2021

Teacher Perception on Integrating School Psychology in the Developing Nation of Grenada

Carla Erica Maria St. Louis
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Carla Erica Maria St. Louis

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Bonnie Nastasi, Committee Chairperson, Psychology Faculty
Dr. Gary Burkholder, Committee Member, Psychology Faculty
Dr. Karine Clay, University Reviewer, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2021

Abstract

Teacher Perception on Integrating School Psychology in the Developing Nation of Grenada

by

Carla Erica Maria St. Louis

MA, University of Newcastle, 1999

BS, Ryerson University, 1985

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

February 2021

Abstract

Internationally, formalized school psychology and related services strive to address the academic and mental health of students in schools. In developing nations, teachers are the primary professionals to address students' needs in schools. Little research has focused on teachers' perceptions of students' needs, available services' quality, and how formalized structures with qualified certified professionals can further address students' needs. Bronfenbrenner's ecological systems and Nastasi's participatory culture-specific intervention model are the theoretical underpinnings of this qualitative study and focus group interviews were used to investigate special education needs (SEN) teachers' perceptions. Data were collected using open ended questions and probes with 18 SEN teachers in Grenada. Data analysis comprised reviewing interview transcripts, applying coding stages, and conducting theme generation to answer the research questions. Results revealed teachers perceived that students demonstrated difficulties in academic performance, social emotional functioning, and with their mental health. Results further revealed services were insufficient, quality ranged from totally unhelpful to significantly helpful, and that formalized services are urgently needed and desired. SEN teachers verbalized challenges but had a vision of how formalized school psychological services within a collaborative approach (including SEN teachers, school psychologist, and counselors) would support and address student needs. Implications for positive social change include teacher preparation and competence, stakeholder input into policies and procedures, and contextually derived roles for a future school psychologist that would help students develop their fullest potential.

Teacher Perceptions on Integrating School Psychology in the Developing Nation of Grenada

by

Carla Erica Maria St. Louis

MA, University of Newcastle, 1999

BS, Ryerson University, 1985

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

February 2021

Dedication

This study is dedicated to the teachers and students in Grenada aimed as a beacon in the advancement of human potential.

Acknowledgments

It is with a joyous heart, I thank my family, relatives and friends who provided support on this journey to completing the pinnacle of my academic career.

I express profound gratitude to Dr. Denise DeZolt, Dr. Bonnie Nastasi, Dr. Gary Burkholder, and Dr. Karine Clay who provided support and motivation throughout the years.

Special thanks also to my research partner and the teachers through whom I was able to achieve this accomplishment.

Table of Contents

List of Tables v

List of Figures vi

Chapter 1: Introduction to the Study 1

Background 2

The Function of the School Psychologist 3

Legislation and Policies 4

Situational Analysis in Grenada 5

Problem Statement 10

Purpose of the Study 12

Research Questions 13

Research Question 1: 13

Research Question 2: 13

Research Question 3: 13

Conceptual Framework 13

Nature of the Study 14

Definitions 15

Assumptions 18

Scope and Delimitations 19

Limitations 19

Significance 19

Summary 21

Chapter 2: Literature Review 22
Literature Search Strategy 23
Teacher Perception 25
Roles of the School Psychologist 25
Consultation 29
Child Health 31
Mental Health 33
Attention Deficit Hyperactivity Disorder (ADHD) 37
The Use of Medication 39
Social-Emotional Learning (SEL) 40
Behavior 44
Violence at School 46
Crisis and Trauma 46
The Spiritual 48
School and Partnership with the Wider Community 49
Social Justice 51
Lesbian Gay Bisexual Transgender (LGBT) 53
Cognitive Ability, Academic Performance and Curriculum 55
Special Education Law and Inclusion 59
Grade Level Retention 63
The Individualized Education Plan (IEP) 64
Learning Disabilities 65

Speaking, Visual, Hearing and other Communication Disorders 66
Response to Intervention (RtI) 67
Evidence-Based Practices (EBPs), Interventions and Programs 68
Theoretical Foundation 70
Ecological Factors 70
Summary and Conclusions 76
Chapter 3: Research Method 77
Research Design and Rationale 77
Role of the Researcher 82
Methodology 83
Issues of Trustworthiness 91
Ethical Procedures 93
Summary 97
Chapter 4: Results 98
Study Findings 101
Research Question 1 101
Research Question 2 111
Research Question 3 120
Summary 131
Chapter 5: Discussion, Conclusions and Recommendations 133
Summary of Results 133
Interpretation of Findings 134

Limitations 140

Implications for Future Research and Practice 141

Conclusions 144

References 146

Appendix A: Interview Protocol 219

Appendix B: Research codes and sub codes 221

List of Tables

Table 1. Teacher and Student Enrollment in Grenadian Public Schools 2017 9

Table 2. Research Queries with Interview Questions and Probes 89

List of Figures

Figure 1 SEN Teachers' Perceptions of Students' Academic and Mental Health Needs in Schools 103

Figure 2 SEN Teachers' Perceptions of Psychological and Related Services in Schools 112

Figure 3 SEN Teachers' Perceptions of Ideal Roles - SEN Teachers and School Psychologists 121

Chapter 1: Introduction to the Study

The topic of the study is teacher perceptions of academic and psychological services provided in schools in the developing nation of Grenada where no formal school psychological services or school psychologists exist. With this study, I sought to enhance knowledge on mental health in schools for (a) improved teaching and student learning in classrooms in Grenada, and (b) development of policies and legislation in regard to the services and programming to meet the learning and mental health needs of students in Grenada, and on a broader level to the other islands of the Caribbean Community (CARICOM).

This chapter explores the roles of education in conjunction with guidance services including school psychology/the school psychologist. The lack of formalized roles for school psychologists in Grenada are presented. The importance of teachers' roles and their collaboration with school psychologists is also noted. Research literature is presented on legislation, policies, situational analysis and issues student face/demonstrate, their impact on the state of education, the services provided to address the issues, and the significant importance of teachers' perceptions. A gap is demonstrated in the knowledge of teacher perception of psychological services where formal school psychological services/school psychologists do not exist and where school psychology is new or emerging specifically in developing countries. This study seeks to address this gap through a qualitative focus group study founded in the cultural context of Grenada using the conceptual framework of Bronfenbrenner's ecological theory and the participatory culture specific intervention model (PCSIM; Nastasi et al., 2004).

Background

Educational experts, researchers, policy makers, and others generally have acknowledged that progress in every arena in a country can be attained through education (Onder, 2016). Schooling traditionally is deemed the ideal way to get youth ready to assume their positions as contributing members of humanity (Morgan, 2015). Global attention is focused on promoting children's education and health (Jimerson, Skokut, et al., 2008). The school is a useful setting for academic, health, and social initiatives (Van Hout et al., 2012). Academic and mental health problems at school are not new and many children are at risk for not being successful at school.

Onder (2016) advocated for the provision of influential and successful guidance services to address the academic, health, and social problems displayed by children in schools for the achievement of long-term solutions rather than instant returns. School psychologists and their services are integral within guidance services. They perform a dynamic function to address both learning and psychological health issues and addressing children's needs and rights (Oakland, 2003). School psychology in a country is evidenced by five factors, namely (a) having professionals identified as school psychologists and employed with duties characteristic of school psychologists; (b) legal statutes requiring such professionals to be registered, licensed or credentialed; (c) a school psychology professional association; (d) university preparation programs with content specific to school psychology; and (e) preparation of school psychologists at the doctoral level (Jimerson, Skokut, et al., 2008). Indicators of school psychology were found in 83 countries around the world with some established, some emerging, and others yet to

emerge (Cook et al., 2010). In some developing countries such as Macao and Greece, teachers perceived the need for supplying more psychological services to schools even with existing legal mandates and school psychologists (Dimakos, 2006; van Schalkwyk & Sit, 2013). Grenada, a tri-island and developing nation state in the Caribbean, does not meet the criteria set by the International School Psychology Association (ISPA) training accreditation standards for school psychology and demonstrates no evidence of formal school psychology services (Cook et al. 2010); there are no school psychologists. Although the position of school psychologist exists in policy documents, positions remain unopened and thus unfilled.

The Function of the School Psychologist

Their distinctive and comprehensive function necessitates school psychologists work with other stakeholders, especially teachers (Thielking & Jimerson, 2006). School psychologists work in schools through consultation and collaboration with teachers to help children overcome academic and behavioral problems (Jimerson et al., 2009), emotional and behavioral problems (Hackett et al., 2010), the challenges of living with chronic illnesses (Nabors et al., 2008), the experiences of natural disasters (Nastasi, Overstreet, et al., 2011), trauma (Nadeem et al., 2001) and disorders including attention hyperactivity disorder (ADHD; Lee et al., 2010); Weyandt et al., 2009). Teachers work directly with children as the primary professionals in schools. They are charged with the duty of guaranteeing children learn effectively and develop the skills they need to be successful. Taxing student behavior impacts teachers lives as well (Axup & Gersch, 2008).

Legislation and Policies

Internationally, the least restrictive environment is mandated for education for all children (Underwood, 2018). So too, internationally, legal mandates ensure school systems provide school-based mental health services (Werthamer-Larsson, 1994). There are laws that govern special education provision and implementation in the United States, including the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 (O' Connor et al., 2016), No Child Left Behind (NCLB), the Act of 2001 (Public Law 107-110; U S Congress, 2002), and the Race to the Top (RTT) Grant under the United States Department of Education (Dragoset et al., 2016).

Grenada is signatory to international and local agreements on schooling and children's rights. These include Treaties 1973 and 2002 of the Caribbean Community (CARICOM; 2019), Millennium Development Goals (MDGs; United Nations, 2000), Sustainable Development Goals (SDGs; United Nations, 2015), Treaties 1981 and 2010 of the Organization of Eastern Caribbean States (OECS; 2016), the OECS Education Sector Strategy (OESS) 2012-2021 "Every Learner Succeeds" (OECS Secretariat, 2012), Grenada Education Enhancement Project (GEEP; Project Management Unit, Ministry of Education and Human Resource Development, 2016), Grenada's Growth and Poverty Reduction Strategy (GPRS) 2014-2018 (Antoine, Echno Tech Ltd, 2014), and the Ministry of Education and Human Resource Development Corporate Plan 2016-2018 (Ministry of Education and Human Resource Development, 2015). Policies to assist schooling and children's rights include National Schools' Policy on Drugs, Grenada, 2002 (Ministry of Education, Human Resource Development and Religious Affairs,

2002), revised draft National Schools' Policy on Drugs, Grenada 2017 to 2022 (Ministry of Education, Human Resource Development and the Environment, 2016), National Schools' Policy on Drugs Revised (Ministry of Education, Human Resource Development and Religious Affairs 2018), and child laws of Grenada (Government of Grenada, 2013).

According to the Revised Draft National Schools' Policy on Drugs, Grenada 2017 to 2022 (Ministry of Education, Human Resource Development and the Environment, 2016), where national policies exist, they are ineffective and negatively impacted by (a) inadequate legislation; (b) negative practices that are considered culturally and socially acceptable in the Grenadian context; (c) lack of sanctions, technical capacity and financial resources; (d) cultural and religious beliefs; and (e) availability and accessibility of legal and illegal substances. There is need for political will, modification of laws, constant creation of suitable procedures and policies, civic learning and understanding, allotment of economic supplies, and community backing (Ministry of Education, Human Resource Development and Religious Affairs, 2018).

Situational Analysis in Grenada

In the Caribbean, similar to the United States, students in schools are feasibly engaging in risky behaviors and displaying mental health conditions (Maharaj et al., 2009). Schools, homes, and communities are also impacted by violence (Hickling-Hudson, 2011). At school, there is violence (Frisby et al., 2005; Hickling-Hudson), wounding and stabbings (Lall, 2007), and corporal punishment, all of which specifically

impact social justice (Breshears, 2014). In homes, there is family violence (Smith et al., 2011; Hickling-Hudson) and family disruption (Somers et al., 2011). At the community level, there is violence amongst students (Hickling-Hudson), with high levels of delinquency, housebreaking, stealing, sexual offenses, and harm offenses (Ministry of Education, Human Resource Development and the Environment, 2016).

Additional behaviors and mental health conditions include (a) risky sexual activity, teenage pregnancy (Ministry of Health, Grenada, 2014); (b) sexual abuse (Jones & Trotman-Jemmott, 2016); (c) suicide (Bittman et al., 2017, Blum et al., 2003, Debowska et al., 2018; Nadeem et al., 2011, Pilgrim & Blum, 2012); (d) obesity and eating disorders (Hickling-Hudson, 2011); and (e) substance abuse, illegal drugs, and high alcohol consumption among youth (Boggs & Durgampudi, 2017; Oelhafen et al., 2017). Grenada ranked first in the Americas with the highest rate per capita of yearly alcohol consumption (World Health Organization WHO, 2014). Also problematic for Grenada are cultural issues related to parenting, cultural practices and poverty (Caribbean Development Bank [CDB], 2014; Jong & Koning, 2014). The practices included little adult supervision, no specific household chores or homework, shared sleeping facilities, little frank discussion with parents about sexual issues, sex being traded for resources, and migration by parents to other countries including the United States to seek employment to help support their families, a practice aligned to grandparents'/caregivers' inability to cope or provide sufficient supervision (Maharaj et al., 2009).

Education is considered key to reducing poverty and increasing individuals' well-being. World leaders in 2000 endorsed the United Nations Millennium Declaration and

Millennium Development Goals 2000 - 2015 (MDGs; United Nations, 2000) and the subsequent Sustainable Development Goals 2015 - 2030 (SDGs; United Nations, 2015), for the promotion of peace, prosperity and justice for all (Cuenca-Garcia et al., 2019). The MDGs (a) eliminate severe destitution and starvation, (b) attain worldwide primary instruction, (c) address gender uniformity and the enablement of women, (d) lessen child mortality, (e) develop maternal wellbeing, (f) battle diseases such as tuberculosis and HIV/AIDS, (g) guarantee environmental sustainability, and (h) advance a world partnership for development (Cuenca-Garcia et al., 2019). Grenada has achieved two of the seven MDG targets namely (b) universal primary education and (e) improved maternal health with essentially no maternal mortality (Ministry of Social Development and Housing, 2014). Poverty continues to be a major problem particularly for Grenada. While one in every three children on average is poor in the Eastern Caribbean Area (ECA), the poverty rate is above 50% for children in Grenada (United Nations International Children Emergency Fund UNICEF, 2018).

The United Nations has 17 Sustainable Development Goals (SDGs; United Nations, 2015). Grenada made commitments to 13 SDGs and in nine of those has made 16 partnership initiatives and voluntary commitments (United Nations, 2019). These partnered goals are concerned with conservation of marine areas; water, land, and ecosystems; climate change; and renewable energy (United Nations, 2019). Of these, renewable energy is on track and some work is being done on the goal of conservation of natural resources (United Nations, 2019. There are no reports available for the other seven SDGs partnerships and commitments (United Nations, 2019). Although SDG 4,

Quality Education, is not stated as an area of focus for Grenada, The Ministry of Education and Human Resource Development Corporate Plan 2016 – 2018 states Access to Quality Education as Strategic Outcome 3 (Ministry of Education and Human Resource Development, 2015). Yet, Grenada continues to be plagued by historically low academic performance in numeracy and literacy on national and external examinations and high dropout rates (Ministry of Education, Grenada, 2018). Poor learning outcomes remain the major challenge faced by the education sector in all 16 participating territories of the Organization of Eastern Caribbean States (OECS). In the OECS, teacher induction programs range between 10 days to 4 months in length (Bruns & Luque, 2015). In Grenada, only some new teachers are inducted into teaching (World Bank Group, 2017). Those who are receive 40 hours or approximately 10 days of training in approaches of instruction, lesson preparation, classroom organization, assessment, and teacher professionalism (World Bank Group). Grenada ranked lowest in the OECS region in the supply of trained teachers (OECS, 2017).

Grenada also had the lowest percentage of students achieving five SCSEC subject passes each successive year from 2011 to 2015 (World Bank Group, 2017),. A potential link was proposed between the lack of trained teachers, high repetition rates, and these low passes (World Bank Group). The Classroom Assessment Scoring System (CLASS; Pianta et al., 2008), measures three domains and 10 dimensions of classroom practices. It was used in four OECS countries to set a baseline for the quality of classroom practices and for understanding where teachers are positioned regarding their professional competencies (World Bank Group, 2017). Grenada performed the worst in said baseline

on all three domains namely emotional support, classroom organization and instructional support (World Bank Group).

In Grenada, general education teachers are the principal professionals who work to address the academic and mental health needs of students in classrooms. The teachers help students to fulfill their potential and prepare them to become productive members of society. Table 1 presents demographics on teacher and student enrollment for Grenada's public schools.

Table 1

Teacher and Student Enrollment in Grenadian Public Schools 2017

Public Primary Schools	No. in Schools		Male		Female	
56	Students	11716	Enrollment	6189	Enrollment	5527
			Percent	53	Percent	47
56	Teachers	678	Enrollment	144	Enrollment	534
			Percent	21	Percent	79

Note. From "Internal Statistics," by Ministry of Education and Human Resource Development, Grenada, 2018

Some professionals and services are available in schools to support teachers and students. While there are no school psychologists working in schools in Grenada, there are psychologists who Amuleru-Marshall and Amuleru-Marshall (2013) describe as part of the emerging group of psychologists in the Caribbean with psychological knowledge based on the validity of perspectives that mirror the culture it assists. Specific to schools, there are some teachers who have received some professional training in mental health.

These teachers provide some mental health services and counselling to students in crisis (Aire & Stevens, 2013; van Schalkwyk & Sit, 2013). Overall, however, it is left to teachers in schools in Grenada to perform many of the roles that in other school systems are allotted to professionals in guidance services. There is no information on how teachers perceive and conduct this role, and thus a gap in knowledge exists in that there is no formal research regarding teacher perceptions of the psychological services available in Grenada, the importance of addressing the learning and psychological needs of children in classrooms, the tasks they perform to address those needs, and the function of a school psychologist. This study is necessary to fill the gap and provide information on teachers' perspectives in a particular cultural context.

Problem Statement

For development of school psychology in different cultural contexts, it is essential to know the function school psychologists perform worldwide (Jimerson et al., 2004). Internationally, the importance of school psychology/school psychologists and their interaction with teachers is widely known. Crucial in this process is teacher perception. During the past 30 years, some studies have been done internationally in countries including the United States and England on teachers' perceptions of school psychological services and school psychologists (Farrell et al., 2005; Gilman & Gabriel, 2004; Gilman & Medway, 2007; Kikas, 1999; Reinke et al., 2011; Watkins et al., 2001;). However, a review of the literature revealed few studies between 2013 and 2018 specifically on school psychology and school psychologists and teacher perception. One study was found from China (Wang et al., 2015) and another from Macao, a division of China (van

Schalkwyk & Sit, 2013). Thus, there is a gap in knowledge about teachers' perspectives regarding school psychological services that are culturally based in Grenada where no formal school psychological services are present. This may be significant in cultures such as Grenada where teachers have been singularly responsible for children's learning and any associated learning problems.

In developing countries such as Grenada, within general education, some teachers were identified to provide professional support in classrooms for their colleagues and students. They are named the Special Education Needs (SEN) teachers. Based on requests from the general education teachers, SEN teachers are charged with the responsibility of addressing the students' needs (Ministry of Education, 2006). In the priority of stakeholders who address the needs of students, SEN teachers may be fulfilling roles that would be typically done by a school psychologist. Thus, SEN teachers' perspectives would be the most significant to better understand mental health in the classroom. For the purposes of this study, perceptions of the SEN teachers were the focus rather than teachers in the general education because SEN teachers are the ones who specifically provide direct services related to mental health and other issues in the classrooms. The gap in knowledge concerns (a) perspectives regarding school psychologists in settings where school psychology is not established and, specifically (b) the perspectives of SEN teachers. We do not know SEN teachers' understanding and perceptions of (a) the importance of school psychology and school psychological services in meeting students' needs, (b) whether students' needs are being met, or (c) the roles SEN teachers may play within the provision of such services. Therefore, although we know the potential

importance of school psychology and school psychologists internationally, in Grenada, we do not know SEN teachers' perceptions. This reality particularly limits practitioners attempting to implement school psychology for the first time into a school system (Rhodes, 2000).

Purpose of the Study

The purpose of this study is to explore, examine, and know the perspectives of teachers, specifically SEN teachers, in the developing country of Grenada regarding the roles school psychological services play in meeting the learning and mental health needs of students. Grenada, like many of its counterpart nations in the Caribbean, operates a school system in which no formalized school psychologist or school psychology department has previously existed. When there is no school psychologist or formalized school psychological services in schools as in the case of Grenada, it becomes imperative to discover SEN teachers' perceptions. This study explores SEN teachers' perceptions regarding: (a) the roles formal school psychology and school psychological services could play in meeting the academic and psychological needs of students in schools, (b) the importance of addressing those needs, (c) the school academic and mental health supports/services that are available, (d) SEN teachers' roles within the provision of the services, and (e) perceived barriers regarding their roles. There are heightened requirements for accountability of student academic and behavior performance from teachers (Ministry of Education, Human Resource Development and Religious Affairs, 2018; The Organization of Eastern Caribbean States (OECS) Secretariat, 2012). I

surmised teachers' perspectives would assist in charting a culturally contextualized way forward for school psychological services in Grenada.

Research Questions

The research questions and interview questions are concerned with documenting and analyzing SEN teachers' experiences and perspectives in Grenada. They are centered on examination of the literature on teacher perception and school psychologists and school psychological services.

Research Question 1

What are Special Education Needs (SEN) teachers' perceptions of the academic and mental health needs of the students in government operated primary schools in Grenada?

Research Question 2

What are SEN teachers' perceptions of the existing psychological and related services available in schools in Grenada?

Research Question 3

What are SEN teachers' perceptions of the function formal school psychology and school learning and mental health services could play in meeting the needs of students in schools in Grenada?

Conceptual Framework

This study uses Bronfenbrenner's ecological theory as its foundation. This theory posits an individual's functioning is connected inextricably in the environment in which the individual exists (Nastasi et al., 2004). The participatory culture-specific intervention

model (PCISM; Nastasi et al., 2004) provides the framework for this study. PCSIM uses participatory interpersonal processes with participants serving as cultural brokers to promote ecological validity of research (Nastasi et al., 2004). Bronfenbrenner's ecological framework and qualitative research methods are most suitable for conducting PCSIM given its participatory nature. Additional explanation is provided in Chapter 2.

PCSIM will be used to construct a vision of future intent mainly understanding the Grenadian context for developing school psychological services. PCSIM is used to (a) elicit teacher worldviews, personal theories, and perceptions of school psychology and school psychological services; (b) allow identification of aspects contributing to school psychology positively and negatively; and (c) inform design of culturally appropriate services (Nastasi et al., 2000; Varjas et al., 2005). PCSIM supplies benefits to participants and researchers and is an excellent model for school psychologists in multicultural practice (Nastasi, 2006). Listening to the voices of the SEN teachers to define psychological well-being and associated characteristics in the Grenadian context is aptly suited to the initial three phases of system entry and relationship building within PCSIM (Bell et al., 2015).

Nature of the Study

This qualitative study, using interviews and my research journal, investigated SEN teachers' perspectives. In this study of SEN teachers' perceptions of the availability of services to help address the academic and psychological needs of students, qualitative research gave privilege to teacher perspectives; illuminated their subjective meanings,

actions and context; provided a complex detailed understanding of their perceptions; allowed them to talk directly, and permitted them to tell the stories of their profession, unencumbered by expectations or prior knowledge of effective school psychological services (Creswell, 2007). It allowed me to (a) explore the existing problem regarding how SEN teachers perceive school psychological and mental health service support in schools, (b) use open-ended questions and interviews with SEN teachers in their natural setting, and (c) obtain a diverse, abundant, and unique account from each SEN teacher on her perceptions and experiences of the psychological and mental health services available in schools in Grenada.

There are at least 18 SEN teachers in 31 primary schools in Grenada. They are assigned to all parishes. The number of students per SEN teacher range from 16 to 42. In total they provide support to 400+ students. SEN teachers have obtained some training in special and inclusive education and in working with students who are visually impaired at the local level. Plans for SEN teachers include sourcing on-line training programs leading to certification at the degree level in special/inclusive education for working with students who are visually impaired (Ministry of Education, 2006). Further details concerning the nature of the study are given in Chapter 3.

Definitions

The Caribbean Community (CARICOM): CARICOM consists of 15-member countries and 5 associate member countries (CARICOM, 2019). The member countries have comparable constitutional, societal, academic and traditional systems, the result of

British colonization (Maharaj et al., 2009). In CARICOM, Grenada is the tiniest and most southern state in the Winward Islands (Grenada, St. Vincent, St. Lucia, and Dominica).

Grenada: Three islands Grenada, Carriacou and Petite Martinique make up the state of Grenada. The country has a population of 103,328 (males 52,651; females 50,677) (Government of Grenada, 2011). In 2010, Infant mortality was 6.9 per 1000 live births, birth rate 15%, and life expectancy females was 73 years and 69 years for males. The population of Grenada is mainly of African, European, and Indian descent. The official language is English, and the major religion is Christianity. The island of Grenada has six parishes, namely the capital St. George, St. Andrew, St. Patrick, St. Mark, St. David, and St. John. Carriacou and Petite Martinique encompass the seventh parish. Grenada has a reported literacy rate of 94% (Government of Grenada, 2013). The education system is akin to that of England, with children completing a compulsory primary and secondary education prior to leaving school at 16+ years. Education and support services are provided free to students aged 3-16+years. The 57 government-operated primary schools (students ages 4-17+ years) include faith-based schools. Government-operated primary schools provide free education to students. In faith-based school, the government pays the salaries of teachers. The faith-based schools, however, are run by boards of the faith, and they have input into the teachers selected to work in their schools. They also provide free education to students.

Special Education Needs (SEN) teacher: SEN teachers refer to teachers in Grenada with the University of the West Indies (UWI) teacher certification and at least five (5) years teaching experience. SEN teacher roles include advocacy and

communication among relevant stakeholders. Their service delivery includes identification, assessment, instruction, monitoring, and reassessment of students experiencing difficulties in the education system (Ministry of Education, 2006). The teachers are chosen to work with students, teachers, principals, and other relevant specialists to ensure the academic, social, behavioral, health and sensory needs of students referred to them are catered to and monitored in order that progress is maintained. SEN teachers are required to support teachers in general education classrooms, and the teachers are expected to utilize SEN teachers' services. This interaction between SEN teachers and other teachers is critical in meeting the academic and psychological needs of students in schools (Ministry of Education). Teachers depend upon the SEN teachers to assist when students experience difficulties meeting curricula and behavioral expectations and with meeting students' special educational, social and emotional needs (SSSU). SEN teachers are not assigned a particular grade but offer support informal assessment and remedial programs. They use a push-in method where they go into classrooms and offer support as needed, or a pull-out method where they take students from the classroom and give them planned support for 30 minutes to an hour. SEN teachers also provide staff development sessions for school staff.

School psychologist: The school psychologist is a position framed around the criteria set for school psychologists in the United States that is included under the SSSU but has never been operational. School psychologists assess and evaluate the psycho-educational development and needs of students who are indicated as having difficulties to function effectively in school, cultivate and take charge in the execution of programs that

empower students to accomplish suitable attainment and regulation, and to consult with other SSSU personnel, teachers and parents concerning their requirements/concerns (Ministry of Education).

Government operated primary schools: These schools refer to those in Grenada including denominational (faith-based) where the government pays the salaries of teachers.

Student Support Services Unit (SSSU): The SSSU is the practical expression of one of the most important sub-objectives of the Strategic Plan of the Ministry of Education 2006-2015 (SPEED II). Namely its purpose is "to develop enabling conditions for full participation of at-risk and excluded children within the context of gender parity" (Ministry of Education, 2006, p. 39). The SSSU, established in 2008, supplies a collection of fundamental services and student development programs. Hurdles students face are addressed by the SSSU and each student is helped to achieve his/her potential. The aim of the SSU is to guarantee student retention and graduation from one academic stream to another.

Assumptions

This study is built on several assumptions. The assumptions were: (a) identification of participants who work with children, particularly those considered to have special educational needs would be obtained through the Ministry of Education, (b) access to SEN teachers would not be difficult to establish, (c) SEN teachers would be willing to participate and respond candidly and truthfully to the questions offered, (d) SEN teachers would participate fully, and (e) the SEN program would not be terminated.

Scope and Delimitations

Teachers in private schools are not in the study because the SEN teacher program only operates in government operated schools. The SEN teacher program is specific to Grenada. The results may not be generalized to teachers of government operated schools in Grenada and the other countries in the region.

Limitations

The study results will be limited to SEN teachers in government operated schools in Grenada. Selective distribution exists, as the total number of SEN teachers is unknown. Subsequently, the exact percentage of actual SEN teachers represented is unknown.

Significance

This study contributes valuable documentation, analysis, insight, and information in several ways. First, information was gained about the perspectives, expectations, and experiences of SEN teachers regarding students' academic and mental health needs in schools in Grenada and school psychology and school psychological services. Second, information was gained about SEN teachers' understanding of the importance of academic and school psychological amenities in schools for students. Thus, the study provided insight into contextual stimuli that may prove useful for enhancing students' holistic development. It also supports changes to educational practices to significantly improve access to education for all. Advocacy can be given for the inclusion of evidenced-based interventions. Improved support and effective delivery of services to meet the needs and expectations of teacher and better service to students may arise from this research (see Farrell et al. 2005). Such research may lead to improved student

integration, attendance, and performance. This study may provide information for reform and capacity building that can help the government and school districts understand how to implement the services and how to incorporate school psychological services as part of the overall school infrastructure. It may also provide information on teacher knowledge, resources, and how to train and support teachers during training (see Jimerson, Graydon, et al., 2006). Third, SEN can gain information on services available to meet or not meet student needs, including their roles and the roles other professionals such as school psychologists play in in meeting students' needs. Fourth, this study augments the bulk of data in the literature on the expansion of school psychology deemed particularly important to understand the characteristics, training, role, responsibilities, challenges, and research interests of school psychologists around the world (Brown et al., 2012; Jimerson et al. 2004). Fifth, on a broader level, psychology exists in many countries of the world. Yet, in many others such as Grenada, school psychology is nonexistent (Jimerson, Skokut et al., 2008). Member countries of the Caribbean Community (CARICOM) share many common characteristics and this research may further develop school psychology in the region. Fifth, on an international level, this research may add to the body of knowledge, and supply distinctive insights concerning similarities, variations, and diversity among school psychologists in diverse countries (Jimerson, Graydon et al., 2008; Jimerson, Graydon et al., 2006). Thus, the research may aid in future development and integration of school psychologists into school systems across the region.

Summary

Research has documented the necessity for school psychologists to work with stakeholders especially teachers (Farrell et al., 2005). School psychologists work in schools and collaborate with teachers to help children overcome academic and behavioral problems. Without the collaboration of school psychologists and teachers, children in schools may experience difficulties. Ultimately, the intent of this study is to assist SEN teachers to enhance their capacity, teacher capacity and students' holistic development. Students can be helped to achieve their best in school and beyond.

Chapter 2 gives details on the literature review that was done regarding school psychology, school psychological services and teacher perception. It also informs how academic and mental health services (including assessment and intervention), cultural contexts and educational practices worldwide govern school psychology and impact the services which children are provided in school.

Chapter 2: Literature Review

Teachers are important collaborators in the giving of health and social material (Van Hout et al., 2012). In the developing country of Grenada, teachers are the primary professionals charged with the academic and psychological well being of students in schools. Teachers and students in schools are supported by many professionals including school psychologists. Thus, it is crucial to determine teachers' perceptions of services that are available to help them address students' academic and psychological needs. Internationally, much has been studied on teachers' perceptions of school psychological services and school psychologists. Much less research has been conducted during the past 5 years on teachers' perceptions of areas such as school psychological services, particularly where there are no formalized school psychological services or school psychologists, or where these are emerging or new. The purpose of this study is to speak to this gap in information and conduct research regarding teachers particularly SEN teachers' perceptions in those situations.

The literature reviewed in this chapter informs how teachers perceive school psychological services and school psychologists' multivaried roles in the school setting. The search engines, terms and process used to explore current research on the topic are presented. Research on the conceptual framework and relevant studies are also provided. Chapter 2 closes with a summary and transition into Chapter 3.

Literature Search Strategy

A comprehensive review of the literature was done utilizing several sources of information from the Walden University Library. Available databases were used. The databases which provided the most relevant literature included Thoreau Walden University, Library Academic Search Premier, Academic Search Complete, PsycINFO, PsycEXTRA, Education Source, Education Research Complete, Sage Journals, Pro Quest Central, ERIC, and Teacher Reference Center. Boolean/Phrase investigatory terms were: *teacher* AND *perception* AND *psychologist, switched with the search terms psychology, school, special, education, teacher perception* AND *school psychology, teacher attitudes* AND *school psychology, teacher views* AND *school psychology, switched with the search terms* AND *programs and services,* AND *new program,* AND *in psychology, teacher perspective* AND *school psychologist, APA* AND *perception* AND *school psychology, teacher perception* AND *new* AND *psychology program, teacher attitude* AND *implementing new* AND *school psychology, implementing school* AND *psychology and teacher* AND *perception attitude opinion or experience or view or reflection or beliefs, teacher perception or teacher attitudes or teacher views* AND *school psychology* AND *programs and services, psychology* AND *Grenada, psychology* AND *school* AND *Grenada, psychology* AND *teacher* AND *Grenada, psychology* AND *child* AND *Grenada, school* AND *Grenada, mental* AND *school* AND *Grenada, mental* AND *child* AND *Grenada, mental* AND *teacher* AND *Grenada, mental* AND *student* AND *Grenada, school psychology* AND *mental health* AND *schools global, school psychology* AND *mental health* AND *schools Grenada, school psychology in countries, research*

AND *school psychologist* AND *teacher perception or teacher attitudes or teacher views, literature* AND *school psychologist* AND *teacher perception or teacher attitudes or teacher views, study* AND *school psychologist* AND *teacher perception or teacher attitudes or teacher views, Bronfenbrenner* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, ecological* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, community and school* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, consultation* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, LGBT* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, social justice* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, inclusive education* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, response to intervention* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, learning disabilities* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, reading* AND *teacher perception or teacher attitudes or teacher views* AND *school psychology or school psychologist, literature* AND *teacher perception or teacher attitudes or teacher views* AND *school psychological, research* AND *teacher perception or teacher attitudes or teacher views* AND *school psychological, study* AND *teacher perception or teacher attitudes or teacher views* AND *school psychological.* The only limiter was peer-

reviewed articles. The date was not limited to allow for historical significance of the area of study in the literature. References from the articles also provided additional sources of literature.

The literature search yielded research on teachers' perceptives of the psychological services available in educational institutions and the multivaried roles of school psychologists internationally. A dearth of relevant studies were found for developing countries, particularly those in the Caribbean or West Indies. The available studies on teacher perception of school psychologists and school psychological services surround the areas of (a) health, including mental health, social emotional functioning, spirituality, crisis and trauma; (b) academics, including inclusion, learning disabilities, retention, reading, RTI, evidence based practices, interventions and programs; (c) behavior; (d) Lesbian Gay Bisexual Transgender Questioning (LGBTQ); (e) social justice; and (f) consultation, mutlticulturalism, ecological factors, community school based partnerships and participatory research.

Teacher Perception

Roles of the School Psychologist

Teachers and school psychologists have to work together. School psychologists have multifaceted roles within schools (Thielking & Jimerson, 2006). Differences in the way teachers and school psychologists intellectualize and approach their work can cause fractures and ineffective systems of services for children in schools (Capella, Jackson, et al., 2011). Thus, it is very important to investigate and comprehend the perspectives of teachers concerning the roles of school psychologists (Thielking & Jimerson, 2006).

On an international level, prior research reports there are differences in the perspectives of school psychologists and teachers concerning the roles of the school psychologist related to limitations, dual relationships, and ethical dilemmas (Thielking & Jimerson, 2006). Stakeholders including teachers reported on effective leadership practices demonstrated by school psychologists (Augustyniak et al., 2016). Additional classroom participation by the school psychologist was wanted and needed (Gray, n.d.). Further, internationally, teachers perceive school psychologists' services as valuable, would like to see them more often, and employ equal time across all the services they provide (Farrell et al. 2005). In a study of the perceptions of school counselors, teachers in special and regular education, and school psychologists, statistically significant differences were found based on status, level of school, and geographical position of school regarding the perception of problems presented by students and mental health services that are present in the community and schools (Repie, 2005). Mental health professionals, compared to teachers, were found to be significantly more concerned with the mental health needs of students (Moon et al., 2017). Researchers reported a lack of understanding among general educators regarding the role of school psychologists (Rezzetano & House, 2009). Significant differences were found between education professionals, teachers and administrators about school psychologists' responsibilities and tasks within the sectors (Gilman & Gabriel, 2004). Between group differences were also found among education professionals', teachers' and administrators' perceptions regarding the competence and usefulness of services provided in schools for mental health with respect to knowledge, satisfaction, and perceived helpfulness of school

psychological services and the referral process itself (Gilman & Gabriel, 2004). Teachers in regular education reported lower levels of comprehension of school psychology, perceived school psychologists as less useful to teachers, and reported fewer fulfillments with school psychology services in comparison to teachers in special education (Gilman & Medway, 2007). Further, both sets of teachers had a narrow comprehension of the scope of services provided by school psychologists and viewed school counselors as conveying more services than school psychologists (Gilman & Medway, 2007). In China, teachers perceived school psychologists' roles as primarily concentrated on services for students, with great stress on prevention and early intervention (Wang et al., 2015). Some teachers were satisfied with the job being done by the school psychologists; other teachers are dissatisfied due to the perception the school psychologists lack training and skills (Wang et al., 2015). School psychologists in China were challenged by low status, insufficient training and proficiencies and work-linked stress (Wang et al., 2015).

In general, school communities hold a conventional outlook of school psychology. The school communities' outlook and perceptions regarding school psychologists was considered a main influence on the scope of services school psychologists provided (Mendes et al., 2017). In the past, school psychologists were reported to not be completely sure of their role, which led to difficulty in communicating with other disciplines and confusion and antagonism regarding psychological evaluations of school children (Roberts & Solomon, 1970). The school psychologist role is essential in the required collaboration in public education (Glass & Rose, 2009). Internationally, researchers note the importance of school psychology and the vital roles school

psychologists played in the prevention of academic and mental health problems and addressing the academic and mental health needs of students (Oakland, 2003; Thielking & Jimerson, 2006). School psychologists form partnerships across education, medical, and family systems (Bradley-Klug & Sundman, 2010). School psychologists' varied roles make a significant contribution to the overall development of children in schools (Cook et al. 2010). Distinctively located amongst school systems, school psychologists have extensive influence in implementing most wanted transformation in children (Cook et al. 2010). School psychologists are trained to provide psychological and collaborative services and conduct studies (Zeng & Bordeaux, 2011). They deliver services that merge education with psychology to support students' most favorable academic, emotional, and social functioning in schools (Williams, 2010). Within national laws and policies, they also provide several types of services and are involved in improving children's learning outcomes (Decker, 2008).

The school psychologists' role has been improved by the increase of the community schools' movement and fundamental trends in education including response-to-intervention approaches and early literacy projects and additional vital movements in education (Glass & Rose, 2009). School psychologists viewed themselves as (a) extremely well positioned to work with students, (b) able to dispense time proportionally among clients of all ages, and (c) giving focus and competency on older clients (Mendes et al., 2017).

School psychologists are expected to communicate effectively to assist in producing an encouraging learning environment for students (Macdonald, 2011).

Effective school psychology falls under the banner of leadership (Shriberg et al., 2010). School psychologists believe they are leaders and propose that leadership in schools is anticipated from them across domains of practice mainly in the academic, behavior and crisis areas (Shriberg et al., 2010). As a leader, the school psychologist is able to attain positive outcomes for students and systems, is competent, knowledgeable, and has powerful interpersonal skills and personal character (Shriberg et al., 2010). School psychologists have a role as educational leaders, and it is vital that they become knowledgeable about the school as a whole system (Lay, 2010). In the process, school psychologists also have to provide systems-level communication (Bradley-Klug & Sundman, 2010) and have interdisciplinary coordination with counselors, school social workers, teachers, administrative staff, and parents (Cook et al., 2010).

Consultation

Consultation is an underutilized source of data that should be tapped by consultation researchers such as school psychologists who care about both finding and distributing effective practices into school settings (Conoley et al., 2009). Teacher traits are primarily credited for both success and failure experiences by consultants and contributes more so to failure than attainment (Martin & Curtis, 1981). Teacher characteristics include teacher bias, prejudice, racism, interpersonal issues, and confusion about distinguishing academic difficulties due to language acquisition from those due to cognitive learning problems (O'Bryon & Rogers, 2016). Teacher resistant behavior is also reported to impact consultation therapeutic behavior (Cautili et al., 2006) and teacher perceptions and openness to everyday school psychologists' consultation services

(Gonzalez et al., 2004). Consultee's resistance led to a decrease in therapeutic questioning by participants, enhanced adverse perceptions of the consultee, and consultant's absenteeism (Cautili et al. 2006). However, when teachers are in conditions that they perceive match their expectation for consultation, significantly higher ratings are given for the consultants and interventions than are given by teachers in mismatched conditions (Tysinger et al., 2009). The National Association of School Psychologists (NASP) informs that consultation is intricately woven within the provision of mental health services and advocates for the examination of ecological systems that impact the methods, interventions, and results of consultation in school. (Castro-Villarreal & Rodriquez, 2017). Consultation is also impacted by gendered factors. Female school psychologists view soft bases as the categories of information, expert, legitimate dependency, personal reward, referent, and hard bases as the categories of impersonal reward, impersonal coercion, legitimate position, legitimate reciprocity, and legitimate equity (Erchul et al., 2004 p. 584) as more successful than male school psychologists. Female psychologists also use "soft power strategies", compared to "harsh power strategies" (Wilson et al., 2008 p. 103). In the more developed countries, the problem-solving consultation process can be enhanced within a computer-simulated school environment (Newell, 2010). School psychologist underestimate how important emails are to teachers (Kruger et al., 2001). Macdonald (2011) recommended school psychologists use electronic communication to communicate remotely and quickly regarding the role of the school psychologists. In less developed countries, mental health

services can be successfully delivered to small groups of schools through group consultation (Nugent et al., 2014).

Child Health

Teachers in general education perceived they were not equipped to work with students with chronic conditions. They did not talk about the illnesses with the students or their classmates, had lowered expectations, and were more indulgent in grading for their academic output (Duggan et al., 2004; Papadakos et al., 2002). The teachers also perceived they wanted greater collaboration and support from health professionals including school psychologists (Papadatou et al., 2002). In the field of special education, teachers also perceived they are less self-confident than teachers in regular education to address the learning needs of students plagued by enduring health illnesses (Nabors et al., 2008). School psychologists provide assistance to special education teachers (Nabors et al., 2008). In addition, regular education teachers may also gain from education to develop their comprehensions about operating with students who have prolonged health conditions (Nabors et al., 2008).

Internationally, school psychologists often work with individuals and groups in other specialty fields. There are many benefits to be derived from collaboration and consultation amongst school psychologists, allied providers of health, doctors (Sulkowski et al., 2011) and teachers (Nabors, 2005; Nabors et al., 2008). School psychologists' broad scope of knowledge facilitate consultation with teachers regarding (a) children's learning, education, and performance at school, with supports at school (e.g., health linked adjustments for the classrooms, and recommendations) (Kucera & Sullivan, 2011;

Wodrich & Cunningham, 2008); and (b) contact with practitioners in the medical field (Wodrich & Cunningham, 2008) for children with health-related concerns. In schools, school psychologists assist in the integration and/or reintegration of children with cancer (Bradley-Klug & Sundman, 2010; Harris, 2009), leukemia (Hermann et al., 2011; Long, 2011; Schmitt, 2011) epilepsy, Type 1 diabetes mellitus (Kucera & Sullivan, 2011; Wodrich & Cunningham, 2008), early-onset Type 2 diabetes (Irving et al., 2008), and when children are involved with substance abuse (Burrow-Sanchez et al., 2009).

Changes in federal legislation in the United States also required evaluations to be done with more adaptable methods (Decker, 2008). The role of school psychologist widened to broader tiers and through consultation practice built atop proficiency in appraisals of neurodevelopmental illnesses (Decker, 2008). Pediatric school psychologists use evidence-based conjoint behavioral consultation to link and address concerns of families, schools and pediatricians across systems (Sheridan et al., 2009). Consultation and collaboration between school psychologists, teachers, parents and medical practitioners, for example, in the case of pre-term infants also allow identification of essential targets for holistic intervention with implications for teaching and learning for practitioners of school-aged children (Chesney & Champion, 2008).

School psychologists assist children with chronic physical and mental health challenges (Sulkowski et al., 2011). School psychologists comprehend educational development and how it can be affected by childhood illnesses (Wodrich & Cunningham, 2008). School psychologists assess student's learning, societal and responsive needs and give information to teachers on an individual student basis to guarantee students with

chronic illnesses get suitable and wide-ranging supports in school and are fully integrated in standard education settings as best as possible (Nabors et al., 2008). A systematic review of children's experiences with chronic illnesses indicated that children do not feel comfortable in their bodies or environment, feel their regular lives are disrupted, and think of ways they can get through their illnesses (Venning et al., 2008). School psychologists strengthen the children's sense of person, assist them in recognizing the condition and creating coping skills with an optimistic outlook for the future (Venning et al., 2008).

Mental Health

Teachers perceive school psychologists as chiefly providing selection, assessment, progress monitoring, and referral of students in the provision of psychological services (Reinke et al., 2011). Yet, a significant gap in research to practice for school practices and interventions in mental health remains (Reinke et al., 2011) including in special education (Burns & Yasseldyke, 2009). Exploring the perception of teachers can also supply vital data about related stimuli and may help in addressing the research-to-practice gap in school psychology practice (Reinke et al., 2011). Instruction in mental health is considered key to a teacher's set of skills for them to assertively advance mental health, identify mental health issues, become informed about where to get more specialized intervention when necessary, and add competently to continued support for children with mental health issues (Trudgen & Lawn, 2011). In the more developed countries, while teachers felt schools are important places to advance dialogue on health (Cohall et al., 2007), they reported an overall dearth of proficiency and

preparation for addressing students' psychological wellbeing (Cohall et al., 2007; Reinke et al., 2011), and they wanted staff development workshops to address mental health needs of children (Cohall et al., 2007). In less developed countries, such as Ethiopia, while teachers in primary schools perceived school based mental health programs as important and had a positive attitude on the need for them, their perceptions of psychopathology as a mental health issue in children was limited (Kerebih et al., 2018). Negative perceptions of students with mental health disorders (MHDs) are linked to (a) lower confidence in skills to persuade a student to seek assistance, (b) familiarity with MHDs, (c) knowledge and comprehension of MHDs, and (d) positive perception of the accommodations presented by tailored and psychosocial services (St-Onge & Lemyre, 2018). Thus, it is vital to establish mental health awareness for teachers and create school mental health services for intervention in child mental health problems (Kerebih et al., 2018). Indeed, mental health literacy education among preservice teachers, after three months, resulted in significant enhancement of mental health comprehension, perceptions towards mental illness and better help seeking aims in regard to their personal mental health and the mental health of kin and friends (Carr et al., 2018).

The existence of abstract information in a note or email shows statistically important incongruence between the perceptions of school psychologists and teachers about message content viewed as useful or impractical (Kruger et al., 2001). Mental health providers are trained to focus on problem behaviors more than competencies (Capella, Jackson, et al. 2011). They are considerably more concerned about the mental health needs of students than teachers (Moon et al., 2017). They also use a personal one-

on-one approach with a student rather than within the whole setting milieu (Capella, Jackson, et al., 2011). School professionals concentrate on student performance and possibly see psychological issues as obstacles to student achievement (Capella, Jackson, et al., 2011).

Internationally, teachers referred children as being anxious when teachers perceived (a) an effect on learning in children, (b) nonconforming child behavior, (c) the children's problems they reported did not mend after some time, (c) the children reacted poorly to people they didn't know, (d) they required assistance, and (e) the information they obtained from the parents and guardians supported the need for referral (Hinchliffe & Campbell, 2016). Internationally, school psychologists work together with other professionals to develop resilient attributes among children to assist them in charting a future with fulfillment, assurance, and hopefulness (Goldstein & Brooks, 2009). School psychologists can provide assistance with other stakeholders in the areas of childhood depression (Ruderman et al., 2013), schizophrenia (Hernandez et al., 2013) and anorexia nervosa (Jimerson, & Pavelski, 2000). School psychologists educate young people on their individual mental health, the mental health of others, and how to work together with service users to challenge discrimination against students with mental health problems (Sholl et al., 2010). School psychologists play varied roles in addressing the research-to-practice gap. On a broader level, advocacy is given by Kazak et al. (2010) for a structure inclusive of many systems including families, cultural customs and systems of mental health for the provision of evidence-based practices (EBP) for children's and adolescents' needs and parent-teacher and child concentrated approaches (Levine & Anshel, 2011).

Teachers' perceptions of EBPs are impacted by the processes of organizing, executing and appraising in their school districts (Maras et al., 2014). School psychologists are more and more pinpointed to be the leading professionals in employing EBPs within psychological services in educational settings. They are obliged to be action oriented, highly knowledgeable of EBPs and to provide efficient service (Splett & Maras, 2011). EBPs include Cognitive Behavioral Therapy (CBT) for conduct problems and anxiety (Allen, 2011), depressive disorder (Stark et al., 2011) and reduction in symptoms of depression (Kavanagh et al., 2009). Feeney-Kettler et al. (2010) advocate for psychometrically sound measures that are also cost efficient for screening young children with mental problems, to stave off additional adverse effects on their development and enlighten development of programs.

In developing countries, children and youth with psychological issues have insufficient and inadequate provision of mental health services (Lund et al., 2009). Depression is linked with youth who were previously malnourished, or malnourished in early childhood (Galler et al., 2010), children screened with a family background of early-onset type 2 diabetes (Irving et al., 2008), and being a victim of cyberbullying (Perren et al., 2010). In St. Vincent in the Caribbean, use of the Revised Behavior Problem Checklist (RBPC), a tool reported to be culturally appropriate, showed in addition to cognitive ability, the academic performance of children living in villages was significantly influenced by problems with attention and anxiety much more so than their American counterparts (Durbrow et al., 2000; Jimerson et al., 2006). In the Caribbean, the system of placement of students into secondary schools is linked with symptoms of

depression in students (Lipps et al., 2010). The system places students with the highest scores on national competency examinations into their school of choice while students with lower scores are placed in schools that are lower on their preference of choice (Lipps et al., 2010).

Attention Deficit Hyperactivity Disorder (ADHD)

Methodical examination of research on ADHD has linked it with compromised quality of life (QoL) and physical, psychological, and social functioning compared to other mental health conditions and severe physical disorders (Danckaerts et al., 2010). Initially, on average, personnel who provided support services to students perceived that a variety of approaches generally used to treat ADHD were ineffective (Graczyk et al., 2005). Overall knowledge of ADHD by teachers was reported to be poor, with teachers more knowledgeable about symptoms and diagnosis than treatment and general knowledge (Perold et al., 2010). Further, level of knowledge of special education teachers was reported to be negatively correlated with years of experience and was not significantly greater than general education teachers' level of knowledge (Weyandt et al., 2009). Training was deemed the key component to addressing teachers' perceptions of teaching students with ADHD (Rush & Harrison, 2008). Zambo (2008) advocated information on ADHD should be imbedded into the coursework of preservice teachers provided by mentors who know how to work with students with ADHD. There are several important considerations regarding knowledge, training, and teacher perception. No significant connection has been found between knowledge of ADHD and teacher practice (Blotnicky-Gallant et al., 2015). Further, years of teaching experience are

correlated negatively with teacher knowledge and opinion of instructing children with ADHD (Anderson et al., 2012). Internationally, teachers have both positive and negative attitudes toward instructing children with ADHD (Anderson et al., 2012). In Trinidad and Tobago, while teachers generally had a positive attitude to students displaying characteristics of ADHD, their knowledge of ADHD was low, and they thought the students should be taught by experts (Youssef et al., 2015).

Student and teacher characteristics impact ratings and identification of ADHD results (DuPaul et al., 2014). Teachers' perceptions of working with adolescent students diagnosed with ADHD related to high confidence and willingness, uneasiness and frustration, behavior issues, teaching issues, and training (Rush & Harrison, 2008). Younger adolescents were perceived as presenting more problematic characteristics, and boys were perceived as presenting more symptoms than girls (Evans et al., 2013). Exploration needs to be done on how girls with ADHD differ from boys with ADHD and girls not identified with ADHD (Zambo et al., 2013). Teacher perception of students diagnosed with ADHD is also impacted by multiculturalism and culture. When the perspective that all cultures should be treated equally is reduced, this (a) leads to teachers having fewer positive perceptions and interactions with students with ADHD (Thijs et al., 2012), (b) impacts teacher referral behaviors (Lee, 2014), and (c) leads to African Americans diagnosed with ADHD being rated with higher levels of symptoms and deficiencies than their Caucasian counterparts (Evans et al., 2013). In more developed countries, however, school psychologists have significantly greater knowledge of attention hyperactivity disorder (ADHD) than both the general and special education

teachers (Weyandt et al., 2009) and school psychologists can assess, understand, and support students with ADHD (DuPaul & Jimerson, 2014). However, caution is given when determining accommodations such as extended time for students diagnosed with ADHD (Lovett & Leja, 2015). In determining accommodations for example, use of extended time may not be a successful strategy for students including those with ADHD who experience difficulties in management skills (Lovett & Leja, 2015).

The Use of Medication

A review of teachers' perception on medication among several treatment options indicated teachers are willing to work with treatment options for ADHD including medication (Ohan et al., 2011). School psychologists willingly monitor the effects of medication for students diagnosed with disorders including attention deficit hyperactivity disorder (ADHD) (Gureaskl-Moore et al., 2005). Thus, both school psychologists and teachers can work together in this area. Culture may impact teacher perceptions of medication use for students in schools. In the United Kingdom, teachers viewed the distribution of psychopharmaceutic negatively and displayed a partiality for psychotherapeutic approaches to inclusion (Barker & Mills, 2018). In some developing countries, teachers accept the need for pharmacological treatment for pupils diagnosed with ADHD in their classrooms; however, not only do they perceive it as dishonorable, they also do not discuss its need with parents for concern parents will think the teachers perceive their children as flawed (Fleischmann & Dabbah, 2019). In other countries, teachers perceived a combination of medication and behavioral interventions as the best approach. Implementation of many treatment strategies in a reliable manner during

school years was reported as providing the best support for the success of students with ADHD (DuPaul et al., 2011; Fabiano et al. 2007).

The American Psychological Association (APA) and the National Association of School Psychologists (NASP) provide standards of psychopharmacology training (Roberts et al., 2009). There is, however, a paucity of systematic well-conducted trials about pharmacological agents and the management of disorders such as pervasive developmental disorder (PDD) (Sung et al., 2010). Additional study is necessary in this area including the perceptions of stakeholders. Valuation of drug helpfulness in students can have involvement of school psychologists based on their education in data-based evaluation and involvement (Roberts et al., 2009). Relevant training would allow for collaboration with doctors to provide (a) feedback on medical interventions (Roberts et al., 2009), (b) guidelines necessary for safe medication administration and monitoring, and (c) guidelines given at the federal, state and district levels (Mazur-Mosiewicz et al., 2009). School psychologists desire additional participation in medication evaluations, improved collaboration with medical practitioners and better training in matters related to drug treatment (Singh & Epstein, 1990). In the Caribbean, education, information, training, and legislation are needed to discourage self-medication with antibiotics in children (Parimi et al, 2004).

Social-Emotional Learning (SEL)

Teachers play a significant role in the social and emotional learning (SEL) of children. They assist students to develop appropriate social skills, interpreting play situations and cues, sharing viewpoints and shared addressing of problems, or analyzing

interactions and culturally appropriate strategies (Jimerson et al., 2009). Teachers perceive SEL is vital and schools should take an active role. They value the provision of training and support from varied professionals and perceive present pressure of academic requirements lessen the prospects for SEL (Buchanan et al., 2009).

Both teachers and parents acknowledge necessity for professional support from collaborative engagement of services from varied agencies to address SEL in schools (Hackett et al., 2010). Teacher's perceptions of students with social-emotional and behavioral difficulties (SEBD) involve examining characteristics of children teachers perceive as having SEBD (Soles et al., 2008) and the psychological support they receive from personnel on school-based support teams serving children with disabilities (Malone & Gallagher, 2010). Children's school and home behaviors, self-control, social skills, self-esteem (Yeo, & Choi, 2001), level of development, and sex are deemed important in the evaluation of social mastery, especially disposition and social play (Mendez et al., 2002). Starting and maintaining play in a group is greatest linked with younger boys (Mendez et al. 2002). Hackett et al. (2010) reported that teachers' perceptions of student social, emotional and behavioral difficulties are much higher than the national level of perceived mental health difficulties. Teachers perception of their principals' expectations predicted how teachers behaved toward students with social, emotional, and behavioral difficulties (Mac Farlene & Woolfson, 2013). Thijs et al. (2008) noted the necessity to study teacher perception and the inclusion of how the teacher viewed the teacher-child relationship when children are suggested for emotional or social problems. Also important is the consideration of aims of assessments done by teachers when picking

wide-ranging tools to screen children requiring extra help or at SEBD risk (Miller et al., 2015).

Poulou (2005) advocated for teachers to participate in the creation of programs for skills related to emotional and behavioral difficulties. Most teachers did not possess knowledge of nine out of ten programs to address emotional and behavioral problems. They were unsure if schools provided (a) specific assessments and interventions to support students, (b) functional behavior assessments (FBA), or (c) intervention planning (Stormont et al., 2011).

Empathetic teacher actions are a significant trait of positive teacher-student interaction (Thijs et al., 2008). More negatively perceived child-teacher relationships are linked with poor school adjustment, particularly for boys (Blankemeyer et al., 2002). Focus on teacher-student relationship and student-student relationship through organized and quality instruction of social-emotional skills (SEL) and the creation of a caring, safe and cooperative school-wide environment are two strategies deemed key for the promotion of teacher and student engagement (Yang et al., 2018). The Child Behavior Checklist (CBC; Achenbach & Edelbrock, 1983) tested in 30 societies including the Caribbean is suggested as an evidence-based tool to assess 120 emotional, behavioral and social problems children may experience (Ivanova et al., 2007). An extensive review between the years 2000 and 2015 of social-emotional and mental health difficulties (SEMH) in students found a budding evidence base for an affirmative attitude espoused by teachers and school leaders to pupils with SEMH (Carroll & Hurry, 2018). Teachers who attended more intensive in-service training had greater positive feelings towards

working with children with SEBD, but teachers with more experience were less willing to work with the children (Mac Farlene & Woolfson, 2013).

Teachers' perceptions of students' emotional and social issues were moderately comparable across diverse countries. Noteworthy effect ranges were established however, with possible important variations in syndromes scores across some societies (Ivanova et al. 2007; Morris et al., 2011). In the Caribbean, measurement of the big 5 personality traits (agreeableness, openness to experience, neuroticism, conscientiousness, and extraversion) in adolescents showed positive links between agreeableness, openness to experience, conscientiousness, and extraversion, while neuroticism was negatively linked with psychological resilience (Fayombo, 2010). Measurement of several characteristics of well-being showed similarities among American and Caribbean adolescents (Morris et al., 2010). Comparison of risk and protective factors among young individuals in the Caribbean and the United States also show similarities (Blum et al., 2003).

In the United States, supportive teacher behaviors and school psychologists assist in setting the stage for developing social-emotional learning (SEL) practices in schools (Buchanan et al., 2009). Teachers perceive school psychologists as taking charge in imparting social-emotional content to a greater extent than they currently do (Reinke et al., 2011). School psychologists work with teachers to advance knowledge regarding the characteristics of children with social, emotional and behavioral difficulties (Soles et al., 2008). School psychologists also assist in helping children to develop connections and healthy relations with each other (Cowan & Cohn, 2010). School psychologists, in their role of strengthening students, are also urged to increase the efficiency of their services,

the scope of their impact on students, and increase student positive experiences (Cowan & Cohn, 2010).

Behavior

Discipline in the classroom, positive behavior support, and self-discipline assist teachers to work with students competently (Fanelli & Bonarrigo, 2011). Teachers perceived themselves rather than school psychologists as possessing main responsibility for implementing classroom-founded behavioral interventions (Reinke et al., 2011**).** At the early childhood level, preschool teachers were found to give more commands to children that they perceived as having general behavioral problems (Dobbs & Arnold, 2009). There is also variation in how teachers regard their students' behavior in primary and secondary schools (Nash et al., 2016). Teachers perceive both teasing and bullying as detrimental but view teasing as social and bullying as an anti-social behavior. They used a judgment making method which contemplated a variety of factors for their response and the impact on how and when they intervened (Smith et al., 2010). Teachers also perceive aggression as less appropriate than withdrawn behaviors and address all withdrawn behaviors less proactively than they do aggressive behaviors (Nelson & Evans-Stout, 2018). Teachers perceive themselves as interactionalist or as trying to satisfy both themselves and their students and make decisions primarily on their students' needs per instructional management or planning and conducting teaching and learning. Alternately, teachers perceive themselves as interventionist or teacher as the authority pertinent to behavior management or rules and communication (Koutrouba et al., 2018).

School psychologists primarily utilize school-based behavior discussions with classroom teachers to supply intervention services (Fischer et al., 2016). Mayworm et al. (2016) advocated for school psychologists to specifically include the use of targeted teacher consultation to build teacher competency in school discipline. School psychologists could also help teachers to manage the behavioral problems displayed by students with ADHD (Kapalka, 2008) and collaborate with teachers and other professionals to produce successful intervention for their behavior management in inclusive settings (Wilkinson, 2008). School psychologists also assist students experiencing behavioral problems. Collaboration eases the effects of targeted positive discipline (Olley et al., 2010). School psychologists assist teachers and students to recognize problems around teachers' authority and resolve problems with discipline (Yariv, 2009). They educate teachers on practices to address behavioral issues in schools. Practices such as earning student trust and cooperation are vital (Gregory & Ripski, 2008) and using authoritative teaching (giving kindness and control) for all students including those with behavior problems (Baker et al. 2009).

In the Caribbean, there is a strong perceived need for training in child behavior management for parents (Baker-Henningham, 2011). It is suggested school psychologists use parent-teacher meetings as opportunities to offer targeted cognitive behavioral interventions (Flanagan, 2011). In elementary and middle schools, the school psychologist along with teachers and parents endeavor to build up a sense of community fairness and individual rights to deal with violence including bullying (Brewer & Harlin, 2008). Internationally, the Adults and Children Together (ACT) against Violence

Training Program was reported as an evidence-based intervention, successful for both adults and children in enhanced comprehension and outlook of information concerning violence in childhood (Guttman et al., 2006). There is need for research on preventative interventions that tackle both school bullying and cyber bullying and their link with performance in school and mental health (Schneider et al., 2012).

Violence at School

In the United States, there are differences in teachers' perceptions regarding behaviors and violence. In Texas, while faculty, staff and administrators were against having guns on campus, the majority of students wanted guns on campus (Beggan, 2019). Studies have investigated the function of the school psychologist in challenges with safety at school (Alsubie et al., 2017). In Saudi Arabia, little training in response to school crisis intervention was received by all school personnel and schools in general were inadequately prepared to respond in the event of the occurrence of a crisis at school (Alsubie et al., 2017). Given the elevated occurrence of exposure to violence among American children and adolescents, it is vital school psychologists comprehend the consequences of violence and possess effective intervention strategies to provide trauma-informed care in schools (Ridgard et al., 2015).

Crisis and Trauma

Teachers can serve as an efficient first source for assessing the psychological condition of children who experienced natural disasters (Siswa et al., 2011). Teachers reported that when they witnessed grief after the loss of a parent or loved one in children with disabilities, they used diverse strategies to supply assistance and needed extra

training and assistance from the school psychologist (Ducy & Stough, 2018). Teachers perceived that assistance from the school psychologist and a supportive environment within the school helped them to feel confident in working with children after a traumatic event (Alisic, 2012). Yet, the teachers struggled with giving best support (Alisic, 2012). Teachers also help in referring staff and students to a crisis intervention team for counselling (Conolly-Wilson, 2009).

Collaboration between professionals is deemed essential to effective practice when addressing crisis (Rees & Seaton, 2011). School psychologists address crises and trauma that arise in schools. The provision of direct service and consultation among the school psychologist, teachers and other school professionals positively impact the lives of children (Little et al., 2011). When teachers perceived alignment and a good match between training in strategies cognizant of trauma and existing educational customs, they had greater acceptability for the trauma informed approaches (Mc Intyre et al., 2019). Interventions that are evidence based are Cognitive Behavioral Intervention for Trauma in Schools (CBITS; Nadeem et al. 2011), trauma-focused cognitive behavior therapy (Little & Akin-Little, 2019), strengths-based trauma-informed positive education (TIPE; Brunzell et al., 2016), and group counseling (Leek, 2011). On district and school levels, school psychologists provide leadership, consultation, and education to school professionals on the impact of trauma on learning (Nadeem et al., 2011). When school psychologists present or receive bad news, they should root their skills in what the medical community and literature base informs about the dimensions of communication, cultural factors, and delivering hope (Frost et al., 2010). They are urged to use a proactive

rather than a reactive approach to crisis, spend time listening to bereaved children (Macmanus & Holland, 2011), and use a cognitive development viewpoint (Brown et al., 2015). School psychologists should build up their cultural proficiency and work it into the service they provide (Annandale et al., 2011). They should also provide holistic, rights-based approaches that can access resources to address the needs of more vulnerable children (Jones, 2008). They are also encouraged to explore the individual strengths and limitations of teachers and create personalized advice and training (Alisic, 2012).

The Spiritual

Internationally, teachers perceive religious beliefs as a sensitive topic that they have to balance between the law and freedom of religious expression (Liedgren, 2018). Teachers question whether to (a) swiftly move away from the topic when it arises to remain safe from legal and societal ramifications, (b) utilize the opportunities to deepen student comprehension on the topic and (c) if they do, how far they should go (Hunt & Davignon, 2016). Some schools are religion based. In Catholic schools, teachers' perception and responses to behavior are impacted by the school, the school environment, faith, and individual familiarity from when they attended Catholic school (Mucci, 2014). Teachers perceive the absence of religiousness as the reason for indiscipline (Silva et al., 2017). In Iran, in the context of bullying, teachers perceive the underlying influence of religious beliefs and expected strict conformity by students from their parents (Salehi et al., 2016). In Israel, teacher perception of the ideal high school student is rooted in their belief system (Maslovaty, 2002). In developing countries, in carrying out the rituals and services, following the sickness and death of a loved one, the greater the family's beliefs,

the more emphasis is placed on following the dictates of their religions (Lobar et al., 2006).

Religion impacts sex and reproductive health education (Kapinga & Hyera, 2015). In the Caribbean, young people with a sense of connectedness with parents, school, and who participate in church activities have lowered health-compromising behaviors (Blum et al., 2003). School psychologists are encouraged to explore and blend the spiritual resources of students into interventions (Jerome, 2011). They are also encouraged in working with teachers and others to mediate between the frame of the issue (e.g., indiscipline) and tackling it in the context of religion and spirituality (Silva et al. 2017).

School and Partnership with the Wider Community

Internationally, teachers, school psychologists and other professionals work together to develop resilient attributes to assist children in charting a future with fulfillment, assurance, and hopefulness (Goldstein & Brooks, 2009). A tool useful for assessment of the functioning of inter-professional collaboration is The Index of Interprofessional Team Collaboration for Expanded School Mental Health Collaboration (IITC-ESMH; Mellin et al., 2010). The child and adolescent mental health services (CAMHS) spread sheet model is an instrument used to collaborate with personnel that plan and create policies on a reasonable basis, which also can be adopted for use in different nations (Lund et al., 2009).

In the United States, when public school teachers were asked to rate the school psychological services provided by representatives from the community health centers on

12 dimensions, the teachers who had varying numbers of contacts had significant difference in ratings for the psychologists on seven of the dimensions, namely, friendliness, intelligence, trustworthiness, productivity, usefulness for consultation ability in counseling, and overall rating (Hammond & Rust, 1984). Teachers with more contact with the representatives from the community health centers rated the psychologists as more productive and had a positive attitude toward school psychological services provided by community health centers (Hammond & Rust, 1984). In low and middle-income countries, community health centers primarily provide some initial assessment for infants and preschoolers (Lund et al., 2009). The American Psychological Association (APA) states crucial to international disaster rescue work is building capability in the districts of lesser developed nations (Zeng & Bordeaux, 2011). A framework of public health gives a practical guide for collaborators to build a school-based organization of care following a disaster (Nastasi et al., 2011). Children and youth who have experienced natural disasters present behaviors that are linked with post-traumatic stress disorder (PTSD) and other disorders (Wagner et al., 2009). Further, on a community level, school psychologists, due to their competence in psychological services, collaboration, and study, are considered well-matched and positioned to lead schools to adopt community-centers prototypes to assist in closing the research-to-practice gap (Splett & Maras, 2011) and to educate people (e.g., teaching seniors in the community) to apply effective practices (Zeng & Bordeaux, 2011).

Ecological approaches geared to families to uphold young people in public educational situations reduce the progression of disruptive conduct and substance use

during the primary years of schooling (Stormshak et al., 2011). Further, both schools and communities need to connect with and work collaboratively to tackle the multifaceted interaction of events and factors that influence students dropping out from school (Ampiah & Adu-Yeboah, 2009) and the components in community life that impact the perception of safety in schools, to improve safety at both levels (Lopez et al., 2017). An eco-tour which consists of students having interactive learning with people in recovery and the school-based health link resulted in decreased concern over self-stigma about seeking help and changes in attitude toward people with mental illness (Yau, et al., 2011).

Social Justice

In the classroom, teacher perception of justice is positively related with emotional involvement, classroom connectedness, and individual effectiveness and negatively linked with psychological problems (Mameli et al., 2018). Review of the literature presents a wide range of teacher perception on the concept of social justice. In schools, some teachers view diversity as a challenge more than a hurdle to teaching and learning (Kaldi et a., 2017). Some teachers with training do not fully comprehend such concepts as celebrating differences and equity versus equality (Phoon et al., 2013; Solehuddin & Adriany, 2017). Those teachers tended to link more strongly low achievement with familial and cultural factors than with school or socioeconomic factors (Thompson et al., 2016). Yet with training, some teachers developed an enhanced understanding of anti-bias curriculum and self-awareness in diversity contexts (Nganga, 2015). Other teachers, while they value culturally responsive pedagogy, have had inadequate experience with its approaches and struggle with its implementation (Samuels et al., 2017). Yet, other

teachers have and use socially oriented lens of justice perspectives that promote (a) access to powerful knowledge for all children (Flores & Ferreira, 2016), (b) culturally responsive teaching (CRT, Bonner et al., 2018), (c) learning conditions conducive to promoting empowerment and brilliance (Liou & Rojas, 2016), (d) restorative justice practices as an alternative to school discipline (Mayworm et al., 2016), and (e) curricula that communicates compassion and high expectancies to promote students' histories, self-respect, and training for a more just outlook (Rojas & Liou, 2017).

School psychologists promote children's needs and rights (Oakland, 2003). School psychologists' role as advocates for social justice involves addressing emotionally laden topics, deep rooted belief systems, and power difference and power structures that surround existing relationships (Rogers & O'Bryon, 2008). Fernandez (2015) suggests school psychologists implement the utilization of mental health practices that acknowledge the role of culture, language and socioeconomic status. School psychologists ultimately view social justice as one's duty and are urged to have comprehension of resistance and possess skills in advocating for social justice and manipulating social change (Biddanda et al., 2018; Gubi et al., 2018; Rogers & O'Bryon). School psychologists and teachers working together to adopt a human rights perspective may develop an important union to further projects that advance student's rights (Veiga et al., 2009). School psychologists take on a comprehensive array of child safety and defending at targeted and specific levels worldwide (Woods et al., 2011). Research is needed on investigating the importance of social justice to psychologists working in educational systems in diverse countries

and social environments (Schulze et al., 2017). School psychologists have spoken out on issues such as health insurance for children (American Teacher, 2007). In schools, they support the effort of leaders (Desrochers et al., 2009) and school staff to help children under economic pressure in the United States (Licitra, 2009). The NASP Convention in 2011 focused on the need for school psychologist to work toward helpful schooling for students affected by poverty. Yet, both teachers and school psychologists expressed the need for additional training to assist them in tackling problems of poverty faced by their students (Willie et al., 2009). A critical review of the data on education for preparation and competence in school psychology and as a school psychologist is provided by Newell et al. (2010). Yet, issues continue with teacher preparation and the capability of teachers to work effectively with multilingual and multicultural environments (Minke, 2011). Professional development needs to be continuous for both teachers and school psychologists (Mfuthwana & Dreyer, 2018). Meyer et al. (2016) advocate for the integration of conversations of gender diversity as a social justice issue throughout the curriculum.

Lesbian Gay Bisexual Transgender (LGBT)

Teacher perceptions and attitudes toward LGBT matters are linked to behavior intention (McCabe et al., 2013). Teachers perceive same gender parents less approvingly than heterosexual parents and gay men less positively than lesbian women (Herbstrith et al., 2013). Teachers lack knowledge of LGBT identity development and desired professional training (Dragowski et al., 2016). Significant positive changes in their perceptions, attitudes and knowledge are linked with their professional behaviors

regarding LGBT youth (Riggs et al., 2011). Yet, despite acknowledging and reporting the need to support LGBT youth, teachers' actions do not represent this, as they may not constantly intercede on the students' behalf (Swanson & Gettinger, 2016). There is the need for research on teacher perception of the barriers and supports regarding interventions for homophobic and transphobic bullying at schools (O'Donoghue & Guerin, 2017).

Internationally, a mismatch is found between the theory that all pupils are treated equally and the practice of silence on varied sexualities and uncertainty about how to tackle the necessities students face who are lesbian, gay, bisexual and transgender (McIntyre, 2009). Further there is need to attend to the "school-to-coffin pipeline" adding to LGBT suicide (Bae-Dimitriadis et al., 2017, p. 394). School counselors are more informed of LGBT issues than teachers and school psychologists (Dragowski et al. 2016). School psychologists are essential in reversing some of the negative educational and psychological outcomes experienced by students who are transgender and can begin the reversal by acknowledging transgender students' rights (DuBois & Losoff, 2015). School psychologists also need to be informed of and supply suitable support and resources for children raised by female same-sex couples (Rivers et al., 2008). One resource is the creation of Gay-Straight Alliance (GSA) groups in high schools (Heck et al., 2011). GSA groups are linked with more positive outcomes related to school experience, alcohol use and psychological distress for youth who are lesbian, gay, bisexual and transgender (LGBT; Heck et al.). There are calls for more research and heightened prominence of critical LGBT issues in journals that support school personnel (Graybill & Proctor, 2016).

Cognitive Ability, Academic Performance and Curriculum

General intellectual capabilities defined by Cattell-Horn-Carroll (CHC) theory can forecast school achievement (Fiorello et al., 2009) and teacher perception of the abilities impact the referral process and application of interventions (Petruccelli et al., 2010). Studies have found that while teachers and school psychologists alike perceive measurable ability, formed comprehension, and flowing thought as very essential, school psychologists rate short-term memory and quantitative aptitude more essential than teachers do (Fiorello et al., 2009). Teachers and school psychologists categorized fundamental educational assignments according to general intellectual abilities such as crystallized intelligence and processing speed according to the Cattell-Horn-Carroll (CHC) theory. School psychologists placed the activities into the expected category more correctly than the teachers (Petruccelli et al., 2010). Both did not correctly identify items that fell into the flowing thought and formed comprehension ability areas. Most mistakes were classifying measures of content knowledge as long-term retrieval (Petruccelli et al., 2010).

Strong teacher perceptions of constructivist approaches or 21st century skills (problem solving, critical thinking, cooperation, communication, and creativity) are linked to students being provided with environments that are more open to student inquiry and investigation (Anagun, 2018). In the Caribbean, teachers perceived that the main transformatory learnings on the program occurred through an increase of pedagogical content knowledge, becoming an insightful practitioner, sharing a community of practice, and honing their specialized identity (Barras et al., 2016). In the

transfer of transformatory learnings, participants professed amongst additional aspects (a) an enriched pedagogical practice, (b) a piquing of interest, and (c) a sense of empowerment that aided the learnings (Barras et al., 2016). However, emphasis their schools placed on teaching to the test and the challenge of access to educational technology challenged implementation (Barras et al., 2016). Examination of how schools in the Caribbean, specifically in Trinidad and Tobago, where the responses from state tests are used to make decisions on curriculum, highlights the need for ministries of education in the region to have an established system to support schools, and to employ instruction in the understanding and usage of the data in the responses' report (Brown et al., 2014). In one study, teachers had favorable views, mindsets and regularity of use of formative assessment approaches in the Grenadian lower secondary schools. However, both trained and untrained teachers have comparable rates of formative assessment strategies practice (Young & Jackman, 2014).

Teachers perceive school psychologists can take a proactive role for the range of students during their formal educational assessments through (a) assessing student needs on a singular basis, (b) involving the voices of parents of students, (c) factor in attention to test nervousness, and (d) enhanced interaction amongst schools, parents and student (Woods et al., 2011). In America, the origin of school psychologists is interwoven with to the historic progression of the profession (Farrell, 2010). Historically, school psychologists' distinguishing function has been to administer IQ tests and use the result in decision-making about addressing the special educational needs of students experiencing challenges in learning (Farrell, 2010). In the continuing progression of the

profession, the worth of diagnosing students with cognitive and behavioral difficulties and the relevance of IQ testing was questioned (Farrell, 2010; Kibby, 2009). Due to an increase in the need for their distinctive psychological knowledge, questions related to testing and relevance were deemed unwarranted by school psychologists (Farrell, 2010). Rather, school psychologists are to take a proactive stance and utilize an amended system to identify needs and resources for students with disabilities in their formal educational evaluation (Woods et al., 2011). School psychologists need to use a contextual view when consulting with parents and educational staff in regard to worries about achievement, interactions that help students, and the way in which they absorb communication expressed to them (Marchant et al., 2001). The Learning Behaviors Scale (LBC; McDermott, 1999) and the Revised Behavioral Problem Checklist (RBPC; Quay 1977, 1983; Quay & Peterson, 1983) are suggested to provide information teachers and educators need to improve children's educational prospects in the Caribbean (Durbrow et al., 2000). Modification of measures of intellectual functioning, specifically swiftness of sentence understanding, language attainment and promptness of visual hunt using pictorial material, were found valid for use in developing nations (Baddeley et al., 1995). Durbrow et al. (2001) found that in the Caribbean, children's scores on the Revised Behavior Problem Checklist (RBPC) were as predictive of academic performance as their counterparts in American populations. School psychologists also used their professional judgement when selecting appropriate aptitude measure to administer to gifted linguistically diverse learners that were equitable (Matthews & Kirsch, 2011).

Many students referred for academic difficulties also have deficiencies in self-regulation skills and motivation (Cleary et al., 2008). Self-regulated learning was reported to be a desired educational outcome that can be cultivated by teachers who lessen academic rivalry, supply help during problem solving, and endorse a tone of collaboration in the classroom (Paris & Newman,1990). Motivating students to engage in learning was linked with a reduction in the number of high school students who dropped out of school (Communique, 2010). Addressing the deficiencies was deemed important by both school psychologists and teachers (Cleary et al., 2010).

However, there seems to be a mismatch between value and practice (Cleary et al. 2010). School psychologists and teachers were not aware of the assessments available for purchase and did not focus on self-regulation and motivation in their evaluation, intervention or during instruction (Cleary, 2011; Cleary et al., 2010). Knowledge of teacher perspectives on evidence-based practices and interventions for academic progress need to be explored. In more developed countries, teachers are reported to use practices and intervention that are evidence-based just as regularly as they did others without a strong research base (Axtell et al., 2009).

A review of research of academic interventions suggests in order of investigation reading is first, then math, followed by written expression (Bramlett et al., 2010). Internationally, poor reading ability is linked with many poor consequences (Lilles et al., 2008). Teachers at the early childhood level are reported to have only 50-60 % accuracy of pre-kindergarten students' early literacy skills (Begeny, & Buchanan, 2010). In developing countries post-assessment of professional training in literacy showed teachers

do not frequently use ongoing assessment, for example DIEBELS, but utilized teacher-directed lessons implemented at the class level as the most frequently used literacy intervention (Williams & Staulters, 2010). Yet reading specialists in schools perceive school psychologists as not playing a contributing role in the diagnosing of students experiencing difficulties in learning and reading (Kibby, 2009). School psychologists are aptly positioned to supply teachers with resources and support to address and improve student reading ability (Lilles et al.). They also assist remedial readers in general education settings (Schmitt et al., 2011). Incremental rehearsal (IR) is an evidence-based practice (EBP) teachers and other professionals can use to help students experiencing difficulties with instruction in reading and mathematics and memorization of content (Tucker & Burns, 2016). School psychologist are encouraged to document the research steps of intervention development, implementation, and dissemination (Cappela, Reinke, et al., 2011). This documentation is expected to assist in promoting the academic forms of intervention science and direct school psychologists to develop and establish programs that allow children to succeed in schools (Cappela, Reink, et al., 2011).

Special Education Law and Inclusion

In the United States, examination of the dynamic interplay between federal special education and accountability policies reveal that NCLB and IDEA represent contradictory theories of action and influenced teachers' interpretation and enactment of the policies (Russel & Bray, 2016). Teachers perceived conflict and expressed concerns about unintended consequences for students. Teachers also lack understanding of vital information on IDEIA with partial understanding of requirements enclosed in Section

504 of the Rehabilitation Act that protect the rights of persons with disabilities (O'Connor et al., 2016), the Americans With Disabilities Act (amended in 2008), followed by the ADA Amendments Act (ADAAA) January 1, 2009, and since March 15, 2011, the federal rules on disability bias from the Department of Justice DOJ's Civil Rights Division (Lovett, 2014). When teachers use criteria that does not follow ADAAA guidelines, regardless of their good perceptions and intentions, considerable over recommendation of accommodations may occur (Lovett, 2014). Special education professionals require additional comprehensive research-informed training to make decisions on accommodations for student test taking (Lovett, 2014). In developing countries, government policies further disadvantage the educational attainment and achievement of indigenous children who are overrepresented in negative statistics but underrepresented in culturally appropriate services especially those with special educational needs (Fortune, 2013). In the Caribbean, although beginning teachers and student teachers agreed with the need for them to play a role in supporting education for all (EFA) initiatives, they were uninformed about the goals for EFA.

Worldwide, mainstreaming of students both regular and with special educational needs is the result of the rise of a policy of inclusion (Daane et al., 2000). Inclusive education involves curriculum and teaching adaptation and the outlook the general education system should address the varied needs of all students (Woodcock & Woolfson, 2018). While the success of inclusion lies in the education culture and complete assistance from management, teachers' perceptions, attitudes and resistance provided the greatest obstacles to effective inclusion (Woodcock & Woolfson, 2018).

Attitudes to inclusion increased when teachers perceived greater adequacy of both internal and external support (Monsen et al., 2014). Preservice educators with special education majors perceived they acquired significant more information about school psychological services than regular education majors (Edzards, 1996). However, while studying an elective unit on inclusive education had a positive influence on preservice teacher attitude, years of teaching had a negative impact (Varcoe & Boyle, 2014) Teachers perceived they were able to successfully include children with special needs due to (a) similar perceptions amongst teachers in self-contained classroom setting and inclusive classroom settings regarding social interaction interventions appropriate for young children with disabilities (Rheams & Bain, 2005), (b) peer support networks established by school psychologists (Boyle et al., 2012) and other professional groups including educational psychologists and SEN Coordinators (SENCOs; Lauchlan & Greig, 2015), and (c) co-teaching (Solis et al., 2012). Yet, teaching dyads in an inclusive class of both general education and special education teachers were unsuccessful in balancing as an effective teaching dyad (Jurkowski & Muller, 2018). Teachers are also unwilling to include students with disabilities they perceive as showing negative work attitude (Vermeulen et al., 2012) or behavioral difficulties (Monson et al., 2014).

Internationally, there is wide variation in how teacher perceive inclusion of all students in mainstream education. In developed countries such as Scotland, teacher's attitudes towards inclusion are positive (Rae et al., 2010). In Israel, study of teachers' perceptions of their special education laws conveyed teachers (a) lacked well-grounded knowledge about the inclusion law, (b) lacked systemic preparation for inclusion, (c)

perceived the arena as disordered and felt helpless to a variety of forceful factions, (d) expressed thoughts of unfairness, failure, and exhaustion, (e) transferred most obligation onto the special education teachers for the inclusion, and (f) settled for a trivial level of action (Gavish & Shimoni, 2011). In Greece however, the most challenging barrier to inclusion is the effectiveness of teacher training programs and professional development in preparing special and general education teachers to work with students with disabilities (Miller et al., 2013). The majority of teachers and related service providers viewed their training as minimal preparation for their work as special education teachers, perceived most of their teaching skills was learned on the job, and the certification program that general education teachers took to become special education teachers was inadequate preparation for them to work effectively with students with disabilities (Miller et al. 2013).

Inclusion in developing countries is impacted by insufficient capital, and resources, untrained teachers, insufficient teachers to cover mainstream classes resulting in special education appearing an extravagance (Conroy, 2018). In some cultures, inclusive education is also implemented from external foreign cultures with total disregard to how internal country cultural issues impact ownership (Mc Donald & Tufue-Dolgoy, 2013). There is need for focused preservice changes to teacher education regarding inclusion to tackle the varied needs of preservice teachers in very inflexible national syllabus (Forlin et al., 2010). In the Pacific region, the most substantial barriers to inclusion include insufficient teacher preparation, stigma and adverse attitudes toward people with disabilities and inadequate engagement with the local leaders and key

stakeholders (Sharma et al., 2019). In Grenada, teachers felt special needs students should be integrated into the mainstream primarily for the purpose of socialization (Ministry of Education, 2006). Teachers displayed positive attitudes to the concept of inclusion which they linked to workshops they participated in at the local level and felt students could learn in inclusive environments with suitable accommodation (Ministry of Education, 2006).

Grade Level Retention

In the United States, results of academic testing were the factor most specified by teachers for grade retention (Renaud, 2013). Preservice teachers viewed student grade retention as positive and a necessary step for students with academic challenges, reduced ability and significant immaturity (Range et al., 2011). Teachers also perceived students who were retained as having lower social and school mastery (Anastasiou et al., 2017). Children whose fathers were jailed were retained more often, an action linked to teacher perception of their academic ability (Turney & Haskins, 2014). Further, in math, retention at first grade was found to be more harmful than in kindergarten (Vandecandelaere et al., 2016). The National Association of School Psychologists (NASP) posits grade retention supplies little advantages for students and should only be used as a last step (Crepeau et al., 2016). School psychologists do not support retention of students (Schnurr et al., 2009). Yet, research has also shown grade retention may not lead to the negative results widely recognized in the literature (Cham et al., 2015) or impact transition differently from students who progressed naturally (Im et al., 2013). School psychologists, however, should be involved in making decisions and develop, implement

and consult on the effects of retention (Schnurr et al., 2009). In the Caribbean, concern has been raised by the Organization of Eastern Caribbean States (OECS) reform strategy initiatives in Universal Secondary Education (USE) regarding content of curricula to teach thousands of students of diverse ability who are mixed together in the learning environment (King, 2009). Consideration of the composition of groups and the social contexts is urged when group work is used as an instructional strategy in classrooms (Blackman, 2010). Students from villages in the country are less likely to be successful in the common entrance examinations (CEE) (Durbrow et al., 2002). Grade 3 or age 8 is reported as the point where children's academic paths are established, and students separate educationally and cognitively, throughout the years spent in primary education (Durbrow et al., 2002). In Grenada, during the 2017-2018 school year, students were retained particularly in the initial grade of both the primary (age 5) and secondary schools (age 11) (Ministry of Education, 2018).

The Individualized Education Plan (IEP)

Effective development and implementation of an individualized education plan (IEP) is impacted by (a) attitudes of participants, (b) the institution the participants worked in, and (c) prior involvement in in-service training and in IEP development (Tike Bafra & Tevhide, 2009). Special education teachers considered the presence of the school psychologist to be quite important during the development of Individualized Education Plans (Arivett et al., 2007). Further, the participation and the leadership displayed by the school psychologist during the development, implementation, and evaluation of the IEP

were positively linked with augmented ratings of their support/value by special education teachers (Arivett et al., 2007).

Learning Disabilities

There are differences in teachers' perceptions of mental and physical disability types (Thomas et al., 2011) and use of testing accommodations (Lovett, 2011). In more developed countries, testing accommodations such as extended time were viewed as a dual edged sword (Lovett, 2011). While extended time assisted students in spite of their disability, alternately, teachers made inconsistent decisions about extended time and possibly altered the accurate interpretation of student test scores (Lovett, 2011). Teachers perceive aggressive behavior more prevalent in adolescents with intellectual disability; regular and special education teachers seem to have different attribution schema depending on the presence or absence of intellectual disability (Viachou et al., 2014). In more developed countries, no significant variances in the scores of students with learning disabilities who finish school and those who fail to do so are reported on academic accomplishment and cognitive ability, or on self-reports of universal self-esteem, fulfillment about reading and deportment and social interactions (Bear et al., 2006). However, youth with learning disabilities in inclusive middle schools perceived social support from parent, teacher and classmate differently based on gender and grade level (Martinez, 2006).

Speaking, Visual, Hearing, and other Communication Disorders

In mainstream classes, teachers' perception, the psychological age of language development, and the sociometric index in their peer group of children with speaking disorders is linked with significantly lowered scores in comparison with children with no speaking disorder (Martin, 2016). Even when teaching-learning resources are available, teachers in mainstream classes perceive there is still need for provision of specialist support to work effectively with students with visual impairment (Pino & Viladot, 2019). In developed countries, teachers perceive they need to rely on deaf education teachers in classrooms and report difficulties teaching students who are deaf or hard of hearing (D/HH) (Lissi et al., 2017). In the Caribbean, deafness and hearing impairment is given low priority by health systems (Madriz, 2001). A standard set of successful instructional approaches and fundamental coping strategies should be possessed by teachers in mainstream classrooms to handle impairments (Pino & Viladot, 2019). In special classes, highly trained teachers had significantly higher perceived efficacy levels of students with autism spectrum disorders (ASD) compared to those who had received little or no training (Horan & Merrigan, 2019). School psychologists encourage early identification of learning problems and outline interventions that address such needs for students who are deaf or hard of hearing (D/HH) may experience (Gilbertson & Ferre, 2008). School psychologist were urged to be aware of the parents' hearing status and skills of communication when working with students who were deaf or hard of hearing (Vetter et al., 2010).

Response to Intervention (RtI)

Response to intervention (RtI) is a broad system of early detection and prevention that allows teachers to pick out and help readers who are struggling preceding failure (Bursuck & Blanks, 2010). RtI is viewed as a potential tool for social justice by its addressing (a) unequal targeting for special education and (b) unsuitable learning assignment for varied students (Castro-Villarreal et al., 2016). Teachers and school psychologists have dissimilar viewpoints regarding RtI as a beneficial change (Hollenbeck & Patrikakou, 2014). Key to the successful functioning of RtI was cooperation among different kinds of professionals (Reading Today, 2010). Most teachers perceived themselves as knowledgeable about implementing RtI practices (RtI screening progress monitoring approaches). However, when asked to apply RtI reliable principles, some were unsuccessful (Vujnovic et al., 2014), showcasing potential divide between RtI expectations and teachers' competence (Vujnovic et al., 2014). In-service teachers perceived the descriptive review (DR) process of student observation, systematic data collection and data-based decision making helped prepare them to engage in purposeful data-based decision making and use of multidisciplinary approaches during the RtI team process (Meyers et al., 2017).

Within the multitiered framework of RtI, school psychologists could (a) ensure the use of evidence-based practices (Bursuck & Blanks, 2010), (b) share their knowledge of instruction practices and methods for improving student motivation with teachers (Fanelli & Bonarrigo, 2011), (c) clarify confusion that may arise for the child because

different teachers talk about the same concepts in different ways (Reading Today, 2011), and (d) work with school counsellors (Zambrano et al., 2012).

Evidence-Based Practices (EBPs), Interventions and Programs

In the United States, federal directives for application of evidence-based practices (EBPs) in school centers focus on the research-to-practice gap in education (Axtell et al. 2009). Teacher perception of EBPs are impacted by districts' planning, implementing, and evaluating (Maras et al. 2014). A 2008 statement by the National Association of School Psychologists (NASP) proposed before application, school psychologists should reflect on the outlooks of students, teachers and communities on interventions (Rowe, 2012). At the day care level, it is reported there is use of teacher practices that are not founded on evidence-based data and processes and insufficient interaction between school psychologists and teachers (Drugli et al., 2008). School psychologists can also lead schools to take on community-centers models to help in closing the research to practice gap (Splett & Maras, 2011). Fidelity and adaptation are vital parts in evidence-based programs (Webster-Stratton et al., 2011). School psychologists are urged to hold fast to science and research in the scientist-practitioner, proficient practitioner, and the psychoeducation teaching and application models (Woody, 2011). Yet while eighty-five percent of school psychologists are practitioners, they contribute less than 10% to the literature as authors (Carroll et al., 2009). Within a team approach, school psychologists can participate and take a role in ensuring that evidence-based practices are applied with reliability (Bursuck & Blanks, 2010). They can be consultants regarding evidence-based

practices and utilize their skills to establish the appropriateness and realism of interventions (Schmitt et al., 2011) such as not paying enough attention to time requirements for intervention application (Bramlett et al. 2010). Evidence-based practices for use by school psychologists include conjoint behavioral consultation (CBC), a model that allows collaborative home-school partnership. CBC is an organized, secondary model of service provision in which parents, teachers, and support staff cooperate to tackle the communal, learning or social necessities of a student for whom they all accept some responsibility (Garbacz et al., 2008; Sheridan & Steck, 1995) and the production of successful interventions for (a) behavior by students with high functioning attention hyperactivity disorder (ADHD) in inclusive settings (Wilkinson, 2008); (b) school and home behaviors, self-control, social skills and self-esteem, (Yeo & Choi, 2001); and (c) parent-teacher and child focused strategies (Levine & Anshel, 2011). School psychologist considered themselves qualified to use CBC (Sheridan & Steck, 1995). Both parents and teachers consistently found CBC to be an acceptable, effective and satisfactory form of service delivery (Garbacz et al., 2008). The research informs rating scales are suited to many situations for allocating students to economical non-restrictive interventions, or as initial steps in multistage classifications for selection (Kettler et al., 2012). Caution is given, however, as some strategies conceived for students in the developed countries may be unsuitable for students in less well-developed countries (Jimerson et al. 2009). Ultimately, school psychologists can assist in managing problems through recognizing the best practices needed in addition to providing support in evaluating the interventions (Dwyer, 2008).

Theoretical Foundation

The theoretical foundation of this research is Bronfenbrenner's ecological theory (1979; 1984). This theory posits there are distinctive levels of effect, or ecosystem, which impact a person's behavior and are in turn impacted by individuals. The levels include the microsystem (the close surroundings), mesosystem (the interface amongst these surroundings), exosystem (factors which incidentally affect the individual), and macrosystem (the society at large). According to Bronfenbrenner's ecological theory, there are multilevel, multidimensional, interwoven relationships between the environment and the family, school, community and the society (Ecological Systems Theory, 2020). Thus, at the school level, to make meaning of what occurs in schools, it is imperative to consider the ecological system and its impact on teaching and learning. Teachers are integral and essential within school ecologies as are their perspectives regarding characteristics of their school ecologies and how issues can be tackled (O'Donoghue & Guerin, 2017). So too, school psychology research is viewed as having an extra responsibility to be ecological in stance due to its focus on prevention within its arena (Burns, 2015). A critical review of the confirmation on multicultural training in school psychology and multicultural competence in school psychologists is provided by Newell et al. (2010).

Ecological Factors

School psychology research has an extra duty to be ecological in nature due to its emphasis on prevention and should focus on examining the context in which teaching and learning takes place (Burns, 2015). Studies with ecological considerations and

stakeholders' perceptions in the literature include: Ecological considerations paired with a developmental outlook on children's competence and mental health (Motti-Stefanidi et al., 1996; Trussell, 2008), social and emotional experiences in school (Pellitteri et al., 2000), within-child and environment variables, (Griggs et al., 2009), and classroom beliefs and expectations (Miller & Black, 2001). Ecological considerations are vital in the study of stakeholders' perceptions regarding their interaction with school professionals, students, and parents. Teachers' perspectives have been studied in the areas of ecological school factors. including teacher relationships with others, occurrences and objects (Price & Mc Callum, 2015). Alternative school psychological models, for example, the combined positions of school psychologist and school social worker and provision of combined services, were positively perceived by teachers (Nelson et al., 2006). Nelson and colleagues advocate such models to encourage others to endorse ecologically responsive services comparative to their distinctive systems. Teachers' perceptions of classroom climate (Ashkar & Kenny, 2009), school culture, and school climate and student aggression (Boxer et al., 2006; Espelago et al., 2014; Hudley, 1993; Ricketts, 2007; Saarento et al., 2013; Wang, 2009; Wang et al., 2010) have been explored. Teachers perceived school psychologists are vital in school ecologies and empower teachers to acquire resilience (Beltman et al., 2016). Teachers also perceived school psychologists helped them to accommodate an ecological view of problem behavior students exhibited and gave them additional tools for problem solving, which resulted in fewer referrals to the school psychologist (Engel et al., 2000). Yet, teachers also perceived the main role of the school psychologist as working with students (Beltman et

al.). School psychologists have a need to champion the way in which teachers build quality relationships with their students and how the teachers can scaffold resources for young people (Liebenberg et al., 2016).

Teachers propose a necessity for an increased solution focus on their professed necessity and interactions with culturally responsive consultee centered consultation (CCC) approaches (Castro-Villarreal & Rodriquez, 2017). An effective form of consultation is the participatory culture-specific consultation model (PCSC; Nastasi et al. 2000). The standard is used to develop mental health programs in developing countries. PCSC combines qualitative research methods and a participatory action research (PAR) process. The PAR process represents a participatory or collaborative approach to consultation to address client, consultee, and systems concerns in a way that mirrors their cultural experiences (Nastasi et al., 2000). The participatory culture specific intervention model (PCSIM), based on the earlier concept the PCSC, is founded in an ecological theoretical context (Nastasi et al., 2004). Consultation done in a multiracial framework is negatively impacted when there is minimal use of the ecological approach, absence of cultural receptiveness and differing approaches when identifying problems for African American, although not for European Americans (Newell, 2010).

PCSIM is described as a method of formative research leading to the growth and operation of culture specific interventions. PCSIM approaches include participatory action research and a participatory method (Nastasi & Jayasena, 2014). Participatory action research positively impacts implementation of school based mental health intervention (Capella, Jackson, et al. 2011). A participatory action researcher is a catalyst

for change, cultivates dialogue, and incites critical thinking (Estacio, 2012). The action researcher has to be prepared and able to address challenges and handle pressures (Estacio). So too, the researcher requires strong commitment, preparedness to learn from mistakes, inclination and wish to learn from each other, sustain partnerships with others and tackle mix-ups that surface on personal and professional levels (Nastasi & Jayasena, 2014).

PCSIM utilizes a combination of universal and culture-bound perspectives (Varjas et al, 2005). This participatory method approach utilizes participatory interpersonal processes in which participants serve as cultural brokers – those individuals who ease approval into a system and aid interpretation of the culture (Varjas et al., 2006) to endorse ecological validity of research (Nastasi et al., 2004; Varjas et al., 2006). PCSIM has 11 phases. These are (a) evaluating present philosophy, investigation, and practice; (b) learning the culture; (c) forming partnerships; (d) purpose or problem identification; (e) formative research on the goal or problem found in (d), (f) culture specific theory or rational model; (g) programming design; (h) implementation and adaptation; (i) programming evaluation; (j) capacity building; and (k) dissemination and translation (Nastasi et al., 2014).

PCSIM supplies benefits to participants and researchers and is an excellent model for school psychologists in multicultural practice (Nastasi, 2006). PCSIM is cited as a model for the application of community partnerships to deliver wide-ranging culturally and contextually pertinent school based mental health services (Doll et al., 2017). It is reported as a valuable model to address peer victimization (Varjas et al. 2006), thwart

saleable sexual exploitation of children (Kruger et al., 2016), address the needs of hidden teachers and refugee children in unauthorized schools in Malaysia (Nastasi, 2018), promote psychological well-being of students in schools (Bell et al., 2015; Swift & Bell, 2010), create culture specific interventions for bullying based on the student's unique environmental settings (Huddeston et al, 2011), address the psychosocial recovery of students affected by large-scale disasters (Nastasi, Jayasena, et al., 2011), and study the combined input of parents and schools on transformation in aggressive behavior over time (Brookmeyer et al., 2006).

PCSIM allows for the identification of aspects contributing to school psychology and informs the design of culturally appropriate services (Nastasi et al. 2000; Varjas et al. 2005). Also key in the process of creating successful school and community founded interventions is the incorporation of universal and culture specific viewpoints (Varjas et al. 2005), a process that establishes trust (Kruger et al, 2016). Meyers and Varjas (2016) advocated for broad conceptualization inclusive of variables such as culturally sensitive approaches and culturally competent strategies to build trust and lessen resistance. In school-based consultation, PCSIM and organization consultation can be utilized to boost cultural expertise and multicultural communication (Meyers & Varjas, 2016). In the English-speaking Caribbean, a study of non-professionals employed as either non-governmental or public childcare employees from several Caribbean countries, Jamaica, Trinidad and Tobago, Barbados, Grenada, St. Vincent, St. Kitts-Nevis, and St. Lucia, found little contrast among their ethnocultural perspectives on child rearing practices (Gopaul-McNicol, 1999). The employees constantly aligned themselves with and even

agreed with patterns of practices they expressed that could probably link with the American definition of types of abuse (Gopaul-McNicol, 1999). Further, the majority of the reported practices were approved by the employees who were uninterested in changing their habits to accommodate increasing American outlooks of Caribbean society (Gopaul-McNicol, 1999). Reflections of parents' childhood and the elaboration of adjusted scripts are endorsed as an influential tool to urge more involved rights for students and advance safeguard rights by reducing the usage of punitive corrective processes and requirements for grownup forms of employment (Brown & Johnson, 2008). Cultural practices also influence a family's reaction to a child with disabilities (Thorburn, 1999). It is vital to create meaningful partnerships with families at whatever level they are comfortable (Finello, 2011). Relevant for formulation family partnerships, school psychologists' perceptions of their professional ability and school atmosphere are connected to the effectiveness of their preparation and facets of their occupation for interfacing with families (Manz et al., 2009). Challenges may include time, judgements regarding analysis and advocated interventions, combined obligations, disagreement across disciplines, and the necessity for administrative backing.

Possible challenges to using PCSIM include negotiating educational priorities, forming and retaining effective relationships, learning the specific culture in the particular context, integrating research and practice and varying the role and identity of school psychologists (Nastasi et al., 2004). For example, there may be a scarcity of mental health providers or competition for time between psychological well-being and academics (Bell et al., 2015). Other challenges include contextual influences on teachers' perceptions

(Nastasi et al., 2011), potential organizational conflict, perceived value of the research, and interpersonal and intrapersonal conflict.

Summary and Conclusions

From the international literature, we know teacher perceptions of the academic, mental health, behavioral and other needs of students in classrooms, school psychological services and school psychologists are varied. Teacher perceptions are impacted by: (a) legislation, policies, and practices; (b) curricula; (c) competence and training; (d) assessment and intervention practices they employ; (e) partnership with others including school psychologists, at the school, home and wider community ecologies; (f) cultural norms and expectations regarding disability; and (g) poverty, religion and bias. However, we do not know in the cultural context of Grenada, SEN teacher perception of the academic, social emotional and behavioral needs of students, school psychological services and how a school psychologist in schools can impact the services SEN teachers provide. This research explored the perceptions of stakeholders in schools specifically SEN teachers to understand how they view the needs of children in schools, the services they are provided with to assist pupils and how a school psychologist could help to assist their work. Ultimately, this research aims to assist SEN teachers to help students to achieve their best in life. Chapter 3 will explore the qualitative study that will be done with SEN Teachers to determine their perspectives regarding formal school psychology and school psychological services.

Chapter 3: Research Method

The study was concerned with documenting and analyzing teacher experiences and perspectives in Grenada about school psychological services within Grenadian schools and what they perceived to be the roles and activities usually performed by formal school psychology and school psychological services in a school system. In Grenada, qualitative research was used to explore SEN teachers' perceptions and insights. Phenomenology was the research design. Data collection instruments included focus group interviews and researcher's reflexive journal and investigated SEN teachers' beliefs and experiences regarding psychological services within Grenadian schools, and what they perceived were the roles and activities usually performed by a school psychologist in a school system. Transcripts of participant speech were utilized and identified emergent themes and relationships. Classical content analysis, a qualitative data analysis technique, was employed (see Leech & Onwuegbuzie, 2008).

Research Design and Rationale

The research questions were concerned with documenting and analyzing SEN teacher perspectives regarding the roles formal school psychology and school psychological services played in tackling the psychological basics of students in Grenada. The research questions were:

1. Research Question 1: What are Special Education Needs (SEN) teachers' perceptions of the academic and mental health needs of the students in government operated primary schools in Grenada?

2. Research Question 2: What are SEN teachers' perceptions of the existing psychological and related services available in schools in Grenada?

3. Research Question 3: What are SEN teachers' perceptions of the function school psychology and school mental health services could play in meeting the needs of students in schools in Grenada?

In the present study, qualitative research was used to explore SEN teachers' perceptions of the roles formal school psychology and school psychological services played in addressing students. Qualitative methods were connected to data-based problem-solving approaches used by school psychologists (Nastasi & Schensul, 2005). Both were characterized by (a) research done in real-life situations from the viewpoints of the individuals existing within their regular settings, and (b) data collection methods such as observation, review of records and interviews (Nastasi & Schensul, 2005). Qualitative research traditions included narrative which focused on the life of a single individual, phenomenology which described and uncovered meaning of an individual's lived and unlived experience, grounded theory which explored actions and outcomes of behavior in a culture, case study which explored an issue via one or more cases in a bordered system and ethnography which exposed the way a culture is defined, the behavior linked with the culture, and how the culture was valued (Creswell, 2007; Ruthberg & Bouikidis, 2018).

As a qualitative research tradition, the phenomenological model stressed the perception of experiences through an investigation of the understanding of vital participants' analysis of the world (Bevir & Kedar, 2008) and their "common sense of

thinking" (Bryman, 2004, p.14). Phenomenology concerns the understanding of experiences linked to a specific happening amongst several individuals (Nastasi & Schensul, 2005). Phenomenology was best suited to explore what people experienced regarding a phenomenon through their description of their experiences, rather than the other qualitative traditions that focused on what caused the phenomenon and inquiry into their actions, lifestyles, and traditions (Rudestam & Newton, 2001). Yet, qualitative research traditions such as ethnography through the participatory culture specific intervention model (PCSIM) highlighted the importance of culture (Nastasi et al., 2004; Varjas et al., 2005). Formative research conducted by Sohyun et al. (2015) to understand the school environment in health promoting schools (HPS) in low and middle income countries (LMICs) noted themes at the individual, school, community and societal levels that surrounded lack of personal and basic physical resources, absence of longevity, scarcity of services for health, and an absence of awareness of the importance of procedure and programs to develop competence; indicating the necessity for the application of fundamental concept of HPSs when working with schools in LMICs. Thus, focus on context and culture rather than generalizing US/Western/high-income country models to developing/low-middle income countries, was vital in developing countries, elicited teacher worldviews, personal theories, and perceptions of school psychology; allowed for identification of aspects contributing to school psychology positively and negatively; and informed design of culturally appropriate services (Nastasi et al., 2000; Varjas et al., 2005). I had a relationship with the phenomenon, became a joint creator of the narrative via interviewing, then elucidated the construct of the experience through

reflective analysis and interpretation of the participants' experiences (see Rudestam & Newton, 2015).

Both as a school psychologist and researcher, there was interest in what school psychological and related services mean as a construct and experience to teachers. In Grenada, where no formalized school psychological services existed, the application of phenomenologically oriented interviews (Norgaard & Parnas, 2012) allowed the researcher to access how teachers regarded the school psychological services existed and how formal school psychological services impact teaching and learning in schools.

Quantitative and qualitative research served different purposes. Quantitative research used a precise and controlled design with exact measurement and numerical data to study phenomena (Polit & Beck, 2012; Taye et al., 2016). Quantitative research was also done in a more controlled setting that permitted the factors under study to be controlled by the researcher, to establish connections between the factors and the effects (Rutberg & Bouikidis, 2018). Qualitative research provided textual information rather than numerical as found with quantitative methods (Rudestam & Newton, 2001). Qualitative research had several advantages. It (a) scrutinized and theorized contextual forces (Yardley, 2016); (b) addressed social aspects of research, lived experiences, and human perceptions (Polit & Beck, 2012); and (c) had greater flexibility, adjusted to novel information, was grounded on the data gathered, supplied a holistic outlook on the topic under study, and permitted the researcher to become embedded in the research (Rutberg & Bouikidis, 2018).

The nature of this study was qualitative, as it was better suited to the study purpose. School psychologists' practice was strengthened by accessibility of qualitative research methods. They (a) allowed exploration and understanding of cultural and contextual variables in psychological assessment and programming, (b) provided a mechanism for addressing research into practice gaps, and (c) expanded the data base in school psychology (Nastasi & Schensul, 2005). Qualitative research also assisted school psychology researchers who worked in schools with teachers (Kidd, 2002; Leech & Onwuegbuzie, 2008). It allowed the collecting of views and perspectives from teachers, for example, strategies that fostered extended relationships between teachers and students to address their academic and social needs (Baran, 2010) and teachers' perceptions of learners with special educational needs (Mukhopadhyay, 2014).

In this study on the perceptions of SEN teachers' on the roles of formal school psychology and school psychological services in addressing the learning and mental health necessities of students, qualitative research gave privilege to teacher perspectives; illuminated their subjective meanings, actions and context; provided a complex detailed understanding of their perceptions; allowed them to talk directly; and permitted them to tell the stories of their profession, unencumbered by expectations or prior knowledge of effective school psychological services (Creswell, 2007) in their own natural setting, from their emic insider outlook versus the etic outsider outlook (Nastasi & Schensul, 2005). Through qualitative research, the researcher (a) explored the existing problem regarding how SEN teachers perceived formal school psychology and school psychological support in schools, (b) used open-ended questions in focus groups with

SEN teachers in their natural setting, and (c) obtained a diverse, abundant and unique account from each SEN teacher on her perceptions and experiences of the learning and psychological services provided in schools in Grenada. In this study, a qualitative research method used open-ended questions in focus groups and researcher's reflective journal to investigate SEN teachers' beliefs.

Role of the Researcher

The researcher in the phenomenology research tradition had a relationship with the phenomenon, became a joint creator of the narrative via interviewing, then elucidated the construct of the experience through reflective analysis and interpretation of the person's experience (Rudestam & Newton, 2001). The researcher was also the main tool of data collection and the quality of data collected was highly dependent on her skills as an interviewer, observer and getting participants actively involved throughout the process (Nastasi & Schensul, 2005).

Ethical issues in my role as researcher included maintaining a current human research protections training certificate and potential conflict of interest while pursuing information in the area of school psychology with school personnel, parents and students, some of whom I have worked with in a supervisory capacity as Early Childhood Education Officer I, a position I still held. In my instructional supervision, the multi-role endeavor of teaching and working with teachers was a typical endeavor (Suh, 2017). However, when the supervisor is teacher trainer and PhD student in educational research such as in my case, ethical considerations were given to particular personal characteristics and contextual factors (Bakx et al., 2016). In the Grenadian context, I was

researcher and consultant in the education setting. As a researcher, my dissertation topic aligned with a shared goal orientated focus on teachers' needs for their and schools' improvement which also garnered more collaboration and interest (Suh, 2017). Personal issues such as coercion, supervisor egotism and trust could impact my supervisor supervisee relationship (Ding et al., 2018). To establish mutual trust, I used open communication and supportive interaction skills that (a) lessened the impact of any potential personal self-importance and (b) stimulated teachers' voices including when they challenged and used their "prohibitive voices" (Ding et al. 2018).

In the role of school psychologist and researcher, there was an ongoing process of self-reflection of my tacit knowledge which determined personal assumptions and prejudices toward the topic and during the research process (Nastasi & Schensul, 2005; Polit & Beck, 2014). A reflexive journal documented thoughts and prospective biases throughout the research process. A journal was a potentially valuable source of information on impressions, reactions and major events that happened during the research process (Rudestam & Newton, 2001).

Methodology

Participant Selection Logic

A purposeful criterion-based sample was used. Based on the research questions and to exemplify the target occurrence in the natural context from their perception (Nastasi & Schensul, 2005), participants with exposure or experience in the area under investigation were deemed eligible and identified to participate in the study (Rutberg & Bouikidis, 2018). The foremost intent of this research was to access the etic or insider

view, thus participants were 18 special educational needs (SEN) teachers in government schools; 17 special educational needs (SEN) teachers were in government primary schools and one SEN teacher was in a secondary school (this teacher transferred from the primary school to work in a similar "support role" with students, through the secondary school's initiative). All gave their consent to participate in focus group interviews. The number of participants represented some of the original number of SEN teachers. Due to continual redeployment of teachers and their responsibilities within the school system, some of the SEN teachers were directly returned to classrooms as main teachers and the actual number of SEN teachers lessened. The participants were teachers who, based on the seniority in primary schools, were chosen to work with pupils that teachers reported as experiencing academic and behavioral difficulties. Inclusion criteria for participation in the study included (a) worked in a government operated primary school, (b) be a SEN teacher, (c) had the University of the West Indies' teacher certification qualification, and (d) had a minimum of five years teaching experience. Most SEN teachers were female, and all participants in this study were female. Qualifications of the teachers were varied; most had not been formally trained in special education. SEN teachers received training locally and were primarily certified at that level. Most of the SEN teachers had the University of the West Indies' teacher certification qualification. The length of time teaching varied, but they all had a minimum of five years teaching experience. Seventeen of the SEN teachers worked in all the grades at the primary (K-Grade 6) schools and one SEN teacher worked in a secondary school. Schools with the Caribbean Center for Excellence in Teacher Training (CCETT) classrooms did not have SEN teachers and

were excluded from this study. CETT was concerned with literacy development. It was an initiative established in several Caribbean Countries including Grenada and funded under the No Child Left Behind (NCLB) from the United States.

Instrumentation

Multiple sources of data were used to facilitate saturation and confirmation (Rudestam & Newton, 2001). The main sources of data collection were open-ended questioning in focus groups and the researcher's reflexive journal. Qualitative research interviewing obtained participants' views of their existence as depicted in their truths and achieved admittance to their practices, mindsets, and shared domains (Fossey et al., 2002). Instrumentation in the phenomenology research tradition involved prepared questions which served as tools in focus groups and elicited the reflective experiences of the participants (Rudestam & Newton, 2001). The interview questions asked the participants to describe their experiences, feelings, actions, statements and thoughts about the topic of the study (Rudestam & Newton, 2001). Structured questions that were open-ended enabled more concentrated study of the particular focus of this study (Fossey et al. 2002). Focus groups were best suited for PCSIM because in a cultural context, they enabled perceptions of stakeholders' roles in the development of psychological well-being in students (Swift & Bell, 2010). Overall, focus groups were an effective means to collect knowledge from an array of participants (Nastasi, 2006), their collective perspectives on precise topics (Nastasi & Schensul, 2005), were flexible in nature and meshed with other methods of data collection (Huston & Hobson, 2008). As a tool, focus groups provided information on the SEN teachers' educational background, knowledge,

and unique insight into their practices and perceptions of barriers and motivations regarding mental health services in schools (Merida, 2017). Earlier research concluded that neither in-depth individual interviews nor focus groups was better than the other. Yet, more recent research noted semi-structured open-ended questions in the context of a focus group likely led to sensitive and personal disclosure with some themes generated only in the focus group rather than during individual interviews (Guest et al., 2017). Further, the effects of cognitive sparking and cross-participant responses were vital to this study, thus, focus groups persisted as the clear-cut selection when collecting information (Namey et al., 2016).

Five to fifteen participants were suggested as the optimal number of participants for a focused group interview (Schensul & LeCompte, 1999). There were 18 SEN teachers which necessitated three focus group interviews. The focus group interviews investigated SEN teachers' perceptions about the services available to assist them with meeting the academic and mental health needs of their students within Grenadian schools and supplied understanding into the culture of the SEN teachers in Grenada. Focus group interviews were audiotaped with the participants' written consent. A digital recorder was used to optimize clarity of recording for exactness of subsequent transcription.

Mapping of Instrument Questions to Research Questions

An interview protocol was created to attain valid and reliable data. Protocol refinement on the interview questionnaire was done using the 4-step Interview Protocol Refinement (IPR) Framework (May Luu Yeong et al., 2018). The IPR framework was deemed a validated tool to enhance reliability and validity of an interview protocol. The

first step involved allying the interview questions with the research questions (see Table 2). The second step involved creating a perception-founded discussion. The interview questions are written differently from the research questions and are primarily geared for SEN teachers' perception of the topic under study. The third step involved getting responses on the interview protocols. The fourth step involved the interview protocol being piloted. The week prior to the focus group interviews, a teacher who had (a) taught at different levels of the education system, (b) comparable qualifications, and (c) similar years of teaching service as the SEN teachers gave feedback on the writing style and ease of comprehension and also piloted the interview protocol. The steps had the distinctive capacity to incorporate social, traditions, verbal styles and collect responses throughout the refinement of the interview protocol (May Luu Yeong et al., 2018).

Initial consultation took place with participants through written communication (circular to principals) and receipt of verbal notification from principals. This was followed by in-person verbal interaction with the individuals at the focus groups. Prior to the start of the focus group interviews, an introductory session was done as outlined in the Interview Protocol. The anticipated benefits of this research namely enhanced mental well-being, improved educational and health services, access to the services, and effective functioning for individuals were stated. Participants were requested to partake in interviews in focus groups to explore their thoughts and feelings regarding the academic, behavioral, and psychological needs of students, the amenities available to help meet those needs in schools, and how a school psychologist and school psychology could help meet the students' needs. Participants were also told follow up individual interviews may

be done if needed, to obtain more in-depth information or to check for accuracy of the meaning of what was said in the focus groups (Maxwell, 2005). The information was also included in the consent form. The full protocol for the interviews is given in Appendix A.

Table 2

Research Queries with Interview Questions and Probes

Research Queries	Interview Questions and Probes
Research Question 1: What are Special Education Needs (SEN) teachers' perceptions of the academic and mental health needs of the students in government operated primary schools in Grenada?	Describe your experience in SEN? 1. Are you presently working directly as a SEN teacher? If not, what are you doing now? 2. Tell me about the needs of your students: Academic Behavioral Mental health 3. Why do you think it is important to address students' needs? Academic Behavioral Mental health
Research Question 2: What are SEN teachers' perceptions of the existing psychological and related services available in schools in Grenada?	1. How are you currently addressing students' needs: Academic Behavioral Mental health 2. What are your challenges? 3. What are the areas in which you could use more support? 4. Tell me about the supports that exist to meet those needs. 5. Tell me what you think the role of a SEN teacher would be in an ideal world. 6. What are the barriers to this role? 7. What types of support would you want?
Research Question 3: What are SEN teachers' perceptions of the roles school psychology and school psychological services could play in meeting the needs of students in schools in Grenada?	8. I am a school psychologist. What do you see as my role in supporting you in the classroom? 9. How do you think that could fit your school?

Data Analysis Plan

The analysis of data, as with the collection of data, was an ongoing, participatory process that involved both the participants and researcher (Nastasi & Schensul, 2005). The initial step in data analysis was listening to the tapes from the focused group interviews while concurrently writing notes and memos and producing potential thoughts about connections and groupings (Maxwell, 2005). The initial step was important in capturing and facilitating analytic thinking about the data (Maxwell, 2005). Next, I read through the transcription and after member checking (described in later section), categorized data according to theoretical/conceptual models generated to represent both emic and etic perspectives, used theme analysis with broader categories and themes, and employed pattern analysis (e.g., based on gender and age of teacher) to end up with expanded coding schemes. Analysis incorporated (a) deductive data analysis using pre-determined deductive codes, pre-determined organizational categories created from the researcher's etic perspective prior to focus groups interviews, preexisting conceptual coding scheme, and theoretical groupings derived from theory (Appendix B); and (b) inductive data analysis using inductive codes, substantive categories and description of participants' concepts and beliefs taken from their own words and concepts to generate meaning. From the data collected, themes and patterns were identified based on what the SEN teachers revealed; for example, this included ideas such as mental health needs, "behaviours," academics such as math, or study habits/thoughts. This process was replicated until there was saturation of data and no new meaning was identified in data, concepts, and conjecture.

Cases that did not fit the criteria established structurally or theoretically were unearthed. It was important to create categories to sort data for further analysis of negative cases (Rudestam & Newton, 2001; Maxwell, 2005). For data analysis, as advocated by Borja et al. (2017), a second coder was incorporated as a partner, impartial explainer, and checker for interpreter bias to confer with. Moreover, both data partners employed a reflexive process prior to, throughout, and following every stage of analysis. At each level during the building of consensus, reflections were shared and after agreement was met at each stage, general reflections were shared by each partner on the process (Borja et al., 2017). Thoughts and questions about subsequent codes and themes were recorded in bordering brackets. The final coding scheme is presented in the Results section.

Issues of Trustworthiness

There are four proposed criteria and 10 techniques for judging trustworthiness (Nastasi & Schensul, 2005). *Prolonged engagement* occurred with sufficient time taken to ensure emic perspectives and full participation in the research process were met; prolonged engagement was facilitated in this case by the researcher's experience (and thus immersion) into the educational system prior to conducting the study. *Persistent observation* occurred during the focus groups interviews and during the ongoing meetings with participants to check for accuracy of transcription and meaning and ensured that the full in-depth meaning was captured. *Triangulation* is the amalgamation of methodological styles, theoretical philosophies, data bases, examiners and analysis techniques to investigate the same occurrence (Hussein, 2015). Method triangulation

involved the use of many methods of collecting data regarding the same occurrence (Polit & Beck, 2012). In this study, open-ended questions in focus groups helped to address method triangulation. Data source triangulation concerned the gathering of data from different people to obtain many perceptions and validation of the information (Carter et al., 2014). I used varied theoretical perspectives and enlisted a peer as a second coder to have peer debriefing and work collaboratively on coding to address data source triangulation.

Member checking was an interactive process of negotiated outcome with research participants to guarantee true representation of their views (Nastasi & Schensul, 2005). Member checking to confirm the exactness of data was done by returning to informants with data to corroborate accuracy and credibility of findings (Rudestam & Newton, 2001). Member checking was also done for credibility of this study by the involvement of a peer reviewer. Verbatim transcription from the semi-structured open-ended questions in the focus group was reviewed first by the researcher, second by the peer reviewer, and third by participants/groups to check for accuracy of representation. Member checking occurred after the focus group interviews, after data transcription, after data interpretation prior to presentation of results, and prior to use of the data after presentation of results (Nastasi & Schensul, 2005).

The participants, the context of the research, and the procedures were detailed in the final report and provided *thick description* with continued organized documentation of research methods, undertakings, judgements, and stages in the course of data gathering, evaluation and analysis (Nastasi & Schensul, 2005). Such a process afforded

potential transferability and helped to ensure trustworthiness. An *audit trail* was also laid with meticulous documentation of raw information, reduction of data, analysis, synthesis, and process notes, for future retracing of steps and arrival of the same conclusions (Rudestam & Newton, 2001).

Ethical Procedures

Several legal and ethical issues were addressed concerning human participants and human rights issues linked with qualitative research. These were particularly important when research was to be conducted in a setting not bound by legislation and ethical codes for research. Informed consent is legal in the US, yet the experience and beliefs of researchers in the US about informed consent in international collaborative research ranged from viewing legal language as meaningless on consent forms to using the consent process as a way of educating participants about the study (Dawson & Kass, 2005). This research involved informed consent and was upheld legally and ethically.

All research which includes human beings must be reviewed by institutional review boards (IRBs) for best practice and to ensure safe and significant research (Gillespie, 1997). In the United States, any such research conducted at Walden University must be reviewed by its IRB to ensure adherence to ethical standards and federal regulations. IRB approval was sought and secured for this study; Walden IRB approval number # 09-19-19-0043306. United States' IRBs and foreign IRBs face a number of pressures and predicaments in reviewing research in the developing world (Kitzman, 2012). These are particularly important when research is to be conducted in a setting not bound by legislation and ethical codes for research. Less than half of the islands in the

Caribbean have IRBs and only a quarter of those possess membership standards set in the United States (MacPherson, 2001). Specific to Grenada, the Windward Island Research and Education Foundation (WINDREF) established in 1994, was registered as a tax-exempt charitable organization in the United States and one of the very few Caribbean IRBs that conformed to international standards (Ghersi et al., 2004). It was founded with facilities provided by the St. George's University in Grenada and is located there. Through study and schooling instruction, WINDREF's undertaking sought to expand wellbeing and ecological progress. It conducted most of the research done in Grenada and has collaborated on research internationally (MacPherson, 2001). MacPherson advocated individuals in lesser developed nations assist their countries to place worldwide principles into habit. While I verbally shared the topic for this study, I did not complete the WINDREF's IRB process.

Culturally, many individuals in Grenada were distantly related by marriage or blood, everybody knew each person's affairs, and information was rapidly transmitted verbally before it hit the media (MacPherson, 2001). Confidentiality, informed consent, and interaction with individuals in the Ministry of Education were potential areas for concern regarding suitable protection for the participants in the research study. Additional ethical concerns which were addressed included: the use of research questions on existing school psychological services in lay terms; consent to do the research in educational institutions from the Ministry of Education, consent from teachers who participated in the study in a system where authority (i.e., the Ministry of Education) is allowed and expected to do what is deemed best for schools without the need for consent or assent

from teachers; anticipated minimal risks from participation in the study which included feelings of distress being triggered; and confidentiality of data in a system where confidentiality was not usually held by legal or ethical and codes.

The legal and ethical issues concerning human participant and human rights issues linked with qualitative research and in this study were addressed. Existing standards for educational research in the government operated primary school surrounded a formal request for permission from the Permanent Secretary in the Ministry of Education to conduct research in schools. The Permanent Secretary/Chief Education Officer in the Ministry of Education was aware that I planned to do the research study. A Letter of Cooperation was completed with the Ministry of Education. Confidentiality was also upheld by the researcher's and participants' employer who signed a Letter of Cooperation, agreed to the confidentiality of information collected and authorized access to relevant non-public data. Copies of all data collection procedures and consent forms used in the study were provided to the Ministry of Education.

Coercive intent for participation in the focus groups was lessened by the standard wording used in circulars sent to the schools from the Ministry of Education being readjusted, in the case of the circular sent to schools for this study. The circular was sent to the principals of schools with SEN teachers, informed them and the SEN teachers of the nature of the study, and invited the SEN teachers to attend the focus group interviews. SEN Teachers were invited to participate in the research. The consent form for adults was read through with participants. This form outlined for participants why they were chosen, stated who the researcher was, gave background information on the purpose of the study,

stated what they were expected to do, the voluntary nature of participant participation, risks and benefits linked with the study, non-payment for participation, assurance for their confidentiality, included contact numbers for any questions that arose during the study, provided personal receipt of a copy of the form, and informed attaching their signature meant they understand what the study was about and they willingness to participate (Maxwell, 2005). The opportunity was given by the researcher and was used by the SEN teachers for clarifications of information on the form. They gave consent and signed the consent form.

Precautions were taken to minimize any stress reactions. Participants were told they could withdraw their participation at any time they so desired. Steps taken to minimize risk and protect teacher welfare included telling participants at the beginning they were free to participate and to stop whenever they felt to do so and ongoing dialogue was held about what was happening. Referrals to community outreach for mental health support services were also available.

Walden University advocates anonymity of participant selection, informed consent and data collection as the optimal way to nullify influential power dynamics. In the context of Grenada, initials or demographic information in coded data was avoided as suggested by MacPherson (2001). The anonymity of participants was upheld with the assigned pseudonym “SEN teachers” (Creswell, 2007) and signed letters of confidentiality were obtained from everyone who had access to the data. Prior planning determined data storage, transmission and availability. Transcripts were kept in a locked drawer with the keys solely kept by the researcher.

Summary

This qualitative study used qualitative research interviews and researcher's journal, to explore SEN Teachers' perceptions of the roles school mental health services/school psychology played within the school system in Grenada in addressing the psychological, learning and social needs of students. Chapter 4 provides the results of the interviews.

Chapter 4: Results

The purpose of this study was to explore, examine, and become knowledgeable about the perspectives of SEN teachers in Grenada concerning how the roles of formal school psychology/school psychologist and school psychological services played in addressing the learning and mental health needs of students. Three research questions guided this study. This chapter describes the process of data collection, data analysis, the results and ends with a summary of the findings.

The Permanent Secretary in the Ministry of Education granted partner approval to conduct the study. The week prior to the focus group interview the interview protocol and the research questions and interview questions and probes were piloted with a teacher, a peer of the participants who served across grades in the education system. The participants had not yet been notified by the Ministry of Education thus, I did not want to enlist their involvement prior to official notification. The confidentiality agreement was signed by the teacher who then reviewed the protocol, questions, and probes. Changes were not needed to the wording to enhance comprehension of questions. The teacher reported they were all in lay terms and easily understood; thus, no changes were made. The Ministry of Education sent a circular with notice of and schedule for this study to principals of 31 schools in six parishes who had past, present, or future plans for SEN teachers. Principals of schools in the seventh parish, the neighboring islands of Carriacou and Petite Martinique, were not sent a circular by the Ministry of Education. I requested the circular be sent to all 31 school in an effort to reach all SEN teachers.

A total of 18 participants (17 participants from the primary school and one participant from the secondary school) attended and participated in in this qualitative study. There were three focus groups. The first focus group had four participants and took place on Tuesday, 26 November 2019, at a school. The second focus group had eight participants and took place on Tuesday, 27 November 2019, at the Ministry of Education. The third focus group had six participants and took place on Thursday, 28 November 2019, at the Ministry of Education. All participants were female. They ranged in experience from teachers in their early career to teachers with roles of seniority and leadership. Participants were verbally given the information on the process of informed consent for participation and being audiotaped. They signed the consent forms. I also signed a form attesting to confidentiality for the data provided by the participants. Participants' responses were audiotaped using a small voice recorder that was unobtrusive. Participants were asked six interview questions, accompanied by probes about their perception of services available in schools in Grenada to address the academic and psychological needs of students in schools and their roles within the services. Each participant readily volunteered to participate; participated fully, freely and honestly; and provided rich, thick, and authentic descriptive responses. No responses were given that indicated trauma of any kind. Thus, no participant required referrals to community outreach for follow-up mental health support services.

On completion of the interview questions and probes, participants were verbally given the opportunity to state comments and questions they had. No extra comments were given. They were thanked for their participation. Return bus fares from the venue to the

participants' schools and light refreshments were provided. This was the regular protocol used by the Ministry of Education. Participants were identified as "SEN teachers" in interview transcripts and results. All identifying information regarding level of education (primary or secondary) and role (e.g., itinerant teacher or vice principal) were removed to augment confidentiality.

Participants' responses provided comprehensive data on the three research questions. No additional focus groups or individual interviews were needed to get more in-depth information or to check for accuracy of the meaning of what was said in the focus groups (Maxwell, 2005). Each audio recording was listened to and a transcription was done. During transcription initial notes were made. The peer reviewer signed the confidentiality agreement as second coder, listened to the recordings, and reviewed the transcripts from each focus group sent by the researcher for accuracy and completeness. The transcriptions were assessed to be accurate and complete by the second coder.

Responses from each transcription were segmented, assigned a code to mark which focus group it came from, and then grouped together according to research questions. Segments were moved around manually under the preassigned deductive codes from the literature, or inductive codes which arose from a participant's words and concepts, then put together to form broad themes. The second coder also provided ongoing collaborative feedback on the codes and themes revealed from the transcriptions. A summary of broad themes which emerged from the transcripts were emailed to participants to ascertain their words and perceptions were accurately represented. Participants responded that their words and responses were accurately incorporated in the

themes. Broad themes were condensed and new themes were created until there seemed to be saturation.

During data analysis one discrepant case referred to a future school psychologist as “she” when it may possible be “he” which did not fit the created criteria structurally or categorically. The case was placed in a category titled ‘not considered relevant to this study.’ The researcher kept a reflexive journal in which notes were written throughout the process. Contents were discussed with the second coder during peer debriefing sessions. I requested her opinion, a valuable way and examined my own prejudices and suppositions and defects in your reasoning or procedures (Maxwell, 2005). Noteworthy in the journal were persistent observations and reflections on the interaction with the cooperating partner and the passion of SEN teachers giving their best to support students’ needs, despite many shortcomings. They were eager to know how the researcher operates as a school psychologist. Information was provided after the interviews were completed.

Study Findings

Findings are summarized according to the three research questions. Themes relevant to each research question are presented and explicated with participant perspectives and exemplary quotes.

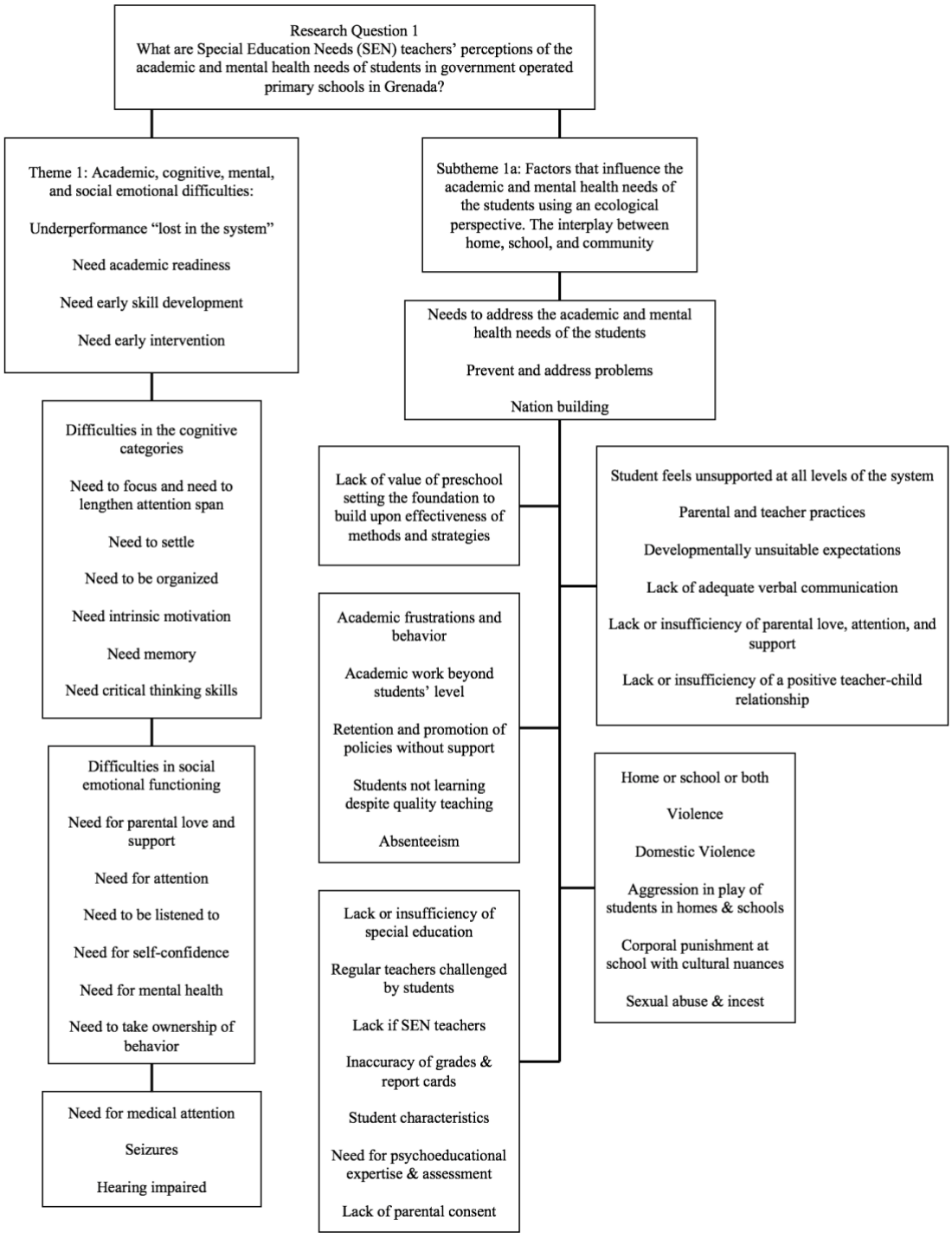
Research Question 1

What are Special Education Needs (SEN) teachers’ perceptions of the academic and mental health needs of the students in government operated primary schools in Grenada?

The first research question sought to identify SEN teachers' existing perceptions of students' needs in the schools where they worked. One main theme and one subtheme emerged from SEN teachers' responses to this first question. Figure 1 provides a summary of the data in the main theme and subtheme.

Figure 1

SEN Teachers' Perceptions of Students' Academic and Mental Health Needs in Schools



Theme 1: Academic, Cognitive, Mental, and Social Emotional Difficulties and Underperformance "Lost in the System"

This first theme that emerged identified SEN teachers' perceptions in general of the academic, cognitive and mental health/social emotional needs students face in their schools. SEN teachers expressed their concerns that students' experienced academic struggles, lacked academic readiness and foundational skills across grade levels. They reported a high number of students were underperforming on national examinations and experiencing great difficulty particularly in the area of reading. SEN teachers expressed puzzlement about why this was so. They referenced "as one teacher says you have children reaching grade 6 level and they still don't know the pre-K words when you test them" and "today I was by the Grade 6 teacher and she was saying look you know simple words the children don't know. So children reach up to there and maybe they don't even know the Dolce list at the pre primer level. A lot of words they don't know and teachers are complaining."

SEN teachers' further informed students displayed difficulties in cognitive categories. They displayed inattentive behaviors, lack of concentration, were easily distracted, and did not meet teacher/classroom expectations for sitting appropriately in their seats and participating in class, particularly at the early levels of education. They stated, "I am a grade one teacher and what I find is that the children, they cannot focus. Their attention is very short, it's as if they cannot settle," and "the behavior, they're very hyper, yes like they can't settle down to anything meaningful." SEN teachers were concerned students were disorganized, lacked intrinsic motivation, displayed difficulties

with retrieving learned information and using analytical skills. They noted “even just to pack away their toys and stuff, it’s takes a very long time.” I think the children need a lot of help to really motivate them to learn,” “if we do our lesson say letter sound S today, the next day they cannot remember,” and “critical thinking skills for about 40% of them is not where it should be, they depend too much on the teacher to bring everything in a recall.”

SEN teachers’ also expressed concerns students experienced challenges with mental health functioning. They informed, “I’ve seen students coming like with children saying they are possessed. I’ve seen a lot of behavior, it could be mentally, families and children that are saying like they have demon.” They also informed students had problems being socially and emotionally competent, and perceived students lacked self-confidence; needed love, to be responded to, and to be heard; and to claim responsibility for their actions.

Subtheme 1a: Factors that influence the academic and mental health needs of the students using an ecological perspective. The interplay between student, home, school and community. This subtheme that emerged highlighted SEN teachers perceived it was important, students’ academic and mental health needs should be addressed. They emphasized addressing students’ needs would (a) avert and tackle issues, (b) develop their potential, and (c) ultimately lead to adults who are a fit for the ideals espoused by the Grenadian society in which they live. SEN teachers also perceived what happened with a child at school was intricately interwoven with what happened at home,

at school, in the community, and at the governmental level. They informed student academic underperformance and mental health issues may have several causes.

SEN teachers debated whether students' academic underachievement was linked to (a) home or school or both; (b) violence; (c) parental and teacher practices; (d) value of educational base; (e) academic frustration; and (f) special education They referenced "these children had a lot of challenges and one of the main one was like death in the family well, coupled with the low achievement and all other things." SEN teachers informed violence was a pervasive problem at the individual, home, school, community and governmental level. SEN teachers emphasized there was violence in homes, children felt its brunt, revealed it in their behavior, and teachers not knowing the reasons behind the behavior, handed out punitive treatment to the students. They perceived violence impacted students' academic performance and mental health functioning at school. SEN teachers described how intense the physical actions were in students' play with a potential connection between students' acting out behaviors and what was happening in their homes. They reported "as it relates to the social interaction that they really don't know how to play, so everything that they do is a rough kind of play, and not playing, they playing rough," and "some of them when they growing up, you know they have domestic problems at home and they coming to the school with it."

They described the use of corporal punishment in schools which is permitted under the Education Act. SEN teachers also referenced culturally approved practices of violence such as "well for example, they are talking constantly in the class and I just call him and say shut your mouth, those things and them we normally say. Caribbean people

say shut up, hush your mouth and give them two lashes in their hand." However, SEN teachers pondered the effectiveness and value of their methods of physical correction. They also spoke out about sexual abuse and incest as scourges of violence they perceived to be unspoken, hidden, but well-known secrets found in homes and the society at large. They concurred "we have a lot of that issues of sexual abuse and sexual incidents with minors. So, our schools, our villages are infested with that." SEN teachers shared their experiences and talked about (a) doing the right thing; (b) alerting the relevant authorities about abuse; (c) their perceptions of authorities' lack of action or ability to keep students' safe; (d) their helplessness to assist students; and (e) students perceiving a complete lack of support for their well-being. They informed "so the child thinking now, right through school life, nothing and nobody looked at their complaint, or whatever you notice and didn't do anything." SEN teachers further discussed and voiced their concerns about students' health and safety in general.

SEN teachers discussed several types of interactions and approaches parents and teachers used with students and how these impacted students' academic performance and mental health functioning in schools. They commented about parents having insufficient language interaction with students, anticipating responses from them beyond their capabilities, and not providing them with enough love and support. SEN teachers specifically acknowledged they and parents did not meet students' social-emotional needs when students need it by not (a) listening to them (b) giving them the attention they desired, and (c) focusing enough on those who were retained in classes. SEN teachers reported "one of the main things is a lack of love and attention at home so a lot of them

are not getting that. Like they had nobody at home to give them guidance," and "they come to tell us something that is bothering them, so we as teachers need to listen, even though they not getting it at home, we need to listen. Sometimes they come to us about their work, but the work is not the main thing."

SEN teachers reflected on the educational base students had when they entered the primary school. They perceived a strong foundation built with creditable approaches and techniques as fundamental to students' educational advancement. However, they questioned the effectiveness of the methods and strategies and ultimately the foundation itself at the beginning level of education. SEN teachers perceived the need to have students' academic needs addressed at the entry level of education. They spoke about (a) screening/testing students, (b) screening/testing for students with disabilities, and (c) wanting universal testing for students on entry into kindergarten in public primary schools.

SEN teachers also spoke about specific practices and policies on retention and promotion and lack of support being linked to academic frustration for students. They mentioned work that students perceived was too difficult for them to complete successfully and that their academic underperformance and mental health needs were linked with students' inappropriate classroom behavior. They perceived "when I started, if you don't ready for that level, you were retained and worked with. But then you had it up, up, up, whether you succeed or not, then out of the system." Also "another student in the class who is way below that, way below his peers and most of the time, he just gives

trouble. It's because he can't handle the work, but it's just that he cannot handle the work, so he's disruptive."

SEN teachers noted consistency in programming and use of specific strategies in instruction were needed for students to achieve success. However, they perceived there was inconsistency in programming due to interventions not only being changed often, but also on a rapid basis. SEN teachers also referenced students' absences from school and the potential linked impact on their learning. They perceived "most times you have the children who are slow, they're not coming to school too, because they have issues at home as well."

SEN teachers perceived students received skilled teaching and pondered why students continued to underperform academically. They stated, "so once the child gets quality plus teaching and then you realize that the child can't read, you know there is a problem." They talked a great extent about the need for special education and the dearth of services to address the academic and mental health needs of students. SEN teachers emphasized the impact of the loss of the SEN teachers upon regular education teachers in schools. They informed teachers in regular education are tested by students who display academic and mental health difficulties.

SEN teachers shared several student academic problems, behavioral characteristics, and specific health needs such as seizures and hearing impairment and discussed their experiences with them. They perceived some may require medical attention and further investigation to discover their interaction and impact upon student performance. They stated, "you know it have some people who do not hear letter sounds,

it could be hearing impaired, so they need full assessment." SEN teachers perceived students' underachievement may also be linked with mental health issues. They advocated for assessment of students' mental health functioning. They stated, "sometimes when you focus on reading, the child not getting the reading, but the reading is not really the problem. Some kind of home thing, some problem the child can't cope out and you fighting to teach the reading, coming up with all creative ways. So, the mental health I think that we need to focus on that a little more to know exactly what is the problem, so that we can address it properly."

The SEN teachers proposed it was important to evaluate students to find out the reasons for their underachievement and to determine educational placement. They further perceived there was an urgent need for expertise in academic and mental health assessment. SEN teachers thought it would be most beneficial to use various forms of assessment to determine students' academic functioning. They reported the difficulties of (a) parental denial regarding their child having special educational needs, (b) parental expectations that the teacher address students' needs, and (c) parental refusal to have their child labelled. SEN teachers informed of "parents' failure to see the child needs. Some parents tell you my child is normal, there is nothing wrong with my child. They live in denial. Their child is special needs and they tell you no, no leave him with the regular children. He's ok and you find he is a little slow, well I am going to find help for him, I will help him with the little reading that is the problem, just the little reading. That's how they see it," and "don't want their child to be labelled." They also reported general education teachers did not know how to grade students who were part of the SEN

program and would say to SEN teachers “why you bring him back here, to do what, because he cannot work under the grading.” They complained in general that information and grades given to students on school report cards were not correct. They informed report cards at the preschool and primary level did not correctly portray student competence.

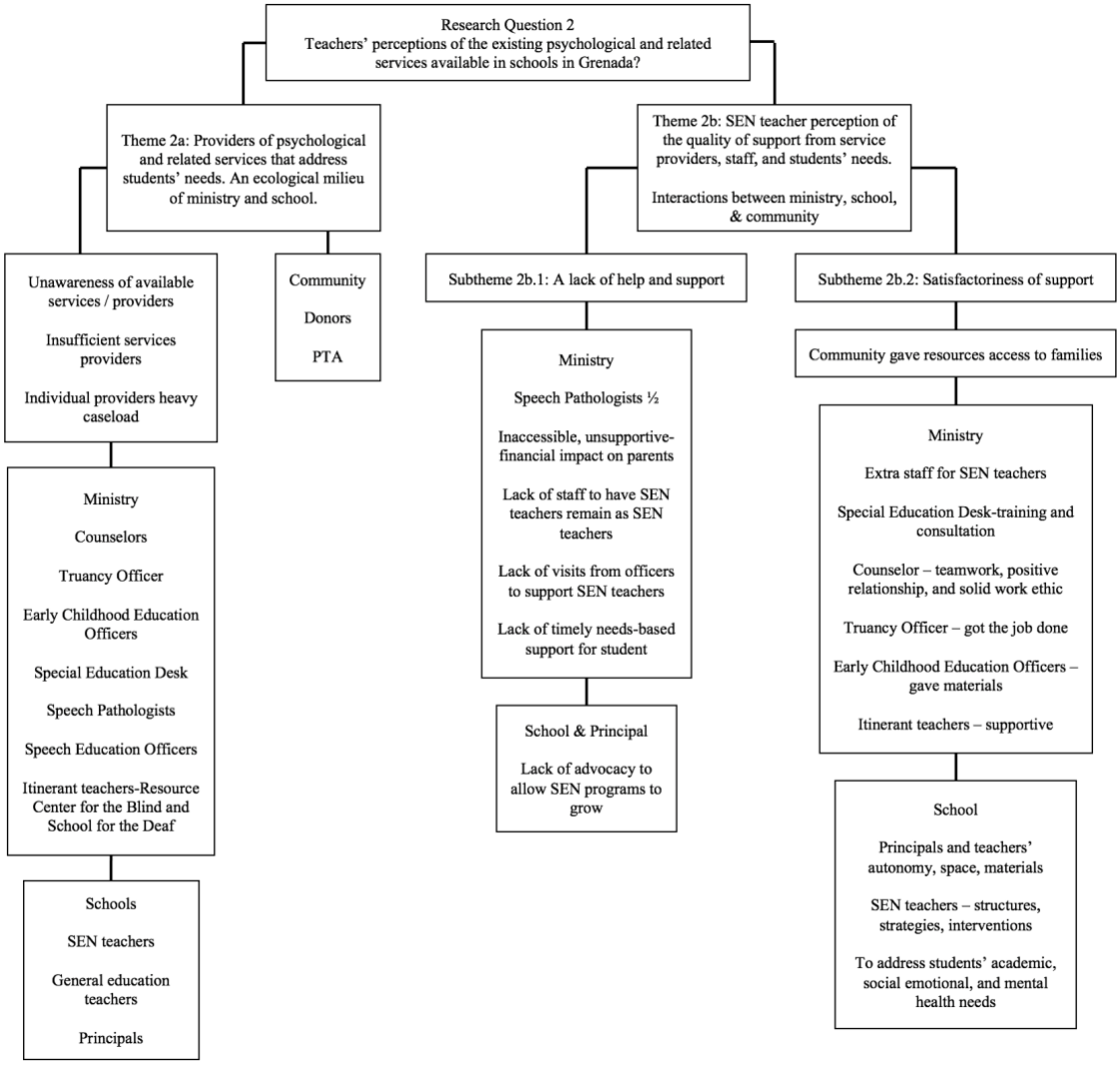
Research Question 2

What are SEN teachers’ perceptions of the existing psychological and related services available in schools in Grenada?

The second research question sought to identify SEN teachers existing perceptions of present school psychological services in the schools where they worked. Two main themes and two subthemes emerged from SEN teachers’ responses to this second question. Figure 2 provides a summary of the data in the main themes and subthemes.

Figure 2

SEN Teachers' Perceptions of Psychological and Related Services in Schools



Theme 2a: Providers of Psychological and Related Services that Address Students' Needs. An Ecological Milieu of Ministry and School

This first theme that emerged reported SEN teachers perceived the providers of psychological and related services available in the schools to address students' needs were (a) in the Ministry – Counselors, Special Education Desk – Speech and Special Education Officers, Truancy Officers, and Early Childhood Education Officers; (b) itinerant teachers from the School for the Deaf and the Resource Center for the Blind; (c), in the school – SEN teachers, Regular education teachers, Principals; and (d) in the Community – Donors.

SEN teachers acknowledged (a) in some of their schools, they had no knowledge of counseling services that were available to attend to students' needs, (b) there were not enough services and providers available, and (c) individual providers were tasked with too many schools. SEN teachers informed of the scarcity of counselors and the extent of work the available counselors were assigned in different parishes. They felt there was too much work for counselors to manage effectively. They questioned the logic of having the service, yet having counselors assigned too many schools. SEN teachers stated "I know we have counselors, but presently my school, we have no counselor assigned to us. You know we have one counselor, who is I think is for some of the schools in Parish 1." They also stated "in Parish 2, they have one counselor for all the schools in the parish. How much schools are there in Parish 2? 6 schools. Sometimes we don't see the counselor for the whole term, not once in thirteen weeks." SEN teachers perceived "when you really call on them, they really don't have the time, they're not available."

Participants also questioned the ministry's expectations for counsellor effectiveness to address students' mental health needs. SEN teachers described "sometimes the counselor might, if we assign them to a counselor, probably once for the term, they might see the counselor which I don't think is effective for a child with mental issue seeing somebody once a term or once every three weeks. Actually, you should see this person constantly, daily …I'm here with you." SEN teachers concurred and said, "as Miss was saying, it doesn't make sense, you seeing a counselor this week, then it is not until four weeks later, the counselor comes back around." SEN teachers went on to inform that insufficient, sporadic visits from counselors were only for specific purposes. SEN teachers stated, "you know you'll see them probably during like if is to just sit with the students for Caribbean Primary Exit Assessment (CPEA), or some kind of special occasion or to deal with a particular issue." They further stated, "the support from the counsellors is sadly lacking and a lot of the children who end up being slow and so on, it is because they have issues at home and with somebody professional to really talk to and help them iron it out, I think they would have achieved much more."

Theme 2b: SEN perception of the quality of support from service providers, staff, and students to meet students' needs. Interactions between ministry, school, and community

This second theme that emerged was that SEN teachers perceived the types of technical assistance, usefulness of the assistance they received, and quality of interactions they had with providers and others to address students' needs in their schools. SEN teachers perceived although services were available, (a) service providers were inaccessible and unsupportive, (b) there was financial impact on parents, and (c) there was insufficiency of

support from officers at the ministry and also from principals and teachers in schools. Two subthemes inductively emerged from the data related to SEN teachers' perceptions of the quality of support.

Subtheme 2b.1: Lack of help and support. SEN teachers perceived they bore the brunt of meeting the students' needs. They were very vocal about their frustration regarding lack of assistance from the specialists. SEN teachers spoke out about completing reports on students and never having them acknowledged by the relevant authorities. They spoke at length about the unavailability of help from the specialists for speech services in the ministry, causing them to inform parents to take their child to the doctor for further evaluation and the resultant financial strain on parents. They informed: (a) "the specialist is involved in every single thing except what they are supposed to do. I had two children Child 1 and Child 2, when they were in pre-school, two in preschool. I requested help, they are now in Grade 2, right, and up to now the specialist did not come;" (b) "cause I remember a time there was a child that have a speech problem and I was trying to get personnel from the ministry to come to do testing, but they're not helping, you understand;" (c) "I identify problems with certain students in schools, like ok, you might call people in the Ministry that you know can help and you don't get their support that you want to help the child in the school;" (d) a parent came with a boy and he was trying to see how we can help the boy, but to me the specialist, it's as if they are detached from the schools;" (e) "there was another incident again where we went to the classes looking at the children, looking for the children who need help. We send it to the Ministry and we still didn't get anything;" and (e) "I have a student with a speech issue,

right, he has both hearing loss as well as he has some other speech issues, I requested assistance with that child. It's been over a year, cause he's now, maybe two years ago, cause he's in form four and I'm yet to receive the assistance. I even go as far as to say well look if you can't come to see the child, give me some pointers. I am yet to see that. He might be graduating soon and then probably after that, the person might enquire "well what is, where is this child?" I don't know, but I mean we have a break down there." SEN teachers further stated, "so sometimes you have to tell the parents to try to see if they could bring them to the Doctor and then sometimes the parents can't afford for therapy and all them kind of thing and when, we have people in the ministry that could assist them".

SEN teachers further perceived there was not enough support from other services to address students' needs at the ministerial and school levels. They talked about insufficient support from the ministry, principals, and teachers to supply staff in order for the SEN teacher to remain as SEN teachers. SEN teachers stated there were insufficient visits from officers with their expertise to support SEN teachers trying to address students' needs and the subsequent detrimental impact on the implementation and effectiveness of programs designed to address their needs and enhance students' academic performance and mental health functioning in the schools.

Subtheme 2b.2: Satisfactoriness of support. SEN teachers also spoke about the types of support and relationships they had at the levels of ministry, school, home, and community. SEN teachers shared their experiences with praise of relationships founded in advocacy, support, and collaboration. SEN teachers spoke about support from the

ministry to retain their SEN duties, such as providing an additional member to the school staff to facilitate the SEN teachers' retention. SEN teachers discussed receiving training from the Special Education Desk in the Ministry of Education and having discussions on students' needs. They related how they collaborated with the counselor about students' mental health needs. They also praised the work ethic of the counselors. SEN teachers were very vocal in their praise of the Truancy Officer for getting the job done. They stated, "once you draw it to the attention of the Truancy Officer, he will say yes, and he will find them. Well, they get a new name for him you know, the police. He acts as a family police, because they are such a family, because they always staying home, so he have that name, the family name police. Basically, he will find them." SEN teachers praised the services they received from the Resource Center for the Blind. SEN teachers discussed support they received for the SEN program from principals in schools who provided autonomy, space, and materials for SEN teachers to operate the SEN program. They also referenced receiving support materials created by their colleagues in the early grades.

SEN teachers spoke at length about working in classrooms with the regular education teachers providing valuable services through the SEN program schools which were seen as beneficial and requested by regular education teachers. They reported that in the main the SEN program helped address the needs and produce improved performance of many students in the SEN program. They were keen to share students' successes resulting from the SEN program. SEN teachers discussed consulting with other teachers

regarding students' needs to get additional insight and feedback. They reasoned their need to provide support not only to each other but to all teachers.

SEN teachers discussed how they designed the organization, approaches, and interventions they used in schools to support and address students cognitive and academic needs. They described the composition of their students and perceived their main focus was on helping them to read. They were keen to share on their individual pull-out method, and explained students are taught together using instruction based on their abilities. SEN teachers perceived curriculum content was best taught with an integrated approach and incorporated some of the curriculum programs in the work they did with students. They informed they used hands on approaches and creative activities that attracted students with all levels of academic and mental health functioning and officials from the Ministry of Education. SEN teachers also informed they incorporated and used technology with students, even their personal technology. They perceived more technology was needed based on (a) students' familiarity with technology, (b) the positive role technology makes in students' learning, and (c) the need for more technology for students' use. They also perceived students needed extra help which time did not permit during the school day. As a result, they utilized time outside of school hours to provide extra assistance to students.

SEN teachers also discussed the approaches they used to address difficulties students were experiencing with their mental health and social emotional functioning. They perceived it was necessary to build relationships with their students to uncover their thoughts and feelings and to build students' self-esteem and confidence and participation

in learning. SEN teachers discussed the positive impact of students' self-perception of improved academic performance on their self-esteem. They perceived the SEN program helped students to blend into the regular classroom. They also acknowledged this blending helped social-emotional skill building.

SEN teachers talked about several strategies they used to promote positive behavior. The strategies included (a) providing attention; (b) utilizing behavior charts, having rules and regulations and having them on visual display which helped address behavior problems they saw when trying to implement a SEN program for some students within a larger class body of students; (c) assigning specific leadership duties to students who needed to increase positive behaviors and have prepared activities for students who finished their work early; d) using systems to share and receive information from parents; (e) utilizing strategies from existing curriculum programs including the Early Learners Program - leadership, rules, routines, collaborative team work and problem solving; (f) systems of motivation – *Extrinsic and intrinsic* – stating to students why they were being given a prize; (g) small class size; and (h) providing before and after school support.

SEN teachers perceived, at the school and community level, the PTA provided an avenue to get to know more about students' families. They advocated it was vital to learn as much as they could about their students and their families. SEN teachers, who received materials from community sources to support the SEN program in their schools, praised the generosity of their donors.

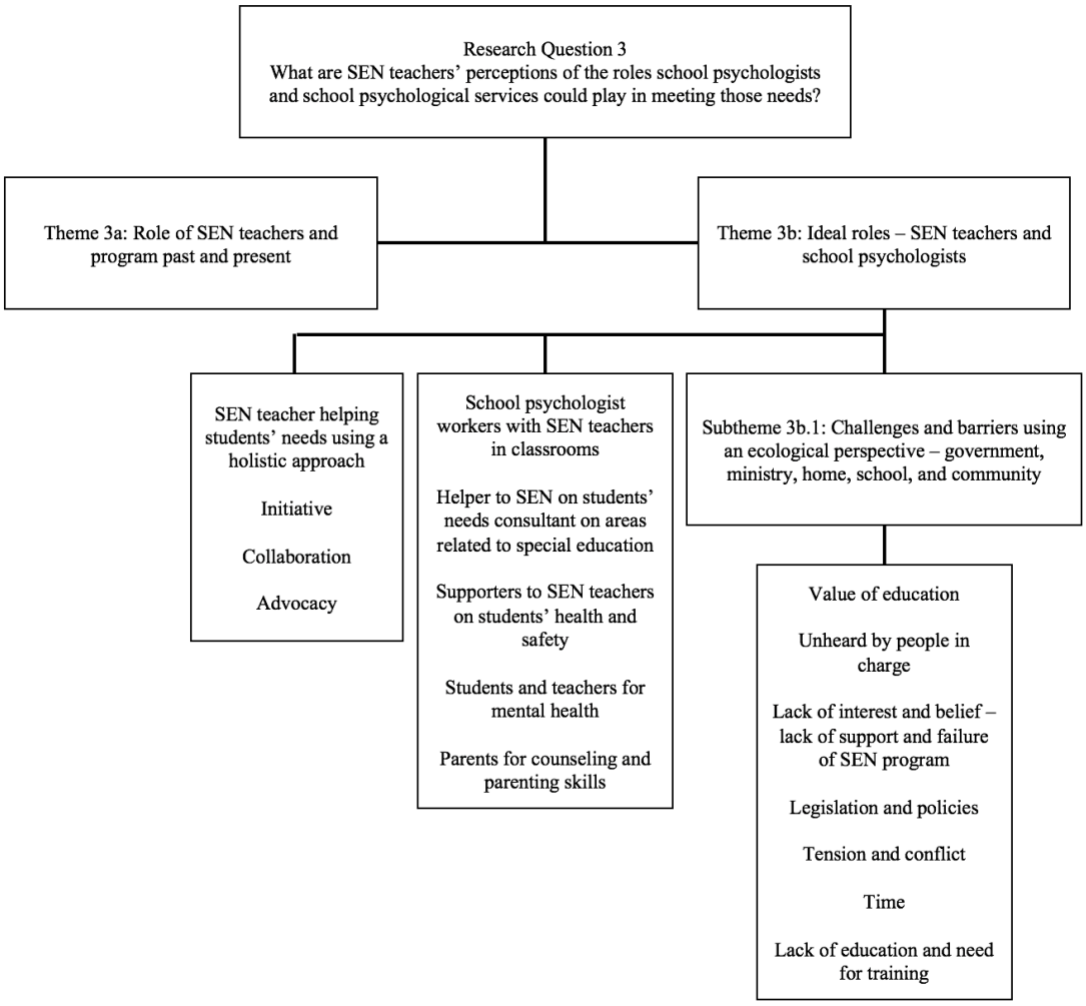
Research Question 3

What are SEN teachers' perceptions of the roles school psychology and school psychological services could play in meeting the needs of students in schools in Grenada? The third research question sought to identify SEN teachers' existing perceptions of the role school psychology and school psychological services could play in addressing students' needs.

Two main themes and one subtheme emerged from SEN teachers' responses to this third question. Figure 3 provides a summary of the data in the main themes and subthemes.

Figure 3

SEN Teachers' Perceptions of Ideal Roles - SEN Teachers and School Psychologists



Theme 3a: Role of SEN Teacher and Program Past and Present

This first theme that emerged identified SEN teachers' perceptions in general of the roles school psychology and school psychological services could play in meeting the needs of students in Grenada. SEN teachers reported on (a) the background of the SEN program; (b) how they became SEN teachers; (c) their current role as a past, present or general education teacher using the SEN program in their classrooms; and (d) their perceptions of the present-day SEN program.

SEN teachers discussed the beginning of the SEN program in their schools and how they became SEN teachers. They informed the SEN program was implemented across primary schools. They stated they were selected as SEN teachers, were offered the role and accepted it. SEN teachers also discussed their present-day roles in schools. They are (a) SEN teachers, (b) general education teachers, and (c) itinerant teachers. They worked in grades preschool to secondary. SEN teachers had several additional roles in the schools namely vice principal and literacy coordinator. They described how they operated as SEN teachers in present day and reported on their present-day roles as general education teachers. They stated, "so for me the program is still functioning in my school. I really do enjoy working with my students because it allows the children to achieve something." SEN teachers also said, "secondary SEN they don't call it SEN but it's support service, not Ministry but a school initiative." Also, "I am a SEN teacher but unfortunately, I have not been given the chance to really work with the children generally except in my classroom"

SEN teachers were keen to share their perceptions of the end/downgrading of the SEN program and its impact upon their functioning in schools. Overall, they (a) reported they were back in general education classrooms, (b) expressed amazement that the program was current, and (c) speculated whether the SEN program met its demise as a result of policy makers and changes in policies. SEN teachers generally perceived the SEN program was not operational. They reported they were returned to the classroom to replace teachers who retired or were absent. SEN teachers pondered the diminished SEN program, questioned the reason why the program diminished and wondered if it was due to the ministry and ministry's policies. They speculated it may have to do with changes in people at the level of the policy makers. SEN teachers expressed surprise to learn some SEN teachers were still operating as SEN teachers and the SEN program was ongoing.

Theme 3b: Ideal Roles – SEN Teacher and School Psychologist

This second theme that emerged highlighted SEN teachers' perceptions of their aspirational wishes for their role in the future. They were eager to share and demonstrated a sound understanding of what they perceived their ideal role would be. SEN teachers perceived themselves as (a) helping; (b) identifying students' needs; (c) using a holistic approach; (d) using initiative; (e) using collaboration; and (f) using advocacy.

SEN teachers perceived in their ideal role, starting early and at all levels of education, they would assist students to be successful. They discussed how they would detect students' needs and address those needs. SEN teachers perceived it would be best to use an all-encompassing method to address students' needs. They informed their ideal role required ingenuity and emphasized the need for teamwork with other professionals.

They also perceived in their ideal role they would stand up and use activism for practices that would address students' needs including (a) calling out themselves to be advocates; (b) SEN teachers' activism; (c) calling for extra staff; and (d) rules to address aggression in students' play.

They reported on their personal advocacy and advocacy as SEN teachers in action. SEN teachers said "I told my principal, I went to the principal and I told her straight up, we're giving the child a tablet. This is for the child to use when I come to work with the child, we're going to be using the tablet in the classroom. I said I know you may have your rules and regulations. If the child is using the tablet outside of the prescribed thing, then you do as you see fit. When I done tell you so, you think you go come and tell me my child can't use the tablet." SEN teachers said, "I always had a voice in my school so I could speak up for myself and so I did." SEN teachers also informed as advocates they would call for extra staff and for rules to prevent violent play.

SEN teachers also spoke about their perceptions and aspirational wishes for the role of school psychology and school psychological services in the future. They were eager to share and demonstrated their understanding of what they perceived the ideal role of a school psychologist would be. SEN teachers perceived the school psychologist as (a) worker with SEN teacher in classroom; (b) helper to SEN teacher on students' needs; (c) consultant on areas related to special education; (d) supporter to SEN teachers on student health and safety; (e) supporter to students for mental health; (f) timely supporter to SEN teachers for mental health and counseling; and (g) supporter to parents for counseling and parenting skills.

SEN teachers desired the school psychologist to be in SEN classrooms, working with them, to observe students, and to provide strategies. They stated, “You come into the classroom you observe and then you tell me ok I see this child xyz you give me pointers how to deal with the child.” Additionally, they said the of the school psychologist, “if you are assigned to the school, you look at every single child, you look at the specific children and you play a part. You see just as how the teacher in the classroom working, the school psychologist in the classroom working just the same, that is just how I see it.” They saw the school psychologist as a much-needed professional who could help them address students’ behavioral, social-emotional and cognitive challenges. The school psychologist would be “helping me to get to know the children, understand what they are thinking, understanding them more and how can I deal with them, when I get to understand them, what can I do to really assist the students.” SEN teachers perceived when there were concerns about a student, the school psychologist would be consulted and do psychoeducational assessments and behavior management. Further, they saw the school psychologist as the person to go to about students’ behavior. They informed, “you the psychologist you know what you are looking for we might be educated with little aspects of how we can deal with them on a day-to-day basis but we need somebody else as miss say so we can go to. The go to person to help us with the behavioral as it relates to the children.”

SEN teachers indicated they expected the school psychologist to provide support, expert advice, and assistance to support all students in schools living with varied challenges including domestic violence. They informed, “I say what happen by your

neighbors last night? He say, “girl police and all we.” He say, “them children don’t sleep, they had to go by another neighbor for rescue. So all these things they coming to us with, so how we going to deal with them as a psychologist, you have to help us to know how to deal with it.” They also expected the school psychologist to provide social-emotional support for students in such areas as trauma and self-esteem. SEN teachers said “support whether is emotional support or other support it’s a traumatic thing for the child and so there has to be somebody who is able to help the child to cope with that and then to work and move on,” and “a school psychologist can play a great role there. You know to help the children to develop their self-worth, their self-esteem, their confidence because we realize that the slower children could be confident in that little slow bunch.”

SEN teachers advocated for the school psychologist’s role to include support for students on a timely basis and support for teachers personally, inclusive of counseling. They went on to state the school psychologist had to be there for all teachers both SEN teachers and regular education teachers. They also indicated they wanted the school psychologist to provide support at home for children and parents through education, counseling, and classes on parenting.

Subtheme 3b.1: Challenges and barriers using an ecological perspective – Government, ministry, home, school, and community. This subtheme that emerged suggested SEN teachers perceived they are faced with a variety of barriers at the levels of government, ministry, home, school, and community that prevent them from fully functioning in their perceived ideal role. They spoke about (a) the value of education; (b) being unheard by people in charge; (c) lack of interest and lack of belief = lack of support

= and failure of SEN program; (d) legislation and policies; (e) tension and conflict; (f) stigma and bias; (g) time; and (h) lack of education and need for training.

SEN teachers thought aloud about government and education. They also pondered on how parents and children viewed education. They noted children seemed unaware of the purpose of education. SEN teachers felt they were unheard by administrators. They perceived policy makers needed to pay attention to the SEN program, have faith in its worth, and back the program for its success. SEN teachers said, "so if we have the people who are the authority at the head doesn't go for the program, it wouldn't go anywhere, so hence the reason why it flopped, but it was a good program." They informed, "if we have people who are responsible to train the teachers and they do not believe that the children need that assistance, then of course failure and that's the main thing." They informed there were insufficient resources to address students' academic and mental health needs. They also perceived there should be an upgrade in their status and incentives linked with teachers upgrading their skills, and better accommodations at school for students with special needs.

SEN teachers spoke about their lack of knowledge about legislation and policies regarding special education and their roles. They stated, "SEN needs clear cut guidelines on the roles, responsibilities, you know the policy governing the SEN program. So that we won't be caught up between a rock and a hard place with all kinds on Nancy stories because now parents are getting wiser every day and they going the legal ways." They further stated they needed clarity in the event of legal liability. SEN teachers asked questions on policies for the SEN program. The questions included "is the SEN program

for children who are just underachievers or persons who have problems?" They stated, "if that is the focus of SEN then SEN is needed," because "80 90 % of my class needs SEN." They also asked many questions around the target population for SEN. They asked, "so they are underachievers? What grade do you mean?" "Grade 4," "I think we really, really need the program especially early." "when does the SEN program begin? is it in primary school?" "it could start from the preschool too I find." "I need a little more yes as to the SEN program, is it for children who have special needs?" "So let's say from kindergarten and they still haven't completed the pre-school, are they're entitled to that SEN program?" They expressed concern about the need for policies on technology in the classroom and pointed out teachers' use of cell phones in the classroom.

SEN teachers expressed there were feelings of tension, lack of understanding regarding the way in which the SEN teacher operates leading to differing expectations between professionals. They spoke about their experiences with strained encounters with officials from the ministry, a lack of respectful communication from the counselors, conflict and disagreements with the principal, and complaints from teachers around the value of SEN and class size. SEN teachers said," based on your principal, they had good battle with their principal, because the principal did not see the importance of the program with 5 or 6 children you are wasting time" and "then I had my principal telling me I'm wasting time because I went over the lesson the following day. Then she came to me and said didn't you do that yesterday, and I need to move on. I tried to tell her most of my class, I don't have highfliers in my class, maybe one or two that can work for themselves, but she say, "well give them something to do." Well, I said Miss they are

doing something else, “but you’re wasting time with these children,” but I say Miss the majority is these children, and I have a battle with her all the time because she always comes to my class and tells me I am wasting time.” SEN teachers spoke of bias against the SEN program from students in school. They also spoke of students’ stigma about seeing the counselor at home and school. SEN teachers reported that teachers in general education wanted to have students in the SEN program separated from the regular education classes, showed favoritism for particular students and do not view SEN teachers as equals.

SEN teachers perceived the amount of time needed to keep up with documentation required by the ministry was better used for working with their students. They also perceived teachers and parents and individuals who served both roles seemed to not have enough time to adequately help their children. They said, “you know who does, you know who doesn’t do homework. They don’t have time to help their children and you could see it in their homework. They give them the homework to do and you see children come back home, come back in the school, just as how I give them. It is wrongly done, it is not written, not clear.” SEN teachers informed, “I had a meeting with one of the SEN children, their parent and the principal, and she said clearly that she’s in University of the West Indies (UWI), and she don’t have time to help him, so you see the work of the SEN teacher again. So, a lot of the parents not only children, parents that is in UWI now, to me all the parents especially the young parents. They have a system in school feeding in the school and children that could afford they eating. I remember I stand up by the school an afternoon and I hear a young parent, “I going and register my

child to eat in the school, you think I go get up in the morning and cook and it have hot food in the school, let me go and register my child nuh." Come on parents don't have time. I don't know if it is the work. I don't know if it is the busyness. They living in an instant world." SEN teachers also pointed out "I have a teacher's child in my class too, not doing homework too."

SEN teachers discussed the impact on their personal lives of working as a SEN teacher. They informed, "at the end of the day you already tire yourself out with people children. When you go home you snapping at yours, if you have to sit down with them. I'm talking from my experience. My son knows! I say to him when we get home, just give me an hour, don't come to me, don't question me." They also informed, "yeah as a teacher we does say that. Do not enter my room, constantly snapping at him because I feel like I am still at it." They acknowledged, "when I get at home, to the father, I say you take on that, yeah, so to the father you take on that, leave me alone." SEN teachers also acknowledged, "I used to make sure they do their homework, but sometimes, like they come "mommy," sometimes, I say oh gosh, hold on, just give me a little time. Oh yes, to calm first. Then they say "mommy ok, so you don't want to talk to me."

SEN recognized education was needed at all levels about the roles of all service providers including the school psychologists and the services they provide. SEN teachers perceived they were unsure about the meaning of mental health needs. They perceived the principals might need the services of the school psychologist. However, they felt the principals might feel their jobs are threatened. SEN teachers didn't seem to understand counselors' way of working.

SEN teachers (a) questioned counselors' expertise, (b) requested counselors' strategies to use in their classrooms, and (c) voiced their and students lack understanding of and the need for education on the counselors' mode of operation. SEN teachers perceived students needed to be educated on special education in general. SEN teachers also perceived there was a lack of knowledge about the SEN program. They reported whilst they had some knowledge and skills with academic needs, they did not have enough knowledge or skills to competently address students' academic learning, behavioral, mental health, and social-emotional needs. SEN teachers identified a need for training in the academic and mental health areas that would help them function more effectively to meet students' needs. They promoted the train-the-trainer type of approach to training.

Summary

The purpose of this study was to investigate SEN teachers' perceptions of the provision of services in Grenada to address the academic and psychological needs of students in schools and their role in the services. Using a qualitative approach of interview questions and probes with participants, along with researchers' journal notes, permitted greater comprehension of the perceptions of SEN teachers. SEN teachers participated in this study. Their responses provided valued discernment into their perceptions. Data coding and analysis revealed four main themes and sub themes (1) academic, cognitive, mental, and social-emotional difficulties and underperformance impacted by interplay between student, home, school and community; (2) providers of psychological and related services that address students' needs with an ecological milieu

of ministry and school; (3) SEN perception of the quality of support from service providers, staff, and students to meet students' needs with interactions between ministry, school, and community with lack of help and support and satisfactoriness of support; and (4) SEN teachers' perception of the role of SEN teachers and the SEN program, both in the past and present, the ideal roles for SEN teacher and the school psychologist, and the challenges and barriers to the ideal roles, using an ecological perspective. Chapter 5 will address the interpretation of findings, limitations, recommendations, implications for social change, and the conclusion.

Chapter 5: Discussion, Conclusions and Recommendations

This study documented SEN teachers' perceptions of students' academic and mental health needs, school psychology/school psychologist and school psychological services in Grenada to address student needs, and the role formal school psychology/school psychologist could play in meeting those needs. Chapter 5 provides a summary of the results, interpretation of the findings, limitations of the study, implications for future research and practice, and conclusion of the study.

Summary of Results

Three research questions drove this study and were answered by participants' responses.

Research Question 1: What are Special Education Needs (SEN) teachers' perceptions of the academic and mental health needs of the students in government operated primary schools in Grenada?

Research Question 2: What are SEN teachers' perceptions of the existing psychological and related services available in schools in Grenada?

Research Question 3: What are SEN teachers' perceptions of the roles school psychology and school psychological services could play in meeting the needs of students in schools in Grenada?

SEN teachers perceived, in general, students across grade levels displayed several academic, cognitive, and mental health/social-emotional needs and challenges which were interwoven with their ecological environment. They informed learning and services are urgently needed, but the number of services and service providers were insufficient,

and the quality of services ranged from totally unhelpful to significantly helpful. SEN teachers valued the SEN program and their roles both in the past and present, had a vision for how they and a school psychologist could best support and address students' needs, and were versed in the challenges/barriers they faced to implement their vision.

Interpretation of Findings

The academic, cognitive, social-emotional and mental health characteristics students displayed in classrooms warranted further investigation. Academically, in Grenada, students displayed characteristics of disorders such as ADHD, but similarly to their counterparts in the neighboring island of Trinidad and Tobago, teachers' knowledge of ADHD was low, and they wanted expert help to teach students with characteristics of ADHD (Youssef et al, 2015). Cognitively, although SEN teachers in Grenada recognized the need for constructivist approaches or 21st century critical thinking skills, they felt unprepared to provide these.

SEN teachers reported social emotional learning needs such as lack of love and attention both in homes and school, although they did not have the time to give it to students who need it. Hinchliffe and Campbell (2016) reported the importance of relationship to social emotional learning and noted children do not respond well to people they did not know. Further, empathic teacher actions are deemed a significant trait of positive teacher-student interaction (Thijs et al., 2008). SEN teachers described student characteristics which may be symptomatic of mental disorders, yet they were unsure what characterized poor mental health and did not recognize the signs. Carr et al. (2018)

reported significant improvement in mental health literacy can occur after 3 months of training.

Interwoven was Bronfenbrenner's ecological theory (1979), which proposed an individual exists in the environment comprised of surrounding systems that the individual interacts with (Nastasi et al., 2004). It is therefore vital to factor in the interaction to fully comprehend the individual's functioning. World Bank Group (2017) reported Grenadian classrooms were characterized by undertrained teachers and classroom practices low in quality in the areas of emotional support, classroom organization, and instructional support. Programs mentioned by SEN teachers given by the Ministry of Education for use in schools were academic in focus probably because education (academics) is deemed key to eradicating poverty (CDB, 2014).

SEN teachers, particularly those who were entry level, spoke about the lack of training. SEN teachers also were concerned about practices such as inclusion and retention. They felt challenged by inclusion without support. Horsford and O'Sullivan (2016) informed it is necessary to comprehend teachers' beliefs regarding inclusion and support to enrich and facilitate its success. SEN teachers spoke out against students progressing through the system without being retained when necessary. NASP suggests retention as a last resort, yet research suggests retention may not necessarily be all negative (Cham et al., 2015). In the more developed countries laws provide support to assist students who are retained. In Grenada, there are no Child Study Teams (CSTs), Response to Intervention (RtI), or Individualized Education Plans (IEPs). The present main support (without the structure of SEN teachers) is repetition of the standard work

for that grade. Although school psychologists do not support retention, they could consult and help make the determination about whether a student should be retained and assist in the creation and execution of programs intended for improvement (Schnurr et al., 2009).

SEN teachers bemoaned the current lack of special education processes and special education law in Grenada. Without IEPs and despite lack of understanding on the behalf of leadership and staff, SEN teachers did the best they could to address students' needs. They wanted a preventative focus, valued assessment, and expressed an urgent need for universal screening and psychoeducational assessment along with the required expertise of a school psychologist (Gilman and Gabriel, 2004).

In Grenada, SEN teachers were keen to share and spoke out about violence in general, in homes (Smith et al., 2011; Hickling-Hudson, 2011), and in schools (Breshears, 2014). Sexual behavior in schools and sexual abuse in general generated much discussion. It could be SEN teachers may not have a developmentally appropriate lens for children's curiosity in regard to sexual behavior, or they might be acting out what they have witnessed or experienced. More focus may need to be given to supervision and monitoring of children's activities and enactment of the mandated reporter legislation. No mention was made of government approved and sponsored programs in schools or initiatives such as Child Friendly Schools (Ministry of Education, 2018). This is noteworthy, given the SEN teachers' concern regarding violence in play and interaction among students at school. SEN teachers also expressed uncertainty about the effectiveness of corporal punishment but were unsure how to manage effectively without

its use. They spoke more about aggression but not much about withdrawn behaviors as also found by Nelson and Evans-Stout (2018).

Of note, Grenada ranked highest in the Americas for annual consumption of alcohol (WHO, 2014) and had a high level of poverty particularly amongst children (UNICEF, 2018). SEN teachers spoke out about the scourge of alcohol abuse by parents and its interaction with domestic violence and impact on children in schools. SEN teachers spoke out about the impact of poverty on children's behavior and attitude. SEN teachers wanted help to address trauma from violence. School psychologists can assist to provide trauma informed care at schools (Alisic, 2012; Ridgard et al. 2015). Religion is integral to schools' curriculum which may be why it was not mentioned as a resource to address society's ills. However, in the Grenada context, a school psychologist can also help to frame the issue (e.g., indiscipline) and tackle it in the context of religion and spirituality (Silva et al. 2017).

RQ2. No SEN teacher said the number of services provided was adequate. They all agreed the number of services provided was insufficient, the information about them was not widely available, and the quantity and quality of the services needed improvement. They had much to say about the shortage of psychological services and an insufficient number of counselors. Creation of mental health services is key for intervention to address children's mental health problems in less developed countries (Kerebih et al., 2018). Primary services named or most frequently mentioned were speech and counseling. Yet, some teachers expressed lack of awareness of the services. Teachers need to know what services are available to make use of them. Particularly, as they are

the main persons to address students' needs (Aire & Stevens, 2013; van Schalkwyk & Sit, 2013). SEN teachers relied mainly on their personal cultural practices and interventions they perceived as working rather than evidenced-based practices and interventions.

RQ3. SEN teachers view they role and that of the school psychologist as vital. SEN teachers shared about the numerous duties they undertake towards supporting students. Grenada does not have a school psychologist. They expressed insufficient or complete lack of knowledge or understanding about what the job, duties, training, and skills of school psychologists entailed. Yet, SEN teachers showed awareness of the role. They see school psychologists as skilled, helpful, and have high expectations for them. In the United States, Gilman and Medway (2007) reported teachers had a narrow comprehension of the role of the school psychologist. In Grenada however, SEN teachers wanted a broad all-encompassing role inclusive of many roles for the school psychologist. Some of the roles mentioned duties regarding child abuse and family issues would be assigned to guidance counselors and social workers, occupations not within the structure of the education system in Grenada. Koopmann (2007) informed teachers misunderstood the role of the school psychologist. This may possibly be due to (a) not knowing the 'recognized' role, for example, SEN teachers want a broad role that would suit their needs and cover areas in which they most need help; (b) knowing the researcher in Grenada as prior teacher, present early childhood education officer (on leave), and in the United States as school psychologist (As a safeguard, the researcher did not share what is done as a school psychologist.); (c) present role as general education teachers

who utilized their SEN roles; and (d) many civil servants including teachers multitasking several professionals roles within the system.

SEN teachers saw themselves and the school psychologist as providing collaborative educational and psychological services for students, themselves, parents, and families (Williams. 2010; Zeng & Bordeaux, 2011). Collaboration is key to implementing interventions (Gonzalez et al., 2004). SEN teachers reported they wanted the school psychologist to have a daily role that included (a) assessment, (b) consultation, (c) observation, and (d) counseling. This was also found in the Gilman and Gabriel (2004) and Watkins et al. (2001) studies. Prior research rank psycho-educational assessment as highest (Farrell, 2010). The results of the current study show this did stand out in the case of Grenada. Although SEN may think this is a role, they are already doing which can be improved with training and resources, they were vocal about the limits of their expertise within the role they performed. They wanted the school psychologist to provide assessment in special education. SEN teachers felt if the school psychologist helped them to understand the cognitive profile of their students and gave them information on their strengths and weaknesses, they could better address them.

SEN teachers viewed the school psychologist as an expert for consultation (Gilman & Medway, 2007; Castro-Villarreal & Rodriquez, 2017). They wanted consultation both for themselves and for parents. Castro-Villarreal and Rodriquez (2017) advocated for examination of ecological systems to help ease resistance found in the consultation process.

SEN teachers wanted an overlapping of roles. Although they did not mention counselors doing testing, they wanted counselors to provide counseling. They also wanted the school psychologist to provide counseling for students, parents, and teachers and support their mental health. They saw the school psychologist as a trainer and educator conducting workshops for students, staff, and parents in both general education and special education. They also wanted the school psychologist to use PTA as opportunities to offer interventions (Flanagan, 2011).

SEN teachers saw school psychologists as taking charge and advancing their knowledge and skills regarding the characteristics of children with social, emotional and behavioral difficulties (Soles et al., 2008). They did not see themselves necessarily as the expert pertinent to behavior management or rules and communication (Koutrouba et al., 2018).

SEN teachers spoke of their challenges, successes, advocacy and doing the right thing in relation to ethical and professional practices. The school psychologist can help with advocacy to address some of the challenges. Part of their advocacy may be social justice and social change working with teachers and systems to use a socially oriented lens of justice perspectives to address familial, cultural, and socioeconomic factors and to help vulnerable children (Flores & Ferreira, 2016).

Limitations

The purpose of this study was to gain insight on current perceptions of school psychological services available in Grenada. Still, there are natural factors within the design of the study that generated limitations to overall generalizability. First, the present

study was limited to teachers in government-operated schools who currently worked as SEN teachers in the present or past. Administrators and other support staff who provided psychological services were not included in the study. Second the circular was sent by the Ministry of Education to schools with insufficient time to accommodate full receipt and attendance at the focus group interviews. Not all SEN teachers received the request to participate in the study. Thus, the participants were not representative of all SEN teachers current and past in Grenada. Third, the circular was emailed only to principals of schools and not also to the teachers which may have impacted who was sent to participate in the focus groups. Fourth, the findings of this study are only applicable to the perceptions of the participating SEN teachers and their knowledge of psychological and related services in Grenada. Fifth, the participants were from educational districts some of which the researcher supervised. Although none of the SEN teachers who participated in this study were directly supervised by the researcher, the researcher's familiarity with some of the SEN teachers may have influenced some of the given responses.

Implications for Future Research and Practice

The importance of studies of teacher perspectives regarding the utilization of psychological services within education environs has been cited in school psychological literature. No studies of similar research that has been conducted in Grenada. This is the first and only study that has explored Grenadian teachers' perspectives about psychological services and the role of the school psychologist. Their perspectives are important as they are the main providers of addressing students' needs in the schools. This research contributes to the knowledge of school psychology where school

psychology is new, emerging, or still an aspiration waiting for policy makers to bring the role into fruition. It also informs the development of school psychology services around the world.

Continuing this line of research and reaching a wider audience of stakeholders in the state of Grenada would be beneficial. To ensure varied viewpoints are heard, the perceptions of counselors, speech/language pathologists, and other providers in the Ministry of Education, principals, general education and itinerant teachers, and other stakeholders including parents and students can be included. This may supply extra thoughts and ideas about the sufficiency, value and effectiveness of the existing school psychological services including which one is most effective or valued. Their perceptions also afford comparison of perceptions across the different groups, within individual districts and schools.

Based on the findings of this study and similar published research, it is recommended in general that providers, namely counselors, itinerant teachers, SEN teachers who provide school psychological services in Grenada and any future school psychologist in Grenada:

- Present clear statements of the services they provide and the roles they serve.
- Share information on professional roles and functions in schools using staff meetings, professional development days, students' assembly, and PTA meetings.
- Provide professional development sessions to administrators and teachers on the services.

- Inform all teachers, administrators, and staff members about available psychological services.
- Adhere to the ethical and professional practices set internationally for the provision and use of psychological services.
- Develop policies and procedures with stakeholder input.
- Enact existing legislation to serve the basis for the special education referral and intervention process.
- Shift education to a preventative mode of service with a focus on preventative rather than a wait-and-fail approach (Sheridan and Gutkin, 2000).
- Provide opportunity for providers of psychological services to work at a level which informs policy development.
- Implement special education services.
- Provide professional development, training, and incentives for SEN teacher to address students' academic, cognitive, social-emotional, and mental health needs.
- Create and use contextual Child Study Teams (CSTs) or Response to Intervention (RtI) approaches for consultation and problem-solving children's needs.
- Expand role of SEN teachers to make full use of their range of skills and expertise.
- Hire a school psychologist. SEN teachers indicated they want more services and support of the school psychologist. Policy makers can facilitate this. Have school psychological services managed by a trained school psychologist rather than the Student Support Services Unit.

- Use this research to help policy makers provide a blueprint for a contextually derived role and services for the future school psychologist.

Conclusions

Gilman and Gabriel (2004) reported teacher knowledge of school psychologists remains unchanged. Sixteen years later, in some countries of the world there are no school psychologists and school psychology is still not evident (Jimerson, Skokut, et al., 2008; Cook et al., 2010). This research has shown school psychological services and an aspirational school psychologist are valued by SEN teachers in Grenadian schools. The SEN teachers articulated needs of students in schools. They also spoke of the services available to meet the academic and mental health needs of students in schools, and access, sufficiency, and value of those services. They described strategies they use to enable them to address students' academic and mental health needs. SEN teachers talked about the aspirational roles they and school psychologists could provide. They identified a number of barriers/challenges to their desired functioning.

While results of this study indicate some provision of services within the education system in Grenada, results also indicate the services need to be improved and expanded to meet students' needs. Further, while there seems to be a consistent call for increased services, provided on a timely basis, by qualified professionals from SEN teachers who perceived students coming to school with increased social emotional and mental health needs, there also seems to be a resistance or lack of will by policy makers to address this call. The challenges of SEN teachers and the students they serve must be addressed. Worldwide, the roles and functions of school psychologists are broadening,

and this is key to addressing the changing needs of children today. Lastly, while there was no established school psychologist in Grenada, SEN teachers who are “expected to do it all,” the “front line workers” stand committed yet weary to address students’ needs. The school psychologist’s position when opened would serve to encompass many services. It is a role, if set to established international policies and enacted legislation, would help the children, parents, teachers and the community at large, develop citizens skilled with humanity

References

Aire, J. E., & Stevens, M. J. (2013). The professional training of Grenadian counselors and psychologists. *International Psychology Bulletin*, 17(2), 48-51. https://doi.org/10.1037/e552032013-011

Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. *School Psychology Quarterly, 27*(1), 51–59. https://doi.org/10.1037/a0028590

Allen, K. (2011) Introduction to the special issue: Cognitive-behavioral therapy in the school setting-Expanding the school psychologist's toolkit. *Psychology in the Schools, 48* (3) 215-222. https://doi.org/10.1002/pits.20546

Alsubie, F.N., Elbedour,S., Augusto, J., Reed, G., & Merrick, J. (2017). School safety challenges and school crisis in Saudi Arabia. *International Journal of Child & Adolescent Health, 10*(3), 357-376. https://psycnet.apa.org/record/2018-08780-011

American Teacher. (2007). Sending the wrong message. *American Teacher, 92*(3), 10.

Ampiah, J. G., & Adu-Yeboah, C. (2009). Mapping the incidence of school dropouts: A case study of communities in northern Ghana. *Comparative Education, 45*(2), 219–232. https://doi.org/10.1080/03050060902920625

Amuleru-Marshall, O., & Amuleru-Marshall, J. (2013). The perspective of psychologists in Grenada. *Journal of Black Psychology, 39*(3), 321-323. https://doi.org/10.1177/0095798413480665

Anagün, S. S. (2018). Teachers' Perceptions about the relationship between 21st century

skills and managing constructivist learning environments. *International Journal of Instruction*, *11*(4), 825–840. https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1191700

Anastasiou, A. I., Papachristou, E. M., & Diakidoy, I. A. N. (2017). Parents' and teachers' views on the psychosocial adjustment of students with and without a history of early grade retention. *Educational Psychology in Practice*, *33*(3), 294–307. https://doi.org/10.1080/02667363.2017.1306490

Anderson, D. L., Watt, S. E., Noble, W., & Shanley, D. C. (2012). Knowledge of attention deficit hyperactivity disorder (ADHD) and attitudes toward teaching children with ADHD: THE role of teaching experience. *Psychology in the Schools*, *49*(6), 511–525. https://doi.org/10.1002/pits.21617

Anderson, D. L., Watt, S. E., & Shanley, D. C. (2017). Ambivalent attitudes about teaching children with attention deficit/hyperactivity disorder (ADHD). *Emotional & Behavioural Difficulties*, *22*(4), 332–349. https://doi.org/10.1080/13632752.2017.1298242

Annandale, N., Heath, M., Dean, B., Kemple, A., & Takino, Y. (2011). Assessing cultural competency in school crisis plans. *Journal of School Violence*, *10*(1), 16–33. https://doi.org/10.1080/15388220.2010.519263

Antoine, P. A., & EconoTech Ltd. (2014). Grenada's growth and poverty reduction strategy (GPRS) 2014-2018. http://www.gov.gd/sites/default/files/docs/Documents/others/ggprs-2014-2018-final.pdf

Arivett, D. L., Rust, J. O., & Brissie, J. S. (2007). Special education teachers' perceptions of school psychologists in the context of individualized education program meetings. *Education, 127*(3), 378–388. https://eric.ed.gov/?id=EJ790110

Ashkar, P. J., & Kenny, D. T. (2009). Young offenders' perceptions of school: an ecological analysis. *Psychiatry, Psychology and Law*, (3), 355. https://doi.org/10.1080/13218710902930283

Augustyniak, K., Kilanowski, L., & Privitera, G. J. (2016). Perceptions of leadership practices of school psychologists: Views of multiple stakeholders. *School Psychology Forum, 10*(4), 371–385. https://www.nasponline.org/publications/periodicals/spf/volume-10/volume-10-issue-4-(winter-2016)/perceptions-of-leadership-practices-of-school-psychologists-views-of-multiple-stakeholders

Axtell, P. K., McCallum, R. S., Bell, S. M., & Poncy, B. (2009). Developing math automaticity using a classwide fluency building procedure for middle school students: a preliminary study. *Psychology in the Schools*, *46*(6), 526–538. https://doi.org/10.1002/pits.20395

Axup, T., & Gersch, I. (2008). The impact of challenging student behaviour upon teachers' lives in a secondary school: teachers' perceptions. *British Journal of Special Education*, 35(3), 144–151. https://doi.org/10.1111/j.1467-8578.2008.00388.x

Baddeley, A., Gardner, J. M., & Grantham-McGregor, S. (1995). Cross-cultural cognition: Developing tests for developing countries. *Applied Cognitive*

Psychology, *9* (Special), 173–195. https://doi.org/10.1002/acp.2350090711

Bae-Dimitriadis, M., Wozolek, B., Wootton, L., & Demlow, A. (2017). The school-to-coffin pipeline: Queer youth, suicide, and living in the in-between. *Cultural Studies/Critical Methodologies*, *17*(5), 392-398. https://doi.org/10.1177/1532708616673659

Baker-Henningham, H. (2011). Transporting evidence-based interventions across cultures: using focus groups with teachers and parents of pre-school children to inform the implementation of the Incredible Years teacher training programme in Jamaica. *Child: Care, Health & Development*, *37*(5), 649–661. https://doi.org/10.1111/j.1365-2214.2011.01208.x

Baker, J. A., Clark, T. P., Crowl, A., & Carlson, J. S. (2009). The influence of authoritative teaching on children's school adjustment: Are children with behavioural problems differentially affected? *School Psychology International*, *30*(4), 374–382. http://doi.org/10.1177/0143034309106945

Bakx, A., Bakker, A., Koopman, M., & Beijaard, D. (2016). Boundary crossing by science teacher researchers in a PhD program. *Teaching and Teacher Education*, *60*, 76–87. https://doi.org/10.1016/j.tate.2016.08.003

Baran, M. (2010). Teachers' and students' perception of looping during the middle school years. *International Journal of Learning*, *17*(8), 1. https://doi.org/10.18848/1447-9494/CGP/v17i08/47182

Barker, B., & Mills, C. (2018). The Psy-disciplines go to school: Psychiatric, psychological and psychotherapeutic approaches to inclusion in one UK primary

school. *International Journal of Inclusive Education*, *22*(6), 638–654. http://doi.org/10.1080/13603116.2017.1395087

Barras, D., Bitu, B., Geofroy, S., Lochan, S., McLeod, L., & Ali, S. (2016). Social sciences teachers' perceptions of transformatory learnings and the transfer of transformatory learnings from an initial in-service professional development programme at the University of the West Indies Trinidad and Tobago, 2013-2014. *Caribbean Curriculum*, *24*, 75–99. https://uwispace.sta.uwi.edu/dspace/handle/2139/48786

Bear, G. G., Kortering, L. J., & Braziel, P. (2006). School completers and noncompleters with learning disabilities: similarities in academic achievement and perceptions of self and teachers. *Remedial and Special Education*, (5), 293. https://doi.org/10.1177%2F07419325060270050401

Begeny, J. C., & Buchanan, H. (2010). Teachers' judgments of students' early literacy skills measured by the Early literacy skills assessment: comparisons of teachers with and without assessment administration experience. *Psychology in the Schools*, *47*(8), 859–868. https://doi.org/10.1002/pits.20509

Beggan, D. M. (2019). Texas hold 'em: An exploration of the divergent perspectives of Texas's campus carry law. *Community College Journal of Research and Practice*, *43*(1), 26–41. https://doi.org/10.1080/10668926.2017.1392906

Bell, P. B., Summerville, M. A., Nastasi, B. K., Patterson, J., & Earnshaw, E. (2015). Promoting psychological well-being in an urban school using the Participatory Culture-Specific Intervention Model. *Journal of Educational & Psychological*

Consultation, 25(2/3), 72-89. https://doi.org/10.1080/10474412.2014.929955

Beltman, S., Mansfield, C. F., & Harris, A. (2016). Quietly sharing the load? The role of school psychologists in enabling teacher resilience. *School Psychology International*, *37*(2), 172–188. http://doi.org/10.1177/0143034315615939

Bevir, M., & Kedar, A. (2008). Concept Formation in Political Science: An Anti-Naturalist Critique of Qualitative Methodology. *Perspectives on Politics*, *6*(3), 503-517. http://www.jstor.org/stable/20446758

Biddanda, H., Shriberg, D., Ruecker, D., Conway, D., & Montesinos, G. (2018). Navigating the waters of social justice: Strategies from veteran school psychologists. *Contemporary School Psychology, Preprints*, 1-9. https://doi.org/10.1007/s40688-018-0187-9

Bittman,R., Eck, Hannah., & Ramos, A. (2017). Reducing adolescent suicide in Grenada: A qualitative analysis of the risk factors, protective factors and solutions moving forward. Ministry of Education and Human Resource Development, Grenada

Blackman, S. (2010). 'Who I work with is important': Dyslexic students' narratives about the benefits of grouping for instruction in Caribbean classrooms. *Support for Learning*, *25*(1), 4. http://doi.org/10.1111/j.1467-9604.2009.01432.x

Blankemeyer, M., Flannery, D. J., & Vazsonyi, A. T. (2002). The role of aggression and social competence in children's perceptions of the child-teacher relationship. *Psychology in the Schools*, *39*(3), 293–304. https://doi.org/10.1002/pits.10008

Blotnicky-Gallant, P., Martin, C., McGonnell, M., & Corkum, P. (2015). Nova Scotia

Teachers' ADHD Knowledge, Beliefs, and Classroom Management Practices. *Canadian Journal of School Psychology*, *30*(1), 3–21. http://doi.org/10.1177/0829573514542225

Blum, R. W., Halcón L., Beuhring T., Pate E., Campell-Forrester, S., & Venema, A. (2003).Adolescent health in the Caribbean: Risk and protective Factors. *American Journal of Public Health*, (3), 456-460. https://doi.org/10.2105/AJPH.93.3.456

Boggs, M. M., & Durgampudi, P. (2017). The impact of exposure to alcohol advertisements on adolescents: A literature review. *International Public Health Journal*, 9(1),13-22. https://www.semanticscholar.org/paper/The-Impact-of-Exposure-to-Alcohol-Advertisements-on-Boggs-Durgampudi/df3645ffb1889099543d2a49db055dd64b5e4313

Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2018). Voices from urban classrooms: Teachers' perceptions on instructing diverse students and using culturally responsive teaching. *Education and Urban Society*, *50*(8), 697–726. http://doi.org/10.1177/0013124517713820

Borja, A.P., Nastasi, B.K., & Sarkar, S. (2017): Children's voices about the functions of their social supports: Multicountry perspectives. *International Journal of School & Educational Psychology* https://doi.org/10.1080/21683603.2016.1276813

Boxer, P., Musher-Eizenman, D., Dubow, E. F., Danner, S., & Heretick, D. M. L. (2006). Assessing teachers' perceptions for school-based aggression prevention programs: Applying a cognitive-ecological framework. *Psychology in the Schools*, *43*(3), 331–344. https://doi.org/10.1002/pits.20144

Boyle, C., Topping, K., Jindal-Snape, D., & Norwich, B. (2012). The importance of peer-support for teaching staff when including children with special educational needs. *School Psychology International*, *33*(2), 167–184. http://doi.org/10.1177/0143034311415783

Bradley-Klug, K., & Sundman, A. N. (2010). Late effects of childhood cancer: Implications for school psychologists. *School Psychology Forum*, *4*(3), 13–24. https://www.nasponline.org/publications/periodicals/spf/volume-4/volume-4-issue-3-(fall-2010)/late-effects-of-childhood-cancer-implications-for-school-psychologists

Bramlett, R., Cates, G. L., Savina, E., & Lauinger, B. (2010). Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995-2005. *Psychology in the Schools*, *47*(2), 114–125. https://doi.org/10.1002/pits.20457

Breshears, E. (2014). Is it time for a U.S. policy to ban corporal punishment of schoolchildren? *International Journal of Educational Reform*, *23*(1), 2–24. https://doi.org/10.1177/105678791402300101

Brewer, E. A., & Harlin, R. P. (2008). Bullying: a human rights and social studies issue. *Childhood Education*, (6), 383. https://doi.org/10.1080/00094056.2008.10523047

Brookmeyer, K. A., Fanti, K. A., & Henrich, C. C. (2006). Schools, parents, and youth Violence: A multilevel, ecological analysis. *Journal of Clinical Child & Adolescent Psychology*, *35*(4), 504–514.

https://doi.org/10.1207/s15374424jccp3504_2

Brown, J. A., Jimerson, S. R., & Comerchero, V. A. (2015). Cognitive development considerations to support bereaved students: Practical applications for school psychologists. *Contemporary School Psychology*, *19*(3), 103–111. http://doi.org/10.1007/s40688-014-0018-6

Brown, J. A., Jimerson, S., Oakland, T. D., & Shahroozi, R. (2012). International Perspectives: School Psychology Training and Practices Around the Globe. *International Perspectives: School Psychology Training and Practices Around the Globe*, 1-3. https://doi.org/10.1037/e645942012-001

Brown, J., & Johnson, S. (2008). Childrearing and child participation in Jamaican families. *International Journal of Early Years Education*, *16*(1), 31–40. https://doi.org/10.1080/09669760801892110

Brown, L. I., De Four-Babb, J., Bristol, L., & Conrad, D. A. (2013). National tests and diagnostic feedback: What say teachers in Trinidad and Tobago? *Journal of Educational Research*, *107*(3), 241–251. https://doi.org/10.1080/00220671.2013.788993

Bruns, B., & Luque, J. (2015). Great Teachers: How to Raise Student Learning in Latin America and the Caribbean. The World Bank. https://openknowledge.worldbank.org/handle/10986/20488.

Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, *20*(1), 63–83. http://doi.org/10.1007/s40688-015-0070-x

Bryman, A. (2004). Qualitative research on leadership: A critical but appreciative review. *The Leadership Quarterly*, 15(6), 729-769. https://doi.org/10.1016/j.leaqua.2004.09.007

Buchanan, R., Gueldner, B. A., Tran, O. K., & Merrell, K. W. (2009). Social and emotional learning in classrooms: A survey of teachers' knowledge, perceptions, and practices. *Journal of Applied School Psychology*, *25*(2), 187–203. https://doi.org/10.1080/15377900802487078

Burns, M. K. (2015). Environmental context of learning: Introduction to the special topic. *School Psychology Review*, *44*(2), 147–149. https://doi.org/10.17105/spr-15-0046.1

Burns, M. K., & Ysseldyke, J. E. (2009). Reported prevalence of evidence-based instructional practices in special education. *Journal of Special Education*, (1), 3. http://doi.org/10.1177/0022466908315563

Burrow-Sanchez, J., Call, M. E., Adolphson, S. L., & Hawken, L. S. (2009). School psychologists' perceived competence and training needs for student substance abuse. *Journal of School Health*, (6), 269. https://doi.org/10.1111/j.1746-1561.2009.00409.x

Bursuck, B., & Blanks, B. (2010). Evidence-based early reading practices within a response to intervention system. *Psychology in the Schools*, *47*(5), 421–431. https://doi.org/10.1002/pits.20480

Cappella, E., Jackson, D. R., Bilal, C., Hamre, B. K., & Soule, C. (2011). Bridging Mental Health and Education in Urban Elementary Schools: Participatory

Research to Inform Intervention Development. *School Psychology Review*, *40*(4), 486–508. https://doi.org/10.1080/02796015.2011.12087526

Cappella, E., Reinke, W. M., & Hoagwood, K. E. (2011). Advancing intervention research in school psychology: finding the balance between process and outcome for social and behavioral interventions. *School Psychology Review*, (4), 455. https://doi.org/10.1080/02796015.2011.12087524

Caribbean Community (CARICOM). (2019). Our community. https://www.caricom.org/

CARICOM Today. (2019). https://today.caricom.org/

Caribbean Development Bank. (2014). Staff report country strategy paper Grenada (2014-2018). https://www.caribank.org/publications-and-resources/resource-library/country-strategies/country-strategy-paper-grenada-2014-2018

Carr, W., Wei, Y., Kutcher, S., & Heffernan, A. (2018). Preparing for the classroom: Mental health knowledge improvement, Stigma reduction and enhanced help-seeking efficacy in Canadian preservice teachers. *Canadian Journal of School Psychology*, *33*(4), 314–326. https://doi.org/10.1177/0829573516688596

Carroll, C., & Hurry, J. (2018). Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature. *Emotional & Behavioural Difficulties*, *23*(3), 310. https://doi.org/10.1080/13632752.2018.1452590

Carroll, E. E., Skinner, C. H., McCleary, D. F., Von Mizener, B. H., & Bliss, S. L. (2009). Analysis of author affiliation across four school psychology journals from 2000 to 2008: where is the practitioner research? *Psychology in the*

Schools, *46*(7), 627–635. https://doi.org/10.1002/pits.20403

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A.J. (2014) The use of triangulation in qualitative research. Oncology Nursing Forum. Sep 01, 2014 41(5):545-547. https://doi.org/10.1188/14.ONF.545-547

Castro-Villarreal, F., & Rodriguez, B. J. (2017). Using consultee-centered consultation with teachers in a contemporary school setting to inform culturally responsive practice. *Contemporary School Psychology*, *21*(3), 240–254. https://doi.org/10.1007/s40688-017-0135-0

Castro-Villarreal, F., Villarreal, V., & Sullivan, J. R. (2016). Special education policy and response to intervention: Identifying promises and pitfalls to advance social justice for diverse students. *Contemporary School Psychology*, *20*(1), 10–20. https://doi.org/10.1007/s40688-015-0077-3

Cautilli , J., Tillman, C., Axelrod, S., Dziewolska, H., & Hineline, P. (2006). Resistance is not futile: An experimental analogue of the effects of consultee "resistance" on the consultant's therapeutic behavior in the consultation process: A replication and extension. *International Journal of Behavioral & Consultation Therapy*, (3), 362. https://doi.org/10.1037/h0100790

Cham, H., Hughes, J. N., West, S. G., & Im, M. H. (2015). Effect of retention in elementary grades on grade 9 motivation for educational attainment. *Journal of School Psychology*, *53*(1), 7–24. https://doi.org/10.1016/j.jsp.2014.10.001

Chesney, A. R., & Champion, P. R. (2008). Understanding the dynamics between preterm infants and their families. *Support for Learning*, *23*(3), 144–151.

https://doi.org/10.1111/j.1467-9604.2008.00385.x

Cleary, T. J. (2011). Professional development needs and practices among educators and school psychologists. *New Directions for Teaching & Learning*, *2011*(126), 77–87. https://doi.org/10.1002/tl.446

Cleary, T. J., Gubi, A., & Prescott, M. V. (2010). Motivation and self-regulation assessments: professional practices and needs of school psychologists. *Psychology in the Schools*, *47*(10), 985–1002. https://doi.org/10.1002/pits.20519

Cleary, T. J., Platten, P., & Nelson, A. (2008). Effectiveness of the self-regulation empowerment program with urban high school students. *Journal of Advanced Academics*, (1), 70. https://doi.org/10.4219/jaa-2008-866

Cohall, A. T., Cohall, R., Dye, B., Dini, S., Vaughan, R. D., & Coots, S. (2007). Overheard in the halls: What adolescents are saying, and what teachers are hearing, about health issues. *Journal of School Health*, *77*(7), 344–350. https://doi.org/10.1111/j.1746-1561.2007.00218.x

Cohn, A., & Cowan, K. C. (2011). School psychology awareness: Making connections. *Communique*, *40*(1), 1. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Conoley, C. W., Conoley, J. C., & Reese, R. J. (2009). Changing a field of change. *Journal of Educational & Psychological Consultation*, *19*(3), 236–247. https://doi.org//10.1080/10474410903106836

Conolly-Wilson, C. (2009). Evaluating psychological trauma in the aftermath of a suicide

cluster. *Communique (0164775X)*, *38*(3), 12. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Cook, C. R., Jimerson, S. R., & Begeny, J. C. (2010). A model for predicting the presence of school psychology: An international examination of sociocultural, sociopolitical, and socioeconomic influences. *School Psychology International*, 31(4), 438-461. https://doi.org/10.1177/0143034310377580

Conroy, M. (2018). Inclusive education in developing countries. *Inclusive Education in Developing Countries -- Research Starters Education*, 1.

Cowan, K. C., & Cohn, A. (2010). School psychology awareness: Helping every student shine. *Communique, 39*(2). https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Crepeau-Hobson, F., Nickerson, A., & Cook, E. (2016). Grade retention and social promotion. *Communique (0164775X)*, *44*(7), 14–16. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Creswell, J. W. (2007). Qualitative inquiry and research design. Choosing among five traditions (2nd ed.). Sage.

Cuenca-García, E., Sánchez, A., & Navarro-Pabsdorf, M. (2019). Assessing the performance of the least developed countries in terms of the Millennium Development Goals. *Evaluation and Program Planning*, 72, 54–66. https://doi.org/10.1016/j.evalprogplan.2018.09.009

Daane, C. J., Beirne-Smith, M., & Latham, D. (2000). Administrators' and teachers' perceptions of the collaborative efforts of inclusion in the elementary grades. *Education*, *121*(2), 331–339. https://scinapse.io/papers/83867298

Danckaerts, M., Sonuga-Barke, E. J. S., Banaschewski, T., Buitelaar, J., Döpfner, M., Hollis, C., Santosh, P., Rothenberger, A., Sergeant, J., Steinhausen, H., Taylor, E., Zuddas, A., & Coghill., D. (2010). The quality of life of children with attention deficit/hyperactivity disorder: a systematic review. *European Child & Adolescent Psychiatry*, (2), 83-105. https://doi.org/10.1007/s00787-009-0046-3

Dawson, L., & Kass, N. E. (2005). Views of US researchers about informed consent in international collaborative research. *Social Science & Medicine (1982)*, *61*(6), 1211–1222. https://doi.org/10.1016/j.socscimed.2005.02.004

Debowska, A., Boduszek, D., Sherretts, N., Willmott, D., & Jones, A. D. (2018). Profiles and behavioural consequences of child abuse among adolescent girls and boys from Barbados and Grenada. *Child Abuse & Neglect.* https://doi.org/10.1016/j.chiabu.2018.02.018

Decker, S. L. (2008). School neuropsychology consultation in neurodevelopmental disorders. *Psychology in the Schools*, *45*(9), 799–811. https://doi.org/10.1002/pits.20327

Desrochers, J. E., Cowan, K. C., & Christner, R. W. (2009). These tough economic times. *Principal Leadership: Middle Level Edition*, *9*(8), 10–14. https://eric.ed.gov/?id=EJ836310

Dikamos, I. C. (2006). The attitudes of Greek teachers and trainee teachers towards the

development of school psychological and counselling services. *School Psychology International,* 27(4), 415-425. https://doi.org/10.1177/0143034306070427

Ding, Z. H., Li, H. C., Quan, L., & Wang, H.-Q. (2018). Reluctant to speak? The impact of supervisor narcissism on employee prohibitive voice. *Social Behavior and Personality: An International Journal*, (10), 1713. https://doi.org/10.2224/sbp.7233

Dobbs, J., & Arnold, D. H. (2009). Relationship between preschool teachers' reports of children's behavior and their behavior toward those children. *School Psychology Quarterly, 24*(2), 95–105. https://doi.org/10.1037/a0016157

Doll, B., Nastasi, B. K., Cornell, L., & Song, S. Y. (2017). School-based mental health services: Definitions and models of effective practice. *Journal of Applied School Psychology*, *33*(3), 179–194. https://doi.org/10.1080/15377903.2017.1317143

Dragoset, L., Thomas, J., Herrmann, M., Deke, J., James-Burdumy, S., Graczewski, C., … Griffin, J. American Institutes for Research (AIR). (2017). School improvement grants: Implementation and effectiveness. NCEE 2017-4013. *National Center for Education Evaluation and Regional Assistance*. https://ies.ed.gov/ncee/pubs/20174013/pdf/20174013.pdf

Dragowski, E. A., McCabe, P. C., & Rubinson, F. (2016). Educators' reports on incidence of harassment and advocacy toward LGBTQ students. *Psychology in the Schools*, *53*(2), 127–142. https://doi.org/10.1002/pits.21895

Drugli, M. B., Clifford, G., & Larsson, B. (2008). Teachers' experience and management

of young children treated because of home conduct problems: A qualitative study. *Scandinavian Journal of Educational Research*, *52*(3), 279–291. https://doi.org/10.1080/00313830802025082

Dubois, C., & Losoff, R. (2015). Safe school environments for transgender students. (cover story). *Communique 44*(1), 1–21. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Ducy, E. M., & Stough, L. M. (2018). Teacher perspectives on grief among children with intellectual disabilities. *Journal of Loss and Trauma*, *23*(2), 159–175. https://doi.org/10.1080/15325024.2018.1434859

Duggan, D. D., Medway, F. J., & Bunke, V. L. (2004). Training educators to address the needs and issues of students with chronic illnesses: Examining their knowledge, confidence levels, and perceptions. *Canadian Journal of School Psychology*, *19*(1), 149–165. https://doi.org/10.1177/082957350401900108

DuPaul, G. J., & Jimerson, S. R. (2014). Assessing, understanding, and supporting students with ADHD at school: Contemporary science, practice, and policy. *School Psychology Quarterly*, *29*(4), 379–384. https://doi.org/10.1037/spq0000104

DuPaul, G. J., Reid, R., Anastopoulos, A. D., & Power, T. J. (2014). Assessing ADHD symptomatic behaviors and functional impairment in school settings: Impact of student and teacher characteristics. *School Psychology Quarterly*, *29*(4), 409–421. http://doi.org/10.1037/spq0000095

DuPaul, G. J., Weyandt, L. L., & Janusis, G. M. (2011). ADHD in the classroom:

Effective intervention strategies. *Theory Into Practice*, *50*(1), 35–42. https://doi.org/10.1080/00405841.2011.534935

Durbrow, E. H., Schaefer, B. A., & Jimerson, S. R. (2002). Diverging academic paths in rural Caribbean village children: Predicting secondary school entrance from the St Vincent Child Study. *School Psychology International*, *23*(2), 155. https://doi.org/10.1177/0143034302023002913

Durbrow, E. H., Schaefer, B. A., & Jimerson, S. R. (2001). Learning-related behaviours versus cognitive ability in the academic performance of Vincentian children. *British Journal of Educational Psychology*, *71*(3), https://doi.org/10.1348/000709901158622

Durbrow, E., Schaefer, B. A., & Jimerson, S. R. (2000). Learning behaviours, Attention and anxiety in Caribbean children: Beyond the "usual suspects" in explaining academic performance. *School Psychology International*, *21*(3), 242. https://doi.org/10.1177/0143034300213002

Dwyer, K. (2008). 2,000 High schools neglect minorities. *Communique 37*(2), 11. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Ecological systems theory. (2020). Salem Press Encyclopedia of Science.

Edzards, Eric. (1996) School psychological services: Preservice teachers' level of knowledge and perceptions. https://files.eric.ed.gov/fulltext/ED396213.pdf

Engel, N., Parker, K., & Caci, K. (2000). How psychologists can reduce testing through solution-focused teacher in-services. 10

https://files.eric.ed.gov/fulltext/ED446304.pdf

Erchul, W. P., Raven, B. H., & Wilson, K. E. (2004). The relationship between gender of consultant and social power perceptions within school consultation. *School Psychology Review*, (4), 582. https://doi.org/10.1080/02796015.2004.12086269

Espelage, D. L., Low, S. K., & Jimerson, S. R. (2014). Understanding school climate, aggression, peer victimization, and bully perpetration: Contemporary science, practice, and policy. *School Psychology Quarterly*, *29*(3), 233–237. https://doi.org/10.1037/spq0000090

Estacio, E. V. (n.d.). Playing with fire and getting burned': The case of the naive action researcher. *Journal of Community & Applied Social Psychology*, *22*(5), 439–451. https://doi.org/10.1002/casp.2106

Evans, S., Brady, C., Harrison, J., Bunford, N., Kern, L., State, T., & Andrews, C. (2013). Measuring ADHD and ODD symptoms and impairment using high school teachers' ratings. *Journal of Clinical Child & Adolescent Psychology*, *42*(2), 197–207. https://doi.org/10.1080/15374416.2012.738456

Fabiano, G. A., Pelham, W. E., Jr., Gnagy, E. M., Burrows-MacLean, L., Coles, E. K., Chacko, A., Robb, J. A. (2007). The single and combined effects of multiple intensities of behavior modification and methylphenidate for children with attention deficit hyperactivity disorder in a classroom setting. *School Psychology Review*, (2), 195. https://doi.org/10.1080/02796015.2007.12087940

Fanelli, R., & Bonarrigo, C. (2011). Communication of leadership role for school psychologists in RTI procedures through collaboration with curriculum

specialists. *Communique (0164775X)*, *40*(2), 14–15. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Farrell, P. (2010). School Psychology: Learning lessons from history and moving forward. *School Psychology International*, *31*(6), 581–598. https://doi.org/10.1177/0143034310386533

Farrell, P., Jimerson, S. R., Kalambouka, A., & Benoit, J. (2005). Teachers' perceptions of school psychologists in different countries. *School Psychology International*, 26(5), 525-544. https://doi.org/10.1177/0143034305060787

Fayambo, G. (2010). Psychological resilience: Predictor of school-related variables among Caribbean adolescents. *American Psychological Association*, 2. https://doi.org/10.5539/ijps.v2n2p105

Feeney-Kettler, K. A., Kratochwill, T. R., Kaiser, A. P., Hemmeter, M. L., & Kettler, R. J. (2010). Screening young children's risk for mental health problems: A review of four measures. *Assessment for Effective Intervention*, *35*(4), 218–230. https://doi.org/10.1177/1534508410380557

Fernandez, I. T. (2015). A social justice perspective on children's mental health: A borderlands view. *Communique 43*(6), 1–26. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Finello, K. M. (2011). Collaboration in the assessment and diagnosis of preschoolers: Challenges and opportunities. *Psychology in the Schools*, *48*(5), 442.

https://doi.org/10.1002/pits.20566

Fiorello, C. A., Thurman, K., Zavertnik, J., Sher, R., & Coleman, S. (2009). A comparison of teachers' and school psychologists perceptions of the importance of CHC abilities in the classroom. *Psychology in the Schools*, *46*(6), 489–500. https://doi.org/10.1002/pits.20392

Fischer, A. J., Dart, E. H., Leblanc, H., Hartman, K. L., Steeves, R. O., & Gresham, F. M. (2016). An investigation of the acceptability of videoconferencing within a school-based behavioral consultation framework. *Psychology in the Schools*, *53*(3), 240–252. https://doi.org/10.1002/pits.21900

Flanagan, R. (2011). Parent feedback conferences: an opportunity to intervene? *Psychology in the Schools*, *48*(3), 307–315. https://doi.org/10.1002/pits.20555

Fleischmann, A. (2015). Teachers' perspectives on hitting back in school: Between inexcusable violence and self-defense. *Journal of School Violence*, 14, 363-381. https://doi.org/10.1080/15388220.2014.924417

Flores, M. A., & Ferreira, F. I. (2016). Education and child poverty in times of austerity in Portugal: Implications for teachers and teacher education. *Journal of Education for Teaching: International Research and Pedagogy*, *42*(4), 404–416. https://doi.org/10.1080/02607476.2016.1215549

Forlin, C., Cedillo, I. G., Romero-Contreras, S., Fletcher, T., & Hernandez, H. J. R. (2010). Inclusion in Mexico: Ensuring supportive attitudes by newly graduated teachers. *International Journal of Inclusive Education*, *14*(7), 723–739.

https://doi.org/10.1080/13603111003778569

Fortune, K. (2013). The impact of policy and legislation on Maori children with special needs in Aotearoa/New Zealand. *Support for Learning*, *28*(1), 41–46. https://doi.org/10.1111/1467-9604.12014

Fossey, E., Harvey, C., McDermott, L., & Davidson, L. Understanding and evaluating qualitative research. *Australian And New Zealand Journal of Psychiatry*, 36(6), 717-732.

Frisby, C. L., Se-Kang K., & Wolfmeyer, M. A. (2005). Identifying core profiles in attitudes toward school violence. *Journal of School Violence*, *4*(4), 5–29. https://doi.org/10.1300/J202v04n04_02

Frost, M., Rogers, M. R., O'Bryon, E. C., & Perry, K. H. (2010). Delivering and receiving bad news: What school psychologists need to know. *Journal of Applied School Psychology*, *26*(3), 198–211. https://doi.org/10.1080/15377903.2010.495913

Galler, J. R., Bryce, C. P., Waber, D., Hock, R. S., Exner, N., Eaglesfield, D., Fitzmaurice, G., Harrison, R. (2010). Early childhood malnutrition predicts depressive symptoms at ages 11–17. *Journal of Child Psychology and Psychiatry*, (7), 789-798. https://doi.org/10.1111/j.1469-7610.2010.02208.x

Garbacz, S. A., Woods, K. E., Swanger-Gagne, M. S., Taylor, A. M., Black, K. A., & Sheridan, S. M. (2008). The effectiveness of a partnership-centered approach in conjoint behavioral consultation. *School Psychology Quarterly*, *23*(3), 313–326. https://doi.org/10.1037/1045-3830.23.3.313

Gavish, B., & Shimoni, S. (2011). Elementary school teachers' beliefs and perceptions about the inclusion of children with special needs in their classrooms. *Journal of International Special Needs Education*, *14*(2), 1–12. Retrieved from https://eric.ed.gov/?id=EJ978676

Ghersi**,** D**.,** Campbell, E. G., Pentz, R., & Cox Macpherson, C. (2004).The future of institutional review boards. *Lancet Oncology*. *5*(5), 325-330. https://doi.org/10.1016/S1470-2045(04)01473-1.

Gilbertson, D., & Ferre, S. (2008). Considerations in the identification, assessment, and intervention process for deaf and hard of hearing students with reading difficulties. *Psychology in the Schools*, *45*(2), 104–120. https://doi.org/10.1002/pits.20286

Gillespie, J. F. (1997). Institutional Review Boards and University Student Research: Learning Opportunities.

Gilman, R., & Gabriel, S. (2004). Perceptions of school psychological services by education professionals: results from a multi-state survey pilot study. *School Psychology Review*, 33(2), 271- 286. https://doi.org/10.1080/02796015.2004.12086248

Gilman, R., & Medway, F. J. (2007). Teachers' perceptions of school psychology: A comparison of regular and special education teacher ratings. *School Psychology International*, 22(2), 145-161. https://doi.org/10.1037/1045-3830.22.2.145

Glass, R., & Rose, M. (2009). Unsung Heroes. *American Teacher*, *94*(3), 12.

Goldstein, S., & Brooks, R. (2009). Does it matter how we raise our

children? *Communique, 38*(1), 19. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Gonzalez, J. E., Nelson, J. R., Gutkin, T. B., & Shwery, C. S. (2004). Teacher resistance to school-based consultation with school psychologists: A survey of teacher perception. *Journal of Emotional & Behavioral Disorders,* 12(1), 30-37. https://doi.org/10.1177/10634266040120010401

Gopaul-McNicol, S.-A. (1999). Ethnocultural perspectives on childrearing practices in the Caribbean. *International Social Work*, (1), 79. https://doi.org/10.1177/002087289904200108

Government of Grenada. (2011). Grenada population and housing census 2011. https://www.finance.gd/index.php/central-statistics-office

Government of Grenada. (2013). Grenada's literacy rate. https://data.worldbank.org/indicator/SE.ADT.1524.LT.ZS?locations=GD

Government of Grenada. (2013). Laws of Grenada. https://laws.gov.gd

Graczyk, P. A., Atkins, M. S., & Jackson, M. M. (2005). Urban educators' perceptions of interventions for students with attention deficit hyperactivity disorder: A preliminary investigation. *Behavioral Disorders, 30*(2), 95–104. https://doi.org/10.1177/019874290503000203

Gray, D. (n. d.). An experiment in a changing role of the school psychologist. *The School Psychologist*, 15(2), 5–6. https://doi.org/10.1037/e502852010-003

Graybill, E C., Proctor, S. L. (2016). Lesbian, gay, bisexual, and transgender youth: Limited representation in school support personnel journals. *Journal of School*

Psychology, *54*, 9-16. https://doi.org/10.1016/j.jsp.2015.11.001

Gregory, A., & Ripski, M. B. (2008). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review*, *37*(3), 337–353. https://doi.org/10.1080/02796015.2008.12087881

Griggs, M. S., Gagnon, S. G., Huelsman, T. J., Kidder-Ashley, P., & Ballard, M. (2009). Student-teacher relationships matter: moderating influences between temperament and preschool social competence. *Psychology in the Schools*, *46*(6), 553–567. https://doi.org/10.1002/pits.20397

Gubi, A. A., Bocanegra, J. O., Espinal, J. M., Dejud, C., & Fan, C.-H. (2018). A pilot study and review of the school psychology cultural competency training scale. *Contemporary School Psychology*, *22*(3), 369–383. https://doi.org/10.1007/s40688-017-0139-9

Guest, G., Namey, E., Taylor, J., Eley, N., & McKenna, K. (2017). Comparing focus groups and individual interviews: Findings from a randomized study. *International Journal of Social Research Methodology*, *20*(6), 693–708. https://doi.org/10.1080/13645579.2017.1281601

Gureasko-Moore, D. P., DuPaul, G. J., & Power, T. J. (2005). Stimulant treatment for attention-deficit/hyperactivity disorder: Medication monitoring practices of school psychologists. *School Psychology Review*, *34*(2), 232–245. https://doi.org/10.1080/02796015.2005.12086285

Guttman, M., Mowder, B. A., & Yasik, A. E. (2006). The ACT against violence training program: A preliminary investigation of knowledge gained by early childhood

professionals. *Professional Psychology: Research and Practice*, (6), 717. https://doi.org/10.1037/0735-7028.37.6.717

Hackett, L., Theodosiou, L., Bond, C., Blackburn, C., Spicer, F., & Lever, R. (2010). Mental health needs in schools for emotional, behavioural and social difficulties. *British Journal of Special Education*, 37(3), 148–155. https://doi.org/10.1111/j.1467-8578.2010.00451.x

Hammonds, D., & Rust, J. O. (1984). Perceptions of school psychological services provided by a community mental health center. *Education, 104*, 430–434. https://psycnet.apa.org/record/1985-26490-001

Harris, M. S. (2009). School reintegration for children and adolescents with cancer: The role of school psychologists. *Psychology in the Schools*, *46*(7), 579–592. https://doi.org/10.1002/pits.20399

Heck, N. C., Flentje, A., & Cochran, B. N. (2011). Offsetting Risks: High school gay-straight alliances and lesbian, gay, bisexual, and transgender (LGBT) Youth. *School Psychology Quarterly*, *26*(2), 161–174. https://doi.org/10.1037/a0023226

Herbstrith, J. C., Tobin, R. M., Hesson-McInnis, M. S., & Joel Schneider, W. (2013). Preservice teacher attitudes toward gay and lesbian parents. *School Psychology Quarterly*, *28*(3), 183–194. https://doi.org/10.1037/spq0000022

Hernandez, R., Rime, W., & Jimerson, S. (2013). The school psychologist's primer on early onset schizophrenia: A review of research regarding epidemiology, Etiology, assessment, and treatment. *Contemporary School Psychology*

(California Association of School Psychologists), *17*(1), 51. https://link.springer.com/article/10.1007/BF03340988

Herrmann, D. S., Thurber, J. R., Miles, K., Gilbert, G. (2011). Childhood leukemia Survivors and their return to school: A literature review, case study, and recommendations. *Journal of Applied School Psychology, Vol 27*(3), Jul, 2011 pp. 252-275. https://doi.org/10.1080/15377903.2011.590777

Hickling-Hudson, A. (2011). Teaching to disrupt preconceptions: Education for social justice in the imperial aftermath. *Compare: A Journal of Comparative and International Education*, *41*(4), 453–465. https://doi.org/10.1080/03057925.2011.581513

Hinchliffe, K. J., & Campbell, M. A. (2016). Tipping points: Teachers' reported reasons for referring primary school children for excessive anxiety. *Journal of Psychologists & Counsellors in Schools*, *26*(1), 84. https://doi.org/10.1017/jgc.2015.24

Hollenbeck Feiker, A., & Patrikakou, E. (2014). Response to intervention in Illinois: An exploration of school professionals' attitudes and beliefs. *Mid-Western Educational Researcher*, *26*(2), 58–82. https://www.mwera.org/MWER/volumes/v26/issue2/v26n2-Hollenbeck-Patrikakou-FEATURE-ARTICLES.pdf

Horan, M., & Merrigan, C. (2019). Teachers' perceptions of the effect of professional development on their efficacy to teach pupils with ASD in special classes. *Reach*, *32*(1), 34–49.

https://library.parker.edu/eds/detail?db=edo&an=133699053&isbn=07908695

Hosford, S., & O'Sullivan, S.(2016) A climate for self-efficacy: the relationship between school climate and teacher efficacy for inclusion, *International Journal of Inclusive Education*, 20:6, 604-621. https://doi.org/10.1080/13603116.2015.1102339

Huddleston, L., Varjas, K., Meyers, J., & Cadenhead, C. (2011). A case study with an identified bully: Policy and practice implications. *Western Journal of Emergency Medicine*, (3), 316. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3117608/

Hudley, C. A. (1993). Comparing teacher and peer perceptions of aggression: An ecological approach. *Journal of Educational Psychology*, (2), 377. https://doi.org/10.1037/0022-0663.85.2.377

Hunt, E., & Davignon, P. (2016). The Invisible Thread: The Influence of Liberal Faculty on Student Political Views at Evangelical Colleges *Journal of College and Character*, *17* (3) 175-189. https://doi.org/10.1080/2194587X.2016.1195750

Hussein, A. (2015). The use of triangulation in social sciences research : Can qualitative and quantitative methods be combined? *Journal of Comparative Social Work*, (1). https://doi.org/10.31265/jcsw.v4i1.48

Huston, S. A., & Hobson, E. H. (2008). Using focus groups to inform pharmacy research. *Research in Social and Administrative Pharmacy*, *4*(3), 186–205. https://doi.org/10.1016/j.sapharm.2007.09.001

Im, M. H., Hughes, J. N., Kwok, O., Puckett, S., & Cerda, C. A. (2013). Effect of retention in elementary grades on transition to middle school. *Journal of School*

Psychology, *51*(3), 349–365. https://doi.org/10.1016/j.jsp.2013.01.004

Irving, R. R., Mills, J. L., Choo-Kang, E. G., Mclaughlin, W., Wright-Pascoe, R., Morrison, E. Y., & Brown, P. (2008). Diabetes and psychological co-morbidity in children with a family history of early-onset type 2 diabetes. *International Journal of Psychology*, *43*(6), 937–942. https://doi.org/10.1080/00207590802547308

Ivanova, M., Achenbach, T., Dumenci, L., Rescorla, L., Almqvist, F., Weintraub, S., Bilenberg, N., Bird, H., Chen, W., Dobrean, A., Döpfner, M., Erol, N., Fombonne, E., Fonseca, A., Frigerio, A., Grietens, H., Hannesdóttir, H., Kanbayashi, Y., Lambert, M., & Larsson, B. (2007). Testing the 8-syndrome structure of the Child Behavior Checklist in 30 societies. *Journal of Clinical Child & Adolescent Psychology*, *36*(3), 405–417. https://doi.org/10.1080/15374410701444363

Jerome, A. (2011). Comforting children and families who grieve: Incorporating spiritual support. *School Psychology International*, *32*(2), 194–209. https://doi.org/10.1177/0143034311400829

Jimerson, S. R., Durbrow, E. H., & Wagstaff, D. A. (2009). Academic and behaviour associates of peer status for children in a Caribbean community findings from the St Vincent child study. *School Psychology International*, *30*(2), 184–200. https://doi.org/10.1177/0143034309104152

Jimerson, S. R., Durbrow, E. H., Adam, E., Gunnar, M., & Bozoky, I. K. (2006). Associations among Academic Achievement, Attention, and Adrenocortical

Reactivity in Caribbean Village Children. *Canadian Journal of School Psychology*, *21*(1), 120–138. https://doi.org/10.1177/0829573506298899

Jimerson, S. R., Graydon, K., Farrell, P., Kikas, E., Hatzichrjstou, C., Boce, E., & Bashi, G. (2004). The ISPA Research Committee. (2004). The International School Psychology Survey. Development and data from Albania, Cyprus, Estonia, Greece, and Northern England. *School Psychology International,* 25(3), 259-286. https://doi.org/10.1177/0143034304046901

Jimerson, S. R., Graydon, K., Skokut, M., Adnan, A. M., Kanjaradze, A., & Forster J. (2008). The International School Psychology Survey: Data from Georgia, Switzerland and the United Arab Emirates. *School Psychology International*, 29(1), 5-28. https://doi.org/10.1177/0143034307088501

Jimerson, S. R., Graydon, K., Yuen, M., Shui-Fong, L., Thurm, J.M., Kluevad, N., Coyne, J. H., Loprete, L. J., Phillips, J., & The ISPA Research Committee. (2006). The International School Psychology Survey: Data from Australia, China, Germany, Italy, and Russia. *School Psychology International*, 27(1), 5-32. https://doi.org/10.1177/0143034306062813

Jimerson, S. R., & Pavelski, R. (2000). The school psychologist's primer on Anorexia Nervosa: A review of research regarding epidemiology, etiology, assessment, and treatment. *California School Psychologist, 5*, 65–77. https://doi.org/10.1007/BF03340877

Jimerson, S. R., Skokut, M., Cardenas, S., Malone., & Stewart, K. (2008). Where in the world is school psychology? Examining evidence of school psychology around

the globe. *School Psychology International*, 29(2), 131-144. https://doi.org/10.1177/0143034308090056

Jimerson, S. R., Skokut, M., Renshaw, M., Tyler, L., & Annan, J. (2009). Educational psychology in New Zealand results of the 2006 International School Psychology Survey. *School Psychology International*, 30(5), 443-455. https://doi.org/10.1177/0143034309341617

Jones, L. (2008). Responding to the needs of children in crisis. *International Review Of Psychiatry*, *20*(3), 291–303. https://doi.org/10.1080/09540260801996081

Jones, A. D., & Trotman-Jemmott, E. T. (2016). Status, privilege and gender inequality: cultures of male impunity and entitlement in the sexual abuse of children, perspectives from a Caribbean study. *International Social Work*, (6), 836. https://doi.org/10.1177/0020872814537853

Jong, N., & de Koning, J. (2014). Grenada labour market needs assessment. Report commissioned by World Bank and Government of Grenada. retrieved from https://erbs.nl/en/grenada-labour-market-needs-assessment/

Jurkowski, S., & Müller, B. (2018). Co-teaching in inclusive classes: The development of multi-professional cooperation in teaching dyads. *Teaching and Teacher Education*, *75*, 224–231. https://doi.org/10.1016/j.tate.2018.06.017

Kaldi, S., Govaris, C., & Filippatou, D. (2018). Teachers' views about pupil diversity in the primary school classroom. *Compare: A Journal of Comparative and International Education*, *48*(1), 2–20. https://doi.org/10.1080/03057925.2017.1281101

Kapalka, G. (2008). Managing students with ADHD in out-of-class settings. *Emotional & Behavioural Difficulties*, *13*(1), 21–30. https://doi.org/10.1080/13632750701814641

Kapinga, O. S., & Hyera, D. F. (2015). Pupils' perceptions of sex and reproductive health education in primary schools in Tanzania: A phenomenological study. *Journal of Education and Practice*, *6*(6), 106–113. https://eric.ed.gov/?id=EJ1083608

Kavanagh, J., Oliver, S., Lorenc, T., Caird, J., Tucker, H., Harden, A., Greaves, A., Thomas, J., & Oakley, A. (2009). School-based cognitive-behavioural interventions: A systematic review of effects and inequalities. *Health Sociology Review*, *18*(1), 61–78. https://doi.org/10.5172/hesr.18.1.61

Kazak, A. E., Hoagwood, K., Weisz, J. R., Hood, K., Kratochwill, T. R., Vargas, L. A., & Banez, G. A. (2010). A meta-systems approach to evidence-based practice for children and adolescents. *The American Psychologist*, (2), 85. https://doi.org/10.1037/a0017784

Kerebih, H., Abrha, H., Frank, R., & Abera, M. (2018). Perception of primary school teachers to school children's mental health problems in Southwest Ethiopia. *International Journal of Adolescent Medicine and Health*, (1), 1. https://doi.org/10.1515/ijamh-2016-0089

Kettler, R. J., Elliott, S. N., Davies, M., & Griffin, P. (2012). Testing a multi-stage screening system: Predicting performance on Australia's national achievement test using teachers' ratings of academic and social behaviors. *School Psychology International*, *33*(1), 93–111. https://doi.org/10.1177/0143034311403036

Kibby, M. (2009). Why is the school psychologist involved in the evaluation of struggling readers? *Journal of Educational & Psychological Consultation*, *19*(3), 248–258. https://doi.org/10.1080/10474410903128988

Kidd, S. A. (2002). The role of qualitative research in psychological journals. *Psychological Methods*, 7(1), 126-138. https://doi.org/10.1037//1082-989x.7.1.126

Kikas, E. (1999). School psychology in Estonia: Expectations of teachers and school psychologists versus reality. *School Psychology International*, *20*(4), 352–364. https://doi.org/10.1177/0143034399204003

King, W. K. (2009). Universal secondary education in the OECS: Some views on the curriculum. *Journal of Eastern Caribbean Studies*, *34*(2), 19–39. https://search.proquest.com/openview/d470cf0902244c20e7583c7b472653f3/1?pq-origsite=gscholar&cbl=38731

Klitzman, R. L. (2012). US IRBs confronting research in the developing world. *Developing World Bioethics*, *12*(2), 63-73. https://doi.org/10.1111/j.1471-8847.2012.00324.x

Knoff, H. M., Sullivan, P., & Liu, D. (1995). Teachers' ratings of effective school psychology consultants: An exploratory factor analysis study. *Journal of School Psychology*, 33, 39-57. https://doi.org/10.1016/0022-4405(94)00034-6.

Koopman, D. K. (2007). Secondary-level teachers' perception of the utilization of school psychological services. Dissertation Abstracts International: Section A *Humanities and Social Sciences, 67*(8-a) 2881.

Koutrouba, K., Markarian, D. A., & Sardianou, E. (2018). Classroom management style: Greek teachers' perceptions. *International Journal of Instruction*, *11*(4), 641–656. https://doi.org/10.12973/iji.2018.11440a

Kruger, A. C., Harper, E., Zabek, F., Collins, S., Perkins, C., & Meyers, J. (2016). Facilitating a school-based prevention of commercial sexual exploitation of children. *Health Promotion Practice*, *17*(4), 530. https://doi.org/10.1177/1524839916628863

Kruger, L. J., Struzziero, J., Kaplan, S. K., Macklem, G., Watts, R., & Weksel, T. (2001). The use of e-mail in consultation: An exploratory study of consultee outcomes. *Journal of Educational & Psychological Consultation*, *12*(2), 133–149. https://doi.org/10.1207/S1532768XJEPC1202_04

Kucera, M., & Sullivan, A. L. (2011). The educational implications of type 1 diabetes mellitus: a review of research and recommendations for school psychological practice. *Psychology in the Schools*, *48*(6), 587–603. https://doi.org/10.1002/pits.20573

Lall, V. (2007). Bullying, victimisation and delinquency in primary schools in Trinidad and Tobago: Some preliminary results. *Caribbean Journal of Criminology & Social Psychology*, *12*(1/2), 155-116. https://scholar.google.com/citations?user=Vm7mqD4AAAAJ&hl=en

Lauchlan, F., & Greig, S. (2015). Educational inclusion in England: Origins, perspectives and current directions. *Support for Learning*, *30*(1), 69–82. https://doi.org/10.1111/1467-9604.12075

Lay, M. M. (2010). Securing a place at the table: School psychologists as educational leaders. *Communique*, *39*(3). https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Lee, J. (2014). Predictors of teachers' intention to refer students with ADHD to mental health professionals: Comparison of U.S. and South Korea. *School Psychology Quarterly*, *29*(4), 385–394. https://doi.org/10.1037/spq0000046

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative Data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23(4), 587-604. https://doi.org/10.1037/1045-3830.23.4.587

Leek, L. O. (2011). School-based support groups for traumatized students. *School Psychology International*, *32*(2), 163-178. https://doi.org/10.1177/0143034311400830

Levine, E. S., & Anshel, D. J. (2011). "Nothing works!" a case study using cognitive-behavioral interventions to engage parents, educators, and children in the management of attention-deficit/hyperactivity disorder. *Psychology in the Schools*, *48*(3), 297–306. https://doi.org/10.1002/pits.20554

Licitra, A. (2009). The trickle-down effects of economic stress. *American Teacher*, *94*(2), 5.

Liebenberg, L., Theron, L., Sanders, J., Munford, R., van Rensburg, A., Rothmann, S., & Ungar, M. (2016). Bolstering resilience through teacher-student interaction: Lessons for school psychologists. *School Psychology International*, *37*(2), 140–

154. https://doi.org/10.1177/0143034315614689

Liedgren, P. (2018). Minorities with Different Values at School-The Case of Jehovah's Witnesses. *British Journal of Religious Education*, *40*(1), 31–43. https://doi.org/10.1080/01416200.2016.1150253

Lilles, E., Griffiths, A.-J., Lee, A., Cardenas, S., Chacko, Y., & Jimerson, S. R. (2008). A consultation model to facilitate reading success. *The California School Psychologist*, 19. https://doi.org/10.1007/BF03340939

Liou, D. D., & Rojas, L. (2016). Teaching for empowerment and excellence: The transformative potential of teacher expectations in an urban Latina/o Classroom. *Urban Review: Issues and Ideas in Public Education*, *48*(3), 380–402. https://doi.org/10.1007/s11256-016-0359-8

Lipps, G. E., Lowe, G. A., Halliday, S., Morris-Patterson, A., Clarke, N., & Wilson, R. N. (2010). The association of academic tracking to depressive symptoms among adolescents in three Caribbean countries. *Child & Adolescent Psychiatry & Mental Health*, *4*, 16–25. https://doi.org/10.1186/1753-2000-4-16

Lissi, M., Iturriaga, C., Sebastián, C., Vergara, M., Henríquez, C., & Hofmann, S. (2017). Deaf and hard of hearing students' opportunities for learning in a regular secondary school in Chile: Teacher practices and beliefs. *Journal of Developmental & Physical Disabilities*, *29*(1), 55. https://doi.org/10.1007/s10882-016-9495-z

Little, S. G., & Akin-Little, A. (2019). Trauma-focused cognitive behavior therapy. In *Behavioral interventions in schools: Evidence-based positive strategies., 2nd*

ed. (pp. 393–402). American Psychological Association. https://doi.org/10.1037/0000126-021

Little, S. G., Akin-Little, A., & Somerville, M. P. (2011). Response to trauma in children: An examination of effective intervention and post-traumatic growth. *School Psychology International*, *32*(5), 448–463. https://doi.org/10.1177/0143034311402916

Lobar, S, L., Youngblut, J. M., & Brooten, D. (2006). Cross-cultural beliefs, ceremonies, and rituals surrounding death of a loved one. *Pediatric Nursing*, (1), 44. Retrieved from https://pubmed.ncbi.nlm.nih.gov/16572538/

Long, L. A. (2011). Commentary on "Childhood leukemia survivors and their return to school: A literature review, case study, and recommendations." *Journal of Applied School Psychology*, *27*(3), 284–291. https://doi.org/10.1080/15377903.2011.590780

López, V., Torres, V. J., Villalobos, P. B., Gilreath, T. D., Ascorra, P., Bilbao, M., Morales, M., & Carrasco, C. (2017). School and community factors involved in Chilean students' perception of school safety. *Psychology in the Schools*, *54*(9), 991–1003. https://doi.org/10.1002/pits.22069

Lovett, B. J. (2011). Extended time testing accommodations: What does the research say? *Communique*, *39*(8), 1. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Lovett, B. J. (2014). Testing accommodations under the Amended Americans with Disabilities Act: The voice of empirical research. *Journal of Disability Policy*

Studies, *25*(2), 81–90. https://doi.org/10.1177/1044207312469830

Lovett, B. J., & Leja, A. M. (2015). ADHD symptoms and benefit from extended time testing accommodations. *Journal Of Attention Disorders*, *19*(2), 167–172. https://doi.org/10.1177/1087054713510560

Lund, C., Boyce, G., Flisher, A. J., Kafaar, Z., & Dawes, A. (2009). Scaling up child and adolescent mental health services in South Africa: Human resource requirements and costs. *Journal of Child Psychology and Psychiatry*, (9), 1121. https://doi.org/10.1111/j.1469-7610.2009.02078.x

Macdonald, H. H. (2011). Communicating effectively with all colleagues, even "difficult" ones. *Communique (0164775X)*, *39*(5), 22–23. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

MacFarlane, K., & Woolfson, L. M. (2013). Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behavior. *Teaching and Teacher Education*, *29*, 46–52. https://doi.org/10.1016/j.tate.2012.08.006

MacManus, N., & Holland, J. (2011). Children and loss: Time to listen, 5th International Conference, June 18, 2010. *Illness, Crisis, & Loss*, *19*(1), 75–77. https://doi.org/10.2190/IL.19.1.g

Macpherson, C. C. (2001). Ethics committees. Research ethics: beyond the guidelines. *Developing World Bioethics*, *1*(1), 57–68. https://doi.org/10.1111/1471-8847.00008

Madriz, J. J. (2001). Audiology in Latin America: hearing impairment, resources and services. *Scandinavian Audiology*, *30*, 85. https://doi.org/10.1080/010503901750166781

Maharaj, R. G., Nunes, P., & Renwick, S. (2009). Health risk behaviours among adolescents in the English-speaking Caribbean: a review. *Child & Adolescent Psychiatry & Mental Health*, *3*, 1–12. https://doi.org/10.1186/1753-2000-3-10

Malone, D. M., & Gallagher, P. A. (2010). Special education teachers' attitudes and perceptions of teamwork. *Remedial and Special Education*, *31*(5), 330–342. https://doi.org/10.1177/0741932509338362

Mameli, C., Biolcati, R., Passini, S., & Mancini, G. (2018). School context and subjective distress: The influence of teacher justice and school-specific well-being on adolescents' psychological health. *School Psychology International*, *39*(5), 526–542. https://doi.org/10.1177/0143034318794226

Manz, P. H., Mautone, J. A., & Martin, S. D. (2009). School psychologists' collaborations with families: An exploratory study of the interrelationships of their perceptions of professional efficacy and school climate, and demographic and training variables. *Journal of Applied School Psychology*, *25*(1), 47–70. https://doi.org/10.1080/15377900802484158

Maras, M. A., Splett, J. W., Reinke, W. M., Stormont, M., & Herman, K. C. (2014). School practitioners' perspectives on planning, implementing, and evaluating evidence-based practices. *Children and Youth Services Review*, *47*(Part 3), 314–322. https://doi.org/10.1016/j.childyouth.2014.10.005

Marchant, G. J., Paulson, S. E., & Rothlisberg, B. A. (2001). Relations of middle school students' perceptions of family and school contexts with academic achievement. *Psychology in the Schools*, *38*(6), 505–519. https://doi.org/10.1002/pits.1039

Martin, O. P. (2016). Children with language and communication impairment in the school environment. *Euromentor*, *7*(1), 81–92. https://www.ceeol.com/search/article-detail?id=530534

Martin, R. P., & Curtis, M. (1981). Consultants' perceptions of causality for success and failure of consultation. *Professional Psychology: Research and Practice*, (6), 670. https://doi.org/10.1037/0735-7028.12.6.670

Martínez, R. S. (2006). Social support in inclusive middle schools: Perceptions of youth with learning disabilities. *Psychology in the Schools*, *43*(2), 197–209. https://doi.org/10.1002/pits.20142

Maslovaty, N. (2002). Teacher perceptions of the ideal high school student in the state religious subsystem in Israel as influenced by teacher profile. *Religious Education*, *97*(4), 357. https://doi.org/10.1080/00344080214719

Matthews, M. S., & Kirsch, L. (2011). Evaluating gifted identification practice: Aptitude testing and linguistically diverse learners. *Journal of Applied School Psychology*, *27*(2), 155–180. https://doi.org/10.1080/15377903.2011.565281

Maxwell, J. A. (2005). Qualitative Research Design: An Interactive Approach (2nd Ed). Sage.

May Luu Yeong, Ismail, R., Ismail, N. H., & Hamzah, M. I. (2018). Interview protocol

refinement: Fine-tuning qualitative research interview questions for multi-racial populations in Malaysia. *Qualitative Report*, *23*(11), 2700. https://nsuworks.nova.edu/tqr/vol23/iss11/7

Mayworm, A. M., Sharkey, J. D., Hunnicutt, K. L., & Schiedel, K. C. (2016). Teacher consultation to enhance implementation of school-based restorative justice. *Journal of Educational & Psychological Consultation*, *26*(4), 385–412. https://doi.org/10.1080/10474412.2016.1196364

Mazur-Mosiewicz, A., Pierson, E. E., & McIntosh, D. E. (2009). Legal issues in school health services and school psychology: Guidelines for the administration of medication. *Psychology in the Schools*, *46*(9), 813–819. https://doi.org/10.1002/pits.20421

McCabe, P. C., Rubinson, F., Dragowski, E. A., & Elizalde-Utnick, G. (2013). Behavioral intention of teachers, school psychologists, and counselors to intervene and prevent harassment of LGBTQ youth. *Psychology in the Schools*, *50*(7), 672–688. https://doi.org/10.1002/pits.21702

McDonald, L., & Tufue-Dolgoy, R. (2013). Moving forwards, sideways or backwards? Inclusive education in Samoa. *International Journal of Disability, Development & Education*, *60*(3), 270–284. https://doi.org/10.1080/1034912X.2013.812187

McIntyre, E. (2009). Teacher discourse on lesbian, gay and bisexual pupils in Scottish schools. *Educational Psychology in Practice. 25*(4), 301-314. https://doi.org/10.1080/02667360903315115

McIntyre, E. M., Baker, C. N., & Overstreet, S. (2019). Evaluating foundational

professional development training for trauma-informed approaches in schools. *Psychological Services*, *16*(1), 95–102. https://doi.org/10.1037/ser0000312

Mellin, E. A., Bronstein, L., Anderson-Butcher, D., Amorose, A. J., Ball, A., & Green, J. (2010). Measuring interprofessional team collaboration in expanded school mental health: Model refinement and scale development. *Journal of Interprofessional Care*, *24*(5), 514–523. https://doi.org/10.3109/13561821003624622

Mendez, J. L., McDermott, P. A., & Fantuzzo, J. W. (2002). Identifying and promoting social competence with African American preschool children: developmental and contextual considerations. *Psychology in the Schools*, *39*(1), 111–123. https://doi.org/10.1002/pits.10039

Mendes, S. A., Lasser, J., Abreu-Lima, I. M., & Almeida, L. S. (2017). All different or all the same? Exploring the diversity of professional practices in Portuguese school psychology. *European Journal of Psychology of Education*, *32*(2), 251–269. https://doi.org/10.1007/s10212-016-0297-6

Mérida Serrano, R. (2017). Networking and professional development among teachers of Early Childhood Education. *Foro de Educación*, *15*(23), 243. https://doi.org/10.14516/fde.479

Meyer, E. J., Tilland-Stafford**,** A., & Airton, L. (2016*)* Transgender and gender-creative students in PK-12 schools: What we can learn from their teachers. *Teachers College Record*; 118; 8-58.

https://www.tcrecord.org/Content.asp?ContentId=21368

Meyers, B., Graybill, E., & Grogg, K. (2017). Preparing teachers for data-based decision making and response to intervention team collaboration. *Teacher Education and Practice*, (1), 137. https://go.gale.com/ps/anonymous?id=GALE%7CA552850230&sid=googleScholar&v=2.1&it=r&linkaccess=fulltext&issn=08906459&p=AONE&sw=w

Meyers**,** J., Varjas. (2016). An agenda for research and practice related to multicultural approaches to school-based consultation. *Journal of Educational and Psychological Consultation*. 26(3), 304-p311, https://doi.org/10.1080/10474412.2016.1187569

Mfuthwana, T., & Dreyer, L. M. (2018). Establishing inclusive schools: Teachers' perceptions of inclusive education teams. *South African Journal of Education*, *38*(4), 1–10. https://doi.org/10.15700/saje.v38n4a1703

Miller, A., Black, L. (2001). Does support for home–school behaviour plans exist within teacher and pupil cultures? *Educational Psychology in Practice, 17* (3), 245-261. https://doi.org/10.1080/02667360120072765

Miller, F. G., Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., & Fabiano, G. A. (2015). A Comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly*, *30*(2), 184–196. https://doi.org/10.1037/spq0000085

Miller, K. J., Morfidi, E., & Soulis, S. (2013). Teachers' perceptions of Greek special education policies and practices. *Journal of International Special Needs*

Education, *16*(1), 53–65. https://doi.org/10.9782/2159-4341-16.1.53

Ministry of Education. (2002). National Schools' Policy on Drugs Grenada.

Ministry of Education. (2006). Grenada Special Education Needs Teacher (SENT) Programme. http://www.ibe.unesco.org/fileadmin/user_upload/Inclusive_Education/Reports/kingston_07/grenada_inclusion_07.pdf

Ministry of Education. (2006). The Government of Grenada Strategic Plan for Educational Enhancement and Development (SPEED II) 2006-2015 Volume 1: The Strategic Framework. http://www.unesco.org/education/edurights/media/docs/b0d42bca36756824312a731510a4de0922485b4e.pdf

Ministry of Education and Human Resource Development. (2015). Corporate development plan 2016-2018.

Ministry of Education and Human Resource Development. (2016). Briefing document for the Grenada Education Enhancement Project (GEEP). https://www.caribjournal.com/2016/06/26/new-15-million-education-project-grenada/

Ministry of Education, Human Resource Development and the Environment. (2016). Revised draft National Schools' Policy on Drugs, Grenada 2017-2022. https://hivhealthclearinghouse.unesco.org/library/documents/national-schools-policy-drugs-grenada

Ministry of Education, Human Resource Development and Religious Affairs. (2018).

National Schools' Policy on Drugs, Grenada 2017-2022. https://gov.gd/sites/moe/files/National%20Schools%20Policy%20on%20Drugs%2C%202018%20to%202023.pdf

Ministry of Health Grenada. (2014). Teenage births by age, sex, and parish 2000-2013. https://www.paho.org/English/DD/AIS/cp_308.htm

Ministry of Social Development and Housing Grenada. (2014). Grenada National Beijing+20 review: An examination of the achievements and challenges in implementing commitments of the Beijing Declaration and Platform for Action. http://www.unwomen.org/~/media/headquarters/attachments/sections/csw/59/national_reviews/grenada_review_beijing20.ashx

Minke, K. M. (2011). President's message keep your hand on the plough. *Communique 39*(7), 2. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Moon, J., Williford, A., & Mendenhall, A. (2017). Educators' perceptions of youth mental health: Implications for training and the promotion of mental health services in schools. *Children and Youth Services Review*, 384 -391. https://doi.org/10.1016/j.childyouth.2017.01.006

Monsen, J., Ewing, D., & Kwoka, M. (2014). Teachers' attitudes towards inclusion, perceived adequacy of support and classroom learning environment. *Learning Environments Research, 17*(1), 113–126. https://doi.org/10.1007/s10984-013-9144-8

Morgan, P. S. (2015). General and special education high school teachers' perspectives of

full membership for students with disabilities. *Values and Ethics in Educational Administration*, 2(3), 1-9. https://files.eric.ed.gov/fulltext/EJ1186309.pdf

Morris, R. W., Martin, B., Hopson, J., & Welch-Murphy, K. (2010). Besides that I'm OK: Well-being in Caribbean and American adolescents and youth. *Journal of Research on Christian Education*, *19*(1), 56–78. https://doi.org/10.1080/10656211003630463

Motti-Stefanidi, F., Besevegis, E., & Giannitsas, N. (1996). Teachers' perceptions of school-age children's competence and mental health. *European Journal of Personality*, *10*(4), 263–282. https://doi.org/10.1002/(SICI)1099-0984(199611)10:4<263::AID-PER260>3.0.CO;2-9

Mucci, A. M. (2014). Teacher Perceptions and Responses Towards Behavior in Catholic Secondary Schools. *American Secondary Education*, *42*(2), 4–19. http://www.jstor.org/stable/43694182

Mukhopadhyay, S. (2014). Botswana primary schools teachers' perception of inclusion of learners with special educational needs. *Journal of Research in Special Educational Needs*, *14*(1), 33–42. https://doi.org/10.1111/j.1471-3802.2012.01269.x

Nabors, L. A. (2005). Teachers' knowledge about chronic illnesses. *American Psychological Association (APA)*, 6. https://doi.org/10.1037/e526602006-001

Nabors, L. A., Little, S. G., & Akin-Little, A., & Lobst, E. A. (2008). Teacher knowledge and confidence in meeting the needs of children with chronic medical conditions: Pediatric psychology's contribution to education. *Psychology in the Schools*,

43(3), 217-226. https://doi.org/10.1002/pits.20292

Nadeem, E., Jaycox, L. H., Kataoka, S. H., Langley, A. K., & Stein, B. D. (2011). Going to scale: experiences implementing a school-based trauma intervention. *School Psychology Review*, 40(4), 549-569. https://doi.org/10.1080/02796015.2011.12087529

Namey, E., Guest, G., McKenna, K., & Chen, M. (2016). Evaluating bang for the buck: A cost-effectiveness comparison between individual interviews and focus groups based on thematic saturation levels. *American Journal of Evaluation*, *37*(3), 425–440. https://doi.org/10.1177/1098214016630406

Nash, P., Schlösser, A., & Scarr, T. (2016). Teachers' perceptions of disruptive behaviour in schools: a psychological perspective. *Emotional & Behavioural Difficulties*, *21*(2), 167–180. https://doi.org/10.1080/13632752.2015.1054670

Nastasi, B. K. (2018). Commentary: Participatory consultation for international research and development. *Journal of Educational and Psychological Consultation, 28* (1), 95-103. https://doi.org/10.1080/10474412.2017.1353425

Nastasi, B. K. (2006). Multicultural issues in School psychology practice: Introduction. *Journal of Applied School Psychology*, 22(2), 1-11. https://doi.org/10.1300/J370v22n02_01

Nastasi, B. K., & Jayasena, A. N. S. (2014). An international partnership promoting psychological well-being in Sri Lankan schools. *Journal of Educational & Psychological Consultation*, *24*(4), 265–282. https://doi.org/10.1080/10474412.2014.929965

Nastasi, B. K., Jayasena, A., Summerville, M., & Borja, A. P. (2011). Facilitating long-term recovery from natural disasters: Psychosocial programming for tsunami-affected schools of Sri Lanka. *School Psychology International*, *32*(5), 512–532. https://doi.org/10.1177/0143034311402923

Nastasi, B. K., Moore, R. B., & Varjas, K. M. (2004). School based mental health: Creating comprehensive and culturally specific programs. APA.

Nastasi, B. K., Overstreet, S., & Summerville, M. (2011). School-based mental health services in post-disaster contexts: A public health framework. *School Psychology International*, 32(5), 533-552. https://doi.org/10.1177/0143034311402926

Nastasi, B., & Schensul, S. (2005). Contributions of qualitative research to the validity of intervention research. *School of Psychology Publications*, 117-195. https://doi.org/10.1016/j.jsp.2005.04.003

Nastasi, B. K., Varjas, K., & Bernstein, R. (2000). Conducting participatory culture-specific consultation: A global perspective on multicultural consultation. *School Psychology Review*, 29(3), 401-4013 https://doi.org/10.1080/02796015.2000.12086024

Nelson, R. B., Hoover, M., Young, M., Obrzut, A., D'Amato, R. C., & Copeland, E. P. (2006). Integrated psychological services in the Greeley-Evans public schools. *School Psychology Quarterly*, *21*(4), 445–467. https://doi.org/10.1037/h0084132

Nelson, L. J., & Evans-Stout, C. (2018). Teachers' beliefs regarding subtypes of socially withdrawn and aggressive behaviors on the playground across the early school

years. *Early Education and Development*. https://doi.org/10.1080/10409289.2018.1544808

Newell, M. (2010). The implementation of problem-solving consultation: An analysis of problem conceptualization in a multiracial context. *Journal of Educational & Psychological Consultation*, *20*(2), 83–105. https://doi.org/10.1080/10474411003785529

Newell, M. L., Nastasi, B. K., Hatzichristou, C., Jones, J. M., Schanding, G. T., Jr., & Yetter, G. (2010). Evidence on multicultural training in school psychology: Recommendations for future directions. *School Psychology Quarterly*, *25*(4), 249–278. https://doi.org/10.1037/a0021542

Nganga, L. (2015). Culturally responsive and anti-biased teaching benefits early childhood pre-service teachers. *Journal of Curriculum and Teaching*, *4*(2), 1–16. http://dx.doi.org/10.5430/jct.v4n2p1

Norgaard, J., & Parnas, J. (2012). A semi structured, phenomenologically-oriented psychiatric interview: Descriptive congruence in assessing anomalous subjective experience and mental status. *Clinical Neuropsychiatry*, *9*(3), 123. https://www.clinicalneuropsychiatry.org/download/a-semi-structured-phenomenologically-oriented-psychiatric-interview-descriptive-congruence-in-assessing-anomalous-subjective-experience-and-mental-status/

Nugent, M. M., Jones, V., McElroy, D., Peelo, M., Thornton, T., & Tierney, T. (2014). Consulting with groups of teachers. Evaluation of a pilot project in Ireland. *Educational Psychology in Practice*, *30*(3), 255–271.

https://doi.org/10.1080/02667363.2014.919440

O'Bryon, E. C., & Rogers, M. R. (2016). Using consultation to support english learners: The experiences of bilingual school psychologists. *Psychology in the Schools, 53*(3), 225–239. http://doi.org/10.1002/pits.21904

Oakland, T. D. (2003). International School Psychology: Psychology's worldwide portal to children and youth. *American Psychologist*, 58(11), 985–992. http://doi.org/10.1037/0003-066X.58.11.985

O'Connor, E. A., Yasik, A. E., & Horner, S. L. (2016). Teachers' knowledge of special education laws: What do they know? *Insights into Learning Disabilities, 13*(1), 7–18. https://files.eric.ed.gov/fulltext/EJ1103671.pdf

O'Donoghue, K., Guerin, S. (2017) Homophobic and transphobic bullying: barriers and supports to school intervention. *Sex Education, 17*(2), 220-234. https://doi.org/10.1080/14681811.2016.1267003

Oelhafen, K., Shayota, B., & Hegamin-Younger, C. (2017). Assessment of health-compromising behaviour prevalence and clustering among Grenadian adolescents: findings from the 2008 Global School-based Student from https://search.proquest.com/openview/04fba84d78bebf030171e6f221868d7d/1?pq-origsite=gscholar&cbl=2034853

Ohan, J. L., Visser, T. A. W., Strain, M. C., & Allen, L. (2011). Teachers' and education students' perceptions of and reactions to children with and without the diagnostic label "ADHD." *Journal of School Psychology, 49*(1), 81–105. https://doi.org/10.1016/j.jsp.2010.10.001

Olley, R. I., Cohn, A., & Cowan, K. C. (2010). Promoting safe schools and academic success: Moving your school from punitive discipline to effective discipline. *Communique 39* (1) 7-8. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Onder. E. (2016). Causes of school failure from teacher and student's perspective. *International Journal on New Trends in Education and Their Implications*, 7(2), https://www.researchgate.net/publication/320757503_CAUSES_OF_SCHOOL_FAILURE_FROM_TEACHER_AND_STUDENT'S_PERSPECTIVE#:~:text=It%20has%20been%20observed%20that,to%20forefront%20as%20reasons%20for

Organization of Eastern Caribbean States (OECS) (2016). Who we are. https://www.oecs.org/

Organization of Eastern Caribbean States (OECS) Educational Statistical Digest. (2017). https://www.oecs.org/en/our-work/knowledge/library/education/oecs-education-statistical-digest/oecs-education-digital-digest-2017-2018

Organization of Eastern Caribbean States (OECS) Secretariat. (2012). OECS Education Sector Strategy (OESS) 2012 – 2021 Every learner succeeds. https://www.oecs.org/en/our-work/knowledge/library/education/oecs-education-sector-strategy-2012-2021-may-2012

Papadatou, D., Metallinou, O., Hatzichristou, C., & Pavlidi, L. (2002). Supporting the bereaved child: teacher's perceptions and experiences in Greece. *Mortality*, *7*(3), 324–339. https://doi.org/10.1080/1357627021000025478

Parimi, N., Pinto Pereira, L. M., & Prabhakar, P. (2004). Caregivers' practices,

knowledge and beliefs of antibiotics in paediatric upper respiratory tract infections in Trinidad and Tobago: a cross-sectional study. *BMC Family Practice, 5*, 28. https://doi.org/10.1186/1471-2296-5-28

Paris, S. G., & Newman, R. S. (1990). Development aspects of self-regulated learning. *Educational Psychologist, 25*(1), 87. https://doi.org/10.1207/s15326985ep2501_7

Pellitteri, J., Dealy, M., Fasano, C., & Kugler, J. (2006). Emotionally intelligent interventions for students with reading disabilities. *Reading & Writing Quarterly, 22*(2), 155–171. https://doi.org/10.1080/10573560500242259

Petruccelli, M. L., Fiorello, C. A., & Thurman, S. K. (2010). Comparison of teachers' and school psychologists' accuracy in assigning basic academic tasks to underlying CHC-model cognitive abilities. *Journal of Applied School Psychology*, *26*(3), 230–246. https://doi.org/10.1080/15377903.2010.495921

Perold, M., Louw, C., Kleynhans, S. (2010). Primary school teachers' knowledge and misperceptions of Attention Deficit Hyperactivity Disorder (ADHD). *South African Journal of Education,* 30(3), 457-473. https://doi.org/10.15700/saje.v30n3a364

Perren, S., Dooley, J., Shaw, T., & Cross, D. (2010). Bullying in school and cyberspace: Associations with depressive symptoms in Swiss and Australian adolescents. *Child & Adolescent Psychiatry & Mental Health, 4*, 28–37. https://doi.org/10.1186/1753-2000-4-28

Petruccelli, M. L., Fiorello, C. A., & Thurman, S. K. (2010). Comparison of teachers'

and school psychologists' accuracy in assigning basic academic tasks to underlying CHC-model cognitive abilities. *Journal of Applied School Psychology*, 26(3), 230-246. https://doi.org/10.1080/15377903.2010.495921

Phoon, H., Abdullah, M., & Abdullah, A. (2013). Unveiling Malaysian preschool teachers' perceptions and attitudes in multicultural early childhood education. *Asia-Pacific Education Researcher (Springer Science & Business Media B.V.)*, *22*(4), 427–438. https://doi.org/10.1007/s40299-012-0042-0

Pilgrim, N. A., & Blum, R. W. (2012). Adolescent mental and physical health in the English-speaking Caribbean. *Revista Panamericana de Salud Pública*, (1), 62-69. https://doi.org/10.1590/s1020-49892012000700010

Pino, A., & Viladot, L. (2019). Teaching–learning resources and supports in the music classroom: Key aspects for the inclusion of visually impaired students. *British Journal of Visual Impairment*, *37*(1), 17. https://doi.org/10.1177/0264619618795199

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System (CLASS) manual, K–3*. Brookes.

Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International Journal of Nursing Studies*, *47*(11), 1451–1458. https://doi.org/10.1016/j.ijnurstu.2010.06.004

Poulou, M. (2005). The prevention of emotional and behavioural difficulties in schools: Teachers' suggestions. *Educational Psychology in Practice*, *21*(1), 37–52. https://doi.org/10.1080/02667360500035181

Price, D., & McCallum, F. (n.d.). Ecological influences on teachers' well-being and "fitness." *Asia Pacific Journal of Teacher Education*, *43*(3), 195–209. https://doi.org/10.1080/1359866X.2014.932329

Rae, H., Murray, G., & McKenzie, K. (2010). Teachers' attitudes to mainstream schooling. *Learning Disability Practice*, *13*(10), 12–17. https://www.researchgate.net/publication/235355384_Teacher'_attitudes_to_mainstream_schooling

Range, B. G., Yonke, D. A. D., & Young, S. (2011). Preservice teacher beliefs about retention: How do they know what they don't know? *Journal of Research in Education*, *21*(2), 77–99. https://files.eric.ed.gov/fulltext/EJ1098386.pdf

Reading Today. (2010). Working together, pooling expertise: cooperation among educators is vital for Response to Intervention program success. *Reading Today*, (3), 4.

Rees, P., & Seaton, N. (2011). Psychologists' response to crises: International perspectives. *School Psychology International*, *32*(1), 73–94. https://doi.org/10.1177/0143034310397482

Reinke, W. M., Stormont, M., Herman. K. C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools: teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, 26(1), 1-13. https://doi.org/10.1037/a0022714

Renaud, G. A. (2013). Grade Retention. Elementary teacher's perceptions for students with and without disabilities. *Sage Open*, (2).

https://doi.org/10.1177/2158244013486993

Repie, M. S. (2005). A school mental health issues survey from the perspectives of regular and special education teachers, school counselors, and school psychologists. *Education and Treatment of Children*, 28(3), 279-298. https://www.jstor.org/stable/42899850

Rezzetano, K., & House, S. (2009). Increased involvement of school psychology in general education: An opportunity for student promotion of the profession. *The School Psychologist Newsletter*, pp. 104–107. https://doi.org/10.1037/e537612009-022

Rheams, T. A., & Bain, S. K. (2005). Social interaction interventions in an inclusive era: Attitudes of teachers in early childhood self-contained and inclusive settings. *Psychology in the Schools*, *42*(1), 53–63. https://doi.org/10.1002/pits.20029

Rhodes, R. l. (2000). School psychology and special education in Mexico: An introduction for practitioners. *School Psychology International*, 21(3), 252-265. https://doi.org/10.1177/0143034300213003

Ricketts, M. L. (2007). K-12 teachers' perceptions of school policy and fear of school violence. *Journal of School Violence*, *6*(3), 45–67. https://doi.org/10.1300/J202v06n03_04

Ridgard, T. J., Laracy, S. D., DupauL, G. J., Shapiro, E. S., & Power, T. J. (2015). Trauma-informed care in schools: A social justice imperative. *Communique (0164775X)*, *44*(2), 1–15. https://apps.nasponline.org/resources-and-

publications/periodicals/cq-index-list.aspx

Riggs, A. D., Rosenthal, A. R., & Smith-Bonahue, T. (2011). The impact of a combined cognitive–affective intervention on pre-service teachers' attitudes, knowledge, and anticipated professional behaviors regarding homosexuality and gay and lesbian issues. *Teaching and Teacher Education*, *27*(1), 201–209. https://doi.org/10.1016/j.tate.2010.08.002

Rivers, I., Poteat, V. P., & Noret, N. (2008). Victimization, social support, and psychosocial functioning among children of same-sex and opposite-sex couples in the United Kingdom. *Developmental Psychology*, (1), 127. https://doi.org/10.1037/0012-1649.44.1.127

Roberts D., R., & Solomons, G. (1970). Perceptions of the duties and functions of the school psychologist. *American Psychologist*, (6), 544. https://doi.org/10.1037/h0029494

Roberts, H. J., Floress, M. T., & Ellis, C. R. (2009). Training school psychologists in psychopharmacology consultation. *Psychology in the Schools*, *46*(9), 827–835. https://doi.org/10.1002/pits.20423

Rogers, M. R., & O'Bryon, E. C. (2008). Advocating for social justice: The context for change in school psychology. *School Psychology Review*, *37*(4), 493–498. https://doi.org/10.1080/02796015.2008.12087863

Rojas, L., & Liou, D. D. (2017). Social justice teaching through the sympathetic touch of caring and high expectations for students of color. *Journal of Teacher Education*, (1), 28. https://doi.org/10.1177/0022487116676314

Rowe, S. S. (2012). Reading intervention and assessment acceptability: A literature review. *School Psychology Forum*, *6*(3), 77–88. https://www.nasponline.org/publications/periodicals/spf/volume-6/volume-6-issue-3-(fall-2012)/reading-intervention-and-assessment-acceptability-a-literature-review

Ruderman, M. A., Stifel, S. W. F., O'Malley, M., & Jimerson, S. R. (2013). The school psychologist's primer on childhood depression: a review of research regarding epidemiology, etiology, assessment, and treatment. *Contemporary School Psychology*, 35. https://link.springer.com/article/10.1007%2FBF03340987

Rudestam, K. E., & Newton, R. R. (2001). Surviving Your Dissertation: A Comprehensive Guide to Content and Process (2nd ed.). Sage

Rush, C., & Harrison, P. (2008). Ascertaining teachers' perceptions of working with adolescents diagnosed with attention-deficit/hyperactivity disorder. *Educational Psychology in Practice*, *24*(3), 207–223. https://doi.org/10.1080/02667360802256774

Russell, J. L., & Bray, L. E. (2013). Crafting coherence from complex policy messages: Educators' perceptions of special education and standards-based accountability policies. *Education Policy Analysis Archives*, *21*(12). https://doi.org/10.14507/epaa.v21n12.2013

Ruthberg, S., & Bouikidis, C.D. (2018). Focusing on the fundamentals: A simplistic Differentiation between qualitative and quantitative research, *Nephrology Nursing Journal*, (2), 209. https://pubmed.ncbi.nlm.nih.gov/30303640/

Saarento, S., Karna, A., Hodges, E. V. E., & Salmivalli, C. (n.d.). Student, classroom, and school-level risk factors for victimization. *Journal of School Psychology*, *51*(3), 421–434. https://doi.org/10.1016/j.jsp.2013.02.002

Salehi, S., Pate, A., Taghavi, M., & Pooravari, M. (2016). Primary school teachers and parents perception of peer bullying among children in Iran: A Qualitative Study. *Iranian Journal of Psychiatry & Behavioral Sciences*, *10*(3), 1–8. https://doi.org/10.17795/ijpbs-1865

Samuels, A. J., Samuels, G. L., & Cook, T. M. (2017). Examining perceptions of culturally responsive pedagogy in teacher preparation and teacher leadership candidates. *SRATE Journal*, *26*(2), 50–60. https://doi.org/10.29333/ejecs/39

Schensul, J. J., & LeCompte, M. D. (Eds.). (1999). Ethnographer's toolkit: Volumes 1-7. Walnut Creek, CA: AltaMira Press.

Schmitt, A. (2011). Commentary on "Childhood leukemia survivors and their return to school: A literature review, case study, and recommendations." *Journal of Applied School Psychology*, *27*(3), 276–283. https://doi.org/10.1080/15377903.2011.590771

Schmitt, A. J., Hale, A. D., McCallum, E., & Mauck, B. (2011). Accommodating remedial readers in the general education setting: is listening-while-reading sufficient to improve factual and inferential comprehension? *Psychology in the Schools*, *48*(1), 37–45. https://doi.org/10.1002/pits.20540

Schneider, S. K., O'Donnell, L., Stueve, A., & Coulter, R. W. S. (2012). Cyberbullying, school bullying, and psychological distress: a regional census of high school

students. *The American Journal of Public Health*, (1), 171. https://doi.org/10.2105/ajph.2011.300308

Schnurr, B. L., Kundert, D. K., & Nickerson, A. B. (2009). Grade retention: current decision-making practices and involvement of school psychologists working in public schools. *Psychology in the Schools*, *46*(5), 410–419. https://doi.org/10.1002/pits.20386

Schulze, J., Winter, L. A., Woods, K., & Tyldesley, K. (2017). Investigating the significance of social justice in educational psychology practice - A systematic literature review. *Educational & Child Psychology*, *34*(3), 57-73. https://psycnet.apa.org/record/2018-08632-004

Sharma, U., Armstrong, A. C., Merumeru, L., Simi, J., & Yared, H. (2019). Addressing barriers to implementing inclusive education in the Pacific. *International Journal of Inclusive Education*, *23*(1), 65–78. https://doi.org/10.1080/13603116.2018.1514751

Sheridan, S. M., & Gutkin, T. B. (2000). The Ecology of School Psychology: Examining and Changing Our Paradigm for the 21st Century. *School Psychology Review*, *29*(4), 485. https://doi.org/10.1080/02796015.2000.12086032

Sheridan, S. M., & Steck, M. C. (1995). Acceptability of conjoint behavioral consultation: a national survey of school psychologists. *School Psychology Review*, *24*(4), 633–647. https://doi.org/10.1080/02796015.1995.12085792

Sheridan, S., Warnes, E., Woods, K., Blevins, C., Magee, K., & Ellis, C. (2009). An exploratory evaluation of conjoint behavioral consultation to promote

collaboration among family, school, and pediatric systems: A role for pediatric school psychologists. *Journal of Educational & Psychological Consultation, 19*(2), 106–129. https://doi.org/10.1080/10474410902888566

Sholl, C., Korkie, J., Harper, D. (2010). Challenging teenagers' ideas about mental health. *Psychologist, 23*(1), 26-27. https://thepsychologist.bps.org.uk/volume-23/edition-1/challenging-teenagers-ideas-about-mental-health

Shriberg, D., Satchwell, M., McArdle, L., & James, J. M. (2010). An Exploration of school psychologists' beliefs about effective leadership practice in school psychology. *School Psychology Forum*, *4*(4), 8–21. https://www.nasponline.org/publications/periodicals/spf/volume-4/volume-4-issue-4-(winter-2010)/an-exploration-of-school-psychologists-beliefs-about-effective-leadership-practice-in-school-psychology

Silva, A. M. P. M. da, Negreiros, F., & Albano, R. M. (2017). Indiscipline at public school: Teachers' conceptions on causes and intervention. *International Journal of Research in Education and Science*, *3*(1), 1–10. https://www.ijres.net/index.php/ijres/article/view/130/0

Singh, N. N., & Epstein, M. H. (1990). Psychopharmacological intervention. I: Teacher perceptions of psychotropic medication for students with serious emotional disturbance. *Journal of Special Education, 24*, 283–295. https://doi.org/10.1177/002246699002400303

Siswa, C., Tan, E. T., Conor, D., Haksi, E., & Cohen, R. (2011). Coping with natural disasters in Yogyakarta, Indonesia: The psychological state of elementary school

children as assessed by their teachers. *School Psychology International*, *32*(5), 484. https://doi.org/10.1177/0143034311402919

Smith, D. E., Springer, C. M., & Barrett, S. (2011). Physical discipline and socioemotional adjustment among Jamaican adolescents. *Journal of Family Violence*, *26*(1), 51–61. https://doi.org/10.1007/s10896-010-9341-5

Smith, H., Varjas, K., Meyers, J., Marshall, M., Ruffner, C., & Graybill, E. (2010). Teachers' perceptions of teasing in schools. *Journal of School Violence*, *9*(1), 2–22. https://doi.org/10.1080/15388220903185522

Sohyun, P., Eun Young, L., Joel, G., Denis, N., & Bo Youl, C. (2015). Understanding school health environment through interviews with key stakeholders in Lao PDR, Mongolia, Nepal and Sri Lanka. *Health Education Research*, (2), 285. https://doi.org/10.1093/her/cyu069

Soles, T., Bloom, E., Heath, N. L., & Karagiannakis, A. (2008). An exploration of teachers' current perceptions of children with emotional and behavioural difficulties. *Emotional & Behavioural Difficulties*, *13*(4), 275–290. https://doi.org/10.1080/13632750802442201

Solehuddin, M., & Adriany, V. (n.d.). Kindergarten teachers' understanding on social justice: Stories from Indonesia. *Sage Open*, *7*(4). https://doi.org/10.1177/2158244017739340

Solis, M., Vaughn, S., Swanson, E., & Mcculley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, *49*(5), 498–510. https://doi.org/10.1002/pits.21606

Somers, C. L., Chiodo, L. M., Yoon, J., Ratner, H., Barton, E., & Delaney-Black, V. (2011). Family disruption and academic functioning in urban, black youth. *Psychology in the Schools*, *48*(4), 357–370. https://doi.org/10.1002/pits.20559

Splett, J. W., & Maras, M. A. (2011). Closing the gap in school mental health: a community-centered model for school psychology. *Psychology in the Schools*, *48*(4), 385–399. https://doi.org/10.1002/pits.20561

Stark, K. D., Arora, P., & Funk, C. L. (2011). Training school psychologists to conduct evidence-based treatments for depression. *Psychology in the Schools*, *48*(3), 272–282. https://doi.org/10.1002/pits.20551

Stewart, G., Webster, C. A., Weaver, R. G., Stodden, D. F., Brian, A., Egan, C. A., Michael, R. O., Sacko, R., & Patey, M. (2019). Evaluation of a classroom movement integration training delivered in a low socioeconomic school district. *Evaluation and Program Planning*, *73*, 187–194. https://doi.org/10.1016/j.evalprogplan.2018.12.010

St-Onge, M., & Lemyre, A. (2018). Assessing teachers' attitudes towards students with mental health disorders in 16 postsecondary institutions in Quebec. *International Journal of Disability, Development & Education*, *65*(4), 459–474. https://doi.org/10.1080/1034912X.2017.1406068

Stormshak, E. A., Connell, A. M., Véronneau, M.-H., Myers, M. W., Dishion, T. J., Kavanagh, K., & Caruthers, A. S. . (2011). An ecological approach to promoting early adolescent mental health and social adaptation: Family-centered intervention

in public middle schools. *Child Development*, *82*(1), 209–225. https://doi.org/10.1111/j.1467-8624.2010.01551.x

Stormont, M., Reinke, W., & Herman, K. (2011). Teachers' characteristics and ratings for evidence-based behavioral interventions. *Online Submission*, 19–29. https://doi.org/10.1177/019874291103700103

Suh, R. (2017). Teacher Supervising. *Salem Press Encyclopedia*.

Sulkowski, M. L., Wingfield, R. J., Jones, D., & Coulter, W. A. (2011). Response to intervention and interdisciplinary collaboration: Joining hands to support children's healthy development. *Journal of Applied School Psychology*, *27*(2), 118–133. https://doi.org/10.1080/15377903.2011.565264

Sung, M., Fung, D. S. S., Cai, Y., & Ooi, Y. P. (2010). Pharmacological management in children and adolescents with pervasive developmental disorder. *Australian and New Zealand Journal of Psychiatry*, *44*(5), 410–428. https://doi.org/10.3109/00048670903493330

Swanson, K., & Gettinger, M. (2016). Teachers' knowledge, attitudes, and supportive behaviors toward LGBT students: Relationship to gay-straight alliances, antibullying policy, and teacher training. *Journal of LGBT Youth*, *13*(4), 326–351. https://doi.org/10.1080/19361653.2016.1185765

Swift, A. L., & Bell, P. (2010). Focus groups: Dynamic contributions to the participatory culture-specific intervention model. 1-2. https://doi.org/10.1037/e613132010-001

Tike Bafra, L., & Tevhide, K. (2009). Investigating the attitudes of elementary school teachers, school psychologists and Guidance Research Center personnel on the

process of preparing the Individualized Educational Program and challenges faced during the related process. *Educational Sciences: Theory and Practice*, *9*(4), 1959–1972. https://files.eric.ed.gov/fulltext/EJ867374.pdf

Thielking, M., & Jimerson, S. R. (2006). Perspectives regarding the role of school psychologists: perceptions of teachers, principals, and school psychologists in Victoria. *Australian Journal of Guidance & Counselling*, 16(2), 211-223. https://doi.org/10.1375/ajgc.16.2.211

Thijs, J. T., Koomen, H. M. Y., & van der Leij, A. (2008). Teacher-child relationships and pedagogical practices: Considering the teacher's perspective. *School Psychology Review*, *37*(2), 244–260. https://doi.org/10.1080/02796015.2008.12087898

Thijs, J., Westhof, S., & Koomen, H. (2012). Ethnic incongruence and the student-teacher relationship: The perspective of ethnic majority teachers. *Journal of School Psychology*, *50*(2), 257–273. https://doi.org/10.1016/j.jsp.2011.09.004

Thomas, C. M., Curtis, R. S., & Shippen, M. E. (2011). Counselors', rehabilitation providers', and teachers' perceptions of mental and physical disabilities. *Journal of Counseling & Development*, *89*(2), 182–189. https://doi.org/10.1002/j.1556-6678.2011.tb00076.x

Thompson, I. I., McNicholl, J., & Menter, I. (2016). Student teachers' perceptions of poverty and educational achievement. *Oxford Review of Education*, *42*(2), 214–229. https://doi.org/10.1080/03054985.2016.1164130

Thorburn, M. J. (1999). The role of the family: disability and rehabilitation in rural

Jamaica. *Lancet, 354*(9180), 762–763. https://doi.org/10.1016/S0140-6736(99)06072-9

Toye, F., Williamson, E., Williams, M. A., Fairbank, J., & Lamb, S. E. (2016). What value can qualitative research add to quantitative research design? An example from an adolescent idiopathic scoliosis trial feasibility study. *Qualitative Health research, 26*(13), 838-1850. https://doi.org/10.1177/1049732316662446

Trudgen., M., & Lawn, S. (2011). What is the threshold of teachers' recognition and report of concerns about anxiety and depression in students? An exploratory study with teachers of adolescents in regional Australia. https://doi.org/10.1375/ajgc.21.2.126

Trussell, R. P. (2008). Promoting school-wide mental health. *International Journal of Special Education*, *23*(3), 149–155. https://files.eric.ed.gov/fulltext/EJ833691.pdf

Tucker, J. A., & Burns, M. K. (2016). Helping students remember what they learn: An intervention for teachers and school psychologists. *Communique 44*(6), 23. https://apps.nasponline.org/resources-and-publications/periodicals/cq-index-list.aspx

Turney, K., & Haskins, A. R. (2014). Falling behind? Children's early grade retention after paternal incarceration. *Sociology of Education, 87*(4), 241–258. https://doi.org/10.1177/0038040714547086

Tysinger, P. D., Tysinger, J. A., & Diamanduros, T. (2009). Teacher expectations on the directiveness continuum in consultation. *Psychology in the Schools*, *46*(4), 319–332. https://doi.org/10.1002/pits.20378

Underwood, J. (2018). Under the law defining the least restrictive environment. *Phi Delta Kappa*, 100(3), 66-67. https://doi.org/10.1177/0031721718808270

United Nations (2015). About the sustainable development goals (SDGs). Retrieved from https://www.un.org/sustainabledevelopment/sustainable-development-goals/

United Nations. (2019). Grenada-Sustainable development knowledge platform-the United Nations. https://sustainabledevelopment.un.org/memberstates/grenada

United Nations. (2000). United Nations millennium development goals (MDGs). https://www.un.org/millenniumgoals/

United Nations. (2019). https://www.un.org/en/

United Nations International Children Emergency Fund (UNICEF). (2018). Situational analysis of children in Grenada. https://www.unicef.org/ECA_GRENADA_SitAn_Web.pdf

Vandecandelaere, M., Vansteelandt, S., De Fraine, B., & Van Damme, J. (2016). Time-varying treatments in observational studies: Marginal structural models of the effects of early grade retention on math achievement. *Multivariate Behavioral Research*, *51*(6), 843–864. https://doi.org/10.1080/00273171.2016.1155146

Van Hout, M. C., Foley, M., McCormack, A., & Tardif, E. (2012). Teachers' perspectives on their role in school-based alcohol and cannabis prevention. *International Journal of Health Promotion and Education*. 50(6), 328-341. https://doi.org/10.1080/14635240.2012.735388

van Schalkwyk, G. J., & Sit, H. H. Y. (2013). Evaluating school-based psychological and counselling services in Macao using a qualitative approach. *School*

Psychology International, 34(2), 154-165. https://doi.org/10.1177//0143034312453395

Varcoe, L., & Boyle, C. (2014). Pre-service primary teachers' attitudes towards inclusive education. *Educational Psychology*, *34*(3), 323–337. https://doi.org/10.1080/01443410.2013.785061

Varjas, K., Meyers, J., Henrich, C. C. Graybill, E. C., Dew, B. J., Marshall, M. L., Williamson., Z., Skoczylas., R. B. & Avant, M. (2006). Using a participatory culture-specific intervention model to develop a peer victimization intervention. *Journal of Applied School Psychology*, 22(2), 35-57. https://doi.org/10.1300/J370v22n02_03

Varjas, K., Nastasi, B. K., Bernstein, M. R., & Jayasena, A. (2005). Using ethnographic methods for development of cultural specific interventions. *Journal of School Psychology*, 43(3), 241-258. https://doi.org/10.1016/j.jsp.2005.04.006

Veiga, F., Garcia, F., Neto, F., & Almeida, L. (2009). The differentiation and promotion of students' rights in Portugal. *School Psychology International*, *30*(4), 421–436. https://doi.org/10.1177/0143034309106947

Venning, A., Eliott, J., Wilson, A., & Kettler, L. (2008). Understanding young peoples' experience of chronic illness: A systematic review. *International Journal of Evidence-Based Healthcare*, (3), 321-336. https://doi.org/10.11124/jbisrir-2008-221

Vermeulen, J. A., Denessen, E., & Knoors, H. (2012). Mainstream teachers about including deaf or hard of hearing students. *Teaching and Teacher*

Education, *28*(2), 174–181. https://doi.org/10.1016/j.tate.2011.09.007

Vetter, A., Löhle, E., Bengel, J., & Burger, T. (2010). The integration experience of hearing impaired elementary school students in separated and integrated school settings. *American Annals of the Deaf*, *155*(3), 369–376. https://doi.org/10.1353/aad.2010.0015

Vlachou, A., Eleftheriadou, D., & Metallidou, P. (2014). Do Learning difficulties differentiate elementary teachers' attributional patterns for students' academic failure? A comparison between Greek regular and special education teachers. *European Journal of Special Needs Education*, *29*(1), 1–15. https://doi.org/10.1080/08856257.2013.830440

Vujnovic, R. K., Fabiano, G. A., Morris, K. L., Norman, K., Hallmark, C., & Hartley, C. (2014). Examining school psychologists' and teachers' application of approaches within a response to intervention framework. *Exceptionality*, *22*(3), 129–140. https://doi.org/10.1080/09362835.2013.865530

Wagner, K. D., Brief, D. J., Vielhauer, M. J., Sussman, S., Keane, T. M., & Malow, R. (2009). The potential for PTSD, substance use, and HIV risk behavior among adolescents exposed to hurricane Katrina. *Substance Use & Misuse*, *44*(12), 1749–1767. https://doi.org/10.3109/10826080902963472

Wang, C., Ni, H., Ding, Y., Yi, C. (2015). Chinese teachers' perceptions of the roles and functions of school psychological service providers in Beijing. *School Psychology International*, 36(1), 77-93. https://doi.org/10.1177/0143034314560623

Wang, M. T. (2009). School climate support for behavioral and psychological adjustment: Testing the mediating effect of social competence. *School Psychology Quarterly*, *24*(4), 240–251. https://doi.org/10.1037/a0017999

Wang, M., Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A Tobit Regression Analysis of the Covariation Between Middle School Students' Perceived School Climate and Behavioral Problems. *Journal of Research on Adolescence (Wiley-Blackwell)*, *20*(2), 274–286. https://doi.org/10.1111/j.1532-7795.2010.00648.x

Watkins, M. W., Crosby, E. G., & Pearson, J. L. (2001). Role of the school psychologist. *School Psychology International*, *22*(1), 64-74. https://doi.org/10.1177/01430343010221005

Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The incredible years teacher classroom management training: the methods and principles that support fidelity of training delivery. *School Psychology Review*, (4), 509. https://doi.org/10.1080/02796015.2011.12087527

Werthamer-Larsson, L. (1994). Methodological issues in school-based services research. *Journal of Clinical Child Psychology*, (2), 121. https://doi.org/10.1207/s15374424jccp2302_2

Weyandt, L. L., Fulton, K. M., & Schepman, S. B., Verdi, G. R., & Wilson, K. G. (2009). Assessment of teacher and school psychologist knowledge of Attention Deficit/Hyperactivity Disorder. *Psychology in the Schools*, 46(10), 951-961. https://doi.org/10.1002/pits.20436

Wilkinson, L. A. (2008). Self-management for children with high-functioning Autism

Spectrum Disorders. *Intervention in School and Clinic*, *43*(3), 150–157. https://doi.org/10.1177/1053451207311613

Wille, K. S., McFarland, M., & Archwamety, T. (2009). Factors related to school psychologists' comfort working with poverty: Are training institutions doing enough to ensure competence in this area? *International Journal of Psychology: A Biopsychosocial Approach / Tarptautinis Psichologijos Zurnalas: Biopsichosocialinis Poziuris*, *4*(1), 109–118.

Williams, B. B. (2010). National Association of School Psychologists (NASP) 2010 standards. *School Psychology Review*, *39*(2), 300–301.

Williams, S. A. S., & Staulters, M. L. (2010). Literacy instruction in rural elementary schools in Jamaica: Response to professional development. *Journal of Negro Education*, *79*(2), 97–111. https://www.jstor.org/stable/20798329

Wilson, K., Erchul, W., & Raven, B. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. *Journal of Educational & Psychological Consultation*, *18*(2), 101–123. https://doi.org/10.1080/10474410701864321

Wodrich, D. L., & Cunningham, M. M. (2008). School-based tertiary and targeted interventions for students with chronic medical conditions: Examples from Type I diabetes mellitus and epilepsy. *Psychology in the Schools*, *45*(1), 52–62. https://doi.org/10.1002/pits.20278

Woodcock, S., & Woolfson, L. M. (2018). Are leaders leading the way with inclusion? Teachers' perceptions of systemic support and barriers towards

inclusion. *International Journal of Educational Research*. https://doi.org/10.1016/j.ijer.2018.11.004

Woods, K., Bond, C., Tyldesley, K., Farrell, P., & Humphrey, N. (2011). The role of school psychologists in child protection and safeguarding. *School Psychology International*, *32*(4), 361–376. https://doi.org/10.1177/0143034311406812

Woody, R. (2011). Science in mental health training and practice, With special reference to school psychology. *Ethics & Behavior*, *21*(1), 69–77. https://doi.org/10.1080/10508422.2011.537571

World Bank Group. (2017). Education global practice Latin America and the Caribbean OECS situational analysis 2017. https://www.worldbank.org/en/region/lac/overview

World Health Organization. (2014). Global status report on alcohol and health 2014. https://apps.who.int

Yang, C., Bear, G. G., & May, H. (2018). Multilevel associations between school-wide social-emotional learning approach and student engagement across elementary, middle, and high schools. *School Psychology Review*, *47*(1), 45–61. https://doi.org/10.17105/SPR-2017-0003.V47-1

Yardley, L. (2017). Demonstrating the validity of qualitative research. *Journal of Positive Psychology*, *12*(3), 295. https://doi.org/10.1080/17439760.2016.1262624

Yariv, E. (2009). Students' attitudes on the boundaries of teachers' authority. *School Psychology International*, *30*(1), 92. https://doi.org/10.1177/0143034308101852

Yau, S. S. W., Pun, K. H.W., Tang, J. P. S. (2011). Outcome study of school programmes

for reducing stigma and promoting mental health. *Journal of Youth Studies 14*(1), 30-40. https://psycnet.apa.org/record/2011-07403-004

Yeo, L. S., & Choi, P. M. (2001). Cognitive-behavioural therapy for children with behavioural difficulties in the Singapore mainstream school setting. *School Psychology International*, *32*(6), 616–631. https://doi.org/10.1177/0143034311406820

Young, J. E. J., & Jackman, M. G.-A. (2014). Formative assessment in the Grenadian lower secondary school: teachers' perceptions, attitudes and practices. *Assessment in Education: Principles, Policy & Practice*, *21*(4), 398–411. https://doi.org/10.1080/0969594X.2014.919248

Youssef, M. K., Hutchinson, G., & Youssef, F. F. (2015). Knowledge of and attitudes toward ADHD Among teachers. *SAGE Open*, (1). https://doi.org/10.1177/2158244014566761

Zambo, D. (2008). Looking at ADHD through multiple lenses: Identifying girls with the inattentive type. *Intervention in School and Clinic*, *44*(1), 34–40. https://doi.org/10.1177/1053451208318873

Zambo, D., Zambo, R., & Sidlik, L. (2013). Preservice teachers' perceptions of neuroscience, medicine, and students with ADHD. *Journal on Excellence in College Teaching*, *24*(3), 51–67. https://eric.ed.gov/?id=EJ1026154

Zambrano, E., Castro-Villarreal, F., & Sullivan, J. (2012). School counselors and school psychologists: Partners in collaboration for student success within RTI and CDCGP frameworks. *Journal of School Counseling*, *10*(24).

https://files.eric.ed.gov/fulltext/EJ991251.pdf

Zeng, E. J., & Bordeaux, L. S. (2011). China earthquake relief: Participatory action work with children. *School Psychology International*, *32*(5), 498–511. https://doi.org/10.1177/0143034311402921

Appendix A: Interview Protocol

Prior to focus group interviews, an initial introductory session will be held with participants to discuss the research study, their involvement, answer any questions, discuss any issues, introduce themselves-names, schools worked at, grade levels worked with or/and any information they would like to share, and they may be invited to participate in follow up individual interviews if needed, to obtain more in-depth information or to check for accuracy of the meaning of what was said in the focus groups (Maxwell, 2005). Their experiences and perceptions are considered important and this helps to build rapport. Dates, times, and places will be set for interviews and observations according to participants' availability. Consent forms for participation and for audiotaped focus groups/interviews will be signed (2x) at the introductory session with a copy given to participants.

The Interview Protocol is split into three diverse parts.

1. What should a SEN teacher know about the academic, behavioral and psychological needs of students and the competencies required to address those needs. Questions/probes will be concerned with their students' needs, the importance to address those needs, and the skills needed to address the needs;

2. What the services available to tackle the academic, social and mental health necessities of students. Questions/probes will be concerned with the services SEN teachers are providing, and the assistance they are receiving

from other professionals to help address their students' needs, barriers they encounter.

3. The ways in which a school psychologist and school psychological services could help. Questions/probes will be concerned about strengthening the roles of the SEN teachers and exploring how the school psychologist and school psychological services could fit in their school and classroom settings.

Appendix B: Research codes and sub codes

Research Codes	**Sub codes**
Individual	a) Selection to be SEN chosen or voluntary b) Solely a SEN teacher/other roles c) Preparation/competence d) Training e) Views of students needs e.g. learning disabilities
School	a) Pupils with specific diagnoses in schools; diagnosed by whom b) Creation/selection of assessments/interventions/strategies used c) The services available to help the academic, psychological and mental health needs of students d) Usefulness/benefits of services e) Partnerships with other professionals at school f) Barriers
Government and Community	a) Legislation and policies regarding the needs of students b) Partnership with home, parent teacher associations (PTAs) and wider community c) Social, cultural and economic factors