
the

KAPS REVIEW

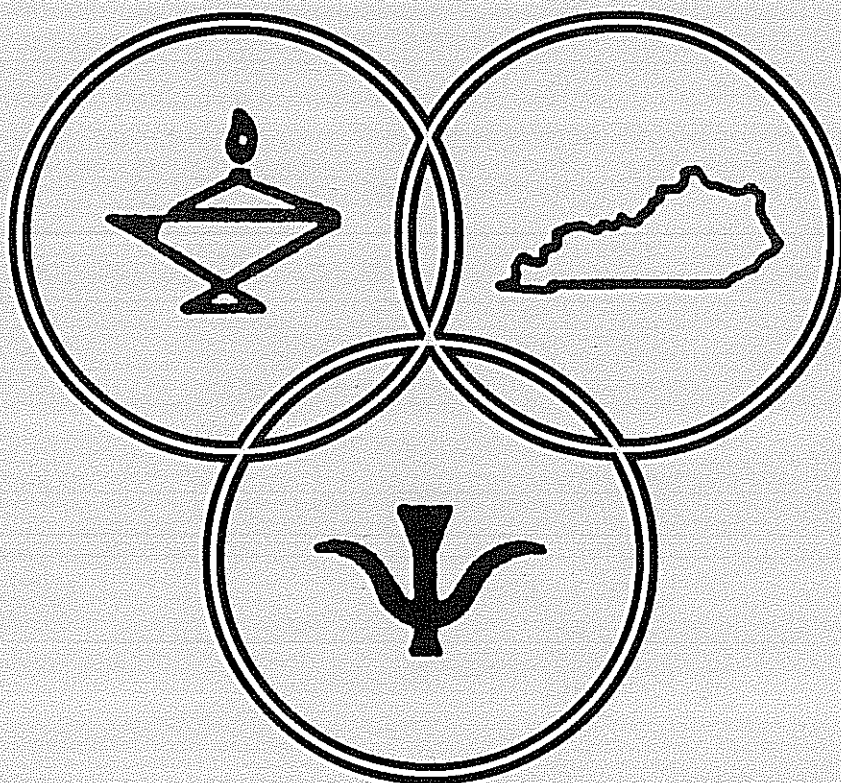
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THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

The KAPS Review is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS0, 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

Pat McGinty

The Ninth KAPS Convention is now history. We had a record attendance with 160 participants, 40 of whom were students from school psychology programs at Eastern Kentucky, Western Kentucky and the University of Kentucky. What a positive, enthusiastic group this was! Repeatedly I heard positive comments from those who had attended. Much of the credit goes to Stacy Heck who coordinated programming and site arrangements as well as those KAPS members from Jefferson County and students who assisted her. We are grateful to all who helped to bring about a conference that ran quite smoothly.

There were some very informative presentations on aspects of Kentucky Educational Reform Act that will be unfolding in the near future, as well as some timely ones on school psychological practice. Summaries of the major presentations are in this issue of the KAPS Review. The message that was given throughout is that the education process for many children has not been working because children, families, and society itself have changed drastically over the past three decades. As school psychologists we have to adapt our roles to fit the new education paradigm which is only beginning to evolve. George Batsche, President-Elect of NASP, stated that there is a growing need for comprehensive school psychological services within a multidisciplinary environment, something for which many of us will need additional training. Professional development is critical, especially in the areas of assessment, intervention, and collaborative consultation and problem-solving. Indeed, traditional assessment, for which many of us have been trained, will not fit the educational model being proposed for our schools in Kentucky. Multidisciplinary teams will make many critical decisions affecting the education of our youth. There is a need for us to become



Louisville Mayor, Jerry Abramson, signing proclamation declaring School Psychology Week. Present were KAPS President Pat McGinty, Michelle Ashton, and Mike Norris. Photo by Charles Wehrly, Mayor's Office 1990

involved in home-school collaborations that more effectively addresses the needs of the culturally different youth that in the past decade have been labeled "at-risk".

Within this context of Educational Reform in Kentucky, the KAPS Executive Board is currently in the process of reviewing and elaborating on the Five-Year Plan begun in 1988. Major goals have included: expanding the provision of quality school psychological services; increasing the recruiting, training, and funding of school psychologists in Kentucky; developing a collaborative relationship with government, community agencies and organizations; providing continuing professional development sensitive to the needs of school psychologists in Kentucky; increasing public awareness of our profession; and making KAPS effective as your representative. Certainly the nature and extent of the proposed educational changes make this a tremendous challenge. It also represents a

wonderful opportunity to reconsider our goals and promote a commitment to comprehensive school psychological services that can become part of the restructuring of schools to meet the needs of all children.

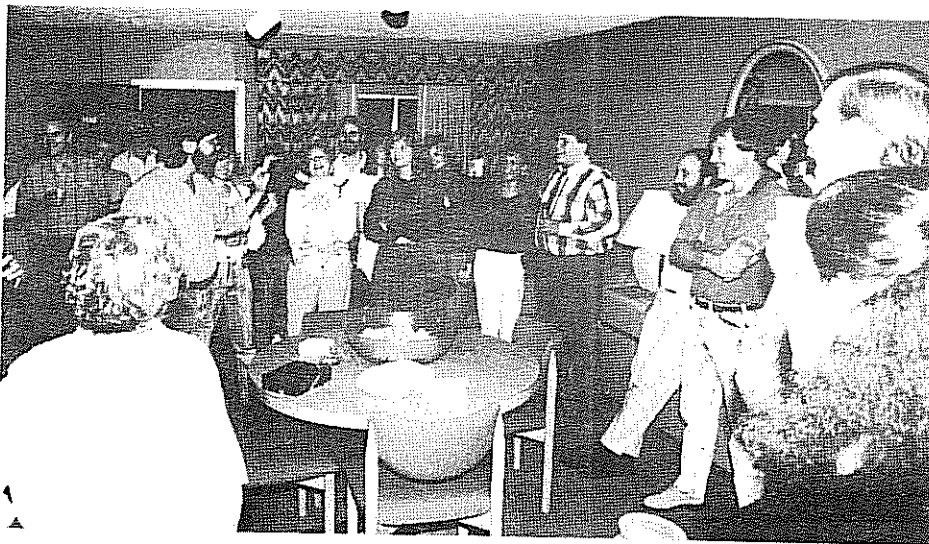
KAPS welcomes the involvement of all who are interested in joining us to develop our goals and objectives or serve on one of the committees. Let the Executive Committee know and I assure you that you will find us receptive to your efforts at whatever level you feel you can be involved. There were a number of members who volunteered to work with us for the coming year on various committees, but there is much more we can accomplish with your help. I look forward to hearing from you, to working with you, and to continuing to move school psychology forward as we begin to restructure education in Kentucky.

Editor's Comments

Bruce Wess

This issue of the **KAPS Review** is devoted to coverage of the Fall Convention. Included are reviews of convention presentations, profiles of the efforts for which KAPS members received awards, and photographs

punishment in Kentucky schools, a timely topic is dealing with student behavior and misbehavior in effective ways. Therefore the Winter issue will center around discussion of "School Discipline." KAPS members are invited to submit personal approaches to dealing with (i.e. consulting about) discipline concerns, examples of innovative or effective discipline



Past President, Bob Krueger, is "roasted" at the hands of Bruce Wess.

which chronicle the events. I hope that your convention experience was professionally and personally satisfying.

I wish to thank those who reviewed presentations. Unfortunately we were not able to obtain coverage of all speakers and I apologize to those not included. Thanks also to Mike Carr for his photographic contributions.

Readers will find this "Fall" issue dangerously close to Winter by the time of its release. For that I can only blame "Cincinnati Reds Fever" in all of its manifestations for the delays in submitting and editing encountered. Or was it earthquake preparations? Or...?

The deadline for the Winter issue is January 15, 1991. With the recently announced ban on corporal

programs they have developed or observed, or any other comments or thoughts on the subject.

Secretary's Report

Mary Ann Sarmir

The most recent Executive Committee meeting was held on October 3, 1990 at the Hurstbourne Hotel in Louisville prior to the Fall convention. A planning session was held prior to the business meeting to update goals and action plans outlined on the KAPS five year plan. Twenty members were present at the business meeting. The topics under discussion included the following: (1) Lin Cook was introduced as the new Executive Secretary for KAPS. It was agreed during the July Ex-Com meeting that the organization would benefit from secretarial

assistance. KAPS will now have a central mailing address, phone line and filing system. Lin also agreed to assist the Membership Chair and Secretary with copying and mailings. (2) Bob Kruger reported that it was requested that he represent School Psychology in Kentucky at a forum in Minneapolis of states undergoing educational reforms. (3) The Program Chair reported that 123 people had pre-registered for the convention which was an increase of 22 from the previous year. It was also noted that 31 students had registered which was a substantial increase. Stacy Heck was recognized for her hard work with the convention planning. (4) A discussion was held on the possibility of establishing a standing Program Committee which would include members who had planned previous conventions and new members from the region in which the convention would be held. It was noted that each year a new committee is developed and it may be beneficial to have more experienced members to assist in the planning process. (5) It was reported that the experimental program anticipated filling 34 out of the 35 positions for the current school year. Since such a large number of the positions were filled, the budget required revisions to cover the need for additional salaries. Thus there is less money available for expenditures such as training, supervision and materials. (6) It was agreed that a three person committee would select the Kentucky state nominee for the NASP School Psychologist of the Year award from a list of potential candidates. The next Executive Committee meeting was scheduled for January 12, 1991 at Pat McGinty's home.

Legislative Committee Report

Sue Hoagland

NASP joined with a number of other organizations in support of the Children's and Communities' Mental Health Systems Improvement Act of 1990. This new federal initiative would

provide for appropriate community mental health services for children with serious emotional disturbances.

The KAPS Legislative Chairman has joined the School Psychologists Action Network (SPAN). This will ensure that we receive important and timely government relations information. If you would like to be a part of SPAN call 301-608-0500 or send a post card to Richard Yep, NASP National Headquarters.

CPD Committee Report

Sharon Kieta

Those members of KAPS who submitted CPD documentation to the KAPS CPD Committee were recognized at the 1990 KAPS conference in Louisville. Professional and outstanding certificates were awarded in recognition of members' professional development efforts.

The KAPS CPD Committee will be submitting the necessary CPD documentation for KAPS members to fulfill NASP certification renewal requirements. KAPS members who have submitted CPD documentation to the KAPS CPD Committee should contact Sharon Kieta, CPD Chairperson, regarding the date of certification renewal so that CPD documentation may be sent to the NASP certification board.

Documentation is scheduled to be reviewed by the KAPS CPD Committee annually prior to the KAPS Conference. Documentation should be sent to CPD Chairperson between August 1 and August 15 of each year.

Program Committee Report

Stacy L. Heck

Your evaluation forms indicate that the convention was a definite success! The Program Committee is pleased that the presentations were all well received, and that they appeared to meet your



George Batsche, President-Elect of NASP provided an inspiring opening address to the KAPS Annual Convention.

needs for professional knowledge and development.

This year there was a record 123 participants pre-registered for the convention. There were 37 additional on-site registrants, for a total attendance of 160. Of that 160, 40 were students (one fourth of convention participants!). And two of those students, Michele Tagher and Chris Selby, worked at the registration table in exchange for a waiver of their convention fees. We hope more students will take advantage of this opportunity next year, as it proved beneficial to us all. The students did a great job!

Our keynote presentation by George Batsche proved to be equally enlightening and entertaining. He not only provided us with some surprising research facts, but also sent us home with a lot to think about concerning our role as school psychologists and the future of our profession. The afternoon session presented by Darryl Mellard, Nancy LaCount and Jim Batts provided us with much needed information regarding the new Learning Disabilities eligibility criteria, and with an

opportunity to voice some concerns and ask relevant questions.

The luncheon was well attended (127 served), and we were pleased to have several representatives from other disciplines and organizations in attendance, such as the President of the state association for school guidance counselors and state and local school board members. Linda Hargan's address provided us with valuable insights as to how our role and our services to children may change during the implementation of KERA.

Finally, the President's Party honoring outgoing President Bob Kruger had to be experienced to be appreciated! We enjoyed giving Bob our thanks for his dedication and service, and having a chance to "roast" him a bit.

The Program Committee would like to thank all those who helped to make



Karen Collier was selected as the Kentucky nominee for the NASP School Psychologist of the Year Award

this year's convention such a success. Our appreciation is also extended to those of you who prepared and delivered presentations at the convention. The diversity and scope of the presentations was beyond our expectations, and therefore, it was often difficult to choose which workshop to attend as indicated by your comments on the evaluation forms. It was truly a

pleasant dilemma! Thanks to you members, also, for such a tremendous attendance at our Ninth Annual KAPS Convention. Also, congratulations to Karen Collier, who was selected as the Kentucky representative for NASP School Psychologist of the Year.

Ethics Committee Report

Cookie Cahill Flower

I am pleased to report that a new co-chair has been appointed to the Ethics Committee. Teesue Fields has agreed to serve in this capacity. Her knowledge and experience in school psychology and actualization of ethical principles are welcomed. Teesue replaces Lynn McCoy-Simandle, who over the many years of her involvement has become synonymous with the Ethics Committee. Lynn was the driving force behind the development and publication of our "Ethical Guidelines" and adjudication procedures, and her years of hard work are greatly appreciated. Lynn is moving on to invest her energies in the PR Committee, and so her commitment to KAPS continues.

The Ethics Committee is considering organizing a Spring workshop on legal and ethical issues. We have discussed contacting one or several attorneys knowledgeable in school law to serve on a panel which would respond to the questions and concerns of KAPS members. We need and welcome your input in this regard. Would such a workshop be of interest to you? What questions related to the legal or ethical practice of school psychology would you like answered? Please give this some thought and contact Teesue (812/923-3503) or me (513/624-9304) with your ideas. If we don't hear from anyone, we will consider this to be a topic which does not stimulate the interest of our membership. Thanks!

Membership Committee Report

Michael Walters

With the establishment of the KAPS executive office and the employment of Lin Cook, most membership services will now be handled through the new office. Requests for applications, payment of membership fees, and requests for mailing labels should be made to Lin Cook at 303 View Place, Covington, KY 41011.

State Consultant's Report

Lesa Billings

Experimental School Psychology Program:

I have a wonderful surprise! We expect to have 34 of the 35 Experimental School Psychology positions filled this year. Previously, the highest ever filled for the full year has been thirty. Although this is excellent news, it has created a challenge. How do we provide the same services to these additional districts? In the past, this extra money (not being used in salaries) has been used within the Experimental program to provide additional training, reimbursement for KAPS attendance, consultation, resource materials (on loan to districts) and supervision services. Unfortunately, these services will be curtailed.

In order to accommodate these changes it has been necessary to revamp the budget. The new Experimental School Psychology budget will still contain the original \$500,700. However, only \$25,000. will go toward operations (as opposed to \$54,000.) and \$475,700. will go toward grants and memorandums of agreement (as opposed to \$446,700.). This will still allow for limited supervision, training and evaluation.

KENTUCKY EDUCATION REFORM ACT:

Five consultants have been hired to assist the state in developing a plan to

develop and implement performance assessment. They are:

Pat Forgione
Connecticut Department of Education
Edward Kifer
University of Kentucky
Doris Redfield
Center for the Study of Evaluation-LA
Jason Millman
Cornell University
Grant Wiggins
Consultants of Learning Assessment and School Structure-Rochester, New York

To date, the Office of Educational Accountability has not been established. The Legislative Research Committee has had difficulty selecting a director for this office. Although the closing date for applications was July 16, the search process has been extended.

The development of Youth and Family Resource Centers are also still in the early stages. Currently, it is expected that there will be a total of 500 centers. One hundred and twenty-five centers are anticipated the first year with the same number following yearly for the next three years. Each center is expected to receive a budget of \$75,000. Ronnie Dunn, Cabinet for Human Resources is the person responsible for this project and the Youth and Family Resource Task Force. She may be contacted at (502) 564-7130. She has three staff numbers working with her at (502) 564-4986. The Task Force has four subcommittees:

- Resource Identification
- Program Design
- Legislative
- Financial

Requests for Proposals (RFP's) are expected to be disseminated in early 1991.

DEPARTMENT OF EDUCATION
CERTIFICATION FOR SCHOOL
PSYCHOLOGISTS -

School psychology certification revisions are still awaiting a final appeal process. It will go before the Education

Committee within the month. **TASK FORCE ON CORPORAL PUNISHMENT** -

Earlier this year, the Department of Education appointed a task force to investigate the merits of corporal punishment. It has recently finished its work and has made three major recommendations to the State Board for Elementary and Secondary Education. First, that as of August 1, 1991, corporal punishment should be banned in all public schools. Their second recommendation states that the Department begin immediately to provide information, assistance and resources to all schools to facilitate development of alternatives to corporal punishment. Their final recommendation suggests that training programs should include alternatives to corporal punishment in educator training curricula.

West Central Regional Representative Report Stacy L. Heck

The West Central Regional meeting at the Fall Convention was attended by 19 KAPS members, representing nine different school districts and one private practice. The majority of the members in attendance were from the Jefferson County Public School system. The members agreed to meet once in the Spring of 1991 to discuss common concerns and share professional information. That meeting may be combined with a Professional Development workshop conducted by KAPS on April 13.

In November, each West Central Regional member will be sent a copy of KAPS Five-Year Plan Goals to obtain their input and recommendations (and possible assistance) for attaining those goals. That information will be reported to the KAPS Executive Committee at the January 12 meeting. West Central members will be kept informed by their regional representative of Executive Committee action after each committee meeting

throughout the year.

The School Psychologist in the Twenty-First Century Reviewed by Louise Adams

In his opening address, Dr. Batsche talked about challenges facing us during these times of school reform. One of the topics he emphasized was that of changes needed in special education. He quoted data showing that students placed in special education have a higher dropout rate, a higher rate of unemployment after their school years, and lower wages after their school years, as compared to similar students not placed. He noted that an evaluation of PL 94-142, the first done since its passage fifteen years ago, revealed these and other facts which we need to consider in determining how we must change. As a result of the evaluation, school psychologists are criticized for testing the wrong things (not learning characteristics), and for having the wrong criteria. This last decade of the century is, then, one in which we need to clarify our goals, visions and destination. This is so for general and special education as well as for school psychology.

In his discussion of possible changes we need to make, Dr. Batsche mentioned our tests, which are rapidly becoming irrelevant to what and how children are learning. He discussed implications for school psychology training of various social and educational changes. For those of us in the field, he recommended professional development plans which involve university school psychology departments and state organizations in planning to meet training needs. Dr. Batsche stressed the need to base service delivery on the consultation model, and to otherwise empower the teacher. Other changes he felt were necessary include client-based reform, emphasis on pre-referral and prevention, local problem solving, assessment strategies linked to

intervention (CBA, ecological, etc.), the use of interventions proven effective, and interventions made to fit the child's needs rather than determination of eligibility for programs.

Dr. Batsche challenges us to make changes which will best meet children's needs. Children not placed in special education are more successful than those who are placed. For our parts, we need to do whatever is necessary to help each child succeed.

Identification of Children and Youth with Specific Learning Disabilities: An Overview of Kentucky's New Eligibility Procedures and Criteria Reviewed by Bob Kruger

As in most states, Kentucky has been grappling for a long time with the many difficult and controversial issues related to the identification of students with specific learning disabilities. Of particular concern has been the lack of continuity in the conceptualization of learning disabilities, with an accompanying lack of continuity in the procedures used to determine eligibility for service and programming needs.

In recognition of the concerns surrounding the LD issue, the Kentucky Department of Education has, over the course of several years, been attempting to develop a set of eligibility procedures and criteria which would be data-based and thus provide for greater continuity in the identification of learning disabled youth.

In the first segment of the presentation, Nancy LaCount, Director of Categorical Programs for the Curriculum and Instruction Division of the KDE, discussed the chronology in the development of the currently proposed procedures. What seemed clear from this overview was that there has been a focused attempt along the way to



Dr. Daryl Mellard responds to a question during his presentation with Nancy LaCount on Kentucky's new eligibility procedures for identifying children with Specific Learning Disabilities.

assimilate trends, opinions, and interpretations from the federal level. As a result, progress was occasionally sporadic. There were occasional lulls due to uncertainties as to what opinions might prevail at various points in time. It also seemed apparent that great care was given to securing and reacting to the input from various stakeholder groups along the way. Additional emphasis was given to piloting procedures on a small scale before full scale adoption.

Following the presentation of the chronology, Ms. LaCount reviewed the identification of LD which was the foundation for focusing the development of the specific eligibility criteria and procedures. A handout was provided, listing the components of the LD definition, the rationale for addressing each component, and the procedures which could be used in addressing each component.

Dr. Daryl Mellard followed Ms. LaCount, discussing some of the specific considerations which guided

the development of the eligibility model. These were based upon input from multiple stakeholders and from studied consideration of certain "best practice" tenets. He explained that a steering committee selected certain minimum components which guided their work. Among these components were such principles as equity, a rational decision-making process, and cost effectiveness. With these guiding principles in place, the committee then determined how best to operationalize the LD definition. They then developed the procedures and the criteria which could be used to address the components of this definition.

The final part of the presentation was a creative and entertaining exchange between Dr. Jim Batts and Dr. Mellard where each assumed alternating adversarial roles as "good cop" or "bad cop". During the exchange, the "bad cop" presented some of the criticisms which are likely to be leveled at the eligibility model, while the "good cop" presented a defense of these criticisms.

From the number of questions asked of the presenters, it was evident that the presentation generated a lot of interest in the audience.

Preschool Assessment: Developing a Launch Pad for Flying by the Seat of Your Pants

Reviewed by Cookie Cahill Flower

The topic of preschool assessment clearly is a "hot" one, as attested to by the large attendance at this session. The presenters, Bobbie Burcham and Kaye Langer, addressed five major areas related to assessment with the preschool population: family/systems issues; community resources and educational service providers; assessment strategies; legal issues and requirements; and early childhood development. The involvement of the family in a positive way was stressed as being of utmost importance in working with a preschool-aged youngster.

Means of involving the family include accommodating family schedules (often translating to home visits after school hours or on weekends), involving the family in developing objectives and strategies to meet those objectives, and being sensitive to the family's challenges in living with a handicapped preschooler. Bobbie presented a format for outlining the child's daily and weekend schedules, as a tool for identifying needs and instructional objectives. Next, the presenters described a wide variety of community resources for working with preschoolers, from school-based personnel to state department specialists. Participants were encouraged to identify and contact resource personnel in their local area, as one strategy for better addressing the needs of this group of young children.

Bobbie presented a problem-solving paradigm as an organizational tool for assessing preschoolers. Five evaluation domains were outlined: communication, cognitive, social, motor, and adaptive behavior. Bobbie walked through the model with the participants, stressing the unique aspects of assessment with preschoolers. Behavioral observations in a variety of settings are deemed essential, as are interviews with parents and completion of developmental/medical and social histories. Formal testing must be approached cautiously and with an understanding of the limitations of standardized assessment devices for use with this population, as well as sensitivity to the child's limited attention span and need for movement. Bobbie provided participants with excerpts from the Minnesota Department of Education manual "Instruments and Procedures for Assessing Young Children," which outlines a variety of assessment instruments along with the age range for which each is designed, development areas assessed, and technical data provided. The entire manual is available from the Kentucky Department of Education.



Bobby Burcham takes a lighter moment with the audience during her and Kaye Langers' presentation on Preschool Assessment.

Public Law 99-457 next was outlined, followed by a discussion led by Kaye Langer of several early childhood issues. These included prenatal and postnatal factors related to difficulties in early childhood, various theories of development and learning, and the importance of understanding normal development and the typical ages at which milestones are reached. Kaye also stressed the importance of play in preschool learning, the goals of assisting children to achieve greater independence and of empowering their caregivers, and developing age-appropriate behavior management strategies. The information presented generated great interest and discussion among participants, as so many of us struggle to function effectively in this new and exciting area of school psychology practice.

Crisis Assistance to Schools

Reviewed by Michael Walters

Dealing effectively with a crisis may be the most difficult responsibility expected of school psychologists.

Lessa Billings and Angela Wilkens emphasized the critical nature of crisis intervention, which may place the psychologist in the role of "lifesaver." Planning is the key to effective crisis management since it allows people to act quickly and effectively. The



Lesa Billings, State School Psychology Consultant, presents on Crisis Intervention in the Schools.

presenters urged all school districts to develop crisis intervention plans. While

districts must have emergency plans, these do not generally deal with the personal or social aspects of suicide, homicide, accidental or natural death, or other traumatic events.

The presenters distributed a **STEP-BY-STEP Activities List** with many good ideas and guidelines for crises management. The specific suggestions that Lessa provided for helping people maintain control in times of crises were especially useful. For example, it is often a good idea to give a person a concrete activity to do like "get yourself a glass of water" to help restore a sense of control. A hand-out entitled **Ideas For Preparation of Policy and Procedures** was also distributed and should be useful for anyone in the beginning stages of developing a crisis plan. The presentation included a description of State Department of Education services which was a result of several districts calling for assistance when a crisis had occurred.

The conclusion of the workshop allowed for participants to share their ideas and experiences, from which a summary was typed and later distributed to all who attended.

EBH: A Review of Kentucky's New Guidelines for Disturbed Children and Youth

Reviewed by Cookie Cahill Flower

Drs. William Pfohl and Tom Ballowe provided participants at this presentation with an overview of Kentucky's proposed definition and procedures for identifying "Emotionally-Behaviorally Handicapped" children and youth. Dr. Ballowe first reviewed the history of the committee which has addressed this issue since 1985. The proposed definition then was presented. It stresses a child's deficits in social competence as one criterion for

defining EBH. The other criterion relates to deficits in academic performance which are directly related to an identified emotional-behavioral condition. In addition to one of these characteristics, a child must meet each of four qualifiers in order to be identified EBH. These qualifiers include: 1) supportive educational assistance has been provided; 2) the behavior is exhibited across settings; 3) the behavior is exhibited to a marked degree; and 4) the behavior is exhibited over a long period of time. Drs. Pfohl and Ballowe described each of these characteristics in some details. They next outlined the seven domains which must be assessed in order to identify a child as EBH. These include a compilation of behavioral data; intellectual assessment; academic assessment; assessment of social competence; family, social/cultural factors; health screening; and communication screening (which is mandated by federal directive). A technical manual has been developed which details the methodology by which each of these domains is to be assessed.

Screening for EBH students will be mandated in the new guidelines. Districts may choose their own screening procedures or may follow a model recommended by the state.

The proposed definition and technical manual to accompany it hopefully will be published and distributed within this school year. Needless to say, the new proposals represent a dramatic change in current procedures for identifying students with emotional and behavioral difficulties. The new guidelines are designed to provide consistency across the state in procedures utilized in this domain and are hoped to lead to higher quality evaluations of children experiencing these difficulties.

KERA Student Initiatives: Collaborative Consultation Teams

Reviewed by Sharla Fasko

The presenter, Ann Moll, reviewed the limitations of special education in its present form. She expressed particular concern about those children who "fall between the cracks" and often get no assistance at all.

Collaborative Consultation Teams were designed to try to address the needs of these children, and are being piloted in a number of schools within Kentucky. As described by Moll, the format appears basically similar to the Intervention Assistance Teams advocated by many school psychologists. In the Collaborative Consultation Teams, special education teachers are regarded as instructional specialists. Appropriate team activities include problem solving/prevention, instructional planning, modification/adaptation of educational environment, implementation of instructional plans, data collection, evaluation, and transition activities. Special education teachers are key members of these teams because under the provisions of the Kentucky Education Reform Act, they may go into classrooms and work with regular education students as long as the needs of special education students get first priority.

The School Psychologist's Role as a Team Member

Reviewed by Jennifer Rosenthal

The ideal team, as defined by Dr. Jennifer Elam, is "one that is effective, productive, and cohesive. Its work is consistently superior in terms of both quality and quantity. The team members are competent and knowledgeable in the way they carry out their duties. Problems and conflicts within the team are addressed quickly and professionally. The quality of decisions made by the team is high, and all members share a sense of

satisfaction in the work they accomplish. The team is constantly learning and growing, adapting itself, as necessary, to changing requirements and multiple goals".

Dr. Elam presented a model of team building and discussed how to assess the teams we participate in and how to use them to implement interventions. Indicators to look for in the teams one is participating are:

Promoters of Team Effectiveness

1. good interpersonal skills and communication
2. experienced clinicians
3. education - knowledge of issues
4. commitment and dedication

Inhibitors of Effective Communication

1. resources -(time, money, space)
2. interpersonal difficulties
3. rigidity in the structure of the group, members having little power

Interested? Dr. Elam has the latest information on team effectiveness and how to assess it. For more information, contact Jennifer Elam, c/o Eastern Kentucky University.

Behavioral Interventions as Corporal Punishment

Reviewed by Michelle Ashton

Dr. Bob Illback began his presentation by discussing three major issues in regard to corporal punishment. The **technical** issues involve emotional and behavioral side effects, conditions under which corporal punishment is administered, and with whom it is effective. The appropriateness of corporal punishment and the consistency of its usage falls under the category of **practical** issues. **Legal and ethical** issues include parental rights and responsibilities, due process,

and informed consent (or whether it can be obtained).

Dr. Illback differentiated the following two terms: **behavioral punishment** is a stimulus used to reduce certain behaviors whereas **aversive treatment** refers to the usage of shocks or mild stimuli, for example, with children who are self-injurious.

decrease successful integration of such students. Punishment may also lead to escape or avoidance behavior and produce other problems. Modeling effects are also a concern with the question "Are we teaching hitting?" being a relevant issue. According to Dr. Illback, individuals who utilize this procedure often become conditioned to punishment. It is also frequently administered in anger. Use as an

goal-setting). Fourth, effectively handle misbehavior by using the following: systematic ignoring, time out, response cost, de-escalation, and restraints.

Effects of a Cross-Age Peer Tutoring Program on Second Graders' Sight Word Acquisition

Reviewed by Sharon Kieta

Dr. John Murphy and Sharla Fasko presented on a peer tutoring program implemented at an elementary school. Fifth and sixth grade students were trained in two sessions. The tutors were trained to work with second graders on acquiring sight word vocabulary. Tutees were selected by teachers. The ten poorest readers were selected. The tutor and tutee worked with ten sight words at a time. Words were worked on until the tutee correctly recognized the word on five consecutive occasions. The tutor and tutee worked for twenty minutes two times a week. Tutoring was conducted in the cafeteria under the supervision of a teacher aide. Tutors were rewarded with "official" letters and a pizza party.



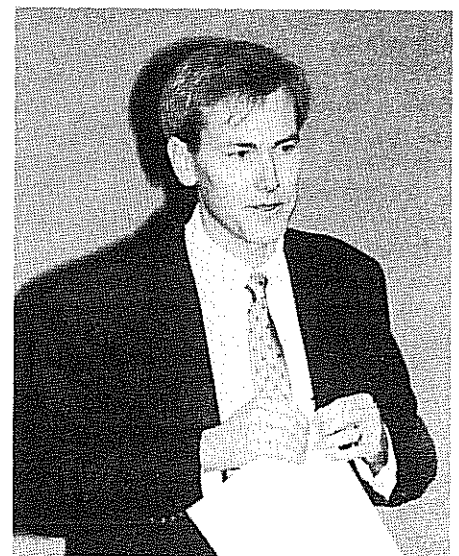
Dr. Robert Illback presenting Behavioral Interventions As Alternatives to Corporal Punishment.

Two advantages of corporal punishment were discussed. First, the desired outcome is a reduction of maladaptive behavior and, perhaps, even a deterrent to a student's aggression and/or violence. Secondly, it serves to establish credibility of administrators and faculty. Merely increasing positive reinforcement does not automatically reduce negative behavior. Thus, he stated that we cannot ignore a need for certain punishment paradigms, especially for aggressive and noncompliant behavior.

Citing common objectives, Dr. Illback reported that many individuals view corporal punishment as dehumanizing and capable of decreasing a student's social value. Since students who are punished may be stigmatized, further use of corporal punishment may

intervention fails to enhance interpersonal relationships. Furthermore, corporal punishment inflicts physical and psychological pain, is often substituted for positive reinforcement, and creates anger in students.

The presenter recommended choosing the least intrusive approach to obtain a desired behavioral effect. Lastly, he presented four major components of any behavioral management plan. First, create a reinforcing environment (e.g., relationship-building, play, leisure, recreation, and community-based activities). Second, use reinforcement effectively (e.g., systematic attention and approval, effective praise, and rewards). Third, set limits and provide structure (e.g., contracting, establishing routines, instructional control, and



John Murphy presenting on Cross-Age Peer Tutoring

To evaluate the effectiveness of the tutoring the tutored students were matched to a control group of second graders scoring like the experimental group on a pretest. Those students who were tutored made more gains in percentage of words recognized than the control group. Overall, the second grade teachers reported that the tutoring was at least moderately effective. All teachers reported that they liked the tutoring program and wished for it to continue.

Teacher Assistance Teams: Kenton County Varieties

Reviewed by Ruth Bewley

The purposes of this presentation were to provide an overview of Teacher Assistance Teams (TAT's) in Kenton County, to share their effect on school personnel, and to describe their impact on outcomes for children.

Louise Adams and Cathy Harden reported that Teacher Assistance Teams in several elementary schools in Kenton County grew out of a need to document interventions prior to referral for special education evaluation. The focus of TAT's today seems to have become meeting the needs of all children in a building by pooling ideas and energies to develop workable and effective interventions, enabling students to be successful in the regular classroom. A TAT at one building involved parents directly in the meeting, while at another, parents were consulted by the classroom teacher about difficulties by phone and a request for permission for support services was sent home to the parent.

The need for flexibility within the structure, format, and scheduling of the meetings was emphasized to accommodate a wide range of administrator preferences, children's needs, teacher preferences, and resources. One school's principal had arranged for meetings to be held during the school day through the provision of

a substitute for the classroom teacher.

Prior to implementation of the TAT's, both psychologists provided inservice for building personnel on collaborative problem solving and TAT purposes, procedures, and benefits.

Though data on the effectiveness of the TAT's has only been gathered for three years, referrals for psychoeducational evaluation have dropped significantly. Teachers who have used the TAT's for individual students or whole-class concerns are using similar interventions with different students in following years. In addition, teachers who have participated on a TAT are finding them valuable and are returning with other concerns at a later time.

STATE AWARDS

CONSULTATION — GAIL CANNON

Gail provided consultation to approximately 24 dually diagnosed (MH/severe behavior disorders) K-12 students enrolled in schools in Jefferson, Bullitt, Henry, and Carroll Counties. Activities were delivered through R.E.A.C.H., Inc., a private Louisville organization that provides comprehensive services for this

population. Consultation was multilevel (students, teachers, school, family, and community systems) and involved a broad range of direct and indirect services (i.e., individual counseling and social skills training, developing individual and classroom management plans, student advocacy at ARC meetings, and coordination of intervention plans between home, school, and community). Services delivered were aimed at decreasing the risk of these students' placement in increasingly restrictive school and community environments.

PROGRAM EVALUATION/RESEARCH — DENISE LAWLESS

Denise was recognized for a research project she proposed to the Fayette Co. schools for implementation in a selected school. The proposal advocated an alternative to the suspension of students as a discipline measure. The proposed project suggested that a Social Skills training program, one focusing primarily on building positive social behaviors, be utilized in a school with two groups of approximately ten students. The project incorporated pre- and post-treatment measures and group comparisons. The features of the



KAPS State Award Winners (l to r) Denise Lawless: Program Evaluation/Research; Kaye Lauger: Assessment and Organizational Development, and Gail Cannon: Consultation.

program were also selected based on what research suggests to be effective.

ASSESSMENT AND ORGANIZATIONAL DEVELOPMENT — KAYE LANGER

Kaye received awards in two areas - Assessment and Organizational Development. Both of these awards stem from the work Kaye has done at the Human Development Institute at the University of Kentucky. This institute manages a variety of grants related to developmental delays. Kaye is the director and on-going developer of a training grant for school psychologists at the institute which is geared toward providing knowledge, experiences, and state of the art training in assessment practices with pre-school age children who have development delays. As the individual personally responsible for dedicating long hours toward revising and providing for the implementation of this grant, Kaye was recognized for her programming development endeavors. She received the Assessment award for the specific focus which she has maintained on meaningful observational and "hands on" experiences in promoting understanding and best practice with this population. The interdisciplinary approach adopted by the Human Development Institute will result in twenty school psychologists receiving quality training in an area rather new and challenging for them.

REGIONAL AWARDS

NORTHERN REGION — MICHAEL WALTERS

A project was implemented by the school psychologist to promote the use of peer tutoring by teachers in the Boone County Schools. The project included three activities developed and implemented by the school psychologist, in cooperation with a guidance counselor and a teacher. The first was a schoolwide cross age tutoring program where National Honor Society high school students were trained as tutors for middle school students. Sixty-five students were

tutored for at least eight, one hour sessions and several students attended tutoring for up to forty sessions. A review of student report cards indicated that most students in tutoring improved their grades by about one letter grade. A second part of the project was a

Bobbie was recognized due to her efforts to provide and expand quality services for children and to increase the visibility of her role as a school psychologist. In her position Bobbie has promoted and become an important contributor to a pre-referral



KAPS Regional Award Winners include (L to R) Ruth Bewlwy: West Central; Mike Norris: West Central; Bobby Burcham: Central. Other award winners not pictured, Barbara Armstrong: West Central and Michael Walters: Northern.

classwide tutoring program implemented in a fourth grade classroom. Pairs of students tutored each other on multiplication facts daily. All but three students mastered their multiplication facts after four weeks of peer tutoring. The third part of the project was an in-service on peer tutoring. Sixty teachers attended the three hour in-service. The critical variables of peer tutoring were presented with supporting research by the school psychologist. A description of the two tutoring programs was provided by the guidance counselor and the fourth grade teacher. Teacher's attending the in-service were asked to write a plan for using peer tutoring in their classrooms for the current school year.

CENTRAL REGION — BOBBIE BURCHAM

process, is an active consultant, and a provider of staff development activities.

She has also co-authored a grant to secure an experimental school psychologist position in her school district and collaborated in a university grant to establish an instructional model for serving the needs of students with ADD. Testimonials, the variety of program development committees she has served on, attendance at her in-service programs, as well as her job performance evaluations, all make it clear that she is recognized as a competent professional by a broad based constituency.

WEST CENTRAL REGION — MIKE NORRIS, BARBARA ARMSTRONG, AND RUTH BEWLEY

Mike, Barbara, and Ruth were recognized for implementing a comprehensive program that addressed

the issues related to Attention Deficit Hyperactivity Disorder. The program began with the exploration of local school psychologists' awareness of the disorder and provided a basis for increasing their knowledge and willingness to tackle a new issue. Psychologists then consulted with their schools and established a procedure to handle requests for ADHD evaluations which had increased dramatically over the past several years. A more formal and consistent referral process resulted. Also a model for a communication triad among home, physician and school (including psychologist) was established. As a result the school psychologist became the focal point in the identification of ADHD in many cases rather than the physician who often operated without essential input from school based sources.

Requests for Proposals (RFP)

NASP Practitioner and Student Research Awards

The Research Committee of NASP will be awarding five (5) \$750.00 research grants for the purpose of supporting practitioner and student research.

The grants are competitive and will be reviewed by a NASP panel. Priority will be given to research by practitioners or students consistent with the priority areas of NASP (including alternative services and improving the educational attainment and mental health of all students). Completed applications are due by **February 1, 1991**.

For a **completed application packet**, please write to:

Janet L. Graden
Chair, Research Committee
University of Cincinnati
522 Teachers College, ML 02
Cincinnati, OH 45221-0002

ATTENTION ALL NASP MEMBERS

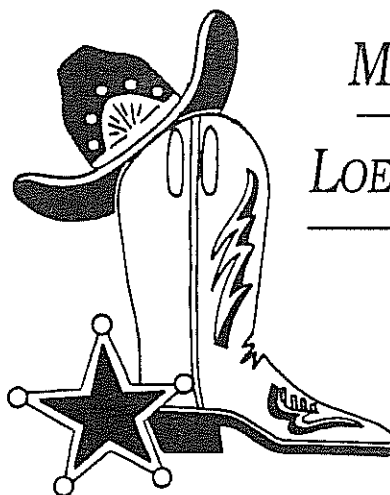
The October **COMMUNIQUE** contains the call for the nominations for the following leadership positions:

President-Elect
Secretary
Regional Director

Please consider submitting **your own name** as a nominee for one of these key positions. Be sure to ask your colleagues to support your interest through this nomination process.

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