

Ph.D. PROGRAM IN SCHOOL PSYCHOLOGY

A. OBJECTIVES AND NEEDS

1. Description of Program

The Department of Psychology proposes making a Doctorate of Philosophy (Ph.D.) degree available in School Psychology. We currently offer the MA/Ed.S degrees in School Psychology and the MA and Ph.D. degrees in the Developmental, Clinical, and Experimental programs (the Clinical program currently includes a child and family emphasis). The MA/Ed.S is a specialist-level degree of training that is required for licensure as a school psychologist in the schools. The Ph.D. training adds a research dimension, thus is a scientist-scholar-practitioner model that produces future academicians as well as administrators and leaders in education and psychology.

The proposal does not alter the current MA/Ed.S program in School Psychology, except to add the Ph.D. and one full-time tenure-track faculty line to its resources. This additional line has been recommended by the College of Arts and Sciences as a priority for internal reallocation. The program will bring four more doctoral students per year to the Psychology Department. These students will be admitted and matriculated according to existing department doctoral student standards, policies and procedures. The proposed doctoral program will contribute to the University's goal of matriculating fifty graduates per year with doctoral degrees.

The major objective of the graduate program in School Psychology is the preparation of problem-solving psychologists, who work effectively with others in the identification and remediation of social and educational problems with children and adults. The aim of professional preparation is to develop psychologists who are grounded thoroughly in the principles of human development, behavior and educational psychology. Attention is directed toward the mastery of skills in assessing the academic and social development of children and adults within specific environments and ecological confines; planning, implementing, and evaluating academic and behavioral interventions; and consulting and training with parents, teachers, and related school personnel. Emphasis is placed on analyzing problems at the idiographic level. That is, each problem situation is considered unique with respect to its background information, the personal characteristics of the parties involved (e.g. gender, cultural heritage), and the expectations for problem solution. Students are trained to be scientists/practitioners. This approach means that students master and employ valid scientific methods and valid assessment and intervention strategies to prevent and resolve problems. Interventions are evidence-based, demonstrate empirical support, and are treated as plausible hypotheses that must be evaluated continuously as part of service provision.

The proposed doctorate program in School Psychology aims at producing the next generation of leading academic scholars and professionals. Program objectives are divided into two types: knowledge competencies and performance competencies. Knowledge competencies will be evaluated through coursework and compulsory examinations. Performance competencies will be evaluated through various practica. Specifically, our students will demonstrate competency in the following eight (8) domains: (i) Psychological and Educational Foundations of School Psychology, (ii) Psychometrics, Measurement, and Research, (iii) Methods of School-Based Intervention, (iv) Professional School Psychology, (v) Application of Research Skills, (vi) Practicum Experiences, (vii) Internship Experience, (viii) Supervised College Teaching.

The proposed doctoral program parallels The University of Montana's central mission, as stated in the Provost's 2003-2004 Report, to provide "...unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases." The doctorate in School Psychology also accomplishes the University's mission by offering "...basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world." This proposed program will also assist with the University's specific goals to both increase the number of annual doctoral graduates, and attract more external funds to support graduate education and research.

The School Psychology program is consistent with each of the academic trajectories, as identified in the Provost's Report. Specifically the proposed program:

- has an **applied focus**, "based upon a strong foundation of excellence in liberal arts and sciences"
- is a **niche program**, "that captures the unique strengths and will achieve national prominence"
- has a **graduate and research focus** that will "...have national recognition that benefits the interests of the state, region, and country"
- is an **interdisciplinary research** and educational program that "addresses emerging needs for new knowledge and its dissemination"
- provides **learning opportunities** "that support the individual styles and life circumstances of students"
- takes a **global cultural** perspective, which is "infused throughout" the program
- fosters active **engagement** with "the community and society as evidenced throughout teaching, research, and service activities"
- is a **dynamic, intellectual environment** "that fosters creativity, innovation and humanity."

The doctorate in School Psychology enhances the above-stated missions of The University of Montana.

2. Documented Need for the Program

Shortage of School Psychologists

In a report entitled "Who Will Teach Montana's Children?," school psychologist positions were ranked as one of the top four most difficult-to-fill positions in the state, along with special education teachers (Nielson, 2002). The State of Montana, Office of Public Instruction (OPI) reports there are currently 70 licensed school psychologists employed in the State of Montana. The OPI overview prepared for school year 2000-01 reports a total student enrollment of 154,875 students, who attend 877 public or state-funded schools. An additional population of 12,164 students attend private or home schools. Recent studies report various school psychologist-to-pupil ratios (PPE) in Montana ranging from 1:1929 (NASP, 2000) to 1:1000 (Lund, Reschly & Martin, 1998). However, these reports were dependent upon surveys voluntarily submitted to researchers and, in the case of the Lund et al. (1998) report, consisted of only 27 practitioners from Montana, a 30% response rate. Perhaps, the magnitude of the shortage is better understood by dividing the number of practicing licensed school psychologists (70) by the number of enrolled students (154,875) or the number of schools (877), which yields a PPE of 1:2213; or 12.5 schools per school psychologist.

Approximately eighty percent (80%) of M.A.-level school psychologists currently employed in Montana were trained at UM (Montana Association of School Psychologists survey, 2001). The

UM program graduates an average of five professionals per year, which fails to meet the demand for increasing numbers of school psychologists in the region, as evidenced by current shortages. Importantly, the UM School Psychology program was cited in an article by Reschly and Wilson (1997) as an example of a doctoral granting institution with *great* potential for developing a doctoral program in School Psychology. Closer to home, the need for this program is made abundantly clear by letters of support from OPI, state-level administrators, school district administrators, school psychologists and parents (see Appendix B).

As part of the preparation to investigate the need for a doctoral training program in School Psychology at UM, a survey was conducted with 40 former graduates of the program. Twenty-five responded to the survey, and results are displayed below.

Survey Item	Yes
Do you see a need for psychologists in school systems with training which provides doctoral level supervised clinical and diagnostic and research training?	80%
Had a doctoral program in school/child clinical psychology with assistantship support been available when you applied and were admitted to our existing program in School Psychology, would you have applied for the doctoral program?	80%
At this stage of your professional career, would you be interested in applying to such a program given that there would be requirements for in-residence coursework/supervision/ research and assistantship support?	44%

On a national level, School Psychology personnel shortages have been relatively steady across the 1990s to the present, so that the mean pupil-to-psychologist ratio (PPE) nationwide is 1:1878, rather than the 1:1000 PPE recommended by the National Association of School Psychologists (NASP) (Lund et al., 1998). Attrition rates in the profession remained steady with rates of new professionals entering the field. However, an increase is anticipated in the number of school psychologists who will soon retire relative to numbers of new professionals (Reschly & Wilson, 1997).

Moreover, there is also a critical nationwide shortage of School Psychologists to fill vacant faculty positions nationwide. There is also a need for doctoral level professionals to fill university faculty positions. A recent survey of faculty in School Psychology training programs by NASP sampled 85 of 218 training programs in the United States. Of the 85 programs responding to the survey, 65 reported open faculty positions between the years 2001-03. The shortage of School Psychologists coincides with a time of national need to both increase proactive early programs with evidence-based instruction and provide social/behavioral supports in our schools. Dr. Elaine Clark, President of the American Psychological Association (APA) Division 16, has made the serious shortage one of her presidential initiatives. "The shortage of School Psychology faculty is very serious and is a problem that is also impacting our ability to address the critical needs of children and communities" (p. 46-47; Dittman, 2002). Most recently, *Psychology in the Schools* dedicated a special issue of the journal about the shortages nationwide. Appendix C provides these articles as well as (a) letters of support for the program from national leaders in the discipline and (b) a map showing the distribution of school psychology programs across the U.S.

Resources for Other Programs

The proposal also promises further resources for other University programs. Within the Psychology Department, the Developmental, Clinical, and Experimental programs will benefit from the coursework and research opportunities in the School Psychology program. In addition, faculty members within School Psychology will provide mentorship and advising to students with child/adolescent research interests. Other departments with programs that will benefit from the proposed School Psychology training include the School of Education, the Human and Family Development program, and Sociology.

3. Additional Courses and Course Requirements

Required Courses: At least 85 credits from the Psychology Department and the School of Education; this includes required core courses. See Appendix A for suggested School Psychology coursework sequence .

Elective Courses: Elective courses are chosen in consultation with the student's advisor and committee. These courses can be in an approved related cognate discipline or area of specialization.

Research, Dissertation: M.A. Research Project: A minimum of six research credits must be taken, but no more than 10 research credits can be taken for the masters degree. PSYC 699: Dissertation Prospectus. A minimum of nine dissertation/research credits must be taken, but no more than 18 dissertation/research credits can be taken for the doctorate degree.

Total Doctorate Credit Requirements: A minimum of 60 credits is required for the completion of the doctorate beyond the BA or BS degree.

New Courses dedicated to the Ph.D.:

<u>Course #</u>	<u>Title</u>	<u>Credits</u>
PSYC 680	Consultation	4
PSYC 681	Positive Behavioral Support & Ecological Bases of Behavior	3

B. ADEQUACY, ACCREDITATION AND ASSESSMENT ISSUES**1. Adequacy of Present Faculty, Facilities, Equipment, and Library Holdings**

All members of the psychology faculty are active teachers and researchers with advanced degrees from major institutions of higher learning. The table below shows clearly the large contributions of the existing faculty to the proposed program. It is a perfect synergy. Current faculty are:

Name	Rank	Course Requirements
<u>School Psychology Courses</u>		
Margaret Beebe-Frankenberger, Ph.D.	Assistant Professor, Director	582, 536, 587, 588
Kelli Cummings, Ph.D.	Assistant Professor	583, 524, 681
TBA	Assistant Professor	580, 584, 680
<u>Developmental Psychology Courses</u>		
Lois Muir, Ph.D.	Provost and Vice President for Academic Affairs	

Arlene Walker-Andrews, Ph.D.	Associate Provost	
Lynne Koester, Ph.D.	Professor	540
Paul Silverman, Ph.D.	Professor	534, 540
Kim Wallace, Ph.D.	Associate Professor	523
<u>Clinical Psychology Courses</u>		
Jennifer Waltz, Ph.D.	Associate Professor, Director of Clinical Training	630
Bryan Cochran, Ph.D.	Assistant Professor	510
Christine Fiore, Ph.D.	Associate Professor	530
Stuart Hall, Ph.D.	Associate Professor	571
D. Balfour Jeffrey, Ph.D.	Professor	
John Klocek, Ph.D.	Associate Professor	526
David Schuldberg, Ph.D.	Professor	630
Gyda Swaney, Ph.D.	Assistant Professor	631
<u>Other Psych Courses</u>		
Nabil Haddad, Ph.D. (Learning)	Dept. Chair, Professor	501
David Strobel, Ph.D. (Behavioral Primateology)	Graduate Dean, Professor	
Luke Conway, Ph.D. (Social)	Assistant Professor	
Dan Denis, Ph.D. (Quantitative)	Assistant Professor	520, 521, 522
Sue Morrison, EdS (Human & Family Development)	Research Professor	
Wendy Shields, Ph.D. (Cognition)	Assistant Professor	565
Allen Szalda-Petree, Ph.D. (Animal Learning, Comparative)	Associate Professor	523, 560
Richard Van den Pol, Ph.D. (Pediatrics & Applied Behavioral Analysis)	Adjunct Professor	
<u>Curriculum & Instruction Courses</u>		
Ann Garfinkle, Ph.D.	Associate Professor	463, 518
Jean Luckowski, Ph.D.	Professor	504
Stephanie Wasta, Ph.D.	Associate Professor	514

Library Resources:

A review of the current breadth and depth of library holdings indicates that there exists a solid resource baseline, covering School Psychology, human development, consulting/clinical psychology and education. Any deficiencies in holdings are currently being addressed by several mechanisms of electronic-access devices. Access to vital resources is further enhanced by interlibrary loan for graduate and faculty research. Any other minor deficiencies can be addressed by the reallocation of current resources.

Facilities and Equipment:

To implement the proposed doctorate option requires no special clinical or laboratory equipment. Each faculty office is provided with a computer that is replaced on a three-year rotational cycle. The department operates and maintains research and teaching laboratories, a psychology clinic, and a developmental laboratory. The department has adequate faculty, facilities, equipment, and library holdings to maintain a successful doctorate. Space for physically housing all the staff, new faculty hire, and teaching assistants is adequate for current, and projected, needs.

2. Accreditation Status

Our MA/EdS in School Psychology program is currently accredited by National Council for Accreditation of Teacher Education (NCATE) and National Association of School Psychologists (NASP). Our Ph.D. Clinical program has been continuously accredited by the American Psychological Association (APA) since 1965. The proposed program and coursework are designed to meet both APA and NASP standards. As such, all students in the School Psychology program will sit for the National Credential in School Psychology (NCSP) exam, and be encouraged to seek an APA/NASP approved internship. We will pursue dual accreditation from APA and NASP.

3. Assessment Plan

Doctoral Admission Requirements

The GRE subject test in psychology is required for applicants who do not have an undergraduate degree in psychology. The Psychology Department accepts GRE scores with a test date that is within the past five years.

Additional admission information:

- average GPA for incoming students is 3.50
- average GRE combined (V+Q) score for incoming clinical students = 1250
- 3-4 students are admitted each year.
- offers are made on the basis of academic and professional promise and experience, as well as overall fit with the program. Telephone and personal interviews may be conducted with highly ranked candidates.
- Continuous evaluation of student performance

The department will use a variety of tools to measure the degree of program success. Recruitment and completion of the program are the critical points to measure program success. The department will track the number of applications as well as the number of students who accept admission. Of the entering students, the average GPA, GRE scores, as well as qualitative criteria will be used to assess program excellence. Full time doctoral students also will be tracked using: average course work GPA, competence on exams, field work evaluation from on-site practicum supervisors, annual student portfolio evaluation and other criteria for formative evaluation of progress. The department also recognizes that student retention rates are an indicator of program health. Accordingly the department will track the number of matriculating graduate students along with the number that graduate, withdraw, or are pursuing their degree objectives. Successful employment of graduates will also be tracked.

Program feedback will be gathered annually via the School Psychology Review Committee consisting of faculty from the following disciplines: Developmental Psychology, Clinical Psychology, Curriculum & Instruction, Division of Educational Research & Service, Counselor Education, Educational Leadership, and Human Development & Family Studies.

Assessment results are reported to the faculty via the department's annual report and discussed in bimonthly faculty meetings. Based on these data, the graduate committee will make suggestions to the School Psychology faculty for changes.

C. IMPACT ON FACULTY, FACILITIES, COSTS, STUDENTS, AND OTHER DEPARTMENTS AND CAMPUSES

1. Additional Faculty Requirements

No new faculty lines are required. (Three faculty members in School Psychology are required in order for the program to be in compliance with accreditation standards of NASP and APA.)

One TA is being requested. Graduate teaching assistantships are extremely important for recruiting high quality graduate students into this program. Our research indicates that most similar programs offer four-year guaranteed assistantships worth \$12,000 in stipend in addition to a full fee-waiver. In order to be competitive with similar institutions, student financial support is necessary.

Core faculty will submit grant proposals to secure financial support for our students. The major source of training grants is the U.S. Department of Education. In fact, a grant submission (\$772,000 for five years) has already been submitted. It should be noted that Ph.D. programs similar to the one being proposed here (e.g., University of Oregon, U.C.-Riverside) generate training and research grants from the Department of Education worth \$1 million per year. This is largely due to the nationwide shortage in school psychologists. We hope to match, if not exceed, this average as the program matures.

The Budget Analysis table assumes that: 1) 50% of the students will be in-state; and 2) Federal grant funding will be sought and obtained.

2. Impact on facilities

The proposed program will have no adverse effects on the College of Arts & Sciences, or the Psychology Department administration/support staff. See section B1 for a more complete description.

3. Impact on enrollment

Student Enrollment

We would expect to admit four (4) new Ph.D. program students for the 2006-07 academic year and each year thereafter. In alignment with NASP guidelines, the program will maintain a no greater than 1:10 FTE faculty to FTE student ratio in the overall program as well as in practica and internship.

The MA/Ed.S School Psychology training will continue and will admit four (4) new students each year.

There is evidence that there would be an ample number of candidates for the proposed doctoral program. The recent survey to which 85 doctoral programs responded (referred to earlier) found that there were 291 applicants to those programs who met acceptance standards but were not admitted.

	First Year/06	Second Year/07	Third Year/08	Fourth Year/09
New Enrollment				
Ph.D.	4	4	4	4
MA/EdS	4	4	4	4
Shifting Enrollment				
Ph.D.	0	4	8	12
MA/EdS	10	10	10	10
Total Enrollment	18	22	26	30
Ph.D.	(4)	(8)	(12)	(16)
MA/EdS	(14)	(14)	(14)	(14)

4. Relationship to Other Campus Programs

The School Psychology Program, as an interdisciplinary practice, currently collaborates with the Developmental, Clinical, and Experimental Psychology Programs, the Clinical Psychology Center, and the School of Education. The program has an on-campus practicum site (CO-TEACH preschool) through the Department of Educational Research & Science (DERS).

Our program will continue to work closely with these, and in addition expects to collaborate with the Human & Family Development, Pharmacy, and Sociology Programs. These relationships will enhance the depth and breadth of our interdisciplinary doctorate training.

5. Relationship to Other Institutions

There is no doctorate of School Psychology currently offered within the Montana University system or at any of Montana’s private or tribal colleges. Only five campuses in the eight-state region offer a doctoral degree in School Psychology: University of Oregon, Seattle Pacific University, University of Utah, Utah State University, and University of Washington.

Regional School Psychology Programs

State	Institution	MA, MS, EdS	EdD, Ph.D.
Montana	University of Montana	X	
Idaho	Idaho State University	X	
South Dakota	University of South Dakota	X	
North Dakota	Minot State	X	
Oregon	University of Oregon	X	X
Utah	University of Utah		X
	Utah State University	X	X
Washington	University of Washington		X
	Seattle Pacific University		X
	Central Washington University	X	
	Seattle University	X	
Wyoming		NONE	NONE

D. PROCESS LEADING TO SUBMISSION OF PROPOSAL

This proposal has been reviewed and approved by the Department of Psychology, the School of Education, the Dean of the College of Arts and Sciences, the Graduate Council for the Senate, the Dean of the School of Graduate Studies, the Provost and Vice President for Academic Affairs, and the Faculty Senate of The University of Montana. No outside consultants were employed for the development of this proposal. However, national trend data from the American Psychological Association and the National Association of School Psychologists were used in the proposal development.

BUDGET ANALYSIS

	Year 1		Year 2		Year 3		Year 4	
Estimated Enrollment	4		8		12		16	
FTE Enrollment	4		8		12		16	
Estimated Incremental Revenue								
Use of Current General Operating Funds	0		0		0		0	
State Funds	0		0		0		0	
State Funding for Enrollment Growth	0		0		\$22,968		\$27,424	
Tuition Revenue								
A. Gross Incremental Tuition Revenue	\$17,227		\$34,454		\$51,681		\$68,908	
B. Reductions to Incremental Tuition								
C. Net Applied Tuition Revenue (A-B) →	\$17,227		\$34,454		\$51,681		\$68,908	
Program Fees								
External Funds								
Other Funds								
TOTAL Estimated Revenue	\$17,227		\$34,454		\$74,649		\$96,332	
Estimated Incremental Expenditures								
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personal Services (course instruction, TA)	1.0	14,000	1.0	14,000	1.16	21,200	.16	21,200
Operating Expenses								
Equipment								
Start-up Expenditures								
TOTAL Estimated Expenditures								
Estimated Revenues Over/Under (-) Expenditures	\$5,827		\$20,454		\$53,449		\$75,132	

LIST OF APPENDICES

- Appendix A – School Psychology Doctoral Coursework
- Appendix B – Letters of support--Montana
- Appendix C - Letter from Fagan
- Appendix D – UM School Psychology Program Students, 1978-2001. A list of graduates of our NASP/NCATE-accredited program with their place of employment, role, and program completion date.
- Appendix E – UM School Psychology Certification students, 1978-2001. A list of persons with a masters degree or more in a field related to School Psychology who have completed additional coursework, independent study, and a School Psychology internship to become certified as a school psychologist by Montana standards.
- Appendix F – References to proposal narrative
- Appendix G - Potential funding sources

Appendix A

Ph.D. Degree in School Psychology

AUTUMN SEMESTER		SPRING SEMESTER	
First Year		First Year	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
1	510 Trends in Research	3	521 Statistics II
3	580 Principles and Practices of Professional	3	525 Intellectual Assessment
3	SPSY	3	523 Research Design & Practice (Start
4	520 Statistics I	3	Thesis)
<u>3</u>	582 Behavioral Assessment	<u>4</u>	630 Ethics, Prof. & Cultural Issues
14	530 Interviewing and Case History Techniques	16	583 Educational Assessment
Second Year		Second Year	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	522 Applied Multivariate Statistics	3	524 Tests & Measurement
3	584 Academic & Behavioral Interventions	3	C&I 463 Adv. Behavior & Classroom Mgmt
3	C&I 514 Education Across Cultures	3	587 School Psych Methods Practicum
3	599 M.A. Thesis & Data Collection	3	536 Child/Adolescent Exceptionalities
<u>3</u>	587 School Psych Methods Practicum	<u>3</u>	599 M.A. Thesis Complete & Defense
15		15	
Third Year		Third Year	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	C&I 518 Inclusion and Collaboration	3	534 Applied Clinical Methods
4	680 Consultation	3	C&I 504 History of Education
3	531 Principles of Psych. Intervention	3	681 PBS & Ecological Bases of Behavior
3	Core	<u>3</u>	631 Seminar: Interventions
<u>3</u>	Core	12	
16			
<p>End Spring 3rd Year COMPLETE COMPREHENSIVE EXAM (1) Sit for and Pass NCSP Examination (2) Apply for/obtain Montana Class 6 Licensure</p>			
Fourth Year		Fourth Year	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	C&I 533 Adv. Diag. & Correction of Rdg	3	699 Dissertation Prospectus
3	& Wrtg	<u>3</u>	631 Seminar: Interventions
<u>3</u>	685 Supervised College Teaching	6	
9	Core		
Fifth Year		Fifth Year	
<u>Credits</u>	<u>Course</u>	<u>Credits</u>	<u>Course</u>
3	699 Dissertation Research	3	699 Dissertation Research & Defense
<u>3</u>	588 School Psychology Internship	<u>3</u>	588 School Psychology Internship
6		6	
DEFEND DISSERTATION			
<u>Core Requirements (9 Credits)</u>			
<u>Credits</u>	<u>Course</u>		
3	671 Advanced Physiological Psychology		
3	540 Advanced Developmental		
3	560 Advanced Learning OR		
	565 Advanced Cognition		



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Linda McCulloch
Superintendent

September 27, 2004

Nabil Haddad, Ph.D., Chair
Psychology Department
University of Montana
Missoula, MT 59801

Dear Dr. Haddad:

Margaret Beebe-Frankenberger informed me that the University of Montana is about to decide whether the University should establish a school psychology program at the doctoral level. I am thrilled with the possibility. My training and experience as a school psychologist and my experience as the state director of special education for Montana for the past 17 years have given me the opportunity to see the potential benefits for a doctoral program for Montana.

Addressing Montana's personnel shortage, the need for leadership in the field of school psychology and the increasing level of complexity in the job function of a school psychologist are the primary reasons to support this proposal. The doctoral program will assist the state in addressing a significant shortage of school psychologists. By increasing the number of doctoral level trained individuals, we anticipate an increase in the availability of training opportunities for candidates for degrees in school psychology. The scope of Montana's personnel shortage of school psychologists is demonstrated in the chart below.

For purposes of the chart, the definition of the level of difficulty in filling a position is as follows:

EASY = several qualified applicants

POSSIBLE = some qualified applicants

DIFFICULT = shortage of applicants

VERY HARD = no applicants, not filled, or used emergency measures



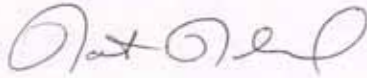
APPENDIX B

"It is our mission to advocate, communicate, educate and be accountable to those we serve."

Quality leadership in the profession is especially critical. As a Past President of the Montana Association of School Psychologists (MASP) I know from firsthand experience that high-quality leadership skills of individuals within this profession are essential for advancing the quality of professional practice. Leadership is also essential as the field expands and redefines the role it plays in improving education services to Montana's children. As future directions are set and choices are made, effective school psychology leadership will help to guide both the profession and all of public education in a direction that better meets the psycho-educational needs of children.

Increasing complexity of the job function of a school psychologist has come as a result of a number of evolving factors. Schools are increasingly being turned to for the provision of school-based mental health services. Schools are expected to have all students achieve high educational standards. There are growing numbers of children with emotional disturbance. Unfortunately, there is high frequency of violence in our society. The complications of all these factors are now requiring that schools work closely with state and other community service providers. A doctoral program at the University of Montana will help address Montana's need for high-quality leadership and for individuals properly trained to meet the ever-increasing complexity of the role and function of school psychologists.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Runkel". The signature is fluid and cursive, with the first name "Bob" and last name "Runkel" clearly distinguishable.

Bob Runkel, Administrator
Division of Special Education



The University of
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To: Nabil Haddad, Chair, Department of Psychology

From: Paul Rowland, Dean

Date: October 19, 2004

The School of Education is pleased to offer its support for the proposal for a School Psychology Doctoral Program. The addition of this program will allow The University of Montana to better serve the schools of Montana and will strengthen the education systems of the state. The impacts on the School of Education programs are minimal and should not require additional funding. With respect to accreditation, the program will be part of the NCATE advanced candidate accreditation program and since it is designed around the APA and NASP standards it should meet accreditation approval.

Best wishes in implementing this new program.

Sincerely,

Paul Rowland, Ph. D.
Dean

Vanderbilt University
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December 7, 2004

Margaret Beebe-Frankenberger, Ph.D., Director
School Psychology Program
Department of Psychology-Skapps 143
University of Montana
Missoula, MT 59812

Dear Margaret:

I am pleased to respond to your inquiry about evidence for shortages of specialist and doctoral level school psychologists. This has been an area of interest for a number of years. We first published data on this problem in the early 1990s (Connolly & Reschly, 1990; Reschly, 1991) and continued studies the rest of decade (Lund, Reschly & Martin, 1998; Reschly, 2000). Moreover, personnel shortages was one of the 4 major challenges to school psychology emphasized at the School Psychology Futures Conference in 2002-2003 (see proceedings below).

To summarize this literature, shortages have existed in school psychology for at least a decade. It appears that they are worsening. There is significant need for the expansion of school psychology graduate programs at both the specialist and doctoral levels. The shortages exist in educational agencies, clinics, and university graduate programs. One barrier to the expansion of graduate programs is the shortage of well prepared faculty.

A doctoral program at the University of Montana would contribute to alleviating shortages in education agencies, clinics, and universities. Graduates of school psychology doctoral programs with a solid vita reflecting appropriate training, experience, and a few publications will be in significant demand at university training programs as well as at educational agencies and clinics.

Please let me know of any additional information that I can provide regarding school psychology personnel needs.

Sincerely,

Daniel J. Reschly, Ph.D.

References

- Connolly, L. & Reschly, D. J. (1990). Personnel shortages: The school psychology crisis of the 1990s. *NASP Communique*, *19*(3), 1,12.
- Lund, A. R., Reschly, D. J., & Martin, L. M. (1998). School psychology personnel needs: Correlates of current patterns and historical trends. *School Psychology Review*, *27*, 106-120.
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December 6, 2005

To Whom It May Concern:

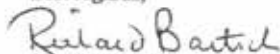
I am writing today to whole-heartedly support the proposal for a doctoral level program in school psychology at the University of Montana.

I have been a school psychologist for the Billings Public Schools for the past thirty years. I have thoroughly enjoyed my experiences in working with children, families, and teachers throughout my career. There have been many times over the years where I have faced situations where a more comprehensive post-masters program would have given me a more rounded knowledge base to meet the needs of those with whom I work.

I understand that the argument against such a program might be that many states only require masters level entry into the profession. There are states in the country (i.e. Texas) that do require a doctoral trained person as the entry level criteria. The people that receive the more extensive educational training do feel more prepared to meet the diverse role and function that is becoming evident in the field of school psychology today.

Thanks for the opportunity to support the proposed doctoral program for school psychology at the University of Montana.

Best regards,



Richard Bartsch
School Psychologist
Billings Public Schools
(406)247-3802

DOUG COCHRAN-ROBERTS

Counselor and School Psychologist

Corvallis Primary School
P. O. Box 700
Corvallis, Montana 59828

Phone: (406) 961-3261
Fax: (406) 961-5147

December 2, 2004

Dr. Margaret Beebe-Frankenberger, Assistant Professor
Department of Psychology Skaggs 143
University of Montana
Missoula, Montana 59812

Dear Dr. Beebe-Frankenberger

This is a letter of support for the doctoral program in school psychology at the University of Montana. I received my bachelors and masters degrees from UM and I want to continue my training and enroll in this doctoral program in the next few years.

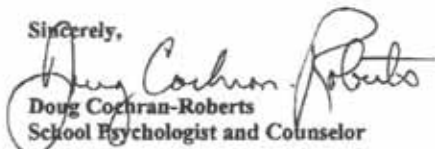
After twenty-five years as a school psychologist, I believe it is imperative to have highly skilled school psychologists, which have the breath and depth of knowledge and skills that this training would provide.

Early intervention is crucial – both at the individual, family, classroom and district levels. Parents, teachers and administrators desperately want the highly trained eye and heart of a skilled clinician who can make an early and accurate diagnosis and can provide consultation for an individualized program. Often the most complicated students require the most intensive and unique support - a 'wrap-around' model of interventions from many people and many disciplines. A highly trained person would understand which supports are needed, how to access and orchestrate these supports, and how to effectively support and monitor program outcomes. Also, this individual should be able to provide many of these interventions directly.

Some of these interventions and disciplines include medical and psychopharmacology; individual, marriage and family counseling; psycho-educational support; support for how to work with children and youth with specific DSM-IV diagnoses; support to the classroom and special education teachers; support for social skills and emotional literacy training; support for potential friendships; and support to other specialists (speech/language, occupational and physical therapies) and agencies (recreational, mental health and vocational programs).

I eagerly look forward to applying for this type of training at the UM Psychology Department.

Sincerely,



Doug Cochran-Roberts
School Psychologist and Counselor

Montana Licensed Professional Counselor
Nationally Certified School Psychologist

Bitterroot Valley Education Cooperative

Darby School District #9
Florence-Carlton School District #15-6
Hamilton School District #3
Lone Rock School District #13
Stevensville School District #2
Victor School District #7

P.O. Box 187
Stevensville, MT, 59870
Phone (406) 777-2494
FAX (406) 777-2495

Tim Miller,
Director

Terri Adams,
Business Manager

December 2, 2004

To Whom It May Concern,

I am writing this letter to express my strong support for a school psychology doctoral program. As a graduate of the U of M school psychology program in 1996, I have often wished for a higher level of training than what I received.

Once employed as a school psychologist I quickly came to the conclusion that simply testing students and writing reports was an ineffective method of getting needed services to students. I sought additional training in behavioral interventions to round out my skills and be better prepared to serve the needs of students. Additionally, I was also expected to provide support when a student was in crisis or suicidal. Again, my training left me ill-prepared for working with these students and their families. I often referred them for services outside the school. Most families failed to follow through due to lack of resources.

Currently, I manage our school based mental health program. I frequently receive calls from principals and teachers asking me to consult and provide support for behaviorally challenged students. There is a great need for school staff with sound clinical knowledge regarding behavior interventions and family interventions. I strongly believe this level of competency requires doctoral level training.

I urge you to develop a school psychology doctoral program that offers extensive clinical training in behavior interventions and family therapy, our Montana schools would be greatly served by your graduates.

Thank you for your consideration,


Carol Ewen, M.A.

HELLGATE ELEMENTARY SCHOOL

DISTRICT NO. 4
2385 FLYNN LANE
MISSOULA, MONTANA 59806

K-2 PRINCIPAL 721-2160
3-5 PRINCIPAL 519-8109
6-8 PRINCIPAL 721-2452

December 3, 2004

SUPERINTENDENT 728-5626
BUSINESS OFFICE 728-5626
FAX NO. 406-728-5636

The University of Montana
Margaret Beebe-Frankenberger
Director School Psychology Program
Department of Psychology

Re: School Psychology Doctoral Program

Dear Dr. Beebe-Frankenberger,

I am writing this letter as a letter of support for the potential doctoral program in school psychology. I received my MA at The University of Montana in school psychology (dual certified also with school counseling), and my EdS at The University of Montana in school psychology. If there had been a doctoral program in school psychology, I would have applied for admittance. As there was not a program, I applied to the department of Educational Leadership and Counseling, and completed an EdD in counseling.

I fully support the creation of the program for school psychology, and actually may consider applying for the program if created. I believe adding this program to the department is a logical and useful step for department opportunities.

Cordially,

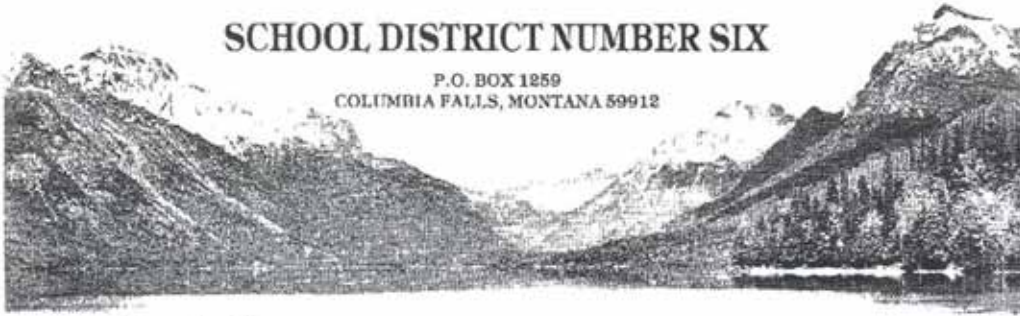


Sally A. Woodruff EdD; LCPC
Special Education Director/Hellgate School District #4

Over One Century of Quality Education
(Established in 1869)

SCHOOL DISTRICT NUMBER SIX

P.O. BOX 1259
COLUMBIA FALLS, MONTANA 59912



December 2, 2004

Margaret Beebe-Frankenberger
Assistant Professor
Director of School Psychology Program
Department of Psychology
Skaggs 143
University of Montana
Missoula, MT 59812

Dear Margaret,

On behalf of the Montana Council of Administrators of Special Education (MCASE), I wholeheartedly support the creation of a doctoral level program in school psychology at the University of Montana.

I am excited by the prospect of school psychologists being able to pursue a doctoral level degree at a Montana institution. Given the changing landscape of services for students with disabilities in Montana schools, as well as the changing role of the school psychologist, the opportunity for this program comes at a most opportune time. Our task in schools is to bridge the gap between research and practice in a timely manner, bringing the best possible, validated, assessment and instructional strategies to our students. Graduates of this program will be uniquely prepared in their role as school psychologists to assume leadership roles in school reform initiatives, whether they involve the assessment and instruction of students with disabilities, or general restructuring of school-wide instructional and behavioral efforts.

I urge the Provost at the University of Montana to approve the doctoral program in School Psychology. Montanans should not have to look beyond the boundaries of our great state to pursue their educational goals. The existence of such a program will enhance the school psychology program at the U of M, while providing Montana schools with the professional expertise necessary to face future challenges that are here now!

Thanks so much for your efforts and leadership in the creation of this important program.

Respectfully Submitted,

A handwritten signature in cursive script that reads "William A. Johnson".

William A. Johnson
Director of Special Services, SD#6, Columbia Falls
President, Montana Council of Administrators of Special Education

UNIVERSITY OF MEMPHIS
202 PSYCHOLOGY BLDG.
MEMPHIS, TN 38152-3230
(901) 678-4676
FAX: 901-678-2579

Internet: tom-fagan@mail.psyc.memphis.edu

To: Dr. Margaret Beebe-Frankenberger
From: Tom Fagan, Professor and Coordinator
School Psychology Programs
Re.: Proposed Doctoral Program
Date: December 5, 2004

Thank you for alerting me to your efforts to establish a Doctor of Philosophy degree program in school psychology. The addition of this program to your existing NASP Approved specialist level program would be very important to advancing school psychology not only in Montana but the surrounding region. As you know, the availability of doctoral study in school psychology is virtually nonexistent in Montana and in its surrounding states. Indeed, only about one-third of all school psychology doctoral programs are west of the Mississippi River. Among major state institutions, the University of Montana is unique in not offering a doctoral school psychology program. There are about 90 doctoral school psychology programs in the U.S. and Canada, and about two-thirds of those are APA accredited.

In states where greater availability of such programs exists, the concentration of doctoral school psychologists is also greater. This affords better opportunities for supervision as needed for school-based personnel, job advancement in school settings, and opportunities to expand school psychological services into private practice, medical, and mental health settings. States such as Texas, Ohio, New York, New Jersey, and Florida come to mind as examples of this.

The percentage of school psychologists holding a doctoral degree has risen from about 3% to more than 20% over the past 30 years. For school psychology to continue its development as one of the doctoral specialties of professional psychology, a greater number of doctoral programs will be needed. Although school-based employment will continue to be largely non-doctoral, opportunities will abound in the non-school sector but be restricted to doctoral persons. This is especially true of academic settings where about 40 positions are available per year but there seems to be a dearth of doctoral persons available and/or interested in academia. With many of those doctoral persons trained in the 1960s and 1970s now heading into retirement, replacement personnel will be in high demand.

Appendix D
UM SCHOOL PSYCHOLOGY PROGRAM STUDENTS 1978 – 2001

Name	State or Montana Town	Occupation	Year Completed
Jake Alabiso	Kent, WA	School Psychologist	2001
Jim Anderson	Colorado	School Psychologist	1985
Paula Anderson	Corvallis/Stevensville	School Psychologist	2001
Marjorie Appleman	Missoula	Special Education	1989
Mike Barragan	Lakeside	School Psychologist/ School Counselor	1997
Shawna Bast	Columbus	School Psychologist	2001
Claudia Bible	Stevensville	School Psychologist/ School Counselor	1998
Debra Bidwell	Corvallis	School Counselor	2000
Mike Bills	E. Wenatchee, WA	School Psychologist	1993
Steve Biondich	Billings	School Psychologist	1995
Lisa Cordova Bires	Portland, OR	School Psychologist	1992
Dierdre Bradley	Pendleton, OR	School Psychologist	1996
Roseanna Buehl	Billings	MSU-B Instructor	1993
Denise Super-Braithe			1983
Ken Brown	Missoula	Special Education	1983
Pat Burger	California	School Psychologist	1984
Amy Burton	Arlee	School Psychologist	2001
Matthew Cianfrani	North Carolina	Clinical Psychologist	1985
Jennifer Clevenger Demmons	Frenchtown	School Psychologist	2000
Cher Collins	Great Falls		1986
Matt Davis	E. Wenatchee, WA	School Psychologist	2001
Ami Diop	North Carolina		1995
Dave Doleshal	Arkansas	School Psychologist	1998
Mindy Edwards	Missoula		1993
Lynn Ehresman	Billings	School Psychologist	1994
Tami Eldridge	Missoula	Clinical Psychologist	1990
Carol Ewen	Stevensville	School Psychologist	1997
Bonnie Fergerson	Missoula	School Counselor	1997
Lisa Franseen			1988
Doug Fry	Livingston	School Psychologist	1980
Lorraine Behr Forman	Helena	School Psychologist	1986
Mike Geboe	Rocky Boy	MHCOP Stone Child College	1999
Shane Geise	Billings	School Psychologist	1994
Anne Gilkey	Helena	Attorney	1987
Sarah Green	Bend, OR	School Psychologist	1989
Jean Guidry	Pendleton, OR	School Psychologist	1996
Joel Gustafson	Arizona	School Psychologist	1981
Rhonda Haag	Colorado	School Psychologist	1997
Greg Hall	E. Wenatchee, WA	School Psychologist	1994
Debra Hansen	Ohio		1997
Shelley Hauf Oswood	Great Falls	School Psychologist	1998
Carla Heintz	Kalispell	School Psychologist	1986
Tyler Henry	Cody, WY	School Psychologist	2000
Michelle Hesslau	Missoula		1993
Carol Holte	Missoula	School Psychologist	1983

Name	State or Montana Town	Occupation	Year Completed
Bridgett Howell	Arizona	Doctoral Program	1988
Chris Hughes	Hamilton	School Psychologist	1997
Jennifer McGary Jackson	Nevada	School Psychologist	1993
Ginny Jamruska Misner	Fairfield	School Psychologist	1982
Jackie Johnson	Stevensville	School Psychologist	1997
Vickie Johnson	Washington		1995
Vaughn Kaufman	California		1994
Barbara Keyworth	Ronan	School Counselor	1993
Beth Keely Monroe	New York	School Psychologist	1995
Starla Klevenberg	Missoula	School Psychologist	2000
Rick Kumm	Missoula	Counselor	1982
Ron LaFerriere	Belgrade	Special Education Director	1982
Jill Lea	Bozeman	School Psychologist	2000
Kim Lockwood	Bozeman	School Psychologist	1998
Adam Lundgren	Missoula	Missoula Youth Home Director	2000
Elizabeth Mathias	California	School Psychologist	1997
Julie McCarthy	Arizona		1984
Sarah McClellan			1989
Steve McCoy	Lewistown	School Psychologist	1989
Mary Meehan	Washington	School Psychologist	2000
Lori Mehrer			1984
Lee Ann Miller	Missoula		1987
Sonja Monson	Bozeman	School Psychologist	1999
Craig Montaine	Vancouver, WA	School Psychologist	1987
Sue Morrison	Great Falls	School Psychologist	1995
Kathryn Naylor	Minnesota		1986
Kathleen Norison	Frenchtown	School Psychologist	1987
Charles Palmer	Missoula	Doctoral Counseling Program	1994
Julie Parker	Bonner	School Psychologist	2000
Clarissa Parnell	Washington		1989
Dusty Persing	Alaska	School Psychologist	1992
Leslie Jones Pierce	North Carolina		1983
Frank Podobnik	Great Falls	School Psychologist	1995
Pete Pratt	Livingston	School Psychologist	2001
Marshall Prindle	Belgrade	School Psychologist	1997
Janet Quinn	Minnesota		1985
Kathy Quinn	Wyoming	School Psychologist	1999
Bill Rand	Missoula	Doctoral Counseling Program	1993
Rhonda Stevenson Ramsey	Great Falls	School Psychologist	1998
Becki Rhodes	Washington	School Psychologist	1992
Doug Cochran-Roberts	Corvallis	School Psychologist	1981
Tim Sander	St. Regis	School Psychologist	1996
John Sander	Kent, WA	School Psychologist	2000
Jane Sandquist			1986
Mary Schultz	Tukwila, WA	School Psychologist	1999
Sue Dark Spencer	Louisiana	School Psychologist	1985
Cheryl Spitzer	Wisconsin		1984
Sandy Stanek	Alaska	School Psychologist	1997
Bill Starkey	Polson	School Psychologist	1984
Sara Whaley Temple	Chester	School Psychologist	1990
Timothy Thompson	California	School Psychologist	1997

Name	State or Montana Town	Occupation	Year Completed
Nancy Ventresca	Missoula	School Psychologist	1993
Tracey Viall	Madras, OR	School Psychologist	1986
Carol Viche	Butte	School Psychologist	1998
Linda Webber		Deceased	1991
Vera Hoene Werner	Billings	School Psychologist	1984
Janet White	Missoula	School Psychologist	1996
Ashley Weir	Washington	School Psychologist	2001
Scott Daniels Wiley	Virginia		1983
Steve Willis	Laurel	School Psychologist	1998
Jim Wolfe	California	School Psychology Prof.	1984
Sally Woodruff	Missoula	School Counselor	1995
Linda Zimmerman	Missoula	School Psychologist	1980

Appendix E
UM SCHOOL PSYCHOLOGY CERTIFICATION STUDENTS 1978 – 2001

Name	State or Montana Town	Occupation	Year Completed
Craig Anderson			1991
Elizabeth Anderson			1996
Shannon Arnold	Washington	School Psychologist	1994
Grant Barnard			1983
Jerel Barnhart	New Jersey	School Psychologist	1981
Terry Blackwell	Louisiana	Professor	1982
Charles Brown	Lewistown	Special Education Director	1982
Don Burtch	Kalispell	School Psychologist	1989
Craig Anderson	Miles City		1991
Robyn Butler-Hall	Billings	School Psychologist	1987
Bill Canepa	Libby	Special Education Teacher	1992
Tracy Clark	Great Falls	Principal, retired	1985
Maggie Collier	Billings		1983
Betty Conrad			1985
Mickey Clugston	Washington	School Psychologist, retired	1995
Kathleen Curtis	Kalispell	School Psychologist	1995
Carl Dahl			1983
Paula Dalpos	Washington	School Psychologist	1999
Marilyn Decker			1994
Jeff Degenhart	Missouri	School Psychologist	1999
Jim Duggan	Dillon	School Psychologist, retired	1986
Mike Fleming	Plains	School Psychologist	1986
Stan Fleming	St. Ignatius	School Psychologist, Counselor	1991
Trish Garrick	Three Forks	School Psychologist	1998
Marty Garrigues	Great Falls	School Psychologist, retired	1985
Gerry Geske	Superior	School Psychologist	1982
Jolene Goodover	Great Falls	School Psychologist	1981
Chris Gutschenritter	Great Falls	School Psychologist	1988
Ray Haffey	Anaconda	School Psychologist	1982
Karla Hahn			1996
Duane Haidle			1983
Dottie Hannon	Wyoming	School Psychologist	2001
Mike Hans			1988
Dave Hanson			1982
Sharon Hill	Scobey	School Psychologist	2001
Bob Howe	Anaconda	School Psychologist	1991
Gary Howery			1991
John Huddle	Arizona		1997
Bob Hutchin			1984
Giovanna James	Washington	School Psychologist	1993
Barbara Kapp	Browning	School Psychologist	1996
Deborah Keck			1996
Pat Kemp	Helena	School Psychologist	1994
Karen Kerkvliet			1992
Betty Jean Cozzens-Knudsen			1982
Julie Krutzfeldt	Miles City		1987
Lorraine Larsen	Havre	School Psychologist	1990

Name	State or Montana Town	Occupation	Year Completed
Steve Lehti			1988
Barbara Lierson			1990
Sharon Lindstrom	Great Falls	School Psychologist	1984
Deb Louttit-McKay	Great Falls	School Psychologist	1999
Elise Loudvig			1982
Edwina Luevanos			1982
Steve Malcott	Colstrip	School Psychologist	1993
Elizabeth Marshall	Helena	School Psychologist	1988
Gary Marx			1982
Trish McDaniel	Great Falls	School Psychologist	2001
Tim McIntyre	Wyoming	School Psychologist	1998
Carol McSweeney	Columbia Falls	School Psychologist	1993
Wilma Mellville			1994
Tom Miller	Corvallis	Principal	1989
Deborah Minear			1995
Bev Mitchell	Helena	School Psychologist	2001
Jim Mitchell			1982
Marge Moore			1994
Eileen Morgan	Helena	School Psychologist	1985
Bob Munro			1984
Noelle Naiden	Missoula	School Psychologist	1991
Mike Nash	Anaconda	School Psychologist	1996
Bill Nicholson	Columbus	School Psychologist	1991
Louise Nissen	Chinook	School Psychologist	1992
Corry Obrien			1984
Debbie Pack-Patton			1993
Connie Pollard			1988
Duane Pust	Sidney	School Psychologist	1982
Susan Rader	Great Falls	School Psychologist	1985
Sandy Rahrer	Lame Deer	Clinical Psychologist	1997
Keith Raykowski	Washington	School Psychologist	1994
Dan Ricci	Anaconda	Teacher	1982
Jeanne Rivenes	Boulder	School Psychologist	1994
Kathleen Roberts	Washington		1993
Larry Roberts	Glendive	School Psychologist	1982
Lana Rock	Arizona		1979
Lori Ruffier	Livingston	Special Education Director	1993
Joanne Sauter			1991
Art Schafer	Washington	School Psychologist	2000
Doug Schaub	Havre	School Psychologist	1989
Dick Schmidt			1988
Charlene Schram	Conrad	School Psychologist	1990
Doug Schram		Deceased	1983
Adele Seitz	Bozeman	Counselor	1984
Elizabeth Selvig			1993
Sandy Sept	Helena	School Psychologist	1988
Cindy Shumaker	Billings	School Psychologist	1995
Bob Smith			1994
Paul Stebbins	Washington		1981
Betty Shoobants	Washington		1992
Wes Teague			1987
Daphne Tutthill	Missoula	School Psychologist	1998

Name	State or Montana Town	Occupation	Year Completed
Susan Wadington		Deceased	1990
Steve Wagner	Billings	Clinical Psychologist	1985
Marit Waldum	Missoula	School Psychologist	1992
Patty Walker	Poplar	School Psychologist	1995
Peggy Walsh			1982
Dave Watson			1989
Ron Weaver	Helena	School Psychologist	1984
Jackie Wedell	Fortine	School Psychologist	1999
Sean Whalen	Washington	School Psychologist	1999
Charles Whisenhunt	Missoula	Counselor	1986
Harry Williams			1988
Everett Windborn			1996
Vici Withrow	Geraldine	School Psychologist	1998
Fred Witt			1991
Karla Wohlwend			1989
Rick Wright	Lewistown	School Psychologist	1982

Appendix F
References listed in proposal narrative

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Appendix G

Summary of Requests for Personnel Preparation Grant Awards for School Psychology Training Programs, August 2004 – present

Awarding Institution	Award Title	Est. Average Size	Project Period
U.S. Dept. of Education OSERS	Preparation of Special Education, Related Services and Early Intervention Personnel to Serve Infants	\$244,400	Up to 60 months
U.S. Dept. of Education OSERS	Preparation of Leadership Personnel	\$196,450	Up to 48 months
U.S. Dept. of Education OSERS	Improving the Preparation of Personnel to Serve Children with High Incidence Disabilities	\$196,840	Up to 48 months
U.S. Dept. of Education OSERS	Improving Achievement of Children with Disabilities Under the No Child Left Behind Act	\$2,000,000	Up to 60 months
U.S. Dept. of Education	Results for Children with Disabilities— Evidence-Based Interventions for Severe Behavior Problems	\$1,075,000	Up to 48 months