

# the KAPS Review

A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY  
IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

## **Review of Sessions KAPS Conference 2000**

### **Old Wine for the New Millennium, Presented by Dr. Chris Skinner Reviewed by Carole Holcomb**

Dr. Skinner provided an overview of research concerning academic skills (how to get skills, how to develop skills, and how to give skills). He feels that the purposes of testing are to get prevention services in place for at-risk students, to suggest more effective interventions, prevent future problems, to teach to strengths and to remediate based on assessment. The discussion on the research was informative and data based.

His data on teaching reading skills indicated that the most effective reading instruction is done in small groups with drill and practice. He feels that we test accuracy in reading, but need to test fluency. He stated that the stages of learning are acquisition, fluency, generalization across time, stimuli, and response.

Two types of students were discussed. The "Can't Do" vs. the "Won't Do". The "Can't Do" do not acquire the skills, do not maintain skills or cannot generalize skills. Dr. Skinner feels that Can't Do students may be caused by training only accuracy, and they may not have maintained the skill or be able to generalize or adapt their responses. The Won't Do students do not want to read or have a bad attitude.

Dr. Skinner talked about the need to practice reading skills to develop fluency so that less cognitive effort is required to read. He explained that energy runs out when we use cognitive effort, and that

automatic responses require less energy. The more time we must spend using short term/long term memory, the quicker our energy runs out. He feels that educators need to identify the target behaviors and manipulate stimulus to increase response time. He stated that practice makes perfect. Practice (flow) produces accuracy, fluency, maintenance of skill, and generalization of skill.

Dr. Skinner discussed his 1989 study that indicated that any learning disabled student requires more time to learn. These students are not learning rapidly enough. Strategies to address this include: demonstration, modeling, cueing, and routine drills. Dr. Skinner also feels immediate feedback is necessary. He demonstrated some methods of immediate student feedback. He utilizes overt timing to increase accuracy and skill, as he found that when students were aware of time, they were more accurate.

Dr. Skinner discussed classwide peer tutoring and several research studies. He feels bonus points and team challenges are good learning tools. He emphasized that the teacher needs to give reading passages on a child's reading level. Low vocabulary/high interest were suggested for lower level reading students.

The afternoon session dealt with the "Won't Do" students. Dr. Skinner emphasized that of two equivalent behaviors, a student will choose the one that is most rewarding. The student will also choose the assignment with the less effort. Dr. Skinner recommended that teachers break assignments into shorter sections with high reward or more immediate reinforcers. He has also found that students behave better with short reading assignments. The group completed some exercises that emphasized the research findings. Dr. Skinner closed by saying that schools need to focus on the positive effort kids

are making as opposed to concentrating on negative student behaviors.

Dr. Skinner can be reached at the University of Tennessee. His e-mail address is cskinne1@UTK.EDV. He requested that any person wanting his overheads or handouts to contact him via e-mail. This was an interesting, challenging, and informative training.

### **Interventions for Preschoolers: Home and School, Presented by Dr. Kristal Ehrhardt Reviewed by Michelle Gadberry**

This three-hour workshop presented a broad overview of best practices when working with preschool children, their teachers and their parents. Dr. Ehrhardt began by reviewing recent legislation from the early 90's which mandated early intervention with children aged birth to three, as well as from age 3 on in public schools. This legislation has increased the number of young children being served by special education. Additionally, societal changes (both parents working full-time, single parents, etc.) have resulted in a greater number of children being served in childcare centers or preschools.

Key practice themes for school psychologists in early intervention were presented. The main themes are: 1) collaborative consultation, 2) ecobehavioral assessment, 3) curriculum-based measures, 4) assessment of other critical variables (e.g., health of child or systems variables) and 5) naturalistic intervention design.

The PASSKey Assessment System was presented as a method of developing and monitoring interventions. PASSKey is of course an acronym, standing for the following: **P**lanned Activities, **A**ccountability, **S**trategic Sampling,

# the KAPS Review

## A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

### Scripts or Intervention Plans.. and Keystone Behaviors or Variables.

The first step – Planned Activities -- involves examining the child's daily routine, identifying times of the day which are important to school or family functioning, as well as to discover both successful and difficult times of the day for the child. Example interview forms were provided for both home and school. Strategic Sampling involves deciding when to observe a child from the previous analysis of planned activities. It is important to select an appropriate method for recording behavior and to observe the situation enough times to detect patterns.

Keystone Variables are behaviors upon which others depend. These are behaviors that are important to parents and/or teachers or behaviors that will keep a child safe. Acquisition of these behaviors will lead to successful pre-academic and social functioning for the child. Once a behavior has been selected, the Script/Intervention Plan is developed. This is a written or pictorial guideline for managing behavior or teaching new behaviors. It is important that the plan be personalized and detailed, and be based on natural caregiver-child interactions.

Finally, Accountability involves following up to determine if the child is making adequate progress, whether the intervention is being carried out as intended, and if the intervention is feasible for the caregivers. Changes or revisions should be made as necessary.

Curriculum-based measures were also discussed in detail. It was noted that a well-developed curriculum must first be in place, which includes a wide range of functional and developmentally sequenced tasks. The curriculum should use a variety of teaching and learning strategies and permit ongoing

measurement. A recommended curriculum was Diane Bricker's Activity Based Intervention. Some examples of CBM's which were reviewed are Bricker's AEPS, the Carolina Curriculum and the DIBELS (Dynamic Basic Indicators of Early Literacy Skills).

Dr. Ehrhardt concluded the session by discussing the relationship between communication and behavior. Interventions to promote language and communication were reviewed, including Enhanced Milieu Teaching and Carol Gray's Social Stories.

Overall, Dr. Ehrhardt presented a very comprehensive look at the ways in which school psychologists can work effectively with preschool children, their parents and teachers.

### ***Gay Lesbian, Bisexual, Transgendered Students: Challenges and Interventions Presented by David Hull Reviewed by Dorothy Brock***

David Hull, school psychologist, is the president of the Louisville chapter of PFLAG (Parents, Families and Friends of Gays and Lesbians) He did an excellent overview of the main issues for professionals dealing with sexual minority youth. An open/perceived LGBT identity often makes school dangerous and many of these youth are subjected to anti-gay harassment. Studies of youth suicide consistently find gay and lesbian youth are 2 to 6 times more likely to attempt suicide and may account for 30% of all completed suicides. Drug and alcohol abuse, homelessness and drop out rates are often much higher in this population.

The handouts were excellent and gave specific directions for educators and administrators on how to intervene in anti-gay harassment. David also

provided tips for professionals who work with gay youth. A pink triangle signifies you are a safe person and professionals should not be surprised when a youth comes out to them. As professionals we need to examine our biases and try to understand the meaning of sexual orientation.

David brought with him four young adults/high school students who shared their experiences in the public schools in Kentucky. Each youth gave a brief presentation and the panel then answered questions. Their stories were very moving and illustrated that it is not only harassment from other students but also adults that makes the school experience so frightening.

### ***Direct Instruction of Reading, Presented by Jerry Jo Ballard Reviewed by Dorothy Brock***

Ms. Ballard is a veteran educator who acts as an on-site consultant to classroom teachers on the implementation of the Englemann Direct Instruction program. This is a well researched approach that began thirty years ago at the University of Oregon. The hallmarks of DI are structure, consistency and mastery. Direct Instruction of reading emphasizes phonemic awareness. About thirty percent of all children need explicit and systematic phonics instruction in order to read. She gave an informative and fast moving demonstration of some of the techniques for KAPS attendees. The audience participated enthusiastically. Yes, she did work from a script and there was drilling and repetition but the lessons flowed and the pace was so quick our attention never wavered.

Utilizing instructional groups, Direct Instruction has five features: script, signals, praise, correction, pacing. DI uses SASS: Say, Ask Again, Start Over,

# the KAPS Review

## A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

Sound Out. Ms. Ballard explained that Direct Instruction is a prime example of a method that works for all children yet has been ignored by many in the educational establishment. Ms. Ballard's handouts contained directions for administering the phonemic awareness screening and an article addressing the myths and truths about Direct Instruction. If you have any questions, you can contact her at 502-425-3222, e-mail: Ballardjbworldnet.att.net

### ***Psychotropic Drugs Presented by Dr. Alan Poling Reviewed by Patsy Thompson***

Defining the role of the school psychologist in helping to manage medication for students' behavior was the primary focus of Dr. Poling's presentation. Dr. Poling stated that medication is used to manage behavior in three ways: 1) acutely reduce dangerous behavior (short-term), 2) chronically manage a well-defined clinical disorder, and 3) chronically reduce specific behavioral problems.

He suggested that school psychologists are primarily focused on the second and third uses of medication in working with students. As the primary behavioral specialists in the school, the school psychologist is a critical person in the management process. Effective and ethical use of psychotropic drugs requires that the goals of treatment are clear and in the patient's best interest, that treatment decisions are made on the basis of "real" drug effects (supported by research), and that drug therapy is flexible and integrated with non-drug interventions. As school psychologists, we can give the physician data to determine the effectiveness of the medication being prescribed. Because physicians are primarily focused on medical effects, the school psychologist not only has the opportunity, but the

responsibility to help measure the effects of the medication. This can be done through direct observation or by obtaining information from the professionals who work with the students daily.

Dr. Poling suggested that many school psychologists are intimidated by neuro-chemistry, but we should not be because every behavior intervention and behavior change has neuro-chemical effects. He noted that the children who are given these drugs are not included in the clinical trial samples. Therefore, the effectiveness of various medications for children is learned through trial and error. Furthermore, we know that many psychotropic drugs have a desired effect, but we don't know why. With study, school psychologists can make sense of psychotropic drugs without knowing anything about physiology.

Finally, Dr. Poling pointed out that although direct observation is sometimes helpful in determining effectiveness, the type and setting of the observation can cause widely varied results. He recommended the Aberrant Behavior Checklist (from Slosson Educational Publications) and the Detection of Side Effects Scale (DOSES) as checklists. He added that checklists for teachers and parents should be easy to use or they may not get used at all. As with all behavior management, it is helpful if a baseline can be obtained prior to the initiation of the medication. If a student is already receiving one or many medications, ask what they are for. Dr. Poling contends that school psychologists should be informed and be proactive in being a part of the team that helps manage medication for children. According to Dr. Poling, psychotropic drugs aren't bad, but the way they are prescribed can be scary.

### ***Threatening Kids: Suggestions and Caveats, Presented by Dr. Lynn McCoy Simandle Reviewed by Debbie Anderson***

Since the demands for schools to "do something" about children who pose a serious threat to themselves or others has gotten increasingly louder, schools are finding themselves in the unenviable position of trying to determine what that "something" is. There are few or no models to assist in the planning. Dr. Lynn McCoy-Simandle warned about labeling our students since there is no reliable research to distinguish school shooters from any other students. Her best suggestion for the public request to "do something" is to work on prevention. Threats may be considered as warning signs, reactions to fear of punishment, a demand for attention or evidence of a deeper psychological problem. However, a direct threat does become a law enforcement issue.

Dr. McCoy-Simandle recommends the Second Step program as a school wide prevention program.

Dr. McCoy-Simandle feels if a student voices a direct threat, he/she needs to go directly to a hospital setting. There is no such thing as a quick assessment. A threat assessment is not done in a vacuum. It requires us to bring in other school personnel, mental health professionals, and the judicial system for a comprehensive assessment.

Dr. McCoy-Simandle recommends a four-pronged assessment model that includes assessment of the personality of the student, family dynamics, school dynamics and the student's role in those dynamics, and social dynamics. Lynn also gave as a reference. This web site includes an article from *Behavioral Sciences and the Law* (Vol. 17, No.3) on threat assessment.



# the KAPS Review

## A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

### **Modern Adolescence**

**Presented by Vicki Tobin**

**Reviewed by Rashawna Mullaney**

It is easy to forget what it was like when our hormones were raging in those early adolescent years. Vicki Tobin's session was a refresher course on what is "normal" and the signs of difficulty.

Adolescence, in our culture, has been expanded from a short period in pre-Industrialized society to a longer period that spans through post-high school/college age. The complexity of modern life has impacted how children today face adolescence. More children today are exposed to legal and illegal substances, divorce, and mobility due to economic competition. Other factors that have caused a change in expectations and responsibilities of adolescence are an earlier onset of puberty and the fact that both parents are more likely to work.

Ms. Tobin explained the phases of adolescence which start at middle school years and end with the college aged student. Most of the focus was on the early adolescent stage which involves the physical, emotional and psychological changes that children go through. Ms. Tobin followed up with hand-outs which outlined signs of concern for adolescent children, helpful hints for working with adolescents, movie titles which contain useful excerpts when working with them in groups, and the developmental levels of normal adolescence.

For anyone who works with middle or high school students, this session was very informative and provided excellent sources to refer to when working with this age group.

### **Panel Discussion: To Tell or not to Tell, that is the Question...**

**Reviewed by Randy Potts**

A panel made up of an attorney, Wayne Young, and three school psychologists, Michelle Gadberry, Dr. Lynn McCoy-Simandle, and Dr. Jim Batts, addressed such questions as: Does Kentucky grant school psychologists privileged communication in civil and criminal cases? What are the exceptions to privileged communications? Should KAPS seek legislation granting privileged communication to school psychologists?

The panel discussion began by focusing on two sections taken from the Kentucky Rule of Evidence (KRE) statutes adopted by the Supreme Court of Kentucky. KRE Section 506 covers counselor-client definitions and general rules of privilege and exceptions. This section specifically mentions "school counselors" in its definition. KRS Section 507 also includes definitions, rules for privilege, and exceptions to privilege relating to psychotherapists and their patients. The panel discussed the issue of whether school psychologists and counselors (and their clients) are granted therapist-patient privilege in court proceedings. According to Mr. Young, judges have the lawful power to not grant privileged communication in court cases. Exceptions to the privilege rules outlined in KRE Sections 506 and 507 were read and discussed in this session. The panel suggested that psychologists and counselors read these exceptions. Privileged communication is often an issue in custody cases involving children. It may also arise in cases of teenage clients (under age 18) whose parents request to know their teenager's personal information disclosed to a therapist. The Family Education Rights and Privacy Act (FERPA) may apply at times to protect personal client information in an educational file, but FERPA does not deny students access to

their own records or a parent's access to their child's educational records.

Due process hearings can involve privileged communication issues. During the course of a hearing, a psychologist or counselor may believe that he/she is being asked to act or do something that makes him/her feel ethically uncomfortable. In such situations, the privilege is typically upheld. However, the panel pointed out that the hearing might go before a judge who will make a final decision regarding privileged communication between the therapist or counselor and client. The panel emphasized the professional counselor or psychologist's goal is to protect the interests of the child.

The panel suggested that school psychologists and counselors who work in districts should inquire about the existence of written statements in district policy that defines the meaning of "legitimate educational purposes." The panel suggested that psychologists and counselors become involved in making them if no such written statements exist within the district.

Changes in the profession of school psychology have raised a key question. "When does the law look at a school psychologist as a mental health practitioner and when does the law consider the psychologist an administrator?" Other thought-provoking questions that were raised included: "Who is included in the psychotherapist definition by the law?" and "How does student competence or mental capacity affect privileged communication of that student?"

Discussion briefly focused on the risks if a psychologist or counselor breaks privilege. The panel reported that in such cases the client might choose to file suit against the psychologist or counselor. In determining when to tell or

# the KAPS Review

A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY  
IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

disclose personal client information, a psychologist or counselor must use their own judgment to determine if the information will impact the safety of others. Some situations were identified in the discussion as examples in which a therapist might choose to disclose client information and break privilege. These included: ongoing sexual harassment, evidence of frequent/daily drug abuse by a student, and legitimate or direct threats of violence toward self or others.

According to the panel's discussion, KAPS as an organization has need to seek clarification with the attorneys of the Kentucky Supreme Court system about how the regulations affect school psychologists and counselors in schools. Practical guidance is what each member needs to make informed judgments and decisions regarding clients. It was suggested that psychologists can act and practice with the assumption that clients have privilege even though it may be revoked in the court proceedings later. However, a few members of the audience disagreed. Some audience members reported having been told by others that school psychologists never have privilege. Certainly, the issue of privileged communication creates a sense of uncertainty and discomfort for psychologists and counselors. Even though specific guidelines are lacking, school psychologists and counselors can become more knowledgeable about the existing laws regarding privileged communication, seek consultation from attorneys of the state Supreme Court and KASA, and facilitate policy at the local district level on these issues.

## **Graduate Student Panel** **Presented by Dr. Carl Myers** **Reviewed by Lorie Craycroft**

On Friday morning of the KAPS Conference, Dr. Carl Myers, Professor of School Psychology at Western Kentucky

University, led an informative session for graduate students. The goal of the session was for current graduate students to gain important information concerning aspects of school psychology such as internship, job search tips, professional organizations, and much more. The session consisted of a three-person panel: one current school psychologist intern (Lorie Craycroft) and two school psychologists completing their internships the previous school year (Jennifer Allen and Jessica Hallin). As the session began, Dr. Myers provided some general information about KAPS and the benefits of membership, including enhanced professional identity, networking opportunities with other school psychologists, continuing professional development opportunities, input into state activities, the promotion of school psychology in Kentucky, and the KAPS Review newsletter. The remainder of the session consisted mostly of open discussion between the presentation participants and those on the panel. Topics that were addressed consisted of: finding an internship site, experiences during the internship, competency expected of interns, job site environment, and advantages and disadvantages of school district size and administrative philosophy. The discussion also led to aspects of thesis completion and coursework, addressing the importance of time management and organization.

Overall, the session appeared to be beneficial and informative for all of those in attendance. Perhaps next year more graduate students will be encouraged to attend this panel session. The opportunity for current graduate students to hear from and ask questions of those who have "been in their shoes" can be such a positive and informative experience.

## **Curriculum-Based Measurement:** **The Official Tool of the New Millennium**

**Presented by Dr. Carl Myers and Alicia Lateer-Huhn**  
**Reviewed by Debbie Anderson**

Curriculum-based measurement (CBM) is a set of procedures that produce academic data. This workshop described CBM, numerous applications, and how it can be useful for decision-making.

CBM is an excellent measurement of short term progress of students' achievement, and can be used as a pre-referral decision-making aid in deciding if a special education evaluation is necessary. It can also be useful in evaluating effectiveness of a pre-referral intervention. CBM can be used to provide information on a student's academic skills.

CBM is not a new technique as it has been around for 20 years. It is best used for grades 1-6. CBM is not a formalized measure. It is best used in the areas of reading, writing, and math and is not recommended for content areas such as science and social studies. CBM is a set of standard, simple, short-duration fluency measures of reading, spelling, written expression and mathematics computation. It is best used as indicators of student achievement.

CBM can be used to develop classroom norms, school building norms as well as district norms. Alicia Lateer-Huhn has developed local norms for the Kenton County school system.

Dr. Carl Myers and Alicia Lateer-Huhn demonstrated how to complete CBM in reading, writing, and math. Alicia Lateer-Huhn received training from Oregon's Annual CBM Summer Institute. Training information may be obtained from

# the KAPS Review

A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY  
IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

## **Autism I: Structured Teaching Program**

**Presented by Dr. Cookie Cahill  
Flower and Company  
Reviewed by Laura McGrail**

This session described a structured teaching program which has been developed in Kenton County for children with autism. The program is based on the TEACCH model from North Carolina and was implemented following training the teaching team received at the TEACCH program. Structured teaching is based on the work of Gary Mesibov and Eric Schopler and provides a way to structure the classroom environment and instructional activities using routines and visual prompts. Kenton County has established two self-contained structured teaching classrooms; one for preschool-kindergarten students and one for primary students. Children with autism who have not been successful in the district's developmental preschool program or in collaboration or resource services are eligible for the district's structured teaching classrooms.

The session was presented by the district's structured teaching program team, including a school psychologist, preschool coordinator, special education teacher, and speech/language therapist. The session provided an overview of the structured teaching model, supplemented with video of the classroom in action. The team also provided an overview of the Picture Exchange System (or PECS), which is a systematic method for teaching nonverbal children to communicate (respond and initiate) with others using pictures.

This was an enjoyable and highly informative session. The team demonstrated much enthusiasm for their program. The TEACCH model is based on over two decades of research and implementation and provides much

promise for districts struggling to successfully serve students significantly affected by autism.

## **Autism II: Issues in Assessment and Treatment**

**Presented by Eva Markham  
Reviewed by Laura McGrail**

This session provided an overview of issues involved in assessment, diagnosis, and treatment of autism. Ms. Markham is a clinical psychologist with the Child Evaluation Center who has extensive experience with autism assessment and diagnosis. Ms. Markham reviewed the diagnostic criteria for a diagnosis of autism under the DSM-IV. She described the areas of assessment typically covered in a CEC evaluation and reviewed a number of the assessment instruments available which are specific to autism assessment. In closing, Ms. Markham reviewed intervention strategies which are most promising (such as educational interventions) and those which have no research base of effectiveness (such as facilitated communication, auditory training, and certain medication treatments).

This session was interesting and provided insight into the different approaches taken to autism assessment by the clinical and school psychology professions.

## **The Explosive Child**

**Presented by Bobbie Burcham  
Reviewed Jim Batts**

Ms. Burcham spoke to an overflow crowd on Dr. Ross Greene's approach to working with children who are easily frustrated and are extremely inflexible, the explosive child. Ms. Burcham balanced personal experiences with the main points of Dr. Greene's 1998 book, The Explosive Child. She explained that

the behaviors of such children are not planned or intentional. These children do not respond well to the commonly used behavioral approaches of reinforcing and extinguishing behaviors. Ms. Burcham reviewed Dr. Greene's practical approach to helping these children at home and school. Some of the main points were related to: reducing the hostility and anger between the child and parent; anticipating situations in which the child is likely to have a melt down; creating an environment where melt downs are less likely to occur; taking the focus off of reinforcement and punishment and putting it on collaborative problem-solving - Learning about A Baskets, B baskets, and C baskets; and helping the child develop self-regulating and thinking skills needed to be more flexible

Ms. Burcham's presentation reflected the sensitivity, compassion and insight that is so well-articulated in Ross Greene's book. If you missed Bobbie's presentation, the book is a must read. If you attended the presentation, you already know it is must read for all school psychologists.

## **New State IDEA Reauthorization Regulations**

**Presented by Barb Kibler  
Reviewed by Nancy Hampel**

As always Barb provided very specific and helpful information about the state regulations. She discussed three areas of the regulations. 280. Definitions - The definitions regulation now includes the criteria for each category of disability. Areas which had some changes included Autism, Developmental Delay, Mental Disability, Other Health Impaired, Specific Learning Disability and Emotional Behavior Disability. For SLD the new regulations do not reflect the previous requirement for academic processing. For EBD, the definition now includes additional definitions from the federal



# the KAPS Review

A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY  
IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

law, especially, to replace "social maladjustment". The explanation now includes a pattern or past history of atypical behaviors for the student over time and to a marked degree. However, Barb indicated that local districts must put this and all other changes into their own board approved policies before a district can implement the changes.

In the regulation 300. Child find and evaluation/reevaluation, there is a new emphasis on including migrant and homeless families in the process of child find. She reported that the referral process may be somewhat simplified. However, again it is important to have the district sort out their policy first so that there are not conflicts with what the state allows and what the local board has approved. Other topics included evaluation planning to insure informed consent, and a revised definition in the beginning date for timeline consideration. Re-evaluation is still required but has a much broader definition, focused mainly on having the appropriate data for future planning unless someone requests specific information, there is a concern about another category of disability or the child may be exiting from special education.

The final area Barb discussed was the determination of eligibility. The evaluation report and eligibility report need to be given to the parent. An evaluation is not required for exiting special education if the student is graduating or aging out of the program. Also noted was the participation of KAPS in maintaining updated information on tests for inclusion in the L.D. tables which will continue to be a part of the SLD eligibility.

Finally, Barb explained that the final approval of the regulations has not yet occurred but should be completed with the federal government by March. Local policies and procedures are being

developed both by individual districts and through draft model policies that are being developed through grants. These should be available around Christmas. So, in summary, there was much information presented, some of it new, some a reminder. There are still questions to be ironed out and procedures to be finalized. Many thanks to Barb Kibler for her explanations.

## **2000 KAPS Best Practices Award Winners Compiled by Mike Norris**

### **Best Practices Award in Program Evaluation and Research: Mike Norris, Jefferson County Schools**

Mike's program established an investigation of the validity and reliability of school psychologists' judgments regarding special education eligibility of ADHD/OHI students. Real life cases were presented to school psychologists for a review of critical data and findings to determine consistency across staff in response to questions about the diagnosis of ADHD, documentation of adverse effect, and OHI eligibility criteria. Psychologists rated each case across the three research questions, and findings were analyzed according to agreement, reliability and validity based on actual case outcomes. Results indicate a mix of agreement for the four cases, which supports other research regarding the difficulty with precise diagnostic criteria for ADHD and eligibility for special education services.

### **Best Practice Award in Consultation: Karen Collier and Beth Edmonson, Owensboro Independent Schools**

As a result of a tornado that destroyed 1100 homes and businesses in Owensboro, school psychologists trained through NOVA (National Organization for Victims Assistance) were requested to help prepare district administrators to deal with the crisis. This practice describes the procedures established and followed in: training facilitators, conducting group discussions, presenting trauma and crisis responses, and establishment of follow-up plans. Through all this preparation, plans were implemented at schools that included crisis counseling, distribution of resources for tornado assistance, and guidelines for helping children. Over 200 students were seen in counseling over the next week.

### **Best Practice Award in Assessment: Steve Perry, Jefferson County Schools**

This practice established an assessment protocol for students in treatment programs at Department of Juvenile Justice facilities. Students included those in day treatment, in therapeutic group homes, and in community juvenile offender facilities. While the assessment of juvenile offenders with suspected serious emotional disturbance is similar to that of non-offenders, several important distinctions were made. It was essential to conduct a thorough review of student files that often contained conflicting information regarding various diagnoses, treatment needs, and responses. Often lacking was a parent report and current school information. Steve's assessment protocol involved incorporating prior information with current assessment findings to determine present level of functioning and prediction of the student's ability to function upon return to the former environment.

# the KAPS Review

## A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

### **Best Practice Award in Organizational Development: Ray Roth and Brittany Gray, Owensboro Independent Schools**

This practice implemented the theory and training of the Effective Schools program within the Owensboro Independent Schools system. The primary goal was to effect changes in addressing behavior problems through research-based effective schools practices. Having already been trained in this program, the school psychologists presented an overview to school principals, with follow-up voluntary workshops for staffs. Focus was placed on supporting teachers who had behavior management problems in the classroom, and to implement effective schools practices in regular education, special education, and alternative school classes. Outcome data revealed an increase in requests for staff inservice and the incorporation of many of the strategies in schools' consolidated plans.

NOI

### **Best Practice Award in Counseling: Gina Bundy, Oldham County Schools**

This single-case counseling study involved the implementation of interventions for an autistic student, Billy, in order to achieve his mainstreaming in a typical third grade classroom. Counseling strategies incorporated social skills training that included play skills and social communication. It further required educating all of his classmates as to his differences and challenges. Additional strategies focused on a smaller group of peer buddies and role models through the use of role-play, modeling, prompting, and practicing various social skills. Billy's own special interests and strengths were incorporated in teaching

him social skills. Individual counseling involved two 30 minute sessions per week which were followed by the use of a behavior plan that reinforced targeted skills. Billy's IEP was written to include long-term initiation of social interaction.

### **Regional Award Winners:**

Region 1: Marcia Till  
Region 2: Karen Collier  
Region 3: Diane Szczer  
Region 4: Zandra Reagan  
Region 5: Robin Pope Santa-Teresa  
Region 6: Kevin Morris  
Region 7: Catherine Hacker  
Region 8: Sharon Moore and Melinda Adkins

### **KAPS Distinguished Old Guy/Gal Award:**

Bob Kruger

### **Kentucky School Psychologist of the Year:**

Gina Bundy

*Congratulations to all the 2000 winners!!*

### **Officer Spotlight**

Greetings! I wanted to take this opportunity to introduce myself, the general duties of the office of President-elect, and to request your input as part of an effort to fully inform the general membership about the governance structure of KAPS. My name is Carl Myers and I have the honor of being the President-elect of KAPS. For those of you that don't know me, I received my Specialist degree in School Psychology in 1985 from Iowa State University. I was a school psychology practitioner in Iowa for nine years. The bulk of my assignment during those years was related to preschool services (birth to 6 years). I was also assigned an elementary school and, in later years, an

adolescent shelter home. During my final years in Iowa as a school psychologist, I began commuting back to Iowa State University (60 miles away) to work on my doctorate. In 1994, I went to Baltimore to complete a predoctoral internship at the Kennedy Krieger Institute, which is part of the Johns Hopkins University School of Medicine. (Working in a clinical/hospital setting was a fascinating experience but I'll save those stories for another time.) In 1995, I received the Ph.D. and began work as a school psychology trainer at Western Kentucky University. I have been here ever since and have immensely enjoyed working with the fantastic graduate students that have gone through our program. It is great to be here in Kentucky! I have been amazed at how friendly the school psychologists are in Kentucky and their dedication to professionalism is impressive.

The duties of a KAPS President-elect are primarily two-fold. As you would probably guess, one primary duty is to fill in for the President as needed. The second primary duty is to be in charge of the professional development program for the Spring and Fall conferences. Even though we have just finished our very successful 2000 conference in Lexington, work has been underway on our 2001 conference since early September. Next year's conference will be held in Louisville at the Radisson hotel on September 26-28, 2001. One of my duties is to come up with a theme for the conference. I would like the 2001 conference to contain sessions of interest for all school psychologists whether they are interested in assessment or intervention, preschool or high school, developmental disabilities or academic skills. Thus, the tentative theme for KAPS 2001 is, "Something For Everyone." (Perhaps someone can suggest a more clever, "catchier" title!) What I need now is input from you as to speakers or



# the KAPS Review

## A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 21, Issue 1

Fall 2000

session topics you would like to see next year. The earlier we can contact speakers, the better. (I have already been turned down by one speaker who is booked at that time next year!) When the "Call for Presentations" goes out to the KAPS membership in the Spring, strongly consider sharing what you are doing as well. It is always interesting to hear what our peers are doing in Kentucky schools.

That's all for now. Feel free to contact me at 270-745-4410 or [carl.myers@wku.edu](mailto:carl.myers@wku.edu) if you have suggestions for topics or presenters or have a KAPS issue you wish to discuss.

### **Education Commissioner's Regional Forums** *By Angela Wilkins*

Here is information on the eight upcoming educational forums that Commissioner Gene Wilhoit will be holding to meet and listen to anyone who wants to talk about improving public education.

This series of eight public forums will be held in November. To achieve our goal, I'm working with the Kentucky Board of Education, whose members will issue invitations and host the forums within their respective regions. Invited participants include representatives of several target audiences: legislators and other elected state and local officials, business community and chambers of commerce, editorial boards, education coalition groups, superintendents and local school board members, principals and school-based council members, teachers, parents, students, and the general public.

Please note that invitations are not required. Everyone is welcome to participate. So we want to encourage KAPS members and other school staff to

attend the session in their region.

The forums will begin at 5 p.m. local time and end at 7 p.m. on the following dates and at these locations:

November 9. Region 8 Hosts: Alice Combs, Bill Weinberg. Pikeville High School Auditorium, Pikeville, KY.

November 14. Region 3 Hosts: Gail Henson, Laken Cosby, Sam Robinson. Gheens Professional Development Center, Louisville, KY.

November 15. Region 1 Host: Keith Travis. Curris Center, Murray State University, Murray, KY.

November 21. Region 2 Host: Helen Mountjoy. University Hotel and Conference Center, Bowling Green, KY.

November 27. Region 4 Hosts: Paul Whelan, Craig True. Deltz Auditorium, Erlanger-Elsmere Schools, Erlanger, KY.

November 28. Region 5 Host: Carol Gabbard. Kentucky Horse Park, Lexington, KY.

November 29. Region 6 Host: Jane Adams Venters. The Center for Rural Community Development, Somerset, KY.

November 30. Region 7 Host: Bill Weinberg. Plaza Hotel, Ashland, KY.

### **KAPS' Website**

Thanks to President Sharla Fasko, KAPS has a webpage. Check it out!  
[www.psychology.edu.edu/kapsaps/](http://www.psychology.edu.edu/kapsaps/)

### **Region 2 Announcement**

Region 2 school psychologists will have their winter meeting at Mariah's restaurant in Bowling Green from 9:00 am until 1:00 pm (Central time) on

Friday, January 26, 2001. Dr. Carl Myers will present a training session on the new WJ-III until noon and then lunch will be served. Certificates for Continuing Professional Development hours will be given. The only cost will be your lunch. Please notify Dr. Myers if you are planning on attending by January 12 so adequate space, certificates, and meals can be arranged. Dr. Myers can be reached at 270745-4410 or .

NASP's Annual Convention will be held April 17-22, 2001 at the Marriott Wardman Park Hotel in Washington, DC. This year's theme is **Risk Prevention for All Kids, A Capital Idea!**

**MARK YOUR CALENDAR AND PLAN TO ATTEND!!!**

For more info, call 301-657-0270, ext. 216. (Preliminary program to be mailed to all NASP members in Dec 2000)

The *KAPS Review* is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS), and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily those of the Executive Council. Editors reserve the right to edit articles submitted. Permission to reproduce or use only uncopyrighted articles is granted to all state newsletter editors providing that original source and author are cited. Permission to reprint copyrighted articles must be obtained directly from the copyright holder.

### **The KAPS Review**

Laura McGrail, Editor