
the

KAPS REVIEW

A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
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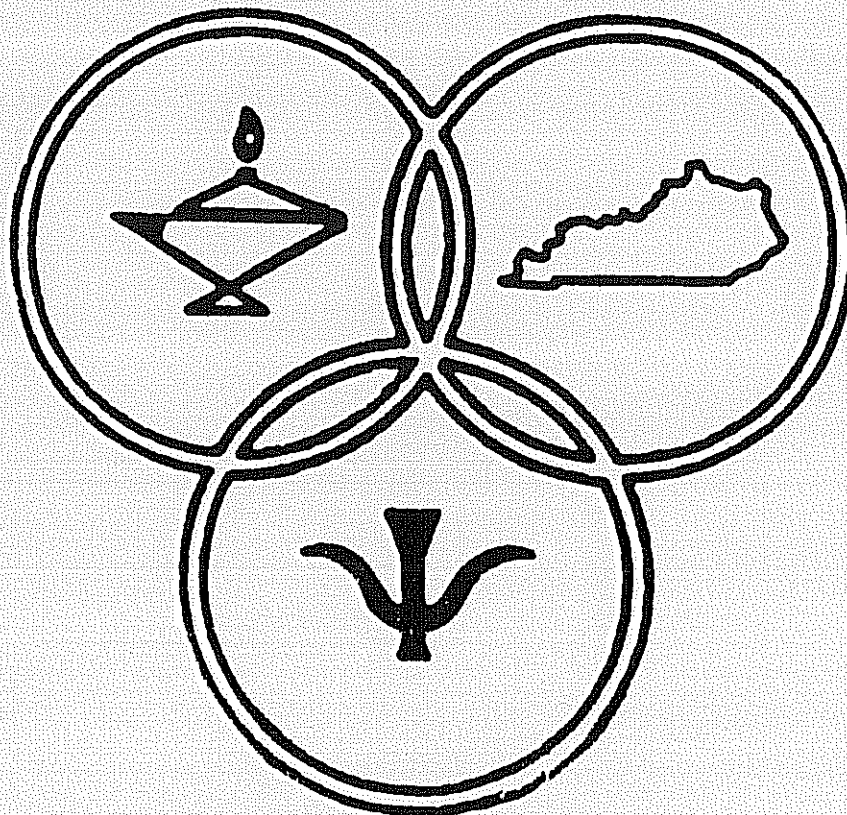


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KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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 committee. Editors reserve the right to edit articles submitted.

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PRESIDENT'S MESSAGE

ROBERT KRUGER

Now a couple of months into the KAPS' presidency, I am learning that issues and events come quickly. But I am also learning that you have a great deal of support and assistance from an extremely able executive committee. Of particular note has been all the hard work put into our highly successful 8th Annual Fall Convention. Committee chairpersons pushed hard to meet deadlines on projects and activities of importance to membership (egs., The Legislative Handbook, the Continuing Professional Development Program). Additionally, not enough can be said about the outstanding job that Karen Collier and Duane Miller did in planning and organizing the Fall Convention. We are indeed fortunate to have such dedicated individuals!

I look forward to an exciting and challenging year in the leadership of KAPS. Prior to the first executive committee meeting in August, I set several goals which I hoped to accomplish during the year:

- to oversee and support progress on the organization's long range planning goals (see the Spring, 1988 KAPS Newsletter)
- to assist in the development and participation of membership at the regional level, and to improve the communication of the executive committee with the regions
- to assist committees in finding and sustaining more widespread and active participation in their activities
- to promote KAPS involvement in at least one forum in which we join some allied organizations in speaking to an educational and/or mental health issue which is of importance to the youth of Kentucky.

In addition to the above goals, there are other important issues and concerns we face as an organization. Hopefully, by the time this message is published, a new state consultant for school psychology will be on the job in the Kentucky Department of Education (KDE). Of particular concern to KAPS will be the maintenance of the "experimental program" at the high quality level that it has been in the past. Related to the experimental program, KAPS needs to be highly concerned about the shortage of school psychologists. This is a national problem, but one which may impact particularly hard on Kentucky. Unfortunately, the KDE was, even this year, unable to fill six positions for school psychologists which were available through the experimental program.

There are several other priorities that KAPS needs to address. Of immediate concern is how to best advocate for philosophies and services to best meet the needs of Kentucky's students. We need to investigate how this can be done both through the various task forces faced with the educational restructuring mandate coming out of the Combs Decision, and through certain recent legislative initiatives calling for improved mental health services for Kentucky's children. In the near future, you may be called upon to become involved in such endeavors. I strongly encourage you to do so.

In closing, I invite all the membership to become involved in KAPS through the regional groups. All committees are active, and there is certainly enough work to share. Also, if I can personally be of assistance to you, please don't hesitate to call or write. KAPS is your organization.

Best wishes for a productive and fulfilling school year!

NASP NEWS

NASP CALL FOR SELF-STUDY COURSE PROPOSALS:

The Professional Development of Publications Committees of NASP invites proposals for development of a sequenced self-study course. All interested potential authors are urged to consider submitting a proposal to develop the course. The purpose of the course will be to provide school psychologists and other professionals with training in a specific knowledge or skill area and with a relevant activity for continuing professional development. The specific topic for the course is open, subject to proposal guidelines. The course should be designed to provide sequenced training through a combination of readings in a course manual/text, video or audio tapes, written exercises, practical exercises, etc.

Letters of intent are due by December 1, 1989, and completed proposals must be submitted by February 1, 1990. A final decision on acceptance of a proposal will be announced on or before May 1, 1990. Completed course materials must be submitted by March 1, 1991, and Publication is planned for late 1991 or early 1992. Further inquiries or letters of intent should be directed to Jim Deni, Dept. Psychology, Appalachian State U, Boone NC 28067. 704-262-2728.

CONTRIBUTORS NEEDED:

Communique feature next volume year will be called "Models of Psychological Service Delivery" which will detail state, city, suburban, and rural methods of delivering school psychological services. This is a new column and therefore, there is no backlog of articles. It will allow successful and innovative strategies to be highlighted to a national audience. If you would be interested in participating, contact Communique Contributing Editor Stu Ehly, N336 Lindquist Center, Univ. of Iowa, Iowa City, IA 52242, 319-335-5335 or 319-337-6838.

REQUEST FOR PROPOSALS:

The Research Committee of NASP will be awarding five (5) \$750.00 research grants to support practitioner research. Grants are competitive and will be reviewed by a NASP panel. Priority will be given to proposals consistent with NASP priority areas. Applications due by January 15, 1990. For application packet, write to: Janet L. Graden, Chair., Research Committee, Univ. of Cincinnati, 526 Teachers College, ML 02, Cincinnati, OH 45221-0002.

KAPS EIGHTH ANNUAL FALL CONVENTION

Showcasing Innovative Programs Addressing Student Mental Health and
Educational Needs

OCTOBER 5-6, 1989

OWNESBORO, KENTUCKY

ALTERNATIVE SERVICE DELIVERY MODELS

PEG DAWSON

Reviewed by Louise Adams

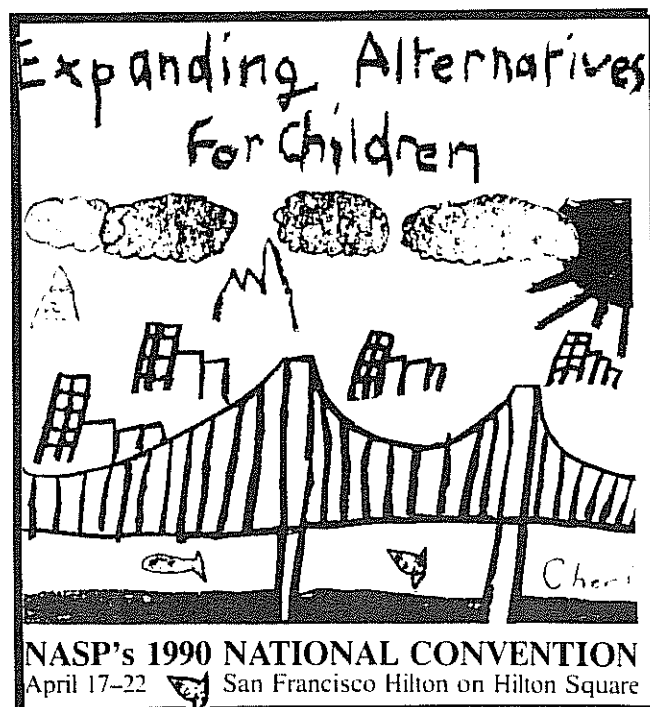
Comparing testing students for special education to "re-arranging deck chairs on the Titanic," Dr. Peg Dawson began her lead-off address at the 1989 KAPS convention by discussing the need for new roles for the school psychologist in the '90's. She noted that increasing numbers of students needing help are too great for the resources of special education, which frequently fails to help students increase achievement rates in any case. Dr. Dawson cited statistics showing a loss of 13 percentile ranks by students with 75 to 90 IQs after placing them in special education. She mentioned a study showing greater achievement gains for a control group than for a small experimental group of at-risk kindergarten graduates placed in a transition class and given individual reading instruction, using the same materials as the control group. She completed this introduction by citing statistics which suggest that students spend more time reading in the regular classroom than in the special education classroom.

Our role must change to deal with these realities. Among the better alternatives to current non-effective special education practices which we can promote are pre-referral interventions and curriculum-based measurement. Some of the newer service delivery systems Dr. Dawson recommends are the Deschler Learning Strategies Program, social skills instruction, and Marie Clapp's Reading Recovery Program. This program has proved effective with results lasting through 7th grade.

Dr. Dawson also discussed ways to maintain special education students in the regular classroom, including the Adaptive Learning environment, co-operative and collaborative teaching, and an "amplified classroom" using a microphone and speakers. Two methods she endorsed were peer tutoring and cooperative learning groups (with heterogeneous grouping), both of which resulted in gains for the special education student in both achievement and self-esteem.

The school psychologist must also, increasingly, work with at-risk students. For this, Dr. Dawson suggests using Teacher Assistance Teams, consultation and counseling. She described some innovative intervention patterns, as well as specific counseling patterns and social skills groups for our use.

The third of Dr. Dawson's "emerging roles" for the school psychologist is that of system's change agent. Easily the highlight of this year's KAPS convention, this address by NASP's president-elect provided just the inspiration needed to resume this role in our own systems with new enthusiasm.



EFFECTIVE INSTRUCTIONAL ENVIRONMENTS

CECIL D. MERCER

Reviewed by Cookie Cahill Flower

Dr. Cecil Mercer of the University of Florida presented a very lively session on Thursday afternoon of the conference. Dr. Mercer addressed his topic of "Effective Instructional Environments" with seriousness interspersed with many amusing anecdotes. He began his presentation with a discussion of the three goals of an effective teacher. The first of these is to provide students with tasks which are worthwhile, relevant, and useful, while also being within the child's capacity to accomplish successfully. The teacher's second goal is to provide tasks and materials which are appropriate over time, so that the student is challenged throughout the school year. The final goal is to provide conditions which are motivating for each individual student. If these goals are accomplished, then the teacher in fact will be effective in guiding his or her students to learn.

Dr. Mercer next outlined ten effective teaching practices and elaborated upon several of these. The first practice is effective classroom management. Proactive classroom management involves the teacher providing relevant and doable tasks, establishing rapport and positive rules, explaining and discussing these rules, stating expectations clearly, and handling disruptions promptly. The second practice complements the first and involves providing a positive school environment. The teacher must be a positive person and reverse the typical three-to-one ratio of negatives to positives in the classroom. Thirdly, the teacher must program for an effective instructional match between the child and the task, focusing on academics and evaluating carefully new practices and trends. The teacher next must have high goals and expectations for each individual child and must assure that the child understands the goal in order to promote motivation. The fifth effective teaching practice involves systematic instructional procedures. The teacher should follow a systematic sequence for teaching a new skill, involving using an advanced organizer; demonstrating the task or skill; having the student model the skill; providing guided practice; providing independent practice; and teaching generalization. Next, the teacher should provide instructional support for individuals, such as using curriculum based assessment as a monitoring strategy and modeling thinking skills. Teachers should, as noted earlier, focus on academics, provide frequent opportunities for student responding, and monitor

student performance and understanding. The final strategy involves frequent evaluation of student progress. Student learning is enhanced in classrooms in which teachers subscribe to these ten teaching strategies.

The final portion of Dr. Mercer's presentation focused on five instructional arrangements, the conditions under which each of them is appropriate, and some advantages and disadvantages associated with each. The first arrangement involves the teacher instructing a large group of students. This arrangement is appropriate for content area teaching and for imparting general information, such as directions and rules. It is appropriate, however, for skill teaching. The second instructional arrangement groups the students into small groups, with the teacher working with one group at a time. Several techniques were suggested for facilitating student learning within this arrangement, including placing the children shoulder to shoulder within the small group, rapid pacing, group praise, choral responding, removing a child from close proximity to the group in response to misbehavior, and providing signals other than raising of the hand to indicate a need for assistance. The third instructional arrangement, and a very powerful one for promoting learning, involves the teacher working with one individual student. However, this arrangement, like the other two above, allows the teacher no freedom. The teacher, under all three arrangements, is constantly involved with students, providing him or her with little opportunity to individualize. Dr. Mercer described two additional instructional arrangements which promote greater individualization and student responding. The first of these is peer teaching or tutoring and Dr. Mercer provided a handout describing the implementation of peer tutoring program. The final instructional arrangement involves students working with materials, including computers, instructional games, and self-correcting materials. Additional information describing such materials also was provided by Dr. Mercer.

Dr. Mercer's enthusiasm and his entertaining teaching style were greatly enjoyed by workshop participants. His comments and the written materials which he provided provoked thought and provided useful considerations for school psychologists consulting with educators in elementary and secondary schools.

STATE AWARDS

ASSESSMENT — GARLAND NIQUETTE

Garland received her award in recognition of the particularly well planned and comprehensive approach she takes in conducting psycho-educational assessments. Garland indicates that she operates from a basic premise that assessment is about securing the means to make sound, justifiable, well-considered decisions which focus on intervention development. Given this premise, she follows and continually updates a focused, self-determined program of continuing professional development. This includes activities to expand and upgrade her competencies with specific instruments and techniques. While she actively pursues knowledge and skill in administering new measures, she consciously follows a plan of often incorporating such measures only along with more "tried and true" procedures. This allows her the first hand opportunity to determine what advantages such newer measures might bring to the decisions needing to be made. Garland makes it a point to develop a pre-assessment statement of evaluation goals and to clearly communicate these to the referral source and the student. She communicates results and pursues follow up to determine the effectiveness of the decisions flowing from the assessment.

Garland has found that a well planned, comprehensive approach to assessment, focused on supporting informed decision making and effective interventions for a broad base of needs also serves to expand the perception held by others of the skills and knowledge of the school psychologist.

CONSULTATION — VICKIE PHILLIPS

Vickie received her award for the role she played in the design and implementation of a project in which fifteen Teacher Assistance Teams (TATs) were established in six school districts in Kentucky. The TAT model employed training based upon teaching principles and skills of collaborative consultation. During the 1988-89 school year, each district received at least two, and in some cases three site visits during which team training was done. The focus of the TAT project was to support an alternative service delivery model to meet the needs of both "at risk" and handicapped students. Preliminary accountability data and evaluation results, including consumer satisfaction surveys, appear to validate the training format, the composition of the groups (core and auxiliary members), and the viability and cost effectiveness of the model.

ORGANIZATIONAL DEVELOPMENT — BRUCE WESS

Bruce was awarded his recognition for best practice due to the leadership he showed in chairing a Committee on Team Teaching in the Kenton County schools during the 1988-1989 school year. The focus of this committee was to clarify some of the theoretical and practical issues encountered in team teaching situations involving co-operative efforts between regular and special educators. It was the hope of the committee to promote team teaching as an alternative service delivery model for special education. The outcome of this committee's work was the presentation of a report to the administration.

PROGRAM EVALUATION & RESEARCH —

PSYCHOLOGICAL COUNSELING — PATSY THOMPSON

Patsy was recognized for her efforts in actively pursuing an expanded role for herself as a school psychologist in the Meade County schools. A needs assessment allowed for a program of services to be tailored to identified concerns in each of the schools that Patsy served. As a result of this assessment, Patsy became more involved in individual and group counseling endeavors. Groups were focused on issues of divorce, social skills development, the improvement of study skills, and dealing with grief. In some schools, Patsy's involvement was in a co-operative endeavor with the classroom teacher in the implementation of a specific program—Project Self-Esteem. This program arrangement allowed Patsy to be involved with a great many students, both in special education and regular classroom settings.

REGIONAL AWARDS

CENTRAL — PAUL DE MESQUITA

Paul was recognized for his overall contribution to the school psychology training program at the University of Kentucky. This contribution has included efforts divided into activities that promoted an interest in the area of prevention and activities which served to enhance the quality of training services provided in the School Psychology program at UK. His work in the promotion of prevention has followed from his development and organization of a national-level interest group on prevention through NASP. Paul continues to build on this interest in his work at UK through increasing collections of prevention resource materials consisting of references, examples of programs, research articles, cassette tapes, and a listing of consultants knowledgeable in school prevention programs. Under Paul's direction, prevention topics have been integrated into the school psychology training curriculum.

Activities directed toward the enhancement of training opportunities at the University of Kentucky have included the establishment of an Annual School Psychology Consultation Colloquium. He has initiated a series of informal lunchtime seminars among students for discussing professional issues and concerns.

He has also served as a supervisor with the Experimental School Psychology Program, assisting five central Kentucky school psychologists during on-site visits.

EASTERN—

NORTHERN — JOHN MURPHY

John received his award in recognition of the leadership he has provided in working toward a goal of comprehensive school psychological services in the Covington Independent Schools. In his position as the Director of Psychological Services, John and his staff have been working to expand beyond a model which had historically been assessment-based, to a more comprehensive model of services. In an inner-city, economically depressed community, the students in Covington have many and varied needs. John has placed particular emphasis on the need for preventive services.

John has had an instrumental role in a number of specific

activities reflective of comprehensive services. He implemented a cross-age peer tutoring program that included an evaluation design utilizing comparative groups. At the request of a principal, John provided on-going consultation to a project serving as a mediator and consultant. He was instrumental in both reducing staff conflicts and in making the program more viable.

Finally, John's greatest challenge and most unique role of the 1988-89 school year came about in response to a highly publicized abduction and death of a first grade student in one of Covington's schools. John's crisis intervention role included extensive contact with the staff and classmates of the victim. Additionally, John became the main spokesperson to the flood of media coverage surrounding the incident. John also set up a comprehensive school-based intervention which included drawing upon and co-ordinating mental health resources outside the school.

WEST CENTRAL —

WESTERN — LAURA McGRAIL

Laura received her award for the work she did in developing materials and activities that were utilized in a variety of group counseling situations. The emphasis was on creating a developmentally-sequenced program which could be used for grades one through six. Self-esteem enhancement and the development of social skills through role-playing and repeated practice were central to the program. During the 1988-89 school year, Laura utilized her program with four groups of students. Evaluations by parents and teachers cited positive changes in self-esteem, social skills, improved attitudes toward school, and improved academic achievement. Principals reported fewer disciplinary actions for the targeted students.

Laura also developed and implemented an eight week group counseling program for children of divorce. Evaluations indicated positive outcomes. She indicated that she considers counseling groups to be preventative in nature and well worth the time involved in organization and implementation.

WORKSHOP SUMMARIES

READING, WRITING AND RELATING: SOCIAL SKILLS IN THE CLASSROOM

RONDA TALLEY AND CHERYLL PEARSON

Reviewed by Bill Hay

Ronda and Cheryll defined social skills as strategies that:

1. Allow one to initiate and maintain positive relationships with others.
2. Contribute to peer acceptance and to successful classroom adjustment.
3. Allow one to cope effectively and adaptively with the social environment.

Social skill deficits place many children at risk for school failure and problems as adults. There are the short term consequences that hinder social academic development as well as behavioral responses related to lack of peer acceptance and the unproductive use of teaching time — the teacher must focus on control and management rather than on instruction. The long term consequences of the lack of social skills may lead to higher incidents of dropping out of school, delinquency, mental health problems as adults, job termination and institutionalization.

Children at risk are those in regular education, mildly handicapped — especially those children with emotional/behavioral problems. Children labeled Emotionally Disturbed/Behaviorally Disordered (ED/BD) are often placed in special education due to behavioral deficits or problems. While social skills are critical in addressing the needs of these students, social skill deficits are usually not addressed in the Individual Education Plan (I.E.P.).

Studies have shown that most mildly handicapped students have poor social skills. Studies by Gresham and others (1981) show that handicapped and nonhandicapped children can be accurately differentiated on the basis of social skills measures alone.

In addition to academic skills, students should be able to interpret and appropriately respond to the behavioral demands and expectations of the social and work environment as well as the skills essential for the development of friendships and family relationships.

Two programs or social skills curricula were presented: Dr. Talley discussed how kids getting along with others is fundamental and how techniques for teaching these skills can be implemented by many. The premise is that personal competence is made up of academic and social competence. Social competence may be seen as adaptive behaviors and social skills. New instruments for measure of social skills are coming out on the market. Gresham and Elliot are due to have one out in January for grades 1 - 12.

Social skills are necessary for academic performance, cooperative behaviors and social initiated behaviors. Social

competence is an evaluative term based upon judgements of parents, teachers or other persons. Social skills are special behaviors exhibited to complete a task that is interpersonal or self related. Social skill deficits are learned skill deficits, performance deficits, self control skill deficits and self control performance deficits. For skill deficits we need to teach problem solving and teach the skill.

Dr. Talley presented an overview of Prepare - A Curriculum by Arnold Goldstein and Ellen McGuinness which came out of the work of Goldstein's Skillstreaming the Adolescent. The focus is on teaching prosocial competencies to chronically aggressive children in a group setting with some pro social role models.

A short video presentation of Dr. Goldstein conducting such a group was shown. The program includes problem solving training, interpersonal skills training, situational perception training, anger control, moral reasoning (from Kohlberg's work), stress management, empathy, recruiting appropriate models, cooperation, and understand and using groups. The program provides structure for those who would like to run a group but feel they do not have the necessary experience.

Ms. Pearson discussed two programs published by Hill Walker and colleagues at the University of Oregon published in 1988:

1. ACCEPTS: K - 6
2. ACCESS: 7 - 12

ACCEPTS is for regular and special education teachers to use in the classroom as well as for counselors and psychologists. The target population is moderately and mildly handicapped as well as regular students with social skill deficits. Dr. Walker feels that the program can be used with TMH and seriously emotionally disturbed with modifications. The requirements are that children be able to imitate and model behaviors, listen and follow basic instructions and have rudimentary language skills. The purpose is to prepare handicapped students for mainstreaming and to teach classroom survival/peer interaction skills. Areas covered include classroom skills, interaction skills - conversation skills, getting along skills - sharing, rules, making friends skills - grooming, smiling, and coping skills - anger, teasing.

A teacher's manual includes screening procedures and measures, instruction procedures and behavior management procedures. An optional videotape is available. Lessons contain verbal examples with the teacher modeling the skill and student role playing and practicing the skill.

Following location, identification, and selection procedures outlined in the manual, a placement test is used to determine the objectives to teach. Children are grouped according to the deficits they have. There is a nine step instructional sequence. Twenty eight skills are addressed. Each lesson takes from 40 to 45 minutes. The presentation can be done one to one, in a small group combining handicapped and nonhandicapped students or to an entire class.

The lesson includes an advance organizer, guided instruction, modeling, practice, role play and informal contracting. Follow-up procedures are outlined for the generalization and maintenance of skills.

The ACCESS program has a fourth grade reading level. It requires academic engagement skills and basic oral language. The purpose is to assist students in mastering communication and interpersonal skills for success in school, community and work settings.

Thirty skills are covered and include conversation and dating skills. Skills deal with interpersonal, adult-oriented skills such as responding to requests, criticism and work habits, and self-related skills such as appearance and coping with depression. A student study guide includes reviews, assessment exercises, contracts and homework assignments. It is different from ACCEPTS in that it uses the student study guide, role play cards, and incorporates social self-assessment. Problem solving skills are also taught.

These programs have demonstrated benefits for students and are well evaluated by students, teachers and administrators. School psychologists can utilize these methods through a consultative approach. The proposed ED/BD guidelines include social skills for identification and programming. The public and commissions studying problems in education and youth are recognizing this need.

PEER TUTORING PROGRAMS FOR LOW ACHIEVING STUDENTS

VICKI KLOKE AND MARIE BASSETT

Reviewed by Michael Walters

Vicki and Marie provided participants with a real nuts and bolts presentation on peer tutoring. The presentation was done through a simulation with the presenters acting as trainers of peer tutors and the audience acting as tutors in training. The procedures described were designed to increase student performance in math and reading in elementary settings. According to the presenters, this type of tutoring is effective because it provides the students with frequent opportunity to respond, corrective and immediate feedback and positive reinforcement. The emphasis in the training of the tutors is on positive feedback (good messages) and avoiding negative feedback (no bad messages).

Modeling and guided practice are the primary tech-

niques used in training tutors. The tutors are taught specific and simple procedures for drilling reading sight vocabulary and basic math facts. The importance of teacher commitment to the project was stressed as essential for success. Follow-up and monitoring by the trainer of the tutors was also recommended to maintain teacher commitment and provide feedback on the program. Graphing was demonstrated as a means of providing reinforcement for the tutees and for ongoing data collection and evaluation of the success of the program. The presentation was complete with door prizes (flash cards and tutor folders) and everyone in attendance left with all the information needed to train peer tutors.

ACROSS THE GREAT DIVIDE: TRANSITION FROM ELEMENTARY TO SECONDARY SETTINGS FOR MILDLY HANDICAPPED STUDENTS

ROBERT McKENZIE

Reviewed by Emilyn Brown-Cabezudo

The presentation described the factors which make the transition between elementary and secondary school problematic for mildly handicapped students. This area has had an absence of attention and has proved to be an area of immense importance for this population. Transitions and differences in style, a lack of ownership of the students, a loss of support networks, and a more complex setting make the transition to junior high or high school very difficult for mildly handicapped students who have frequently had strong supports.

Bob McKenzie says there are four types of obstacles to

effective transition. These are reliance on a "test identify definition" (only addressing academic skills in the IEP), failure to analyze the "Mainstream Ecology" (not teaching teacher pleasing behaviors to students), lack of "Instructional Fit between settings, and minimal measurement in the mainstream (not doing any assessment in the expected normal setting).

He has participated in the development of a teacher survey to identify teacher expectations and style. Use of this survey or checklist would allow a transition team to teach

skills to students which they would need at a high level and to include these skills in their IEP objectives. The four areas surveyed are instructional design (textbooks used, types of handouts used, etc.), evaluative technique (true-false, short papers, etc.), alternative designs of instruction and evaluation (would this teacher be willing to try types of modifications they haven't previously used or continue using ones they do use?), classroom skills (skills such as: have own materials organized, know how to ask for help, or meet deadlines).

A general survey was sent to 200 elementary and 200 secondary teachers. The survey questioned which types of skills were the most important to teachers. The skills were ranked as follows: 1. Elementary: a good listener; Secondary: following oral directions; 2. Elementary: following oral

directions; Secondary: being a good listener; 3. Elementary: following written directions; Secondary: staying on task. Academic skills were ranked 5, 6 and 10. Spelling was 23 (out of 24).

Several other checklists for teachers were also made available to the group. Dr. McKenzie emphasized that whatever tool we use we need to plan for these transitions beginning at least two years in advance. A "competency-based" transition model designed to enhance communication and planning efforts between elementary and secondary staffs will enhance learning and a successful experience for the student. You may get copies of the surveys by writing to Bob McKenzie at Western Kentucky University, Bowling Green, Kentucky.

OEEC PROGRAM UPDATE

LINDA HARGAN

Reviewed by Cookie Cahill Flower

Linda Hargan, Associate Superintendent for the Office of Education for Exceptional Children (OEEC), provided a most informative and stimulating session on current and recent activities within her office. Many of these activities impact directly upon the daily functioning of practicing school psychologists. Others hold promise for influencing our roles in the future. Three major areas were addressed by Ms. Hargan during the session and these were followed by a number of other questions from participants. The three major areas included the Education Reform Task Groups, OEEC's budgetary requests, and the corrective action plan.

Ms. Hargan described the history and current status of the three major education reform task groups operating within the state. These groups are comprised of 21 members appointed by the Governor and are divided into Curriculum, Governance, and Finance. The curriculum group, which is charged with determining what educational outcomes are desirable for Kentucky's children, has been receiving a great deal of emphasis. An external consultant has been employed, who has proposed for adoption 12 principles of education. Among these principles are the tenets that all children can learn and do so at high levels, that curriculum should be similar for all children, and that the curriculum should drive the assessment process rather than vice-versa. The principles minimize pull-out programs and stress providing the appropriate resources and modifications for teaching all children within the regular classroom. Ms. Hargan noted that, if adopted and actualized, these principles hold promise for real change in the provision of educational services to children in Kentucky. Similarly, it seems likely that such changes would impact dramatically upon the functioning of the school psychologist.

The governance and finance groups are considering

significant changes to be made within the Department of Education (DOE). These include charging another agency with monitoring functions, while keeping technical assistance to districts within the domain of the DOE; and decentralizing the DOE to regional centers. Funding changes for specific needs within special education also are being considered, including changing unit funding to conform to numbers of handicapped children identified within districts, and funding for extended school year programs. The work of the task groups may be finalized in December or may be postponed until a special session is held in May or June. School psychologists would be wise to follow reports of the progress of these groups in the media, as they represent such great potential for change and growth within Kentucky's educational system.

Ms. Hargan's second major topic of discussion was OEEC's budgetary requests. The first area involves funding for special education and related services. OEEC is proposing that special education units be based on numbers of identified handicapped children within a district and that one related services unit be funded for each 500 children. Early childhood education constitutes the second budgetary item, with \$21 million being requested for identified functionally delayed and handicapped three and four year olds. Next, extended school year programs are being requested to be funded, as are programs for children housed in state agencies within districts. The final two budget items involve the two state schools, Kentucky School for the Blind and Kentucky School for the Deaf. Funding for summer programs and outreach programs within each school is being requested.

The final major area addressed by Ms. Hargan involved the corrective action plan of the OEEC. This plan evolved from the 1985 federal site visit, in which nine deficiency

areas were cited. Six of the identified deficiencies reflected the fact that neither the state nor local districts had written procedures for how handicapped children within Kentucky would be provided with a free appropriate public education. In response to the federal mandate to write these procedures, the OEEC has written and distributed to special education coordinators throughout the state 200 legal obligations. These obligations outline the requirements of PL 94-142. Standards clarifying each of these obligations are still in the process of being written. Once these standards are distributed, it will be the task of each LEA to develop its own procedures for implementation of them. Technical assistance for completing this task will be provided by area program consultants,

who will be employed by LEAs and cooperatives. It is hoped that, once the task of writing special education procedures is completed, the 16 area program consultants will offer technical assistance to regular education concerning such issues as teacher assistance teams, IEP development, etc.

Ms. Hargan also addressed a question regarding the use of special education teachers as collaborative consultants. She noted that five districts are experimenting currently under OEEC guidance with this model of special education services delivery, and that 16 additional districts already are in some stage of use of collaborative consultants. OEEC has distributed to districts a draft of the appropriate and inappropriate uses of collaborative consultants at the present time.

DROPOUT PREVENTION AND PRE-VOCATIONAL PROGRAM: HOW DOES JTPA FIT IN?

STEVE HUGHES AND DAVID KIRK

Reviewed by Sharon Kieta

David Hughes, Coordinator of the Work Orientation and Experience Program, began the presentation with an overview of the Work Orientation and Experience Program. The program receives a major part of its funding from JTPA. It serves students 16 and older in grades 10 and 11 who are at risk for dropping out of school in the Owensboro Public Schools. The program has two phases. During the first phase the program occurs during the school day for two periods each day. Its goals are to: 1. keep students in school; 2. show the relationship between school and the real world; 3. remediate educational skills; 4. determine students' abilities and aptitudes; 5. develop a positive attitude; 6. provide an orientation to various jobs; 7. form traits that will help students be successful in the world of work; and 8. provide economic incentives to keep students in school. The program takes place in four week cycles. During one week the training takes place in the classroom. During three weeks the students work in a lab setting. Work lab activities include baking, small engine repair, horticulture, and carpentry. The students are

paid based on the number of successful hours they complete. The program operates on the free enterprise system. If the student is successful in the program during the school year, the student may work full time for eight weeks during the summer. If the student is successful during phase I, the student moves into phase II. During phase II a student is placed on a job after school. The program serves 60 to 80 students a year.

David Kirk, the Executive Director of the H.L. Neblett Center, outlined the function and purpose of the Work World Preparation Program. If a student drops out of school, that student may receive services from the H.L. Neblett Center. The Center focuses on building self-esteem and placing out of work adults on a job. If the adult is successful in the job placement, the employer is obligated to employ that adult in some capacity. The Center serves 40 to 50 people a year. Eighty percent of those who have enrolled in the program have reported success.

THE POWER OF POSITIVE STUDENTS (POPS) PROGRAM

ANGELA WILKINS AND PAM OWENS

Reviewed by Cathy Harden

The Power of Positive Students (POPS) Program was initially begun by Dr. Bill Mitchell's school district in South Carolina. Dr. Norman Vincent Peale has developed a positive thinking-positive self esteem program using the POPS name to promote such attitudes in children. Dr. Peale's POPS Program has been purchased for every elementary school in Kentucky through donations from individuals and organizations.

Four modules comprise the POPS Program and are entitled: Self Awareness, Goals and Expectations, Enthusiasm and Coping, and Making a Difference. Each module

contains two videotapes for use with students, two cassette tapes for teachers, and a teacher's guide. POPS was designed as a teacher-driven program, though counselors or psychologists could initiate its use within a classroom. Look for POPS in your schools.

Further information about Dr. Mitchell's program can be obtained through the POPS' Foundation, Myrtle Beach, South Carolina (1-800-521-2741). Information about Dr. Peale's POPS Program can be secured through the Kentucky Department of Education (KDE) or Positive Communications (1-800-462-0322).

TEACHER ASSISTANCE TEAMS: TRAINING AND IMPLEMENTATION ISSUES

PEGGY HARRELL AND PAM OWNES

Reviewed by Cathy Darden

A Teacher Assistance Team (TAT) is a building level team composed of teachers, support personnel, and administrators whose purpose is to provide support to classroom teachers through problem-solving activities and cooperative educational planning. Usually a teacher will complete a request for assistance form to initiate the services of the TAT. A team member may observe in the classroom to help clarify the problem prior to the team meeting. During the TAT meeting, members brainstorm ideas, suggestions, and interventions and plan for follow up strategies.

Kentucky offers training to school districts wanting to initiate TATs. Vickie Phillips or Terry Ray are available to present the state TAT model initially to administrators;

provide a 2 1/2 hour overview to administrators, team members, and other key personnel; and provide an all day inservice for building personnel.

TATs are very cost effective, self sustaining, help to increase staff skills, and tend to foster shared responsibilities for all children who may need intervention. In addition, classroom teachers having access to TATs feel less isolated and generally refer fewer children for multi-factored evaluation.

More information about TATs can be obtained from the State Department of Education or through the NASP publication, Intervention Assistance Teams.

BRIEF THERAPY FOR CHRONIC SCHOOL PROBLEMS

JOHN MURPHY AND BRUCE WESS

Reviewed by Marilyn Hagenseker

Dr. Murphy's presentation focused on brief therapy interventions that can be employed after months and even years of attempting data-based strategies that have failed. Often these chronic problems are not severe but can be very disturbing to both the psychologist and classroom teacher because they have been extremely resistive to change. They can interfere with a child's learning and may be disruptive to the entire classroom. Dr. Murphy used as sources the following literature on systemic brief therapy: de Shazer, 1982; Haley, 1987; Molnar and Linquist, 1989; Watzlowick, Weakland, and Fisch, 1974.

The brief therapy approach focuses on how to affect the desired change rather than on the causes. Emphasis is placed on the present rather than the past. Techniques utilized are

reframing, paradoxical intention, humor, and directives to "behave differently."

In order to illustrate the therapy, the presenter reported several case studies. Behavior cannot always be changed, but the time frame may be, and the results can be more acceptable. Sometimes in counseling, the "real problem" can be uncovered and reported to parents for the student. On occasion, counselor and client change roles. Humor can "dissolve" the annoying behavior.

An advantage of this particular therapy is that it is of short duration. The only disadvantage may be the fact that the student has not had the educational experience of learning skills needed to handle similar problems in the future.

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Interested, please contact Robert Kruger:
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Minutes of the Executive Council will no longer be published in the KAPS Review since they are not approved and available for publication until the next EC meeting and therefore are not timely. Most of the information discussed will be printed in other articles by officers or committees. Anyone wishing to receive a copy of the minutes is invited to send the request to our secretary:
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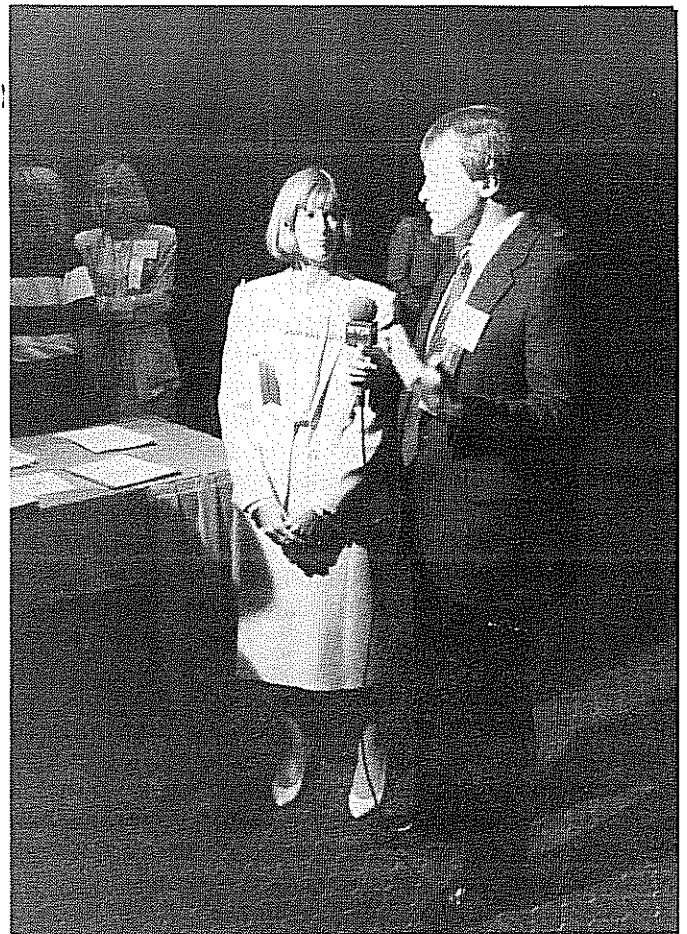
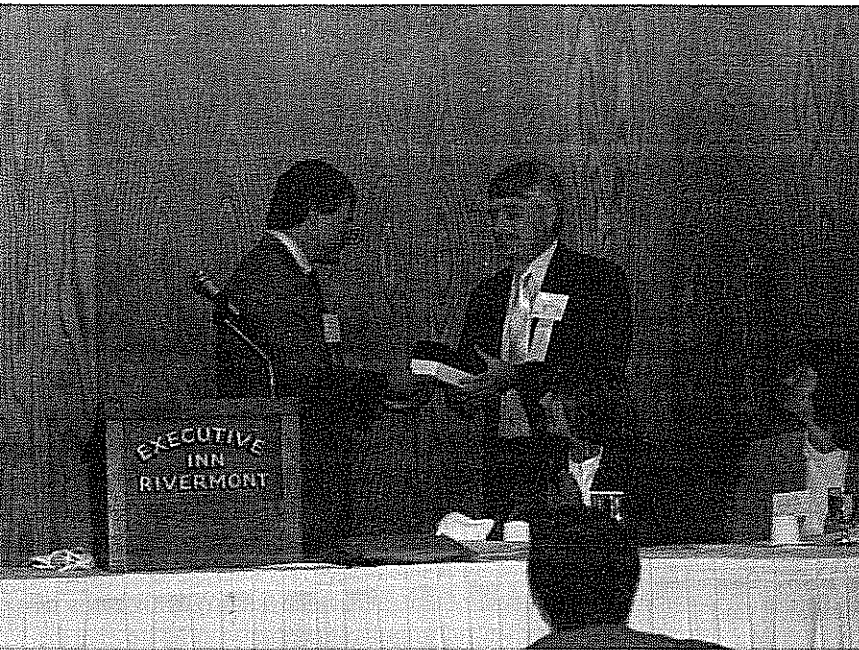
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EXECUTIVE COUNCIL 1989-1990

OFFICERS

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Robert Kruger
2356 Memorial Pkwy.
Ft. Thomas, KY 41075
(H) 513-891-4109
(W) 606-781-3333

PRESIDENT-ELECT

Pat McGinty
9411 Doral Ct., Apt.1
Louisville, KY 40220
(H) 502-491-1989
(W) 502-425-2573

SECRETARY

Mary Ann Sarmir
1109 Pamela Dr.
Cincinnati, OH 45255
(H) 513-574-4765
(W) 606-292-5820

TREASURER

Katie Hamilton
502 Farrell Dr.
Covington, KY 41011
(W) 606-331-7742

VOTING MEMBERS

CONTINUING PROFESSIONAL DEVELOPMENT

Michael Kieta
Rt.3, Box 51
Clarkson, KY 42726
(H) 502-242-7499
(W) 502-298-3240

Sharon Kieta
Rt. 3, Box 51
Clarkson, KY 42726
(H) 502-242-7499
(W) 502-756-2708

ETHICS

Lynn McCoy-Simandle
201 Spring Run
Versailles, KY 40383
(H) 606-873-3539
(W) 502-863-3663

Cookie Cahill-Flower
801 Nordyke Rd.
Cincinnati, OH 45255
(H) 513-474-0647
(W) 606-331-7742

LEGISLATIVE

Peggy Harrell
257 B. Fontaine Circle
Lexington, KY 40502
(H) 606-269-7308
(W) 606-873-7901

Sue Hoagland
110 Adam Court
Richmond, KY 40475
(H) 606-623-9296
(W) 606-623-5200

PROGRAM

Dennis Labriola
806 Jefferson Pl.
Elizabethtown, KY 42701
(H) 502-769-3198
(W) 502-624-6750

Stacey Heck
312 Norris Ct.
Glasgow, KY 42141
(H) 502-651-9413
(W) 502-651-2256

LIAISON & PUBLIC RELATIONS

Pat Tobin
112 Bittersweet Dr.
Richmond, KY 40475
(H) 606-623-5673
(W) 606-623-4241

Garland Niquette
626 Portland Dr.
Lexington, KY 40503
(H) 606-277-8882
(W) 502-863-3663

MEMBERSHIP

Michael Walters
1769 Stephenson Mill Rd.
Verona, KY 41092
(H) 606-485-7645
(W) 606-283-1003

NEWSLETTER

Betty White & Joyce Stevens
3024 Bank St.
Louisville, KY 40212
(H) 502-776-1190, 456-4691
(W) 502-473-3542, 473-3238

REGIONAL REPRESENTATIVES

CENTRAL

John MacDonald
201 Madison Hills
Richmond, KY 40475
(H) 606-623-7490
(W) 606-622-1105

EASTERN

Debbie Grubb
212 East Second St.
Morehead, KY 40351
(H) 606-876-3321
(W) 606-784-8928

NORTHERN

Bruce Wess
2983 Bullittsburg Church Rd.
Burlington, KY 41005
(H) 606-586-5982
(W) 606-292-5820

WEST CENTRAL

Pat McGinty
9411 Doral Ct. Apt.1
Louisville, KY 40220
(H) 502-491-1989
(W) 502-425-2573

WESTERN

Lynne Croxton
900 Josephine
Bowling Green, KY 42101
(H) 502-843-6385
(W) 502-842-1960

STUDENT

Jennifer Rosenthal
327 Clay Ave.
Lexington, KY 40502
(H) 606-268-1141

Kristen Harnack
126 Pleasant Dr.
Richmond, KY 40475
(H) 606-624-1937
(W) 606-622-1105

NON-VOTING MEMBERS

NASP DELEGATE

William Pfohl
1111 Homestead Ct.
Bowling Green, KY 42101
(H) 502-782-2198
(W) 502-745-2198

PAST PRESIDENT

Jim Batts
120 Laurel Way
Versailles, KY 40383
(H) 606-873-7156
(W) 606-622-1105

STATE CONSULTANT

Lesa Billings
102 Mule Shed Ln.
Richmond, KY 40475
(H) 606-629-9674
(W) 606-623-1582