Respondent Demographics

395 participants in total (33.3% of School Psychology ESAs in Washington State)

239 respondents who identified as current WSASP Members (60.5% of respondents, and 65.7% of current WSASP membership).

116 school districts, ESDs, universities, and private practice were represented in the survey

Gender:
- 81.3% Female
- 16.2% Male
- 0.5% Self-Identified
- 2% Preferred not to answer

Race:
- 85.1% White or Caucasian
- 2.3% Black or African American
- 2.3% Asian or Asian American
- 3% Hispanic or Latino
- 3% More than one race
- 0.3% American Indian or Alaska Native
- 1.5% Preferred to self-identify
- 2.5% Preferred not to answer

Current Role:
- 96.5% School Psychologist
- 2.3% School Counselor
- 1.8% Educational Specialist/TOSA
- 1.5% Program Administrator
- 5% Other Role

Degree Level:
- 44.8% Masters (M.A., M.S., M.Ed.)
- 50.4% Educational Specialist (Ed.S.)
- 10.1% Doctorate (Ph.D., Psy.D., Ed.D.)

NCSP Certification:
- 58.7% have NCSP certification
- 39.0% do not have NCSP certification

Current Role

Building Assignments:
- 37% work in one building;
- 44.6% work in two buildings,
- 11.9% work in three buildings,
3% work in four buildings, and 3.5% work in five or more buildings

District Mentorship:
43.8% have a district with a structured mentorship program; 56.2% have a district without a structured mentorship program

General Education Student Caseload Ratio:
The mean was 1,086 general education students to 1.0 FTE, with a range of 400 - 3500 reported

School Team Participation:
76.5% participate in a multi-disciplinary special education team
66.3% participate on a student support/intervention team
23.8% participate in academic progress monitoring/collaboration time with general education teachers

PBIS Team Participation:
19.2% participate on a PBIS Tier 1 team
27.3% participate on a PBIS Tier 2 team
31.4% participate on a PBIS Tier 3 team

Educational Diagnoses or Classifications WITHOUT Medical Diagnosis:
38% are permitted to provide educational diagnosis of autism without medical diagnosis
29.9% are permitted to provide educational diagnosis of OHI due to ADHD without medical diagnosis
15.4% are permitted to provide educational diagnosis of OHI due to other than ADHD without medical diagnosis
14.7% are permitted to provide educational diagnosis of Dyslexia without medical diagnosis.

Reestablishing Discrepancy for SLD Reevaluations
23.3% are required to reestablish discrepancy for SLD reevaluations
64.6% are not required to reestablish discrepancy for SLD reevaluations

Mental health activities currently completed in role:
57.7% lead or participate in SST/SIT/MTSS team (building)
37.2% develop Tier 2 or Tier 3 interventions for students
35.9% lead or participate in building-level mental health teams such as PBIS, etc.
21.3% lead or participate in district-level mental health teams
19.5% provide Tier 2 or Tier 3 interventions for students
6.1% participate in building restorative practice team

Are you currently involved in a Multi-Tiered System of Supports (MTSS) process in your building(s)?
50.9% Yes
37.0% No
Have you received district-level training on MTSS?
- 28.6% Yes
- 59.2% No

What further training do you need to participate in MTSS?
- 21.3% Foundational information about MTSS principles
- 66.1% Implementing systems change
- 24.1% Consultation
- 27.3% Advocacy

Do you have an assistant, and what role do they perform?
- 62.8% I do not have an assistant of any kind
- 17.2% Clerical assistant (copying, scheduling, faxing, etc.)
- 0.5% Cognitive testing
- 6.8% Academic testing
- 1.3% Report Writing
- 10.6% Other