

ABSTRACT

SCHOOL PSYCHOLOGISTS' PERSPECTIVES OF LEARNING DISABILITIES

School psychologists play a critical role in the identification of students with learning disabilities. Currently, the ability-achievement discrepancy model is commonly used as the classification criterion for learning disabilities. However, different identification models, such as response to intervention (RTI), are being examined. This study investigated school psychologists' perspectives of the classification process and comparison of their beliefs about students with learning disabilities and low achievers. Forty-nine practicing school psychologists in the Central Valley of California responded to the email questionnaire. The respondents did not believe that too many students are classified as learning disabled nor that students are being classified as learning disabled to receive special education services. The school psychologists surveyed were supportive of changes in the learning disability eligibility criteria, such as RTI.

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August 2005