseling, (b) referrals to appropriate resources, (c) advocacy, (d) intervention, (e) consultation, and (d) peer mediation. Service delivery should be accomplished through the comprehensive developmental guidance program of the school.

According to ASCA (2007), there are several areas of necessary competencies for Professional School Counselors (American School Counselor Association, 2007), some of the competencies are: (a) skills to collaborate with stakeholders, (b) facilitation of group meetings, (c) the belief that every student has access to a school counseling program (d) knowledge of effective school counseling theories, (e) consultation skills, (f) knowledge of appropriate counseling theories for different settings and roles, (g) skills to work with students with diverse religions, gender, languages, special needs, socioeconomic status, and (h) skills to work with crisis situations.

The American School Counselor Association (2008) describes PSCs roles as promoting fairness and equal access to experiences of education to all students through programs of

intervention and prevention that are relevant culturally. PSCs perform this through the roles of collaborator, advocate and leader in the school counseling program. This also involves helping to maintain an environment that is considered safe.

The American School Counseling Association stated in their position statement regarding Professional School Counselors (PSCs) and Students with Special Needs (2004), students with special needs should be given access to equal services in a comprehensive guidance plan as regular education students. The services included individual counseling, group counseling, and classroom guidance lessons. ASCA (2004) also listed other areas that a PSC should be involved with in working with students with special needs. ASCA's (2004) other areas of suggested involvement for a PSC include: (a) being a member of Response to Intervention or Child Study Team, (b) consulting with teachers and staff regarding students with special needs, (c) advocating for the needs of the students with special needs, and (d) working with parents of students with special needs. Therefore, working with students with special needs is becoming more of a Professional School Counselor's role than in the past (IDEA, 2004, & Milsom, 2002).

Professional School Counselors' Roles with Students with Special Needs and Training

Current literature suggests there is a need that PSC's be trained to work with students with special needs (Milsom, 2002). This literature review entails a description of eight studies and their results in the area of PSC's' roles with students with special needs and training to work with special needs populations. Six of the studies reviewed used survey methods with PSC's. On the topic of students with special needs, these aspects were investigated: (a) PSCs feelings of preparedness (b) need for more training and in what areas, (c) time dedicated to special needs, and (d) roles performed. Two studies were reviewed that used survey methods with Counselor

Education Programs. The Counselor Education Program studies investigated course work in special needs and experience with students with special needs.

In a 1999 study, Studer and Quigney (2004) completed a national study project researching PSCs' amount of pre-service and in-service training in students with special needs. The research questions were: (a) what topics in special needs were taught to PSCs in pre-service programs and how much training did they receive? (b) How much in-service training and in what area were PSCs receiving?

In Studer and Quigney's study, 78 or 19.5% of surveys were returned from the original 400 sent. Studer and Quigney (2004) found that PSCs were receiving little training and there was a need for consistent and specialized training in working with students with special needs. Studer and Quigney (2004) recommended that future research consider the quality and quantity of workshops and coursework PSCs received in the area of students with special needs.

Milsom's (2002) study researched counselors PSC's roles with students with special needs and how prepared they feel. Milsom also investigated what type of education in special needs the counselors received and if there was a relationship between the education of school counselors and their overall feelings of preparedness to provide services to students with special needs.

Milsom (2002) used a survey that was for this study. 234 or 59.8% surveys out of 391 surveys were returned completed. 100 surveys met the study criteria of working in schools and having graduated from graduate school from 1994-2000. The sample returned was composed of 84 females and 16 males. The n, standard deviation and means were found for the results of the study. PSCs in Milsom's (2002) study felt somewhat prepared to work with students with special needs; the mean was 4.20, the n was 98 and the standard deviation was .87. Approximately 3/4 of PSCs performed seven activities out of the eleven activities described in the study. In

researching the most performed roles of PSC's, 82.8% of PSCs performed individual and group counseling. More education and experience was suggested by Milsom to increase school counselor competence for working with students with special needs (Milsom 2002). Milsom (2002) found that there is a need for PSCs to be trained to work with students with special needs to feel more prepared. Multiple regressions for relationships with backward elimination were used. Three models showed significance. The suggestions for future research included examining feelings of competence and the content of training and experience.

In another research study, Dunn and Baker (2002) completed a study of roles of Elementary PSC's working with students with special needs. Specifically, three components were studied: (a) the expectations counselors had for themselves, (b) how informed in they felt, and (c) what they felt other's expectations were for them.

In Dunn and Baker's study (2002), 160 (45%) of surveys were returned out of 355 that were sent. The results of Dunn and Baker's 2002 study indicated many counselors had some training in the special need's field prior to coming to the PSC field. 37% had training in undergraduate school, 61% had training in graduate school. However, a common theme of the comments in the qualitative portion of Dunn and Baker's study was that the counselor's training did not seem to help them feel confident and many felt more training was needed. The need to have a greater level of expertise seemed to cause PSCs to want more structured training because they are the ones that teachers come to for help with students with special needs. Over 25% percent of PSCs in the survey had taken postgraduate training in special needs and over 76% of PSCs had taken workshops due to the need for more training. Recommendations for future studies were to research the impact of experience on attitudes of competence and needing to learn more.

Studer and Quigney (2003) researched the actual quantity of time that PSCs work with students with special needs. The two research questions in Studer and Quigney's study was: (a) What roles do PSCs spend the most time on with students with special needs and (b) On a yearly basis with students with special needs, how much time does a PSC spend.

Studer and Quigney (2003) found in surveying 78 PSCs that time was being allocated to students with special needs. The mean scores of the amount of time that PSCs spend with students with special needs in certain activities were computed. This score was the annual amount of time. The activities that were ranked 1-4 overall in the most amount of time spent with students with special needs were: (1) individual counseling, (2) consult with administration, (3) use problem solving-techniques, and (4) scheduling assistance. These activities received a mean of 3.19 to 4.11. On the 1-4 scale, three represented 11-15 hours spent and four represented 16-20 hours spent. This meant that between 11-15 and 16-20 hours a year was spent on the top ranked activities with students with special needs. A reason suggested in the study for this small amount of time dedicated to students with special needs may have been the lack of training in special education or not enough time due to other responsibilities. Studer and Quigney's suggestion for future studies was to research the reasons behind the small amount of time that PSCs spent with students with special needs.

Another study completed in this area, researched the method used by PSC's to meet the needs of elementary school students with disabilities (Myers, 2005). Myers (2005), in an ethnographic study of elementary counselors found: (a) there are different outlooks regarding the issue of PSC's providing services for students with disabilities; (b) there is a feeling of not being trained enough to work with students with disabilities; (c) when needs in personal and social skills are seen, PSC's try to meet the needs; (d) strategies are being learned from other staff or personal research; and (e) PSC's serve a number of roles. A common finding was there

seemed to be a perception that if a student had an individual education plan that they were not part of the counselor's caseload. The counselors felt that in-service training should be offered, and more work be given to graduate students to work with students with disabilities in their internships. The PSCs felt that learning about specific strategies to work with students with disabilities and how to collaborate with other professionals in the schools would have been helpful.

Nichter & Edmonson (2005) conducted a survey study with 66 (66%) out of 100 responses from PSC's from Texas. Originally, in Texas, there was a separate certification for PSCs that worked with students with special needs. The certification required additional coursework beyond the regular PSC certification. The study was designed for the following purposes: (1) to find out what roles PSCs perform with students with special needs and their feelings of being prepared for them, (2) to discover if there are counselors whose caseload is students with special needs, and (3) to identify what helped PSC's to feel the most prepared and what suggestions they have for more training (Nichter & Edmonson, 2005).

In the qualitative portion of the study, Nichter and Edmonson (2005) found that PSCs had suggested more training in the following areas to help them feel prepared: (a) characteristics of disabilities, (b) laws and legal issues in special education, (d) techniques for students with special needs, and (d) information about medications and side effects. They also suggested that counselor education programs should require special education counseling, invite guest speakers that are knowledgeable in the area, and identify a state level person for questions.

Nichter and Edmonson (2005) found in their quantitative part of the study that the most frequent services provided by PSCs to students with special needs were teacher consultation and individual counseling at 92%. A 55% of PSCs surveyed by Nichter and Edmonson (2005) felt

prepared. It was suggested that further studies research the amount and quality of training received.

Counselor Education Program's Training in Special Needs

In a national study, McEachern (2003), wanted to know how counselor education programs prepare counselors to meet students with disabilities in their guidance needs. In the study, 5.8 was the average number of faculty that was full-time teachers in the programs for school counseling (McEachern, 2003). Specifically, the goal was to investigate the relationship of: (1) the rating of experience with students with special needs, (2) the quantity of pre-service training in special needs, (3) the quality of pre-service training in special needs, (4) the quantity of in-service training in special needs, (5) the quality of in-service training in special needs, (6) Professional school counselor's self-efficacy rating, and (7) the amount of time spent in roles performed with students with special needs.

McEachern (2003) found that 62% of programs were not requiring students to enroll in a course regarding students with special needs and 35% required a course. Another finding was that 53% of counselor education programs were integrating the information about students with special needs into other classes. 29% of counselor education programs surveyed required students to work with students with special needs during clinical experiences. 78% of the programs surveyed encouraged working with students with special needs. 26% of the respondents stated they had a requirement of an ESE course. 76% of the programs considered special needs courses to be important. A calculation of cross tabulation was conducted regarding a relationship between requirements of the state to including ESE programs. It found that there was significance. Further research was recommended in the area of PSCs' perceptions of being prepared and their competence to work with students with special needs.

Milson and Akos (2003) conducted a survey of graduate programs to research: (a) whether the disability content that is integrated into counseling courses is different from the information presented in a disability course, (b) in PSCs' graduate training, what courses, content, and experiences are being offered, and (c) is there a difference in the training of students with disabilities in accredited programs.

In Milson and Akos' (2003) study, 137 surveys were returned out of 318. The results showed: (a) disability courses were required by 43% of counselor education programs, (b) 72% percent of the programs integrated information into existing courses, (c) practical experience was required in 25% of the programs, (d) 29% recommended elective courses and (e) 11% suggested a disability course. The findings suggest that PSCs feel more prepared when they graduate from a program that has a requirement of courses that address special needs than those who integrate the information into counseling courses.

Self-efficacy

The definition for self- efficacy (Bandura, 1986, 1995, Bodenhorn & Skaggs, 2005) is the feeling that one can accomplish or do something. It is a person's belief regarding their ability to do something (Bandura, 1986, 1995 & Bodenhorn & Skaggs, 2005). It is of importance in both preparing for a career and being able to perform in that career. Self-efficacy involves skills in the areas of social, cognitive, and behavior. It effects people's motivation, feelings, actions and thinking.

Self-efficacy effects people's motivation to act because if they do not believe that they can do something then they have little incentive to do something (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). This researcher will investigate if this also occurs with PSCs working with the students with special needs. The perception of self-efficacy is a person's belief

about their ability to accomplish at certain levels (Bandura, 1995, 1986, 1994). People's strength of self-efficacy affects: (a) goal making, (b) perseverance, and (c) motivation, in the attaining of these goals (Bandura, 1986, 1995, Bodenhorn & Skaggs, 2005).

If one has failures before the self-efficacy foundation is in place, it can undermine a person's self-efficacy. It is important that the successes occur in obstacles being overcome through effort for self-efficacy to have resiliency. If self-efficacy is built on success that is easy, the person may give up easily when facing obstacles. By learning in adverse times, instead of giving up, perseverance becomes a way to react to hard times and self-efficacy increases (Bandura, 1985, 1986, 1991).

Another way that self-efficacy is built and made stronger is observation of models that are similar having success (Bandura, 1985, 1986, 1991). It is weakened by observing others fail when they show effort. The strength of the model's impact is dependent on how similar the model is to the person making the observation. Models are sought that have efficacy in areas that people want to be competent.

The third way to build and strengthen self-efficacy is social persuasion (Bandura, 1985, 1986, 1991). This is verbally convincing people that they can have success. It can motivate people to try to do things and increase their self-efficacy. It is easier to undermine self-efficacy by social persuasion than to build it up. Persuading people that they do not have the capabilities to do something causes avoidance of actions that are challenging (Bandura, 1991, 1986, 1995).

Ideal training of counselors would include actual practice with verbal feedback and observation of others demonstrating counseling skills (Bandura, 1986, 19991, Tang, et al., 2004). Counselor self-efficacy is developed during experiences that are clinical in nature. Internship and practicum are the main ways that counseling students can become competent in their skills and thereby develop self-efficacy in counseling (Bandura, 1986, 19991, Tang, et al., 2004).

Students with Special Needs

The Institute of Education Sciences National Center For Education Statistics in 2006-07, reported that approximately 9 percent of all children and youth ages 3-21 received Individuals with Disabilities Education Act (IDEA) services. This is approximately 6.7 million youth and children in the public schools. IDEA is a law passed regarding services to children with disabilities in the United States. IDEA specifies and regulates the way public agencies and states provide: (a) special education, (b) early intervention, and (c) services that are related.

Summary

Investigations on preparedness of PSCs working with students with special needs were found in the literature (Dunn & Baker, 2002, Milsom, 2002). A relationship was found between experiences with students with special needs and training to counsel students with special needs with the PSC's feelings of preparedness to counsel students with special needs. The future research recommendations were (a) to determine the amount and quality of training of PSCs to work with students with special needs, (b) to study feelings of competence of PSCs in working with students with special needs, (c) to study the effect of experience on feelings of competence of PSCs in working with students with special needs (Dunn & Baker, 2002, Milsom, 2002, Milsom & Akos, 2003, Myers, 2005, Nichter & Edmonson, 2005, Studer & Quigney, 2003, 2004).

This research expanded the previous findings to investigate if there is a relationship between two types of experience, pre-service training, and in-service training, and counselor's feelings of self-efficacy in performing roles with students with special needs. Specifically, the goal was to investigate the relationship of: (1) the rating of experience with students with special

needs, (2) the rating of experience with friends and family members with special needs, (3) the quantity of pre-service training in special needs, (4) the rating of quality of pre-service training in special needs, (5) the quantity of in-service training in special needs, (6) the rating of quality of in-service training in special needs, (7) Professional school counselor's self-efficacy rating, and (8) the amount of time spent in roles performed with students with special needs. This study can affect the training that futures PSCs receive. The implications of the study were to find out what impacts counselors in working with students with special needs. This was a current and up to date need. This should affect the training of school counselors in the future.

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this study was to investigate the relationship of experience, pre-service training, in-service training and Professional School Counselor's self-efficacy and the roles counselors perform with students with special needs. Specifically, the goal was to investigate the relationship of: (1) the rating of experience with students with special needs, (2) the rating of experience with friends and family members with special needs, (3) the quantity of pre-service training in special needs, (4) the rating of quality of pre-service training in special needs, (5) the quantity of in-service training in special needs, (6) the rating of quality of in-service training in special needs, (7) Professional School Counselor's self-efficacy rating in each role performed with students with special needs, and (8) the amount of time spent in roles performed with students with special needs.

This chapter explains the proposed research design of this study, which includes the following: (a) research questions, (b) research design, (c) participants, (d) methodology (f) data analysis, (g) limitations and (h) clinical implications.

Research Questions

In a review of previous research regarding preparedness of PSCs to work with students with special needs; experience with students with special needs and training to counsel students with special needs were correlated with the PSC's feelings of preparedness to counsel students with special needs (Milsom, 2002). The purpose of this research was to find out if these factors have a relationship with counselor's feelings of self-efficacy in counseling students with special

needs and if that had a relationship with PSCs working with children and adolescents with special needs.

The research question was: Does pre-service training, in-service training and experience have an impact on professional school counselor's self-efficacy and whether or not they perform a role with children and adolescents with special needs?

The following were the hypotheses for the current research:

(1) There is a relationship between pre-service training (as measured by quantity and quality on the survey), in-service training (as measured by quantity and quality on the survey) and experience (as measured by quality in two areas on the survey) of Professional School Counselors and their self-efficacy (as measured on the survey) in working with students with special needs (as measured by the frequency that they perform roles).

Definitions

The definition for adolescents and children with special needs included the following medical or educational labels (Council for Exceptional Children, 2009 & IDEA, 2004):

(a) *Attention Deficit or Attention Deficit Hyperactivity Disorder (ADD or ADHD)*: includes difficulties with impulse control, distractibility, and attention span; hyperactivity is present for some, occurs in infancy and can last to adulthood (Council for Exceptional Children, 2009a).

(b) *Speech Impaired*: includes stuttering, problems with ability to speak clearly and be understood, and voice (Council for Exceptional Children, 2009b). *Language Impaired* includes problems with spoken language, reading and/or writing difficulties.

(c) *Autism Spectrum Disorder*: is a disability that is developmental and occurs in the first three years. Autism is considered a neurological disorder and impacts communication skills and social interaction skills (Council for Exceptional Children, 2009c).

(d) *Other Health Impaired*: includes a variety of health impairments that affect the student's functioning in school.

(e) *Hearing Impairments*: may include loss of hearing or deafness (Council for Exceptional Children, 2009).

(f) *Visual Impaired*: include low vision and with adaptations can use their vision to learn or are blind and learn through auditory and tactile methods (Council for Exceptional Children, 2009).

(g) *Mental Retardation /Cognitively Impaired, or Cognitive Disability*: include limitations in adaptive behavior, in intelligence, has an IQ score of approximately 70 or below, and it occurs before age 18 (Council for Exceptional Children, 2009).

(h) *Behavior Disorders/ Emotionally Disturbed*: occurs over a long period of time, effects educational performance in an adverse way and includes some of the following: (1) an inability to learn that is not explained by factors that are sensory, intellectual, or by health, (2) unable to build or maintain relationships with teachers or peers, (3) has feelings or behaviors that are inappropriate under normal circumstances, and (4) has marked sadness and or depression (Council for Exceptional Children, 2009).

(i) *Specific Learning Disabilities*: include having average or above average intelligence, but not achieving at the same academic level as their peers. Students with specific learning disabilities have weak academic achievement, particularly in reading, written language, and math, and deficits often exist in meta-cognition, memory, and social skills (Council for Exceptional Children, 2009).

(j) *Orthopedically Handicapped*: includes any disability secondary to deficiency in the skeletal system, either acquired or congenital (Council for Exceptional Children, 2009).

Self- efficacy: is the feeling that one can accomplish or do something. It is a belief about ones perceived capability (Bandura, 1986).

Research Design

The research design was a descriptive study and it is survey based. According to Frankel and Wallen (2009), survey research is an appropriate educational research method of this nature. The survey will be self- designed based on current literature and studies in the field and using DeVillis (1991) suggested procedures. The literature review pointed to relationship to be studied. The survey was used to research the proposed relationships. DeVillis (1991) suggested steps in designing a scale to measure concepts in social sciences (Robinson, E.H., Robinson, S., Curry, J, Swank, J.M., Kuch, T. H. Ohrt, J.H. & Lewis, S. 2008).

The following of DeVillis' (1991) steps were used in the formation of the survey questionnaire to assist with the validity of the measure: a thorough understanding of the literature was reached by using the following parameters suggested by Boote and Biele (2009) in the current literature review. The purpose of the current literature review was to find what research had been done on the topic of School Counselors and students with special needs. The researcher to expand the research and to develop the scope of the current research used the recommendations for further research in the area. The literature review was used to place the importance of the research in the field of counseling and counselor education. A review of the history of school counseling and the roles of school counselors were part of the review. Through the review of the research, the current categories of special needs, self-efficacy, and the current roles for PSCs were defined and expanded. The literature review was used to articulate and define the variables to be included in the survey to be researched. The final step of the literature review was to integrate the information learned into the producing the current research. The literature review was used to make a decision on how the variables would be measured.

Once the survey was designed based upon the parameters stated previously, the survey was given to experts in the counseling field. The experts in the counseling field included three professors in the counselor education field and a professor that is a specialist in child development for feedback. The suggested changes were made to the survey. The survey was then given to several professors in the exceptional student education field for feedback. The suggested changes were made to the survey. The survey was given to 12 doctoral students in the counselor education field and exceptional student education field. The suggested changes were made to the survey. The changed survey was given to the members of the dissertation committee two times and the suggested changes were made. It was approved by the University of Central Florida Institutional Review Board (IRB) the IRB number is SBE-09-06483.

Participants and Setting

A sample of Professional School Counselors in four southeastern states were asked to complete the surveys at their state school counseling association's conventions or on Survey Monkey after being referred from the website of their school counseling association or e-mails from their associations. The states that allowed the researcher to attend the school counselor association fall conferences to distribute and gather the surveys were South Carolina, North Carolina, and Georgia. The states that distributed information regarding accessing the survey on Survey Monkey by e-mails or on a website were South Carolina, Georgia, North Carolina and Florida. It was felt that the four states are a good representation of the southeast region because Florida, South Carolina, North Carolina, and Georgia represent urban, suburban, and rural areas, as well as the old and new south. My planned sample was 300- 400 PSCs.

Methodology and Data Collection

The surveys were approved by University of Central Florida's IRB and were distributed by the researcher in the welcome packets at the state Professional School Counselor Association Conferences in South Carolina and North Carolina in Georgia, the surveys were given out by the researcher from a table located at the conference. Reminders were given frequently via announcements by the organization's board members during the conference. Following the conferences, a link to the survey on Survey Monkey was made available on the websites of the state Professional School Counselor Associations and by e-mails from the associations. The web sites or e-mails from the associations had a link to the survey on survey monkey. The researcher was able to access some PSCs in Florida through an e-mail that was sent by a PSC organization that listed the link to the survey on Survey Monkey. In every case, the survey was accompanied by the by the informed consent form without signature lines because it was deemed exempt by IRB.

The survey asked for the following information. The participant PSCs chose whether they have had experiences with students with special needs and to rate their quantity and quality of experiences. The participating PSCs were also asked if they had experience with friends or family members with special needs and to rate these experiences .The participant PSCs chose whether they have received pre-service training regarding students with special needs and they were asked to give the numbers of courses and to rate the quality of the courses. Pre-service training is training in their undergraduate or graduate programs. The participants were asked if they have received additional in service and/or workshops in the area of students with special needs. They were asked to give the amount in hours of courses and rate the quality. In-service training is training received after becoming a PSC.

The participants were given roles that are performed with students with special needs and without special needs and were then asked to give the amount of time they spend in the role.

The roles included in the survey were: (a) providing counseling to students without special needs, (b) being a member of the Response to Intervention Team, (c) assist with transitions, (d) providing consultation, (e) providing counseling to students with special needs, (f) working with all students with special needs in caseload, (g) advocate with students with special needs and, (h) able to make accommodations.

They were also asked to rate their feelings of self-efficacy (Bandura, 1986) in each of these roles. The roles on the survey were chosen from ASCA's (2004) suggested roles for Professional School Counselors and from Gysber's suggested roles in a comprehensive developmental counseling program (Gysber, 2001). They will also be asked to rate their feelings of competence and preparedness as another check for self-efficacy. Another major issue that will be addressed is if they feel they need more training in special needs and in what areas and if they feel counselor education programs should offer more training and to name the areas. The participants were also asked if they had previous experience in education before becoming a counselor and if they worked with students with special needs.

The participants were asked to give the following information: (a) gender, (b) ethnicity, (c) year of graduation from a counselor education program, and (d) the number of years they have been a counselor. There is a section requesting what resources the participants use for help with students with special needs. Another section on the survey requests the identification of areas of training that counselor education programs should offer in the area of students with special needs and what areas the counselor needs in training.

Statistical Analysis

Statistical Package for Social Science (SPSS) software package for Windows version 17.0 (2009) was used for the statistical analysis of the data. Factor analysis was used to explore the relationship of measured variables to possible underlying constructs. The n, mean, and standard deviations were found from the data. The statistical analyses were used to consider relationships of multiple factors so regression analysis was chosen (Pepe, 2010). Reliability analysis and q-q plots for outliers were also performed on the data.

Limitations

The limitations were inherent in survey studies (Fraenkel and Wallen, 2009). According to Dillman (2007), the following errors can occur with survey research: sampling, non-response, coverage, and measurement. A sampling error occurs when some and not the entire sample returns the survey. A coverage error occurs when not everyone in the entire sample gets a chance to participate. A measurement error comes from poor questions. Non-response is the people who respond may be different from those who do not respond.

Being at the conferences when permitted by the organization was an attempt to control for sampling error. Coverage errors were controlled by everyone who attended the conferences were being given an opportunity to participate and the rest of the members were given a chance to participate by the access to the survey on-line being placed on the organizations web-sites or contact by e-mail. Another problem could be survey design. This was controlled for with the feedback from experts, peers, and a thorough literature review. Another problem could be with the sample population that was used. Using counselors that come to conventions and using ones in the southeast could be a limitation. In addition, in Florida, access to PSCs was limited.

Clinical Implication

This study can affect the training that future professional school counselors receive. The implications of the study were to find out what impacts counselors in working with students with special needs. Individuals with Disabilities Education Improvement Act of 2004 were asking PSCs to be involved with students with special needs. In 2006-07, approximately 9 percent of all children and youth ages 3-21 received IDEA services (Institute of Education Sciences National Center for Education Statistics 2009). This is approximately 6.7 million youth and children in the public schools (Institute of Education Sciences National Center for Education Statistics 2009). This was a current and up to date need. American School Counseling Association was stating that PSCs should be offering services to students with special needs. Counselor Education Programs need to know what kind of information and experiences to offer PSCs. This should affect the training of school counselors in the future.

CHAPTER FOUR: FINDINGS

This chapter presents and describes findings obtained via statistical analysis on the data from the survey research that was conducted. In the first section, an overview of methodological aspects of the study, general sample characteristics, and measures of central tendency are presented. In the second section, statistical findings from a factor analysis, reliability analysis and q-q plot are presented. Next, the analysis of the data pertaining to the research question of interest are presented. Finally, the third section provides an overall summary of the current study's findings.

Overview of the Methodology

A descriptive survey research design was employed to explore the objectives of this study, which were to determine whether there were significant relationships between experience with students with special needs, experience with friends and family members with special needs, pre-service education in working with students with special needs, in-service training, counselor's self-efficacy, and roles that counselors perform with students with special needs. Specifically, the goal was to investigate the relationship of: (1) the rating of experience with students with special needs on the survey, (2) the rating of experience with family or friends with special needs on the survey, (3) the quantity of pre-service training in special needs given on the surveys, (4) the quality of pre-service training in special needs as rated on the survey, (5) the quantity of in-service training in special needs as reported on the survey, (6) the quality of in-service training in special needs as rated on the survey, (7) Professional School Counselor's self-efficacy rating for each of the matching roles as reported on the survey, and (8) the amount of time spent in roles performed with students with special needs as rated on the survey.

A factor analysis was the first statistical analysis completed on the data to prove the validity of the questions used on the survey in the area of the major research question. The factorial analysis was used on (a) the rating of experience with special needs students, (b) the rating of experience with friends or family members with special needs, (c) the number that represents the amount of classes of pre-service training received, (d) the number that represents the quality of pre-service training, (e) the number that represents the amount of hours of in-service training received, (f) the number that represents the average of the quality of in-service training received, and (g) composite score of the ratings of feelings of self-efficacy regarding specific roles performed with students with special needs. A reliability analysis was performed along with a q-plot that was used to investigate outliers in the data

This was completed with a sample of 372 Professional School Counselors that attended their state school counselor association conference or completed the survey on Survey Monkey. The dependent variable was amount of time spent in performing roles with students with special needs and the independent variables were experience with students, experience with friends or family, pre-service training (quantity and quality), in-service training (quality and quantity), and counselor's self-efficacy (rti, consultation, advocate, counsel ese, counsel all ese, transition, career, parents, and techniques). In another analysis, a combined measure of self-efficacy was used with experience with students, experience with friends or family, pre-service training quality and quantity, and in-service training quality and quantity. Another analysis used the combined self-efficacy as the dependent variable and independent variables were experience with students, experience with family members, pre-service training quality and quantity, and in-service training quality and quantity. Another analysis used combined roles as the dependent variable and elementary, middle and high school level counselors as the independent variables.

Included in a descriptive statistical analysis were the demographic characteristics reported by professional school counselors that participated in the study. These included: (a) gender, (b) ethnicity, (c) year of graduation from a counselor education program, and (d) the number of years they have been a counselor, (e) previous work in education, (f) identification as needing exceptional student education, and (g) level that they have worked with. A descriptive statistical analysis was also conducted on the time spent in the performance of roles with students with special needs, counseling students without special needs, and the matching rating of self-efficacy. Another descriptive statistical analysis was performed on the responses to: (a) whether the PSC needed more training in the area of special needs, and (b) whether counseling education programs should offer more training in the area of special needs. A reliability analysis and q-q plot analysis were also performed on the data.

Participants and Setting

A sample of Professional School Counselors in four southeastern states were asked to complete the surveys at their state school counseling association's conventions or on Survey Monkey after being referred from the website of their school counseling association or e-mails from their associations. The states that allowed the researcher to attend the school counselor association fall conferences to distribute and gather the surveys were South Carolina, North Carolina, and Georgia. The states that distributed information regarding accessing the survey on Survey Monkey by e-mails or on a website were South Carolina, Georgia, North Carolina and Florida. The four states are a good representation of the southeast region because Florida, South Carolina, North Carolina, and Georgia represent urban, suburban, and rural areas. The sample was 410 PSCs with 372 surveys that met the criteria for use in the research.

Methodology and Data Collection

The surveys were approved by University of Central Florida's Institutional Review Board and were distributed by the researcher in the welcome packets at the state Professional School Counselor Association Conferences in South Carolina, North Carolina, and Georgia, the surveys were given out by the researcher from a table located at the conference. Reminders were given frequently via announcements by the organization's board members during the conference. Following the conferences, a link to the survey on Survey Monkey was made available on the websites of the state Professional School Counselor Associations and by e-mails from the associations. The web sites or e-mails from the associations had a link to the survey on survey monkey. The researcher was able to access some PSCs in Florida through an e-mail that was sent by a PSC organization that listed the link to the survey on Survey Monkey. In every case, the survey was accompanied by the by the informed consent form without signature lines because it was deemed exempt by IRB.

The survey asked for the following information. The participant PSCs chose whether they had experiences with students with special needs and to rate their quantity and quality of experiences. The participating PSCs were also asked if they had experience with friends or family members with special needs and to rate these experiences. The participant PSCs chose whether they had received pre-service training regarding students with special needs and they were asked to give the numbers of courses and to rate the quality of the courses. Pre-service training is training in their undergraduate or graduate programs. The participants were asked if they had received additional in -service and/or workshops in the area of students with special needs. They will be asked to give the amount in hours of courses and rate the quality. In-service training is training received after becoming a PSC.

The participants were given roles that are performed with students with special needs and without special needs and were then asked to give the amount of time they spent in the role. They were also asked to rate their self-efficacy (Bandura, 1986) in each of these roles. The reason that a self-designed self-efficacy measure was used is that Bandura suggests that self-efficacy should be found for each situation (Bandura, Burt, 2009).

The roles on the survey were chosen from ASCA's (2004) suggested roles for Professional School Counselors and from Gysber's suggested roles in a comprehensive developmental counseling program (Gysber, 2001). The survey participants were asked to rate their feelings of competence and preparedness as another check for self-efficacy. Another major issue addressed if PSCs felt they needed more training in special needs and to name in what areas the training was needed. The other question asked regarding training was if they felt counselor education programs should offer more training and to identify those areas. The participants were also asked if they had previous experience in education before becoming a counselor and if they worked with students with special needs.

The participants were also asked to give the following demographic information: (a) gender, (b) ethnicity, (c) year of graduation from a counselor education program, and (d) the number of years they have been a counselor. There was a section requesting what resources the participants used for help with students with special needs. Another section on the survey requested the identification of areas of training that counselor education programs should offer in the area of students with special needs and what areas the counselor needed in training.

The research question was: Does pre-service training, in-service training and experience have an impact on professional school counselor's self-efficacy and whether or not they perform a role with children and adolescents with special needs?

The following were the hypotheses for the current research:

- (1) There is a relationship between pre-service training (as measured by quantity and quality on the survey), in-service training (as measured by quantity and quality on the survey) and two kinds of experience (as measured by ratings on the survey) of Professional School Counselors and their self-efficacy (as measured via survey) in working with students with special needs (as measured by the frequency that they perform roles).

Sample Demographics

A total of 410 surveys were returned to the researcher at the three state school counselor fall conferences and on Survey Monkey. There were 97 surveys completed on Survey Monkey and 313 were received from the school counselor conventions in Georgia, South Carolina, and North Carolina. It was determined that 372 of the surveys had met completion criteria to be entered as data for the survey. The surveys that were not used did not have the section of the survey regarding roles and self-efficacy completed or had counseled in grade levels other than elementary, middle, or high schools. In the sample population of 372, 41 participants were male (10.6%) and 331 participants were female (85.3 %). The Ethnicity of the sample as reported by the participants was 100 African Americans (25.8%), 249 White Non-Hispanic (64.2%), 3 Hispanic (.8%), Indian 1(.3%), other 11 (2.8%), and native American Indian 2 (.5%).

Table 1: Demographics

Variable	Frequency	Percent
School Level		
Elementary	202	52.1
Middle school	111	28.6
High school	95	24.5
Year graduated		
1968-1978	39	10.1
1979-1989	43	11.1
1990-2000	85	21.9
2001-2010	201	61.8
ESE Eligible		
Yes	46	11.9
No	315	81.2
Past Work in Education		
Yes	230	59.3
No	137	35.3
Years as a counselor		
	M	Stand. Dev
	9.85	8.16

Mean and Standard Deviations of Variables of the Current Study

Descriptive statistics were found for the independent variables of pre-service quantity, pre-service quality, in-service quantity, in-service quality and rating of experience with students with special needs, rating of experience with family or friends with special needs, individual and overall self-efficacy and role scores. Pre-service quantity was reported as the actual score given in number of classes. There were two experience scores, one rating experience with students with special needs and one rating experiences with friends and family members with special needs.

The experience ratings were converted to the following scores: one-one to two classes, two-three to four classes, three -five to six classes, four- seven to eight classes, five- nine to ten classes, and six- greater than 10 classes. Pre-service quality was the total ratings based on the following choices given: one was the least quality-five was the best quality. In-service training hours was entered as: zero- no hours, one- one to five hours, two- six-10 hours, three- 11-15 hours, four- 16-20 hours, five- 21-25 hours, and 6- twenty-six hours and above. In-service quality was the total based on the following choices given: zero was no quality, one was the least quality –five was the best quality. Role was a sum of the rankings of time Professional School Counselors spend in the performance of nine roles. The choices were 0- not applicable, and one- never to five –always. Self-efficacy was a sum of the ratings of self-efficacy regarding the nine roles. The choices were zero – not applicable, one- very low self-efficacy to 5-very high self-efficacy.

Table 2 shows the roles professional school counselors perform with students with special needs as number, mean and standard deviation for time and self-efficacy. It is ranked from highest to lowest based on the roles mean. The information for counseling with non-special needs students and the matching self-efficacy was also entered into the table. The roles data was based on a scale 0-6 with 0 being N/A, 1 for never through 5 for always when asked to choose the amount of time spent in performing roles. The self-efficacy data is based on participants rating their feelings of self-efficacy in performing each role. In the ratings, 0 is N/A and 1 is very low self-efficacy through 5 for very high self-efficacy.

Table 2: Descriptive Statistics

Role	<i>N</i>	<i>M</i>	S.D.	Self-efficacy	<i>N</i>	<i>M</i>	S.D
Advocate	371	4.0	1.25		370	3.80	1.18
Non - ESE	371	3.8	1.146		371	4.0	.949
RTI	372	3.6	1.695		371	3.17	1.477
Techniques	372	3.4	1.16		371	3.28	1.20
/Accommodations							
Counsel ESE	372	3.2	1.13		371	3.46	1.01
Consultation	372	3.2	1.19		372	3.36	1.13
Counsel all ESE	372	3.0	1.45		373	3.03	1.46
Transition	372	2.8	1.57		370	2.85	1.61
Parents	372	2.8	1.23		369	3.11	1.31
Career	372	1.9	1.79		365	2.09	1.85

Table 3: Listing of Mean and SD In-service, Pre-service, and Experience

	<i>M</i>	<i>S.D.</i>
In-service quantity	9.43	24.91
In-service quantity	9.43	24.91
In-service quality	5.38	8.01
Experience students	5.336	8.00
Experience family/friends	2.262	2.07
Pre-service Quality	4.19	6.2
Pre-Service Quantity	1.19	1.86

Another question of interest was whether counselor education programs need to offer more training in special needs. The total n= 365, 31 (8%) answered no, 334 (86.1%) answered yes. Another question of interest asked on the survey was if the counselors felt they needed more training in special needs. The total n =366, 79 (20.4 %) answered no and 287 (78.4 %) answered yes.

Table 4: Descriptive Statistics

		programtrain			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	31	8.0	8.5	8.5
	yes	334	86.1	91.5	100.0
	Total	365	94.1	100.0	
Missing	System	23	5.9		
Total		388	100.0		

Table 5: Descriptive Statistics Needs More Training in Program

		umoretraining			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	79	20.4	21.6	21.6
	yes	287	74.0	78.4	100.0
	Total	366	94.3	100.0	
Missing	System	22	5.7		
Total		388	100.0		

Data Analysis for Research Questions

Research Question One

The research question is: Does pre-service training, in-service training and experience have an impact on professional school counselor’s self-efficacy and whether or not they perform a role with children and adolescents with special needs?

The following are the hypotheses for the current research:

- (1) There is a relationship between pre-service training (as measured by quantity and quality on the survey), in-service training (as measured by quantity and quality on the survey) and two types of experience (as measured by rating on the survey) of Professional School Counselors and their self-efficacy (as measured on the survey) in working with students with special needs (as measured by the frequency that they perform roles).

The purpose of this factor analysis was to explore the structure of factors that serve as the basis for the survey responses in the survey data set (Sivo, 2009). The analysis is searching for the items that correlate with roles that PSCs perform with students with special needs. A result

that is considered successful is one in which factors that explain a big portion of the total variance.

If the factor analysis is able to do this, it can be said to give evidence of validity to support that the scores from this survey are valid in assessing the factors that affect the time a person spends in roles with students with special needs (Sivo, 2009). A feeling of confidence can occur with the addition of items for total scores to represent the different dimensions of factors that could affect role taking by PSCs. This can be referred to as internal structure evidence because of the suggestion that there is a line-up of items that thematically ties them together. To derive the factors from the data of the variables, the Principal Component Analysis procedure was used. A Kaiser Rule procedure was used for a determination of finding the factors that can explain at least its own variance. Seven factors were extracted that explain approximately 67.749 % of all the variances of the variables. A plot of the Eigen values is below in the Scree plot. A factor loading's review suggests that an attainable proper solution was found through Principal Component Analysis with Verimax because it was capable of converging in 15 iterations. An important condition for proceeding with an interpretation was met because there was no report of a non-positive definite. Communalities are interpreted like multiple R²s in a multiple regression. They indicate to what degree the variance of the variables have been run appropriately and can be interpreted. In a solution that is considered proper, two sets of Communalities are provided. In this procedure, the Communalities were not above 1.00 which provides evidence that the results can be interpreted. A Chronbach's Alpha score gave a reliability score of .696 or .70 which is considered to be a modest scale of reliability for the survey measure (Sivo.2007). The Q-Q plots showed some outliers in Pre-service quality and Quantity and in-service quantity and quality because there was a wide range of scores.

Table 6: Factor Analysis All Research Variables

Communalities		
	Initial	Extraction
experiencestudents	1.000	.476
experiencefamilyfriends	1.000	.505
rolerti	1.000	.868
self efficacyrti	1.000	.867
roletransition	1.000	.765
self efficacytranssition	1.000	.778
roleconsultation	1.000	.664
self efficacyconsultation	1.000	.631
rolecounselese	1.000	.570
self efficacycounselese	1.000	.536
rolecareer	1.000	.873
self efficacycareer	1.000	.882
roleparents	1.000	.581
self efficacyparents	1.000	.567
rolealiese	1.000	.683
self efficacy aliese	1.000	.548
roleadvocate	1.000	.481
self efficacyadvocate	1.000	.583
roletechniques	1.000	.598
self efficacytechniques	1.000	.713
preservice quantity	1.000	.844
preservice quality	1.000	.829
inservice quality	1.000	.682
inservice quantiy	1.000	.738

Extraction Method: Principal Component Analysis.

Table 7: Factor Analysis Total Variance

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.755	28.145	28.145	6.755	28.145	28.145
2	2.290	9.543	37.688	2.290	9.543	37.688
3	2.025	8.439	46.127	2.025	8.439	46.127
4	1.609	6.705	52.831	1.609	6.705	52.831
5	1.340	5.583	58.414	1.340	5.583	58.414
6	1.187	4.948	63.362	1.187	4.948	63.362
7	1.053	4.387	67.749	1.053	4.387	67.749
8	.970	4.043	71.793			
9	.914	3.809	75.601			
10	.853	3.556	79.157			
11	.812	3.382	82.539			
12	.659	2.747	85.286			
13	.603	2.511	87.797			
14	.526	2.192	89.990			
15	.456	1.899	91.888			
16	.374	1.557	93.446			
17	.283	1.178	94.624			
18	.229	.955	95.579			
19	.218	.908	96.487			
20	.204	.850	97.337			
21	.189	.786	98.123			
22	.173	.720	98.843			
23	.150	.626	99.469			
24	.127	.531	100.000			

Extraction Method: Principal Component Analysis.

Table 8: Factor Analysis Rotated Component Matrix All Research Variables

Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
experiencestudents	.244		.627				
experiencefamilyfriends		.101	.644		.254		
rolerti	.112	.187				.896	
self efficacyrti		.123	.157			.903	
roletransition		.865					
self efficacytranssition		.822	.261				.135
roleconsultation	.324	.694	.127	.126	.126	.172	
self efficacyconsultation	.381	.469	.446	.152			.174
rolecounselese	.401	.567		.125	.212	.161	
self efficacycounselese	.412	.195	.505	.182			.184
rolecareer	.110	.142		.916			
self efficacycareer	.124		.163	.910			
roleparents	.444	.451		.290	.217	.218	
self efficacyparents	.467	.256	.418	.303			
roleallese	.641	.413	-.256	.102		.118	
self efficacy allese	.682	.232		.140			
roleadvocate	.597	.172	.107		.195	.134	-.150
self efficacyadvocate	.599		.437		.115		
roletechniques	.681	.143	.149				.284
self efficacytechniques	.669		.382		-.125		.320
preservice quantity			.124		.898		.135
preservice quality			.170		.863		.214
inservice quality	.107		.122		.310	.120	.733
inservice quanti					.105		.848

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 15 iterations.

Scree Plot

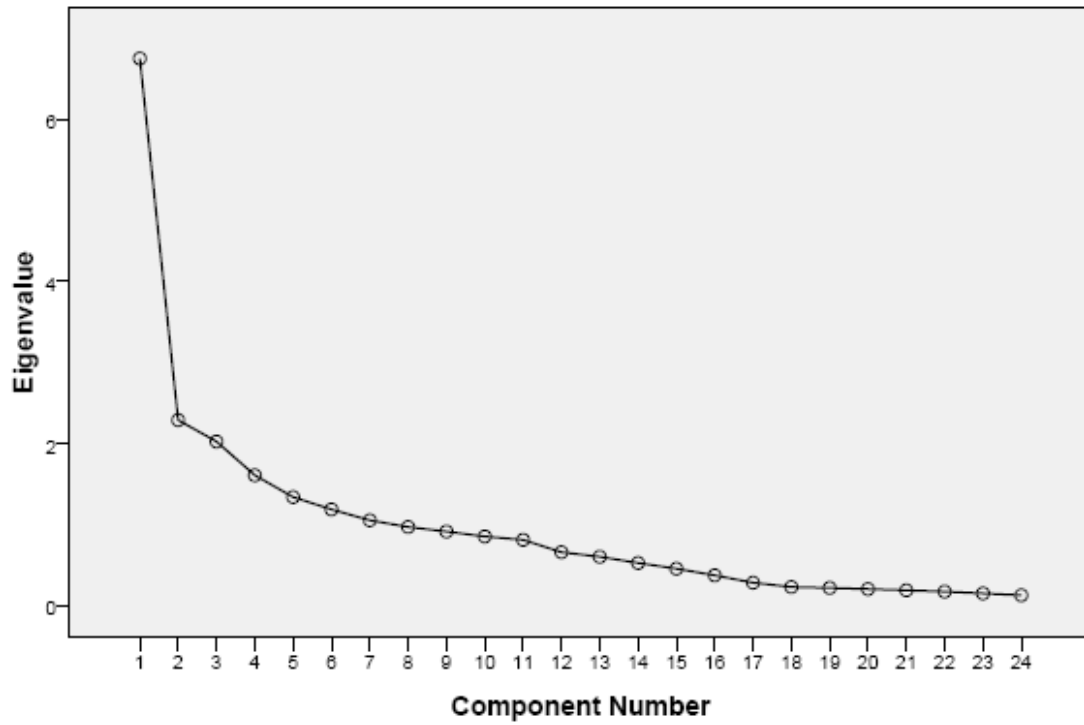


Figure 1: Scree Plot from Factor Analysis

Table 9: Reliability Measure of Survey

Statistics	
Cronbach's Alpha	
.696	24

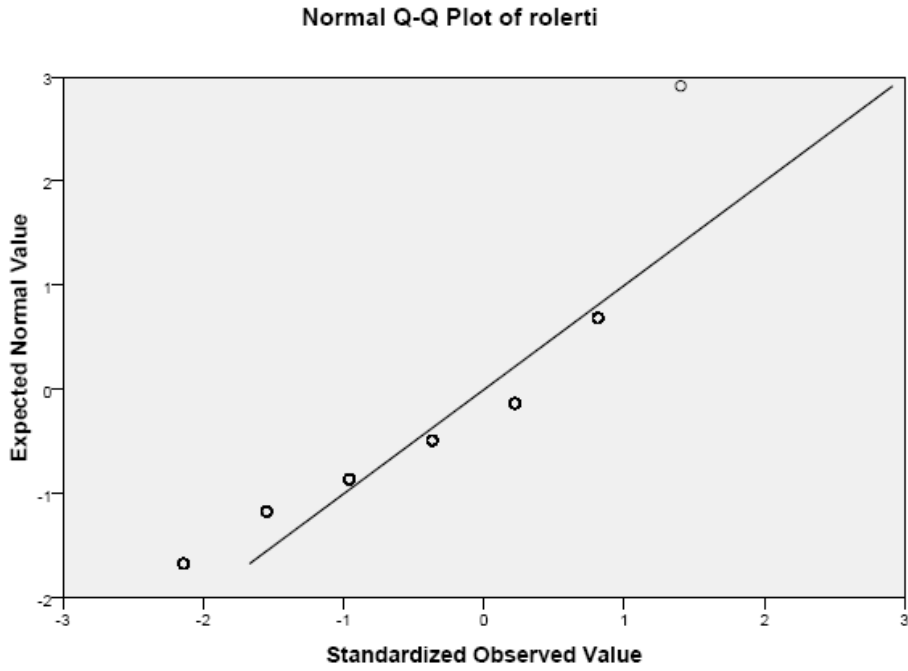


Figure 2: Q-Q Plot of Role RTI

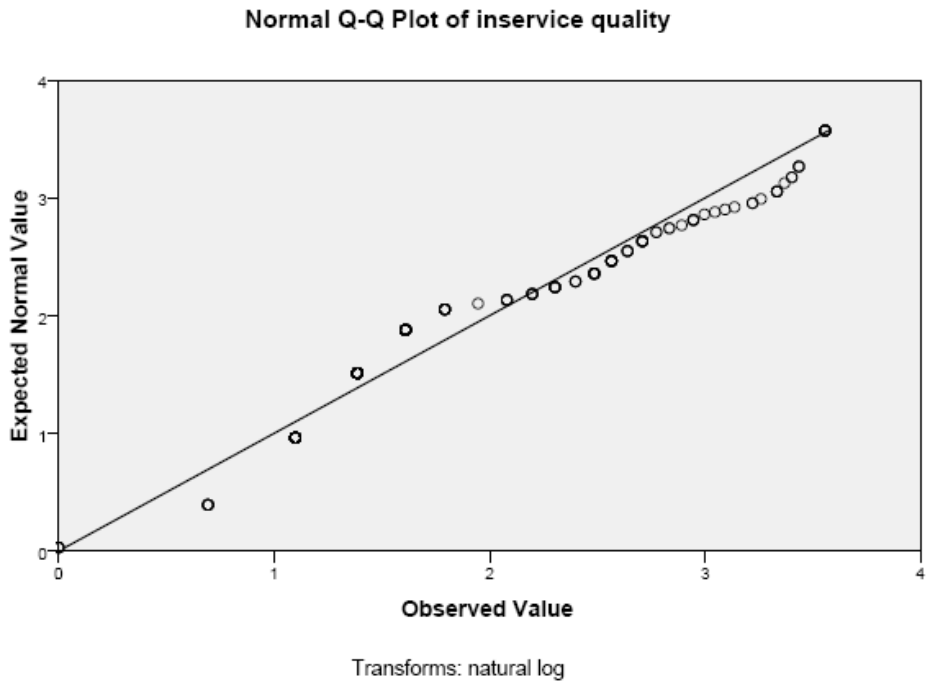


Figure 3 : Q-Q Plot Experience with Students

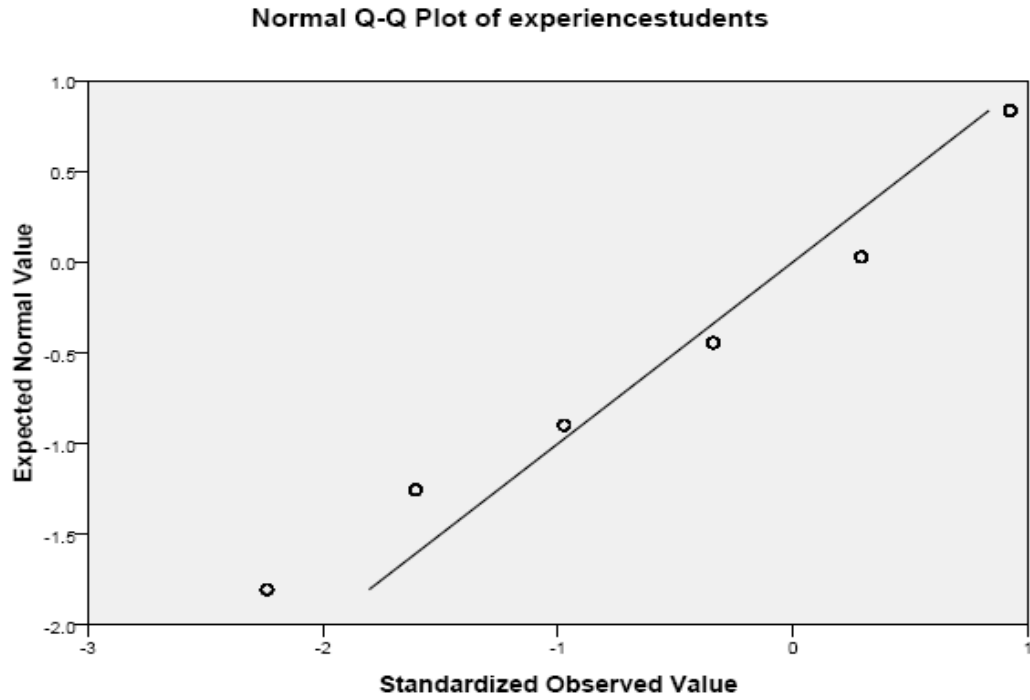


Figure 4: Q-Q Plot Role Techniques

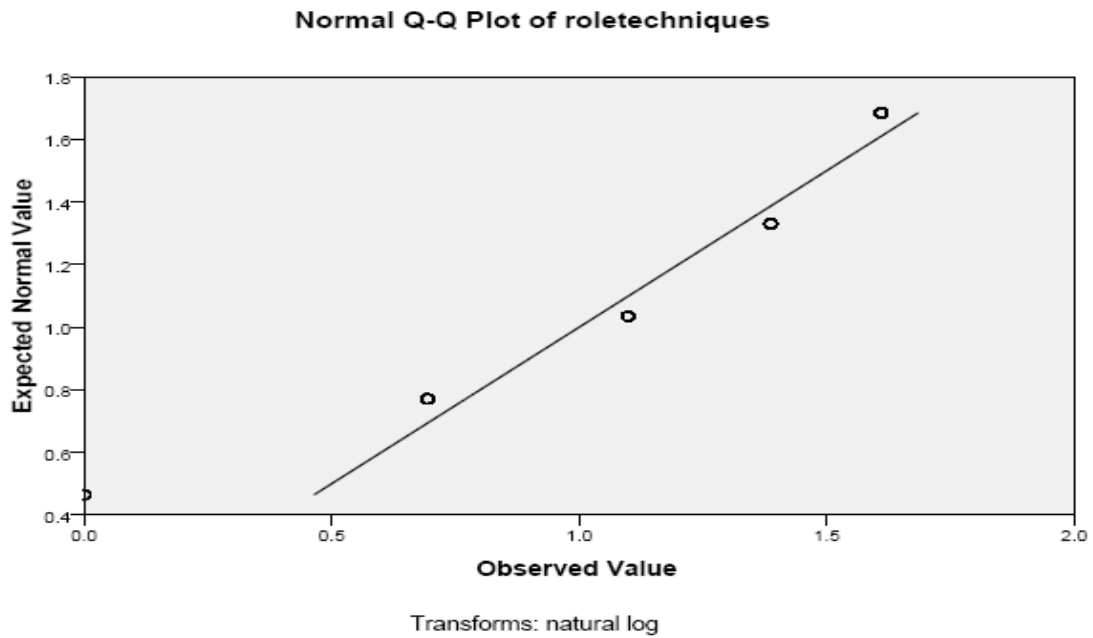


Figure 5: Q-Q Plot Self-Efficacy Advocate

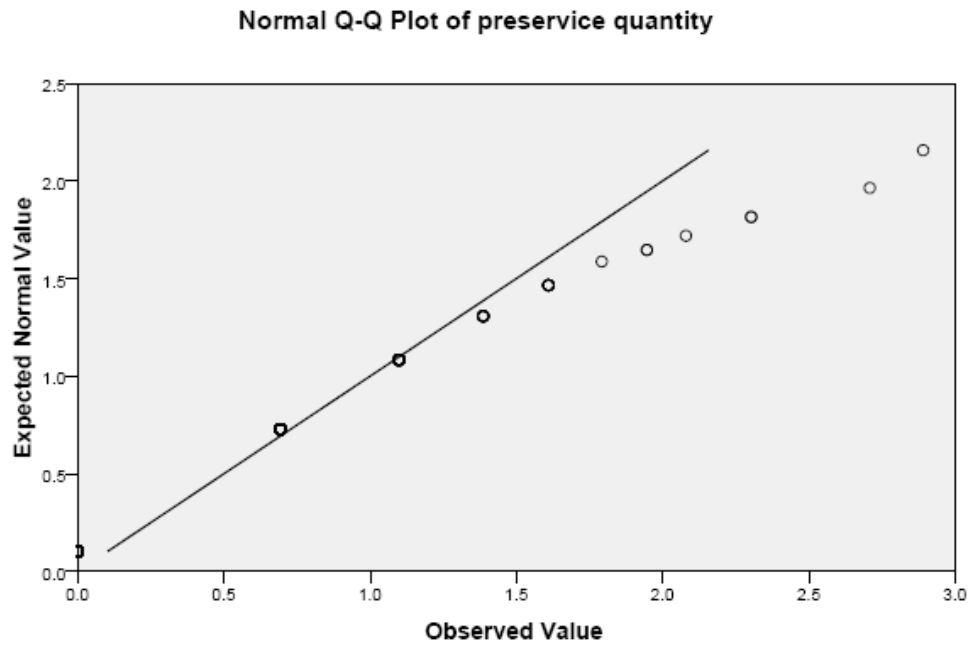


Figure 6: Q-Q Plot Self-Efficacy All Students with Special Needs

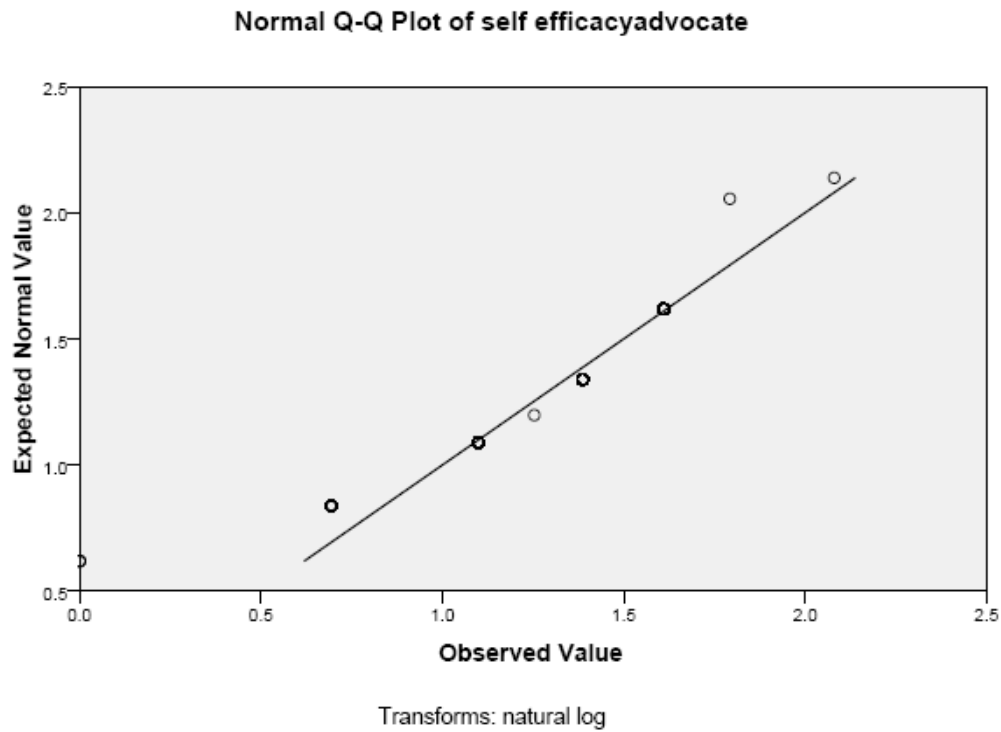


Figure 7: Q-Q Plot Role Techniques

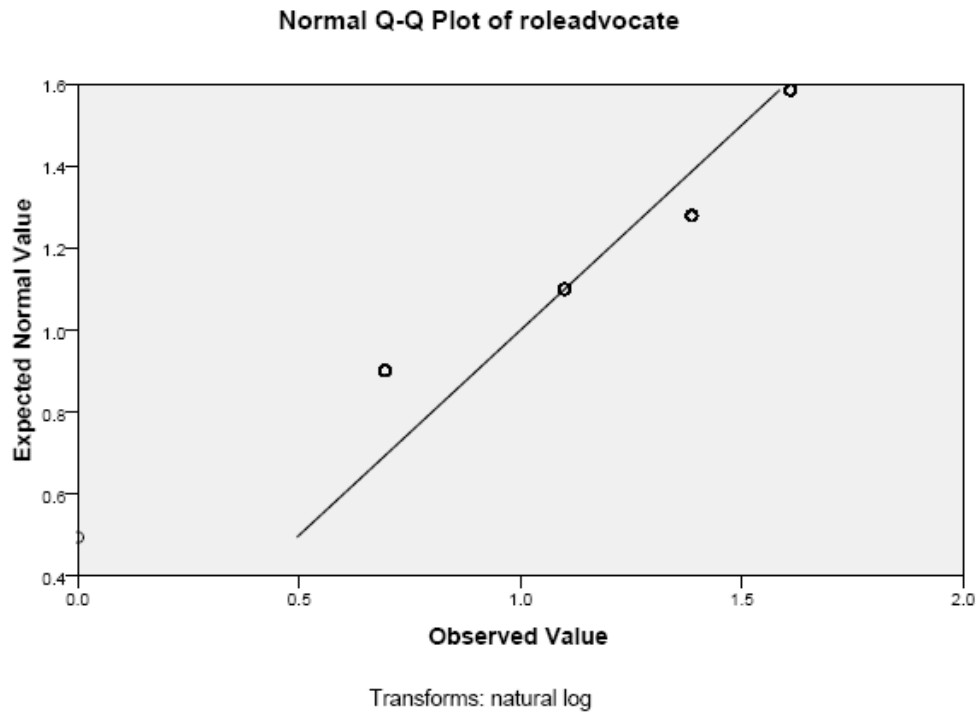


Figure 8: Q-Q Plot Self-Efficacy Advocate

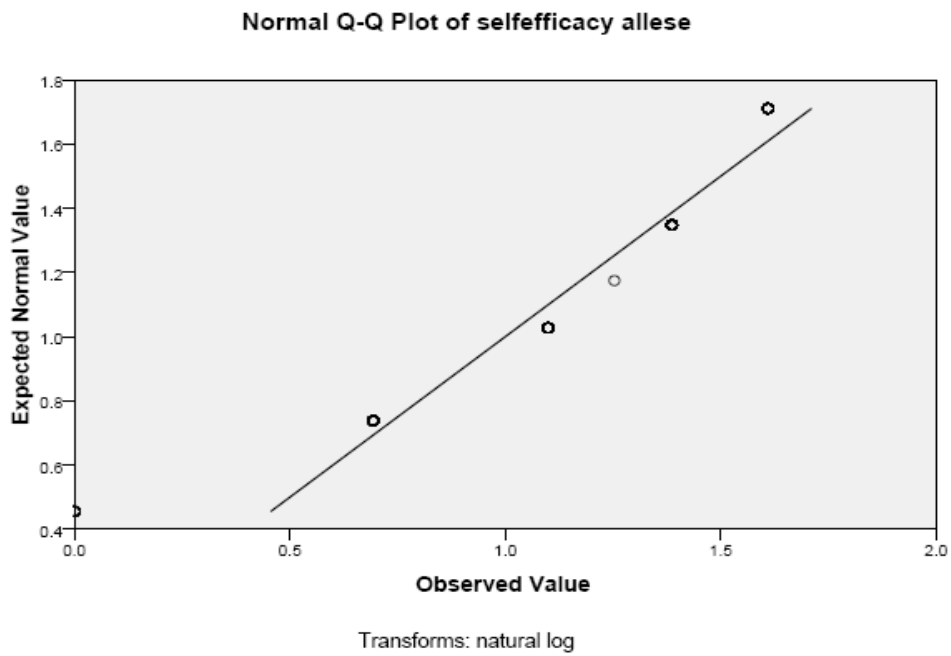


Figure 9: Q-Q- Plot Self-Efficacy

Normal Q-Q Plot of self efficacytechniques

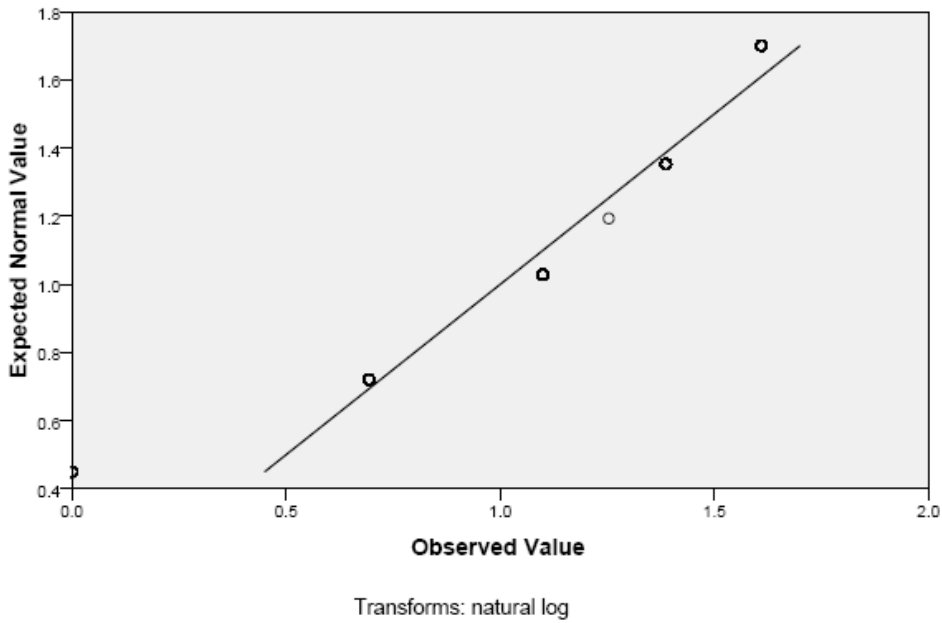


Figure 10: Q-Q Plot Self-Efficacy Techniques

Normal Q-Q Plot of roletechniques

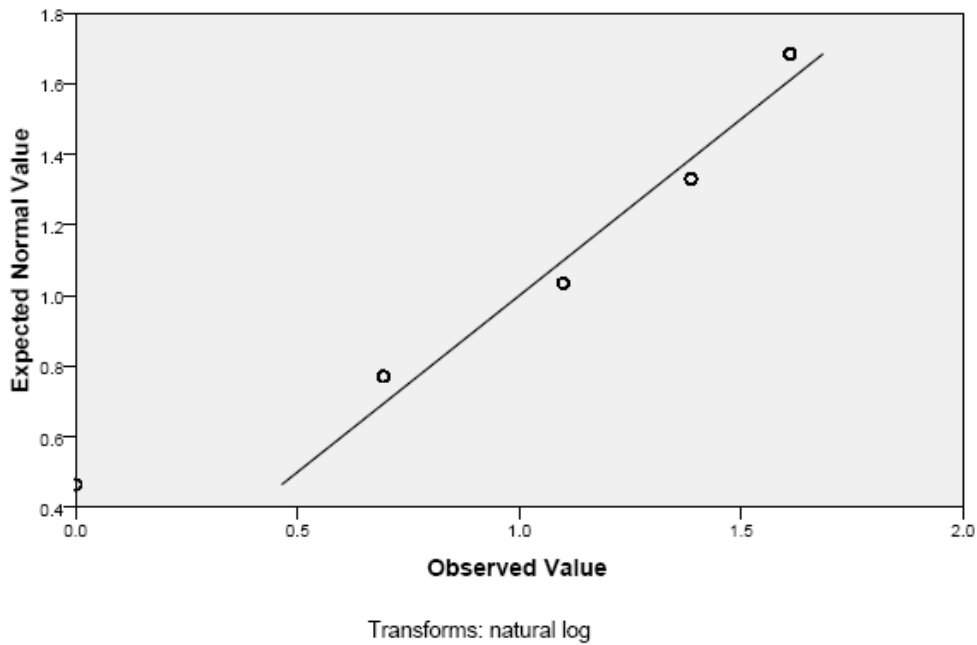


Figure 11: Q-Q Plot Role of Techniques

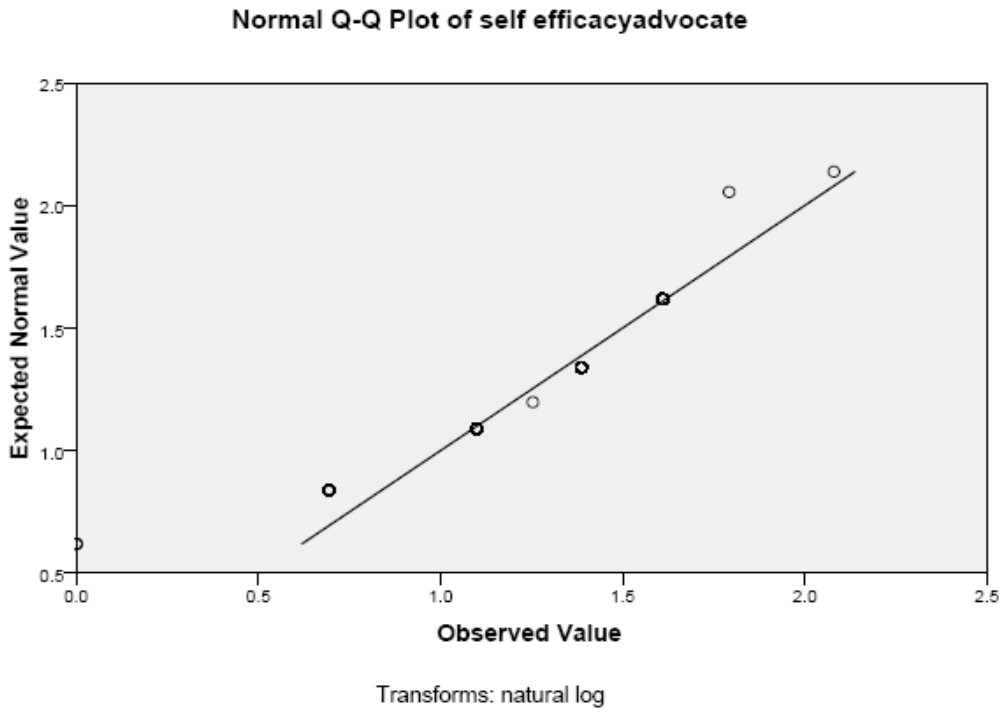


Figure 12: Q-Q Plot Self-Efficacy Advocate

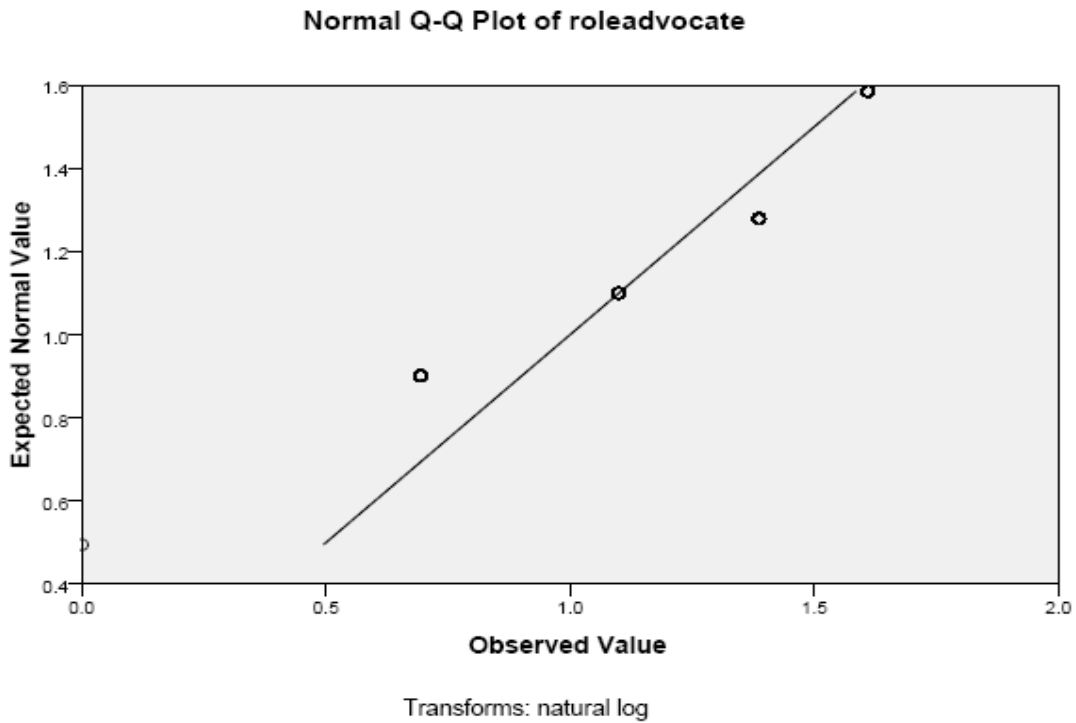


Figure 13: Q-Q Plot Role Advocate

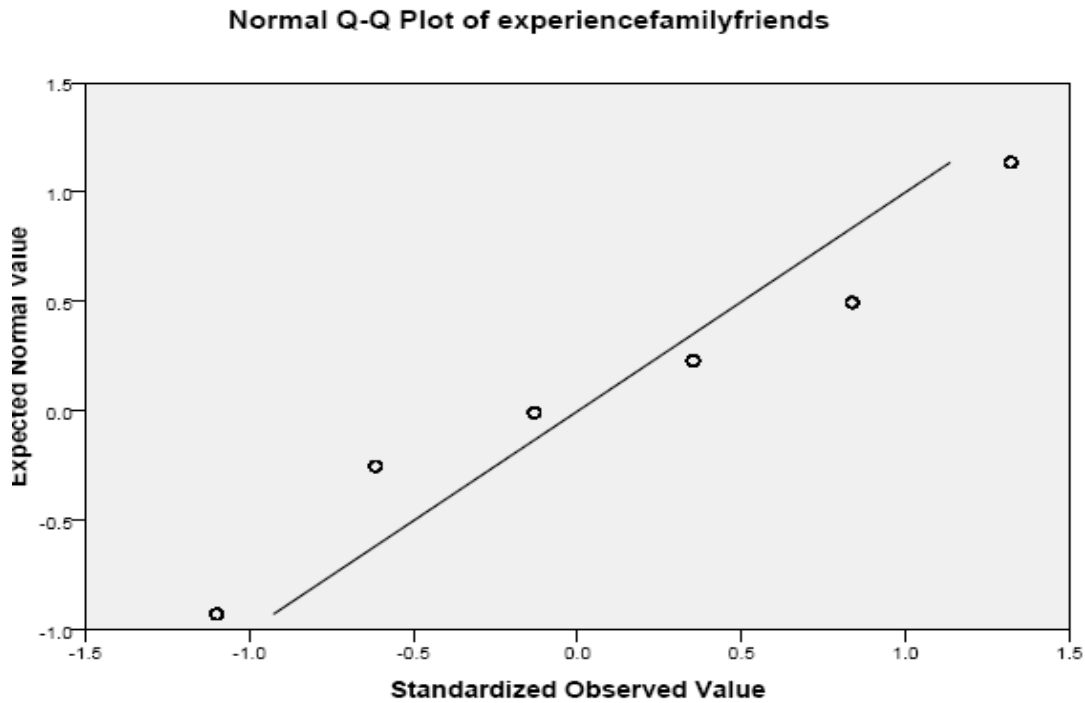


Figure 14: Q-Q Plot Experience of Family and Friends

The current research is an investigation of relationships and predictions of multiple variables. Therefore, multiple regressions were run with the current data. The reason that a regression statistical procedure is used is because it can find a measure that is representative of a relationship between the linear composite of the independent variables or variables referred to as predictor and the dependent variable which is represented as R – Multiple Correlation Coefficient as well as an equation for the least squares regression line (Witta, 2007). It also provides a measure that is referred to as a least squares regression measure that shows the statistical significance of each independent or predictor variable and provides a composite of all the predictor variables (Witta, 2007).

In the following tables, the first statistical analysis that was run was a multi-step regression with role as the dependent variable and self-efficacy, experience, pre-service

education quality, pre-service education quantity, in-service training quantity, and in-service training quality entered as the independent variables. The program removed all of the variables except the self-efficacy variables transition, all ESE, Response to Intervention, The following were found to be statistically significant; Model 1 Self-efficacy Transition $P < .01$, 29.8% of the variance can be accounted for; Model 2 Self-efficacy Transition, Self-efficacy All ESE $p < .01$ 39.7% of the variance can be accounted for; Model 3 Self-efficacy Transition, Self-efficacy All ESE, Self-efficacy RTI $p < .01$ 46.1 % of the variance can be accounted for; Model 4 Self-efficacy Transition, Self-efficacy All ESE, Self-efficacy RTI, Self-efficacy Parents $p < .01$ 48.9% of the variance can be accounted for; Model 5 Self-efficacy Transition, Self-efficacy All ESE, Self-efficacy RTI, Self-efficacy Parents, Self-efficacy techniques $P < .05$ 49.8% of the variance can be accounted for.

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.546 ^a	.298	.295	6.566	.298	136.462	1
2	.630 ^b	.397	.393	6.094	.099	52.814	1
3	.679 ^c	.461	.456	5.767	.065	38.359	1
4	.699 ^d	.489	.483	5.627	.027	17.156	1
5	.705 ^e	.498	.490	5.587	.009	5.546	1

a. Predictors: (Constant), self efficacytransition

b. Predictors: (Constant), self efficacytransition, selfefficacy allese

c. Predictors: (Constant), self efficacytransition, selfefficacy allese, self efficacyrti

d. Predictors: (Constant), self efficacytransition, selfefficacy allese, self efficacyrti, self efficacyparents

e. Predictors: (Constant), self efficacytransition, selfefficacy allese, self efficacyrti, self efficacyparents, self efficacytechniques

f. Dependent Variable: role

Table 11: Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.730	.755		27.451	.000
	self efficacytransition	2.704	.231	.546	11.682	.000
2	(Constant)	16.508	.910		18.135	.000
	self efficacytransition	2.224	.225	.449	9.892	.000
	self efficacy allese	1.813	.250	.330	7.267	.000
3	(Constant)	13.124	1.020		12.865	.000
	self efficacytransition	1.980	.216	.400	9.153	.000
	self efficacy allese	1.686	.237	.307	7.115	.000
	self efficacyrti	1.395	.225	.261	6.193	.000
4	(Constant)	11.612	1.060		10.952	.000
	self efficacytransition	1.764	.217	.356	8.116	.000
	self efficacy allese	1.322	.247	.240	5.342	.000
	self efficacyrti	1.277	.222	.239	5.763	.000
	self efficacyparents	1.167	.282	.192	4.142	.000
5	(Constant)	10.530	1.149		9.167	.000
	self efficacytransition	1.715	.217	.346	7.908	.000
	self efficacy allese	1.137	.258	.207	4.408	.000
	self efficacyrti	1.274	.220	.239	5.792	.000
	self efficacyparents	.997	.289	.164	3.452	.001
	self efficacytechniques	.710	.302	.109	2.355	.019

a. Dependent Variable: role

A multiple step-wise regression procedure was run with self-efficacy as the dependent variable and the following independent variables: experience with students with special needs, experience with friends or family members with special needs, pre-service quantity, pre-service quality, in-service quantity and in-service quality.

The following were found to be statistically significant:

- (1) In model 1 experience with students ($F_{1, 338} = 53.599$ $p < .01$) 13.70 % of the variance can be accounted for,
- (2) In model 2 experience and in-service quality ($F_{1, 337} = 20.841$ $p < .01$), 18.7% of the variance can be accounted for

(3) in model 3 experience with students with special needs in-service quality and experience with family and friends with special needs ($F_{1, 336} = 4.270$ $p < .01$) 19.70 % of the variance can be accounted for.

Table 12: Model Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.370 ^a	.137	.134	6.94661	.137	53.559	1	338	.000
2	.433 ^b	.187	.182	6.75127	.050	20.841	1	337	.000
3	.444 ^c	.197	.190	6.71876	.010	4.270	1	336	.040

a. Predictors: (Constant), experience students

b. Predictors: (Constant), experience students, in-service quality

c. Predictors: (Constant), experience students, in-service quality, experience family friends

d. Dependent Variable: self efficacy

Table 13: Coefficients

Coefficients										
Model	Unstandardized Coefficients		Standardized Coefficients	t	sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
	(Constant)	22.176	.925				23.977	.000	20.357	23.996
Experience Students	1.747	.239	.370	7.318	.000	1.277	2.216	.370		.370
(Constant)	21.755	.904		24.076	.000	19.978	23.533			
Experience Students	1.542	.236	.327	6.530	.000	1.078	2.007	.370		.335
In-service quality	.213	.047	.228	4.565	.000	.121	.304	.290		.241
(Constant)	21.517	.907		23.734	.000	19.734	23.301			
Experience Students	1.382	.248	.293	5.579	.000	.895	1.869	.370		.291
In-service quality	.196	.047	.211	4.175	.000	.104	.289	.290		.222
Experience Family Friends	.394	.191	.109	2.066	.040	.019	.769	.256		.112

a. Dependent Variable: Self-efficacy

Normal P-P Plot of Regression Standardized Residual

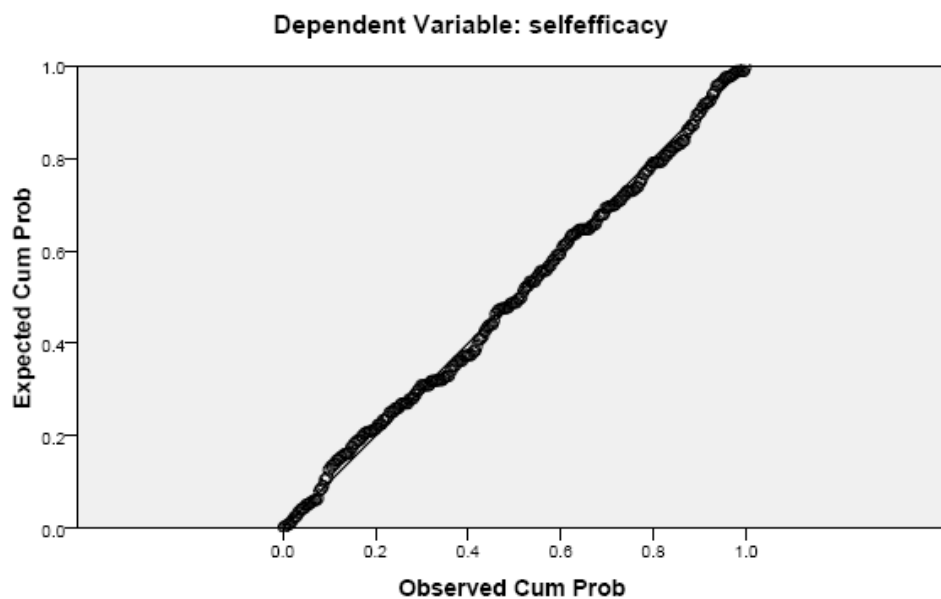


Figure 15: Observed Cum Prob

While exploring the data, the researcher wondered if there is also a relationship between certain grade levels that counselors work at and the roles that they perform with students with special needs. A multistep multiple regression was run with roles combined as the dependent variable and grade levels counseled (elementary, middle, and high school) as the independent variables. When all the grade levels were entered, elementary and high was thrown out and middle was found to be statistically significant $p < .01$ with role.

Normal P-P Plot of Regression Standardized Residual

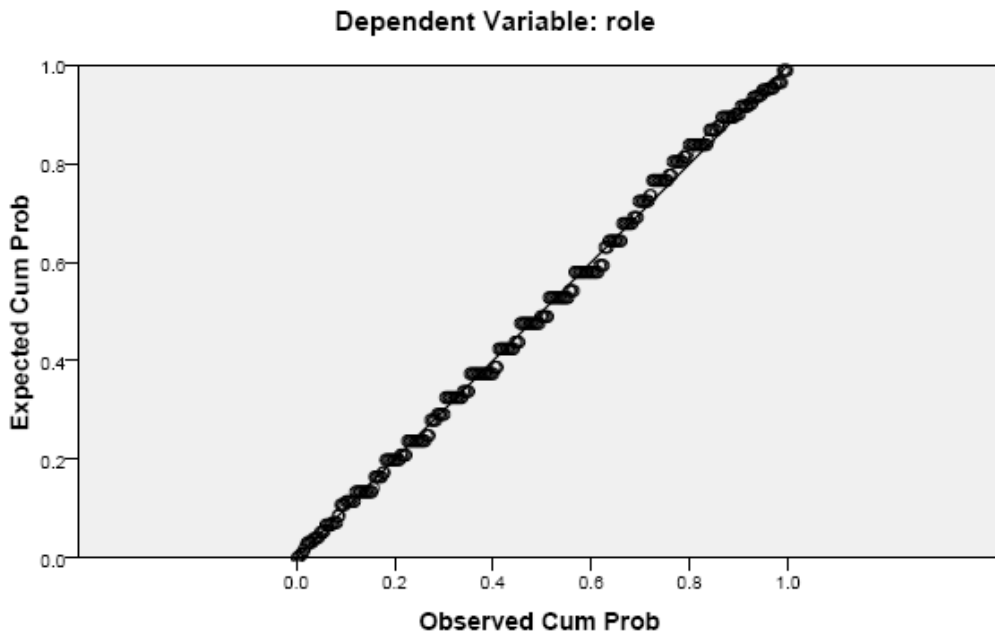


Figure 16: Observed Cum Prob

Table 14: Coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.462	.479		57.311	.000
	nmiddle	3.737	.867	.222	4.311	.000

a. Dependent Variable: role

Coefficients^a

Model		95.0% Confidence Interval for B		Correlations		
		Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	26.520	28.405			
	nmiddle	2.032	5.442	.222	.222	.222

a. Dependent Variable: role

A descriptive survey research design was employed to explore the objectives of this study, which were to determine whether there were significant relationships between experience with students with special needs, experience with family and friends with special needs, pre-service education in working with students with special needs, in-service training, counselor's self-efficacy, and roles that counselors perform with students with special needs. Specifically, the goal was to investigate the relationship of: (1) the rating of experience with students with special needs on the survey, (2) the quantity of pre-service training in special needs given on the surveys, (3) the quality of pre-service training in special needs as rated on the survey, (4) the quantity of in-service training in special needs as reported on the survey, (5) the quality of in-service training in special needs as rated on the survey, (6) Professional school counselor's self-efficacy rating, and (7) the amount of time spent in roles performed with students with special needs as rated on the survey.

The factor analysis was used to consider validity of the scale measured and a Chronbachs Alpha showed adequate reliability with the measure, q-q plots revealed if there were outliers in the scales used. Results revealed a statistically significant relationship between five of the self-efficacy scores and roles and no other significant relationship between the other scores and roles. Finally, results revealed statistically significant relationships between experience and self- efficacy, experience, in-service quality and self-efficacy, and the two experience measures,

A descriptive survey research design was employed to explore the objectives of this study, which were to determine whether there were significant relationships between experience with students with special needs, experience with family and friends with special needs, pre-service education in working with students with special needs, in-service training, counselor's self-efficacy, and roles that counselors perform with students with special needs. Specifically,

the goal was to investigate the relationship of: (1) the rating of experience with students with special needs on the survey, (2) the quantity of pre-service training in special needs given on the surveys, (3) the quality of pre-service training in special needs as rated on the survey, (4) the quantity of in-service training in special needs as reported on the survey, (5) the quality of in-service training in special needs as rated on the survey, (6) Professional school counselor's self-efficacy rating, and (7) the amount of time spent in roles performed with students with special needs as rated on the survey.

The factor analysis was used to consider validity of the scale measured and a Chronbachs Alpha showed adequate reliability with the measure, q-q plots revealed if there were outliers in the scales used. Results revealed a statistically significant relationship between five of the self-efficacy scores and roles and no other significant relationship between the other scores and roles. Finally, results revealed statistically significant relationships between experience with students with special needs and self- efficacy, experience with students with special needs, in-service quality and self-efficacy, and the two experience measures experience with students with special needs and with friends and family with special needs, and quality of in-service with self-efficacy. There was a statistically significant relationship between middle school counseling and roles. The discussion of the present study results, limitations, and suggestions for additional research and implications for training in the counseling fields will be presented in Chapter Five.

CHAPTER FIVE: DISCUSSION

This chapter discusses and summarizes the results of a descriptive survey research design that was employed to explore the objectives of this study. The objectives of this study were to determine if there were significant relationships between experience with students with special needs, experience with friends and family members with special needs, pre-service and in-service education in working with special needs, in-service training in working with special needs, counselor's self-efficacy, and roles that counselors perform with students with special needs. Specifically, the goal was to investigate the relationship of: (1) the rating of experience with students with special needs on the survey, (2) the rating of experience with family or friends with special needs on the survey, (3) the quantity of pre-service training in special needs given on the surveys, (3) the quality of pre-service training in special needs as rated on the survey, (4) the quantity of in-service training in special needs as reported on the survey, (5) the quality of in-service training in special needs as rated on the survey, (6) Professional School Counselor's self-efficacy rating for each of the matching roles as reported on the survey, and (7) the amount of time spent in roles performed with students with special needs as rated on the survey.

Originally, the study proposal suggested a possible consideration of a path analysis. The original proposal contained a model of the two ratings of experience, the quantity of pre-service training, the quality of pre-service training, in-service quantity, and in-service quality having a relationship with self-efficacy and then a relationship with roles that counselors perform with students with special needs. However, after further consideration, it was noted there was a score that could be found from the survey regarding self-efficacy. When there was a score calculated as part of the instrument, then a path analysis was no longer an appropriate statistical process for the research data of the current study.

This discussion consists of the following sections: (a) a summary, (b) conclusions emanating from the results, (c) limitations and suggestions for additional research, (d) implications for the counseling field, and (e) the conclusion.

Summary

Historically, counselors had limited contact with students with special needs (Tarver-Behring & Sagan, 2004). Some reasons proposed for the limited contact was lack of training, resulting in a lack of confidence; the belief that special education personnel are already delivering the necessary services; and discomfort around students with special needs. The Institute of Education Sciences National Center For Education Statistics in 2006-07, reported that approximately 9 percent of all children and youth ages 3-21 received IDEA services. This is approximately 6.7 million youth and children in the public schools.

Having found in the literature review that there are multi-faceted areas of activities that school counselors can perform for students with disabilities, and there are a large number of students with special needs, it is becoming more important that school counselors feel prepared to provide services to children and adolescents with special needs (IDEA, 2004; Milsom & Akos, 2003).

Investigations on preparedness of PSCs working with students with special needs were found in the literature (Dunn & Baker, 2002, Milsom, 2002). A relationship was found between experiences with students with special needs and training to counsel students with special needs with the PSC's feelings of preparedness to counsel students with special needs. The future research recommendations of past studies were (a) to determine the amount and quality of training of PSCs to work with students with special needs, (b) to study feelings of competence of PSCs in working with students with special needs, (c) to study the effect of experience on

feelings of competence of PSCs in working with students with special needs (Dunn & Baker, 2002, Milsom, 2002, Milsom & Akos, 2003, Myers, 2005, Nichter & Edmonson, 2005, Studer & Quigney, 2003, 2004). This study expanded the previous studies by researching the relationship of education, training, and experience on self-efficacy and its relationship on the amount of time that professional School Counselors perform roles with students with special needs.

A total of 410 surveys were returned to the researcher at the three state school counselor fall conferences and on Survey Monkey. It was determined that 372 of the surveys had met completion criteria to be entered as data for the survey. The surveys that were not used did not have the section of the survey regarding roles and self-efficacy completed or had counseled in grade levels other than elementary, middle, or high schools. In the sample population of 372, 41 participants were male (10.6%) and 331 participants were female (85.3 %). The Ethnicity of the sample as reported by the participants was 100 African Americans (25.8%), 249 White Non-Hispanic (64.2%), 3 Hispanic (.8%), Indian 1(.3%), other 11 (2.8%), and native American Indian 2 (.5%).

Conclusions Emanating from the Results

Counselors in this study were spending time performing roles with students with special needs. The following means were found from the amount of time spent performing role's ratings of one (0%) to 5 (100 %) representing percentage of time spent in roles with students with special needs: (a) advocating M = 4.06, S.D =1.25, (b) counseling non special needs M 3.81, S.D. 1.1146 (c) Response To Intervention 3.62, S.D 1.693 (d) Techniques and Accommodations M 3.47, S.D. 1.16 (e) Counsel Students in Exceptional Student Education M 3.26, S.D. 1.16 (f) Consultation with Teachers and Staff M 3.26, S. D. 1.18 (g) Counsel all students in Exceptional

Student Education M 3.03, S.D. 1.49 (h) Transition M 2.81, S.D. 1.57 (i) Parents M 2.84, S.D. 1.22 and (j) Career M 1.98, S.D. 1.804.

According to the results of the ratings by Professional School Counselors in time spent in performing roles with students with special needs, they are spending from 25% to 75% of time on roles with students with special needs. Also included in this was time spent counseling non ESE which was between 50% and 75%. When the means are placed from highest It was second in the ranking and counseling ESE was fifth in the ranking.

An interesting conclusion can be made from two of the results of the survey. When counselors were questioned if PSCs need more training in the area of students with special needs and if counselor education programs should offer more training, 74 % of the sample answered yes to needing more training for themselves and 86.4% of the sample answered yes to counselor education programs needing to offer more training in students with special needs.

Statistical analysis of a multiple step-wise regression was performed on the data from counselors working with students with special needs survey, with role (a combination of the role scores) as the dependent variable and the two experience scores, pre-service quantity, pre-service quality, in-service quantity, in-service quality, and the individual self-efficacy scores as the independent variables. The program removed all of the variables except the self-efficacy variables transition, all ESE, Response to Intervention, The following were found to be statistically significant; Model 1 Self-efficacy Transition $P < .01$, 29.8% of the variance can be accounted for; Model 2 Self-efficacy Transition, Self-efficacy All ESE $p < .01$ 39.7% of the variance can be accounted for; Model 3 Self-efficacy Transition, Self-efficacy All ESE, Self-efficacy RTI $p < .01$ 46.1 % of the variance can be accounted for; Model 4 Self-efficacy Transition, Self-efficacy All ESE, Self-efficacy RTI, Self-efficacy Parents $p < .01$ 48.9% of the variance can be accounted for; Model 5 Self-efficacy Transition, Self-efficacy All ESE, Self-

efficacy RTI, Self-efficacy Parents Self-efficacy techniques $p < .05$, 49.8% of the variance can be accounted for. The regression procedure showed a statistically significant relationship between five self-efficacy scores on the survey and the role scores on the survey. The procedure removed the other scores. This shows that a counselor's rating of their own self-efficacy in this area can affect the amount of time that counselors spend in performing roles with students with special needs.

A multiple step-wise regression procedure was run with self-efficacy total as the dependent variable and the following independent variables: experience, experience, pre-service quantity, pre-service quality, in-service quantity and in-service quality. The following were found to be statistically significant: In model 1 experience with students ($F(1, 338) = 53.599$ $p < .01$) 13.70 % of the variance can be accounted for, In model 2 experience with students with special needs and in-service quality ($F(1, 337) = 20.841$ $p < .01$), 18.7% of the variance can be accounted for model 3 experience with students with special needs in-service quality and experience with family and friends with special needs ($F(1, 336) = 4.270$ $p < .01$) 19.70 % of the variance can be accounted for.

These results can be interpreted as both experiences and in-service quality having a statistically significant relationship with self-efficacy. The original proposed model of both experiences, quantity of pre-service, quality of pre-service education, quantity of in-service training, and quality of in-service training have a relationship with self-efficacy, and self-efficacy has a relationship with roles. 74% of the PSCs in the sample stated that they needed more training and programs need to offer more training in the area of students with special needs. The multiple step-wise regressions have shown that both types of experiences and in-service quality have a relationship with the self-efficacy score and the five self-efficacy scores have a relationship with the amount of time that PSCs spend performing roles with students with

special needs. This could be interpreted that PSCs state they need more training, counselor education programs need to offer more training, and any type of training that counselor educators give school counselors in the area of students with special needs, needs to include experiences with students with special needs to affect their self-efficacy. Another step-wise regression procedure showed there is a statistically significant relationship between middle school counselors and the combined roles score.

Limitations

There are limitations inherent in survey studies (Fraenkel and Wallen, 2009). According to Dillman (2007), the following errors can occur with survey research: sampling, non-response, coverage, and measurement. A sampling error occurs when some and not the entire sample returns the survey. A coverage error occurs when not everyone in the entire sample gets a chance to participate. A measurement error comes from poor questions. A non-response error is when the people who respond may be different from those who do not respond.

Attending the conferences when permitted by the organization was an attempt to control sampling error. Though the researcher attended the conferences and there were frequent reminders to complete the surveys, there was not a large return rate at the North Carolina School Counselor's Conference. Therefore, one of the limitations is a sampling problem with low return rate. However, the return rates at South Carolina and Georgia were much higher resulting in the total of 313 surveys that were returned on paper from the three conferences. The researcher also placed the survey on Survey Monkey with the access on the site of the counseling associations and e-mails sent by some organizations to members. There were a total of 97 surveys that were completed on Survey Monkey. This yielded a total of 410 completed surveys with 372 that met the criteria set by the researcher. The return rate was difficult to compute because of multiple

methods of access available to members. Coverage errors were controlled by everyone who attended the conferences being given an opportunity to participate and the remainder of the members were given an opportunity to participate by access to the survey on-line on the organizations web sites or contact by e-mail. Another problem could be survey design. Survey design is being controlled for with the feedback from experts, peers, and a thorough literature review. There was a factor analysis run to check the validity of the measure and a reliability procedure was also completed. By using access at both the fall conventions and Survey Monkey, there was a possibility that the same counselor could have filled out the survey twice. An attempt to control this was by a message from the researcher that accompanied the Survey Monkey connection on the websites and e-mails in South Carolina, North Carolina, and Georgia. It stated that if they had not had a chance to complete the survey at the conference, they were being provided with another opportunity to do so. Please see a sample of the attached message in the appendix. This could also be a limitation that someone could have completed the survey more than once..

Another problem could be with the sample population that was used. Using counselors that come to conventions and surveying counselors from the southeast could be a limitation. In addition, in Florida, access to PSCs was limited. Another limitation could be the researcher's use of PSCs that belong to school counselor organizations. The limitation is whether they were representative of all PSCs.

Suggestions for Future Research

In this research, experience with special needs was found to be an important part of training for Professional School Counselors. Further research could explore the type and quantity of experiences in training PSCs to work with students with special needs. Research could also

explore method for counseling programs to integrate training and experience with special needs for current counseling students and current PSCs in the schools

Exploring the areas of training that would increase quality of training could possibly be another area of research. Further research could be mixed mode with using qualitative procedures with quantitative procedures.

Implications for the Field

The Institute of Education Sciences National Center For Education Statistics in 2006-07, reported that approximately nine percent of all children and youth ages 3-21 received IDEA services. This is approximately 6.7 million youth and children in the public schools. These numbers indicate that large amounts of the student populations are students with special needs in schools currently being served by Professional School Counselors.

The American School Counselor Association (2008) has developed a national model for PSCs. According to the American School Counselor Association National Model (2008), a program's delivery system should consist of a guidance curriculum, responsive services, systems support, and individual student planning. The responsive services include group and individual counseling, referrals, advocacy and intervention, consultation, and peer mediation. PSCs should address all students' needs in the areas of career development, personal/social and academics. This should be accomplished through the comprehensive developmental guidance program of the school.

The American School Counseling Association stated in their position statement regarding Professional School Counselors (PSCs) and Students with Special Needs (2004), students with special needs should be given access to the same services in a comprehensive guidance plan, as are regular education students. The services included individual counseling, group counseling,

and classroom guidance lessons. ASCA (2004) also listed other areas that a PSC should be involved with in working with students with special needs. ASCA's (2004) other areas of suggested involvement for a PSC include: (a) being a member of Response to Intervention or Child Study Team, (b) consulting with teachers and staff regarding students with special needs, (c) advocating for the needs of the students with special needs, and (d) working with parents of students with special needs. As such, working with students with special needs is becoming more of a Professional School Counselor's role than previous roles in the past (IDEA, 2004, & Milsom, 2002).

Considering the large populations of students with special needs in schools that should be receiving services with PSCs as part of a comprehensive counseling program, and the requirements of IDEA, this research is both timely and essential to the field of counseling and counselor education (IDEA, 2004, & Milsom, 2002). This researches' importance stems from the information that it provides to expand the small amount of existing current research in the area of preparing Professional School Counselors to understand and meet the needs of students with special needs.

If PSCs are not spending equal with students with special needs as they do with regular education students, and are not spending as much time with all special needs students, then students with special needs could suffer. The result of the current IDEA law is more students with special needs are integrated into regular education classroom and PSCs need to have experience in making accommodations for and using techniques to assist students with special needs.

The current research has a finding that PSCs feel they need more training in special needs and that counselor education programs should offer more training in special needs. The findings showed that PSC's perceived self-efficacy affects their amount of time they spend in

performing roles with students with special needs and this can be affected by the quality of the training with direct experience with students with special needs. There seems to be a disconnect between PSCs needing to have more contact with students with special needs as suggested by ASCA and mandated by IDEA and classes and programs offered by counselor education programs. Counselor education programs in designing training for counselor education students and in-service training for current counselors should consider this information.

An important implication of the current research is confirming the theoretical basis of self-efficacy (Bandura, 1986, 1995). A strong self-efficacy is built on a person's successes in their actions (Bandura, 1994). The definition for self-efficacy (Bandura, 1986, 1995, Bodenhorn & Skaggs, 2005) is the feeling that one can accomplish or do something. It is a person's belief regarding their ability to do something (Bandura, 1986, 1995 & Bodenhorn & Skaggs, 2005). It is of importance in both preparing for a career and being able to perform in that career. Self-efficacy involves skills in the areas of social, cognitive, and behavior. It effects people's motivation, feelings, actions and thinking.

Self-efficacy effects people's motivation to act because if they do not believe that they can do something then they have little incentive to do something (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). This researcher investigated if this also occurs with PSCs working with the students with special needs. The current study's findings showed the importance of the PSCs perceived self-efficacy in performing roles with students with special needs.

Another implication of this current research is the need for counselor educators to have expertise in the field of special needs. This study is proposing that training of Professional School Counselors is needed. Therefore, counselor educators that had training and experience as PSCs working with students with special needs are needed. Recently, some counselor educators (Fuhr, 2009, Williamson, 2010) have expressed a concern regarding difficulty in finding

counselor educators that have expertise in both school counseling and working with students with special needs.

Conclusion

This research's importance stems from the information that it provides to both fill in the gap of research and to expand the small amount of existing current research in the area of preparing Professional School Counselors to understand and meet the needs of students with special needs. The future research recommendations of former research were (a) to determine the amount and quality of training of PSCs to work with students with special needs, (b) to study feelings of competence of PSCs in working with students with special needs, and (c) to study the effect of experience on feelings of competence of PSCs in working with students with special needs (Dunn & Baker, 2002, Milsom, 2002, Milsom & Akos, 2003, Myers, 2005, Nichter & Edmonson, 2005, Studer & Quigney, 2003, 2004). The current study was able to research those recommendations.

In conclusion, this study expanded the previous research (Dunn & Baker, 2002, Milsom, 2002, Milsom & Akos, 2003, Myers, 2005, Nichter & Edmonson, 2005, Studer & Quigney, 2003, 2004) by determining counselor's perceived self-efficacy in working with students with special need's relationship with performing roles with students with special needs and training and experience's relationship with self-efficacy. Found in the literature was the increasing need for counselors to work with students with special needs. This study was initiated to expand the literature in training of future counselors. The current study indicates the need for counselors to have quality training that includes experiences with individuals with special needs to increase their feelings of self-efficacy to perform roles with students with special needs.

APPENDIX A: RESEARCH CONSENT FORM

Research Study

What Impacts School Counselor's Self-efficacy and Feelings of Preparation in Performing Their Roles with Students with Special Needs?

Principal Investigator(s): Sally V. Lewis, M.Ed., NCC, NCSC, TJEEI Scholar

Faculty Supervisors: *E.H.Robinson, III, Ph.D.B. Grant Hayes, Ph.D.*

Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study which will include about 1000 people nationally. You have been asked to take part in this research study because you are a Professional School Counselor. You must be 18 years of age or older to be included in the research study and sign this form. You can read this form and agree to take part right now, or take the form home with you to study before you decide.

The person doing this research is Sally V. Lewis, M.Ed., NCC, NCSC of the University of Central Florida Counselor Education Program. Because the researcher is a Doctoral Candidate, Sally is being guided by E. H. Robinson, Ph.D. and B. Grant Hayes, Ph.D. UCF faculty supervisors in Child Family and Community Sciences Department.

What you should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this study is to discover what impacts school counselor's self-efficacy and their performing roles with students with special needs. This study wants to research if there is a relationship between pre-service education, post-service training, experience, and counselor's self-efficacy and their assuming roles with students with special needs.

What you will be asked to do in the study: You are being asked to complete a questionnaire regarding school counselors and students with special needs that is in your conference packet, on-line at your counseling organization website, or by mail. Once you have completed the survey, please return it to the box at check-out, on-line, or by mail.

You do not have to answer every question or complete every task. You will not lose any benefits if you skip questions or tasks.

University of Central Florida IRB
IRB NUMBER: SBE-09-06483
IRB APPROVAL DATE: 10/27/2009

Location: The location of the surveys are: your fall conference, your counseling organization website, or mail.

Time required: We expect that you will be in this research study for the amount of time that it takes to complete the survey- approximately 20-30 minutes.

Risks: The risks might be an uncomfortable feeling when answering the following things: rating your self-efficacy, describing your experiences with students or family members with special needs, and whether you were eligible for a special needs program.

Benefits:

We cannot promise any benefits to you or others from your taking part in this research. However, possible benefits include learning more about research

Compensation or payment:

The compensation to you for taking part in this study is a pencil or pen.

Confidentiality: We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of UCF. If the research team uncover abuse or neglect, this information may be disclosed to appropriate authorities.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you talk to Sally V. Lewis, M.Ed., NCC, NCSC, Toni Jennings Scholar, Graduate Student Counselor Education Program at svlewis@mail.ucf.edu or slewis@knightsmail.ucf.edu or E. H. Robinson, III, Ph.D. Faculty Supervisor, Child Family and Community Sciences Department at erobinso@mail.ucf.edu or B. Grant Hayes, Ph.D. Faculty Supervisor, Associate Dean for Graduate Studies at ghayes@mail.ucf.edu

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

APPENDIX B: QUESTIONNAIRE

School Counselors and Students with Special Needs

Instructions: Please place an x on the answer for each statement below and/or fill in the blanks as needed.

1. Have you had experience with students with special needs? For example, internships, practicum, mentoring

_____ Yes _____ No

⇒ If yes, please specify and please rate your experience by placing an x on the appropriate number (1 are very few experiences -5 are many experiences) 1 2 3 4 5 _____

Have you had experience with a family member and/ or friend with special needs?

_____ Yes _____ No

⇒ If yes, please specify and please rate your experience by placing an x on the appropriate number (1 are very few experiences -5 are many experiences) 1 2 3 4 5 _____

2. Did you receive pre-service education regarding students with special needs in your counseling program?

_____ Yes _____ No

⇒ If yes, please give the number of courses you have had _____

⇒ Please rate the quality of the content of the courses for each course you had by placing an x on the appropriate number for each course (1 being the least quality -5 being the best quality)

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

3. Since completing your counseling program, have you received additional In-service training and/or workshops in the area of students with special needs? _____ Yes _____ No

⇒ If yes, how many hours _____

⇒ Please rate the quality of the content of the in-services (1 is the least and 5 is the best in quality)

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5

School Counselors and Students with Special Needs

KEY 1

KEY 2

Instructions: Please circle one number under key 1 regarding your amount of time that you perform the roles. Under key 2, circle one number that represents your feelings of self-efficacy. Definition- Self-efficacy is your feelings of ability regarding a role or subject.	KEY 1						KEY 2						
	Never-0%	Infrequently - 25%	Some of the Time - 50%	Most of the Time - 75%	Always -100%	Not Applicable	Very Low Self-efficacy	Low Self-efficacy	Medium Self-efficacy	High Self-Efficacy	Very High Self-efficacy	Not Applicable	
4. I provide counseling (individual, small group, and large group guidance) to students <u>without</u> special needs in my caseload.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
5. I am a member of the Child Study Team or Response to Intervention Team.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
6. I assist with transition planning when moving from school to school (for instance elementary to middle) for students with special needs in my caseload.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
7. I provide consultation to teachers/administrators regarding students with special needs in my caseload.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
8. I provide counseling (individual, small group, and large group guidance) to students <u>with</u> special needs in my caseload.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
9. I provide career counseling and high school transition services to students with special needs in my case load.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
10. I provide services to parents of students with special needs in my caseload.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area.	1	2	3	4	5	N/A
11. I work with all students with special needs in my caseload.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area	1	2	3	4	5	N/A
12. I advocate for students with special needs.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area	1	2	3	4	5	N/A
13. When working with students with special needs, I am able to make accommodations and choose techniques that are appropriate for this population.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area	1	2	3	4	5	N/A
14. I feel prepared to work with students with special needs.	1	2	3	4	5	N/A	Please rate your feelings of self-efficacy in this area	1	2	3	4	5	N/A
15. I feel competent in working with students with special needs.	1	2	3	4	5	N/A							

School Counselors and Students with Special Needs

Please place an x or fill in the blanks for the questions as

16. Gender:

_____ Male

_____ Female

17. What is the date of your graduation from a counseling program and what was your degree?

18. How long have you been employed as a Professional School Counselor?

19. What is your ethnicity?

20. At what level/s of school/s are you employed? Please mark as many as needed

_____ Elementary

_____ Middle

_____ High School

_____ Other, Please Specify

21. What is the number of students that you are supposed to provide services to?

Grade level/s _____, _____, _____, _____,

Out of that caseload, what is the estimate of the numbers of students with special needs?

ESE _____

School Counselors and Students with Special Needs

Please place an x or fill in the blanks for the questions as

22. Before becoming a Professional School Counselor, did you work in the field of education?

_____ Yes _____ No

⇒ If yes, what was /were your position/s and for how many years? _____

Did you work with students with special needs? _____ Yes _____ No

⇒ If yes, please specify _____

23. Were you ever eligible for an Exceptional Student Education Program? _____ Yes _____ No

24. When you need information to work with students with special needs where do you go? Please check all that apply

_____ Cum folder _____ Special or Exceptional Education Teacher _____ Books _____ On-line _____ Classroom Teacher

_____ Other Exceptional or Special Education Staff _____ Other, Please specify _____

25. Do you need more training in the area of students with special needs? _____ Yes _____ No

⇒ If yes, please specify what areas of training _____

⇒ Should counselor education programs offer more training in the area of special needs? _____ Yes _____ No

⇒ If yes, please specify what areas of training are needed _____

Thank you for completing this questionnaire, please place any comments on the back- Sally V. Lewis svlewis@mail.ucf.edu

APPENDIX C: LETTER TO PROFESSIONAL SCHOOL COUNSELORS

Dear North Carolina Professional School Counselors,

I am writing to request your participation in a research study concerning school counselors' work with students with special needs. The survey is part of my dissertation and was available at the conference in Greensboro. If you were unable to complete or did not receive the survey, I would appreciate your help. Your participation in the survey is confidential and voluntary. The survey and will take 15-20 minutes to complete. You are eligible to take this survey if you are currently a practicing school counselor.

To learn more about the study and to participate, please click on the following website link below:

[Click Here to take survey](http://www.surveymonkey.com/s/MVNWZH8)

Thank you for your help,

Sally V. Lewis, M.Ed., NCC, NCSC, TJEEI Scholar

Doctoral Candidate University of Central Florida

Counselor Education and Supervision

Dear Professional School Counselors,

I am writing to request your participation in a research study concerning school counselors' work with students with special needs. The survey is part of my dissertation. I would appreciate your help. Your participation in the survey is confidential and voluntary. The survey and will take 15-

20 minutes to complete. You are eligible to take this survey if you are currently a practicing school counselor.

To learn more about the study and to participate, please click on the following website link below:

[Click Here to take survey](http://www.surveymonkey.com/s/MVNWZH8)

Thank you for your help,

Sally V. Lewis, M.Ed., NCC, NCSC, TJEEI Scholar

Doctoral Candidate University of Central Florida

Counselor Education and Supervision

APPENDIX D: IRB APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Sally V. Lewis**

Date: **October 27, 2009**

Dear Researcher:

On 10/27/2009, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: What Factors Impact Professional School Counselors in Working
with Children and Adolescents with Special Needs ?
Investigator: Sally V. Lewis
IRB Number: SBE-09-06483
Funding Agency:
Grant Title:
Research ID: SBE-09-06483

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 10/27/2009 09:57:43 AM EST

A handwritten signature in cursive script that reads 'Joanne Muratori'.

IRB Coordinator

REFERENCES

- American School Counselor Association. (2004). *Position statement: Special-needs students: The professional school counselor and students with special needs*. Retrieved December 18, 2007, from <http://www.schoolcounselor.org/content.asp?contentid=218>
- American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- Aubrey, R.F. (1982) A house divided: Guidance and counseling in 20th century America. *The Personnel and Guidance Journal* 198-206.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall. W.H. Freeman and Company.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior*. New York: Academic Press. (4). 71-81
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.
- Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C (1996) Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*. (67) 1206- 1222.
- Baruth, L.G. and Robinson, E.H., III. (1987). *An introduction to the counseling profession*. Englewood Cliff, New Jersey: Prentice Hall.
- Bauman, S., Siegel, J., Falco, L., Szymanski, G., Davis, A., Seabolt, K. (2003). Trends in school counseling journals: The first fifty years. *Professional School Counseling*, 7 (2)

Bodenhorn, N. & Skaggs, G. (2005). Development of the school counselor self-efficacy scale.
Measurement & Evaluation in Counseling & Development 38 (1), p14-28.

Boote, D. N. & Beile, P. (2005). Scholars before researchers: On the centrality of the
dissertation literature review in research preparation. *Educational Researcher* 34 (6) p 3-
15.

Borders, L. D. & Drury, S.M. (1992). Comprehensive school counseling programs: A
review for policymakers and practitioners. *Journal of Counseling & Development*,
70, 487-498.

Carter, R. B. (1993) School counselor role statements: Fact or fiction. *Education*, 114.

Council for Exceptional Children (2007a). *Attention deficit hyperactivity*. Retrieved June 8,
2009, from <http://cec.sped.org>.

Council for Exceptional Children (2007 b). *Communication disorders*. Retrieved June 8, 2009,
from <http://cec.sped.org>.

Council for Exceptional Children (2007 c). *Autism*. Retrieved June 8, 2009, from
<http://cec.sped.org>.

Council for Exceptional Children. (2007 d). *Learning disabilities*. Retrieved June 8, 2009, from
<http://cec.sped.org>.

Council for Exceptional Children (2007e). *Other health impaired*. Retrieved June 8, 2009,
from <http://cec.sped.org>.

Council for Exceptional Children (2007f). *Blindness visual impairments*. Retrieved June 8,
2009, from <http://cec.sped.org>.

Council for Exceptional Children (2007g). *Mental retardation*. Retrieved June 8, 2009, from <http://cec.sped.org>.

Council for Exceptional Children (2007h). *Behavior disorders/emotional disturbance*. Retrieved June 8, 2009, from <http://cec.sped.org>.

Crain, W. C. (1985). *Theories of Development*. Prentice-Hall. pp. 118-136.

DeVellis, R.F. (1991). *Scale development: Theory and applications*. New York: Sage Publications.

Dillman, D. A. (2007) *Mail and internet surveys the tailored design method* (2nd ed.) Hoboken, NJ: John Wiley and Sons.

Dunn, N. A. W. & Baker, S. B. (2002) Readiness to serve students with disabilities: A survey elementary school counselors. *Professional School Counseling*, 5(4), 277-284.

Fraenkel, J. & Wallen, N.E. (2009). *How to design and evaluate research in education*. (7th ed.) Boston: McGraw Hill.

Fuhr, S. R. (2008) Personal communication at SACES 2008 conference

Gysbers, N. C., Henderson, P. (2001) Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*, 4, (4).

Gysbers, N. C. (2001). School guidance and counseling in the 21st century: Remember the past into the future. *Professional School Counseling*, 5 (2) 96-105.

Gysbers, N. C. & Henderson, N. C. (1997). *Comprehensive guidance programs that work, part II*. Greensboro, NC: ERIC/CASS.

Hatfield, T. (1984).Deliberate psychological education revisited: A conversation with Norman Sprinthall *Personnel and Guidance*, 294-300.

Herr, E.L. (2002). School reform and perspectives on the role of school counselors: A century of proposals for change. *Professional School Counseling*, 5 (4) 220-34.

Individuals with Disabilities Education Improvement Act of 2004 (P.L.108-446), 20 U.S.C. 1400 *et seq.*

Institute of Education Sciences National Center For Education Statistics (2009).

Participation in education elementary /secondary education children and youth with disabilities in public schools. Retrieved July 31, 2009 from <http://www.nces.com>.

Lieberman, A. (2004) Confusion regarding school counselor functions: School leadership impacts role clarity. *Education*, 124 (3).

McEachern, A. G. (2003) School counselor preparation to meet the guidance needs of exceptional students: A national study. *Counselor Education and Supervision*

Milsom, A. S. (2002) Students with disabilities: School counselor involvement and preparation. *Professional School Counseling*, 5(5), 331-338.

Milsom, A. & Akos, P. (2003) Preparing school counselors to work with students with disabilities. *Counselor Education and Supervision*, 43(2), 86-95.

Myers, H. N. F. (2005) How elementary school counselors can meet the needs of students with disabilities. *Professional School Counseling*, 8(5), 442-450.

Myrick, R.D. (1987). *Developmental guidance and counseling: A practical approach*. Minneapolis, MN: Educational Media Corporation.

Nichter, M. & Edmonson, S. L. (2005). Counseling services for Special Education Students *Journal of Professional Counseling: Practice Theory, & Research* 33(2).

Pope, M. (2009, March) Jesse Buttrick Davis (1871-1955): Pioneer of vocational guidance in the schools *Career Development Quarterly*, 57 (3) 248-258.

- Robinson, E.H., Robinson, S., Curry, J, Swank, J.M., Kuch, T. H. Ohrt, J.H. & Lewis, S. (2008)
Altruism: The validity of unselfish caring as a disposition for counselors, *ACA
Presentation*.
- Schimmel, C. (2008) Dissertation Summary School Counseling: A Brief Historical
Overview
- Sciarra, D. (2004). *School Counseling Foundations and Contemporary Issues*. Belmont,
Ca: Brooks/Cole-Thomson Learning.
- Sivo, S. (2009) Notes from survey class
- Studer, J. R. & Quigney, T. A. (2003) An analysis of the time spent with students with
special needs by professional school counselors. *American Secondary Education*,
31(2) 71-84.
- Studer, J. R. & Quigney, T. A. (2004), The need to integrate more special education content
into pre-service preparation programs for school counselors. *Guidance
& Counseling*, *20* (1), 56-63.
- Tang, M., Addison, K. D., LaSure-Bryant, D., Norman, R., O'Connell, W., & Stewart Sicking,
J.A. (2004). Factors that influence self-efficacy of counseling students: An exploratory
study. *Counselor Education & Supervision*. (44).70-80.
- Tarver-Behring, S. & Spagna, M. E. (2004) Counseling with exceptional children. *Focus on
Exceptional Children*, *36*(8), 1-12.
- Taub, D. J. (2006) Understanding the concerns of parents of students with disabilities:
Challenges and roles for school counselors. *Professional School Counseling*,
10(1), 52-57.
- U. S Department of Education. (2009). The elementary and secondary education act.
Retrieved on February 15, 2010 from www.ed.gov.

Williamson, J. (2010) Personal communication ACA conference 2010

Witta, L. (2007) Handout from quantitative statistics class