

**FACTORS AFFECTING THE FUNCTIONS OF THE SCHOOL PSYCHOLOGIST:
DETERMINING THE INFLUENCES OF INTERNAL AND EXTERNAL FACTORS
THROUGH PATH ANALYSIS (136 pp.)**

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The purpose of the present study is to investigate the roles of internal and external variables in accounting for the assessment function of the school psychologist. Although a large amount of research is available on the function of school psychologists, no research has attempted to develop a general model of connections between external and internal variables and the functions of school psychologists.

Three models were analyzed in this study—an External Variables Model, an Internal Variables Model, and a Combined Variables Model. The data for this study were obtained from a sample of 483 members of the Ohio School Psychologists Association who were primarily practitioners in the field of school psychology and servicing the preschool through high school population of students. Each member completed the Factors Influencing the Functions of the School Psychologist Questionnaire, a document developed for this study. Data were analyzed through SPSS Grad (2001) and Amos 4.0 (Arbuckle, 1997).

Three significant findings were obtained in this study. First, the model comparison resulted in the External Variables Model presenting as the model of best fit. Second, three path coefficients were found to be significant—the school psychologist-to-student ratio, level of involvement in the problem solving process, and level of

involvement in IDEA 1997 mandated activities, with path coefficients of .249, -.310, and -.100, respectively. This study has significant implications for future research and current practices regarding the function choices of school psychologists.