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Evidence for the Positive Impact of School Psychological Services

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- School staff rate the services provided by school psychologists as very important, including assessment, special education input, consultation, counseling, crisis intervention, and behavior management (Watkins, Crosby, & Pearson, 2007).
- Special education teachers see the work of school psychologists in individualized education program meetings as helpful and important (Arivett, Rust, Brissie, & Dansby, 2007).
- Interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming et al., 2005).
- Students who receive social-emotional support and prevention services achieve better academically in school (Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004).
- Services provided by school psychologists support virtually every area of the lives of students, from school safety to academic achievement (Bear & Minke, 2006; Brock et al., 2002).
- Whole-school interventions using positive behavior supports decrease behavior problems while improving academic performance, as measured by standardized tests in reading and mathematics (Luiselli et al., 2005; Nelson et al., 2002).
- Interventions to increase students' bonding to school promote academic success by reducing barriers to learning (Catalano et al., 2004).
- The intervention strategies employed by related services personnel produce substantial positive impact on special education outcomes (Forness, 2001).

- Interventions that foster students' engagement in school have been shown to reduce high school dropout (Reschly & Christenson, 2006; Sinclair et al., 1998).
- Increasing students' engagement and sense of community in the school produces reductions in problem behaviors, increased associations with prosocial peers, and better academic performance (Battistich, Schaps, & Wilson., 2004).
- Expanded school mental health services in elementary schools have been found to reduce special education referrals and improve aspects of the school climate (Bruns et al., 2004).
- High levels of resilience assets in school environments contribute to higher academic achievement by students, both in low- and high-performing schools (Hanson, Austin, & Lee-Bayha, 2004).
- Prevention and early intervention programs targeting at-risk students reduce special education referrals and placement, suspension, grade retention, and disciplinary referrals (National Research Council and Institute of Medicine, 2000).
- School mental health programs improve educational outcomes by decreasing absences, decreasing discipline referrals, and increasing test scores (New Freedom Commission on Mental Health, 2003).
- School-based behavioral consultation yields positive results such as remediating academic and behavior problems for children and reducing referrals for psycho-educational assessments (MacLeod et al., 2000).
- The Institute of Medicine has reported that analyses of the economic costs and benefits of early childhood interventions for low-income children have demonstrated savings in public expenditures for special education, welfare assistance, and criminal justice (National Research Council and Institute of Medicine, 2000).

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