

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL, 1999

President's Message ***Ray Roth***

Greetings to everyone. I am honored to be addressing you all as the president of KAPS. Although I have been involved in KAPS for a number of years in various positions, it is a humbling experience to have the reins. I hope that I can live up to the standards left by previous leaders who have taken a small group of people with a desire to perform in the highest ethical manner, and turned it into a truly professional organization.

As we enter into the new millennium we have an opportunity to look back and relish our accomplishments and to look forward at our challenges. In just a little over twenty years KAPS, and the field of school psychology, has grown tremendously. Today, interns do not have to worry about finding a site to do an internship, or even getting paid for their internship, as many of us did not too long ago. More districts across the state employ school psychologists and more positions go unfilled than ever before. However challenges also accompany these changes. Many school psychologists find themselves in roles vastly different than they may have expected after leaving graduate school. School psychologists currently find themselves in positions such as Special Education Director, Assessment Coordinator, Behavior Consultant, and others. Many other school psychologists find themselves in the more traditional assessment and special education roles. In speaking with colleagues across the state I find that most school psychologists

are not only happy in their job, but are proud of the work that they do. Although many school psychologists are elated over having creative "non-traditional" jobs, many others are proud of the work they do in more "traditional" roles by helping students who are not successful in obtaining the services they need to become successful. We also have within our organization a number of people who are not school psychologists. As things change in the mental health field we are seeing more persons with certification and training in other fields obtaining jobs in the schools. With the emphasis on KAPS being an organization for the delivery of "psychology in the schools", not just a group of "school psychologists", we need to welcome everyone who shares our desire to make students more successful, and to assist school staff in solving the complex problems that we face in the schools.

With these changes in our future I have taken it as a primary objective during my term to look at how KAPS is doing to prepare for the changes which are occurring. The Executive Committee (EC) met at the recent Fall Conference and discussed some of these issues. We met again on November 5 to discuss these issues in more detail. We are entering into a process of doing a thorough evaluation of our Operations and Procedures manual to see if we need to make any fundamental changes. There are a couple of issues I hope we can explore. First, I want us to look at our organizational structure in terms of how we are doing to meet the needs of our members. I hope we can look at the possibility of restructuring ourselves so

that we can reach out more to all school psychologists, both members and non-members. I anticipate the possibility of some changes in the role of the Regional Representatives in accomplishing this goal. I hope that we can find a way that we can become less hierarchical and more responsive to school psychologists in the field. Another issue I hope we can address is the need to reassess our effectiveness in meeting the needs of our members. In my short time as president I have already run into some of the issues that have bogged our organization down for many years. In the spring issue of the KAPS Review Mike Norris discussed the possibility of entering into a contract with someone who could assist with the Fall Conference. I am happy to announce that Dr. Duane Miller, a long-time school psychologist and Special Education Director, has accepted this challenge. Since he is now retired he has the time to help to devote to this job. Although most of us would agree that the Fall Conference is almost always a rewarding experience, most of us have also experienced circumstances that have made us wonder "what were they thinking?" Having recently been in charge of the most recent conference, I found myself frustrated at some of the issues that I know had a negative affect on school psychologists across the state. Although the conference brochure was ready to be sent out in late July, we had significant difficulty in obtaining mailing lists. This prevented us in getting the brochure out in a timely manner. Also, we have received a significant number of responses to people who have reported problems in receiving information from

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 26, ISSUE 1

FALL 1999

KAPS. I apologize for these problems and want to assure everyone that we are working to address these issues. Dr. Miller will help us to look at how we go about pulling together our conference and help us to create a process that will assist future conference chairs. I believe his input will help KAPS to do an even better job in putting together more professional conferences in the future and to avoid many of the problems we have faced in the past.

It is possible that in the process of doing an evaluation of our organizational structure we may determine the need to create a new position to address some of these issues. As an organization of volunteers there is only so much time we can expect people to be able to give. And yet, we all still want and deserve a professionally run organization. The EC will be discussing these issues to find ways to confront the problems we currently face. Our challenges are great. But our predecessors faced similar challenges when they formed KAPS as an organization. We have grown and prospered because of the work of all of these people who have contributed to our organization. It is now time to look to the future to see where we need to go. I heard a quote once that I am unsure of the origins, but I believe it sums up where we are. It says, "We are not where we should be. We are not where we want to be. But thank God we are not where we used to be."

Editor's Comments ***Laura McGrail***

I wish to offer my congratulations to the KAPS Best Practices awards winners for 1999 and to the KAPS Conference committee for another excellent conference. This edition of the *KAPS Review* provides summaries of most of the conference sessions. Each conference demonstrates the wealth of high quality school psychological services in our state and this one was no exception! I would also like to express my appreciation to the KAPS members who introduced speakers and reviewed sessions for the newsletter. Thanks for your willingness to serve and your timely submissions of articles!

As we enter the new millenium, I invite each of you to become more involved in your state organization through this newsletter. The *KAPS Review* presents an excellent avenue for sharing your work, expanding your professional growth, and networking with other school psychologists across the state. Please send articles, comments, suggestions, or questions to me by email: lmcgrail@henderson.k12.ky.us or lmcgrail@henderson.net or by fax to (270)831-5016 or by mail to 1805 Second Street, Henderson, KY 42420.

KAPS Conference ***Workshop Reviews***

Behavioral Interventions for At-Risk Students ***Reviewed by Laura McGrail***

Dr. Randy Sprick offered an excellent pre-conference workshop focusing on developing effective intervention plans for individual students with behavioral challenges. Dr. Sprick first discussed the scope of the challenge facing educators in addressing student behavioral needs. He cited Kentucky's high school graduation rate of 60-65 percent as evidence of "vast" numbers of students who cannot cope with the current educational system. Dr. Sprick also suggested that schools should establish systematic guidelines for identifying at-risk students and referring them for intervention.

Early in the intervention planning process, Dr. Sprick recommends that collaborators develop a hypothesis regarding the function(s) of a troubling behavior. He and his colleagues have developed wonderful resources for assisting planning teams in identifying behavioral functions and improving decision making by matching suspected functions of behavior with appropriate and research-proven intervention strategies. Dr. Sprick reviewed one such tool from his publication *Interventions Collaborative Planning for High Risk Students*, an in-depth Intervention Decision Guide (IDG) which provides a structured format for collaborative planning. Dr. Sprick then reviewed specific steps for implementing eleven different types of interventions which are

THE KAPS REVIEW

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VOLUME 20, ISSUE 1

FALL, 1999

listed in the IDG as possible responses to suspected functions of behavior.

Dr. Sprick's presentation was greatly enhanced by his use of specific case examples, his realistic approach to intervention planning, and his use of humor. Randy Sprick and his colleagues have compiled an impressive array of behavioral intervention resources which are invaluable to school psychologists and other school personnel struggling to address the needs of students with emotional and behavioral difficulties.

Dealing with Crisis: What do I need to do?

Reviewed by Beth Edmonson

Dr. Bill Pfohl's presentation offered valuable information on what school psychologists need to do for their students and school systems in the event of a crisis. Dr. Pfohl began by discussing trauma and how it affects students. He explained that crisis results in stress responses that impact individuals in many ways. A victim will show physical, cognitive, emotional, and social/behavioral stress responses. The severity of these responses is dependent on the age of the victim and the extent of the involvement in the crisis. Several stress responses in the various areas were reviewed.

The second part of Dr. Pfohl's presentation focused on organizing and running a Group Crisis Intervention (GCI) session. Using the model

developed by the National Organization of Victim Assistance (NOVA), Dr. Pfohl reviewed the steps necessary for conducting a GCI session. He concluded with a role play activity where participants served as victims of a crisis, and Dr. Pfohl was the facilitator. The role-play activity gave participants an excellent example of how a GCI session should go.

Throughout Dr. Pfohl's presentation he provided useful tips and suggestions on dealing with crises based on the actual experiences of NEAT/NOVA team members. Beneficial and informative handouts were given to participants. The handouts included web sites related to crisis response, crisis intervention information for parents, a fact sheet, "One Pager" handouts for GCI sessions, and a detailed handout of the presentation.

FBA: A New CD-ROM for Training

Reviewed by Brittany Gray

Participants were thoroughly impressed as Carl Liaupsin, a doctoral candidate at UK and co-developer of the Functional Behavioral Assessment: An Interactive Training Module (FBA CD-ROM), presented an overview of the new interactive CD-ROM as well as its components and availability. Carl briefly demonstrated how the FBA CD-ROM provides an overview of the functional behavior analysis process, an in-depth training tutorial, and guided case studies.

He also noted that the CD-ROM has been sent to Directors of Special Education, members of the Kentucky Behavior Network and Special Education Co-ops. The session emphasized how this training tool is designed to provide enough latitude to be useful to those new to FBA and those who are familiar. Participants viewed clips of case examples, interactive comprehension checks, and classroom video clips, all of which allow the viewer to practice collecting and interpreting data. Overall, the new FBA CD-ROM proves itself to be a useful tool for individual or group training.

Reading Difficulties: Current Research and Effective Interventions

Reviewed by Cathy Ramsey

Dr. Deborah Bott Slaton, a professor at the University of Kentucky, highlighted key research-based procedures and interventions for the prevention and remediation of reading difficulties. The most "enlightening research of the 90's" is the research on phonemic awareness, the foundation for learning to read. Phonemic awareness is the conscious awareness and knowledge of separate sounds in words; the printed word is not involved in phonemic awareness. Direct teaching of phonemic awareness improves early reading progress and enhances later reading and spelling performance.

Pre-reading/early reading activities for teaching phonemic awareness should begin by the age of four or five. Older

THE KAPS REVIEW

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VOLUME 20, ISSUE 1

FALL 1999

children who have phonemic awareness deficits can also benefit from these strategies, although it will take them longer to learn the skills. Activities which involve no printed words include rhyming (detecting same and different endings in words), detecting which two of three words begin with the same sound, detecting whether two spoken words are the same or different, and identifying the first and last sounds heard in a spoken word. The most important phonemic awareness skills that need to be taught are the abilities to segment and blend phonemes. Segmenting phonemes is pronouncing the separate sounds in a word in a drawn out fashion and blending phonemes is listening to a sequence of isolated sounds and pulling the sounds together to make a word.

In addition to teaching phonemic awareness at an early age, other research-based interventions include teaching sound-letter correspondence explicitly: i.e., teach the letter sound, practice making the sound, look at the letter, see it in a word; teaching the 40-50 most regular and frequent sound-letter pairs; demonstrating sounding out words rather than merely asking students to sound it out; using connected, decodable text for beginning reading practice; and reading to the students interesting stories above their independent reading level to develop language comprehension skills.

Dr. Slaton stated that we often totally replace reading instruction with modifications and accommodations when a student is not progressing at an expected rate. She emphasized that we abandon appropriate reading instruction

too soon and should continue well into middle and high school for many students. Great Leaps, a reading program designed to provide timed drills and repeated practice in order to increase decoding fluency, was recommended by Dr. Slaton. This program, designed for kindergarten through adults, has proven to be extremely successful in increasing reading levels in relatively short periods of time. For more information on this program you may contact Dr. Slaton or online at [HYPERLINK](http://www.greatleaps.com) <http://www.greatleaps.com>

Additional sources for information concerning research-based reading interventions:

- National Institute of Child Health and Human Development
- National Center to Improve the Tools of Educators (NCITE)-University of Oregon Research syntheses available online at idea.uoregon.edu/~ncite
- National Research Council's 1998 report from the Committee on the Prevention of Reading Difficulties in Young Children: Preventing Reading Difficulties in Young Children available online at www.nap.edu
- Center for Research on Learning at the University of Kansas; www.ku-crl.org

Assessing Children and Youth with Low Incidence Disabilities ***Reviewed by Deeayne Mayfield***

The team from Scott County presented a case study of a child with multiple needs. The team discussed each member's role in the evaluation and how to make the

evaluation meaningful to parents and teachers. The team also presented information regarding test materials that may be helpful in the assessment of low incidence disabilities. This information contained the publisher, age levels appropriate for that instrument, and area assessed. Lastly, the team shared information regarding all areas of functioning including where to find relevant information, who needs to evaluate in that area, and possible instruments to use in the evaluation. The team members were: Lisa Baradaran, MS-Special Education Teacher; Aleisha Forker, MS, CCC-SLP; Martin Hendrix, MS- School Psychologist; Jennifer Leslie, Ed.S.-School Psychologist; Barbara Teague, Ph.D.-School Psychologist.

The Discovery Program ***Reviewed by Terri Kendall***

Eric Larsen and Bill Lamperes presented about an innovative program that began in Colorado called The Discovery Program. It is now in several other states, including Louisville. This is a six week program implemented within a high school that is for students who are at-risk for quitting. Orientations take place regularly for students referred to the program. If they pass the tests, they are admitted. The students sign a pledge card upon admittance where they promise to work towards success, maintain 95 percent attendance, treat others with respect, stay away from drugs and alcohol, and support the norms of the school. They then begin working on

THE KAPS REVIEW

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VOLUME 20, ISSUE 1

FALL 1999

prosocial skills. This consists of group skills/team building, anger management, Transactional Analysis, assertiveness training, problem solving, and conflict resolution. The skills are sequential and consist of hands-on activities. The students learn a great deal about themselves (self-awareness) as well as other people and how to deal with problems they may have all their lives with others. At the end of six weeks, they graduate from the program and are then admitted to either that high school or another high school. This program has demonstrated great success. For example, there was a drop in discipline referrals in a Kansas City program from 104 to 28. The youths come out of the program with a sense of accomplishment and a better self-esteem. The Discovery Program was started with the belief that institutions are at-risk, not kids, and that most of these kids having problems in the schools cannot figure out the system. It is believed that having a relationship with these students is the key to their success in school. This was a motivating, positive presentation that gave hope that it is possible to make a difference with youths in the schools.

Preschool Model for Behavioral Intervention

Reviewed by Alison Barton

Frances Ryan and Stacy Hendricks, both service providers for the KISSED program, presented the KISSED model. Ms. Ryan discussed problems in the social climate that contribute to

children's behavior problems. KISSED belief statements were discussed; among these were stressed the importance of respecting and supporting both children and adults. The KISSED Project was then described: an intensive, eight-day training of school staff "teams" that occurs over several weeks. The training is given in four two-day modules which build upon one another. The positive outcomes of the KISSED Project, such as an increased understanding of child development, an increased ability to select appropriate programming strategies, and a reduction of inappropriate labeling of young children, were discussed. Ms. Hendricks discussed the level of intervention which KISSED targets, and outlined the school psychologist's role as leader and coordinator of the KISSED Project. The presenters gave an excellent overview of KISSED, considering the extensiveness of the program.

CHAMPs: A Proactive and Positive Approach to Classroom Management

Reviewed by Kristie H. Clark

In this session, Ray Roth and Brittany Gray presented an overview of the CHAMPs program. CHAMPs, a set of materials written by Randy Sprick and Mickey Garrison, focuses on creating a classroom of students who are responsible, motivated and highly engaged in meaningful tasks. CHAMPs is based on over thirty years of effective schools research which focus on getting

children to achieve at high levels and misbehave at low levels.

Roth and Gray began by summarizing the four basic beliefs of the CHAMPs material. The first of these is "change the environment." A student's behavior is largely influenced by the environment so teachers should organize the classroom in ways that prompt responsible behavior. The second belief is "if you want it teach it." Students need to be taught desired behaviors. Belief three is "focus on responsible behavior." Rather than spending time and attention focusing on negative behaviors, teachers should acknowledge responsible behavior. The final basic belief is to "preplan responses to behavior." By preplanning their responses, teachers respond to misbehavior in brief, calm and consistent manners.

The next part of the session focused on the organization of the CHAMPs materials. CHAMPs is divided into the eight following modules: vision, organization, expectations (CHAMPs), the first month, motivation, monitor and revise, correction procedures, and classwide motivation systems. Each module has a specific subset of skills. Due to time constraints Roth and Gray were unable to discuss all of the modules. However they were able to highlight some of CHAMPs points. Teachers need to first define a clear mission for their classrooms. Without a clear mission children are set up for failure. Teachers need to develop routines and procedures for classroom activities. Once these routines are developed, teachers should model and prompt the desired behavior.

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL 1999

Children should know what the expected behaviors look like and sound like. Finally classroom behaviors should be monitored and feedback should be provided to the students. While the CHAMPs materials may at first seem geared only to teachers, it can provide school psychologists with practical suggestions for making classrooms more effective as well as providing a different way of looking at how the environment may be contributing to a student's behaviors.

Using and Understanding Assessment in Autism

Reviewed by Kristie Dietrich

This session was a thorough examination of assessment tools and techniques for working with students who have autism. Dr. Bundy began her discussion with the statement that every autistic child is testable. The examiner must determine the proper assessment method that suits the child and be flexible to meet the child's needs. Breaks during the assessment; simplifying tasks; use of visual aids, such as schedules; and tangible reinforcement, such as play time, are all options that can be employed during the assessment period. A video showed the use of a "To do" basket and a "Finished" basket. In this method, the examiner takes the task to do out of the "To do" basket and when finished, puts it in the "Finished" basket. This technique is a visual presentation to help the child see tasks accomplished and tasks to be done.

Dr. Bundy discussed many different assessment tools including checklists, observational techniques, intelligence tests, achievement tests, and adaptive behavior measures. She also presented information about behavior management assessment. A Functional Analysis to determine antecedents, behaviors, and consequences can often determine precursors to behaviors and provide insight into how to correct the behaviors. Dr. Bundy ended her seminar by discussing intervention techniques and resources to aid practitioners. Overall, the session was extremely informative and provided the audience with practical suggestions to work with students with autism.

Second Step: A Violence Prevention Curriculum

Reviewed by Randle Potts

Because educators are becoming increasingly concerned about the safety of our nation's youth, the field of education has begun to examine current practices in designing curriculum content. In doing so, I think educators ask a critical question: What can we do at school to help prevent violence and resulting tragedies?

One of the many workshops at the 1999 KAPS conference introduced a program intended to address the issue of violence in schools. Two school psychologists from Fayette County, Kathy Kalias and Denise Lawless, presented an informative session on Second Step: A Violence Prevention Curriculum. In the overview

of this material, Kalias and Lawless discussed the major topics or themes outlined in Second Step. This program has units covering social skills development, empathy training, impulse control, and anger management. The Second Step program is available as a kit. The Early Childhood kits includes lessons (vignettes), a teacher's guide, two puppets, sing-along tape, classroom poster, activity sheets, and a videotape for families. The Elementary version offers two kits: grades 1-2 and 4-5. These kits include the lesson vignettes, teacher's guide, filmstrip lessons, class posters, homework sheets, and a video for families. The Second Step Middle School/Junior High curriculum is divided into three levels. Level One kit includes fifteen lesson vignettes, a teacher's guide, overhead transparencies, extension activities, homework sheets, the *Check It Out* video, and the *Second Step Implementation Guide*. Level Two and Three are skill-building lessons that build on the foundation lessons of Level One. Level Two and Three kits include: eight scripted lessons, a teacher's guide, overhead transparencies, preparatory and extension activities, homework sheets and parent letter, and two videos.

The Second Step curriculum is very systematic by design. It identifies parallels between different lesson topics such as empathy, problem solving, and impulse control. Generally, the curriculum gets more complex when the age of the student participants increase. During empathy training, leaders teach students to observe nonverbal gestures (body language) and facial expressions such as scowling, fear, sad, angry, etc.

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL 1999

This training also uses "if-then" scenarios and prediction of feelings using empathy skills. Then children can engage in role-playing exercises to practice newly acquired skills and feel different emotions.

Second Step also recognizes the importance of family awareness of the skills mentioned above and promotes education and motivation of parents and caregivers. Second Step incorporates a family overview videotape in kits designated Preschool through Fifth grade. The parent video called *A Family Guide to Second Step* is a comprehensive, six-session program designed to educate parents and caregivers and to help them practice the skills at home.

Levels of Intervention: Creating Comprehensive Behavioral Interventions which Support Success of All Students ***Reviewed by Ginnie Hill***

Susan Issacs, special education resource specialist for the Fayette County Schools, presented an informative and entertaining session on promoting and implementing comprehensive behavioral interventions in the school system. She provided several informative handouts which included concrete information about behavior and effective discipline practices, levels of interventions in schools, and implementation activities. She opened her session by stressing that research has continually shown that it is not necessarily instructional practices

but a teacher making a human connection that determines student success. She further stressed that professionals in education need to spread the word that students have a much higher risk of getting injured or killed outside of school than in school buildings. She then reviewed the current drop out rates of schools nationally and in Kentucky and discussed how those numbers are often misrepresented.

In the next part of the session, Mrs. Issacs discussed the three Levels of Interventions (universal, target, and intensive) and how school-wide disciplinary practices fit into each level. She reported that there exists a tremendous amount of research on effective disciplinary practices that is not being utilized in the schools. She provided references to obtain this information and encouraged her audience to promote use of this data in their schools. Overall, she reported that schools do very little at the universal level and emphasized the importance of having good strategies in place for all Levels of Interventions in order for the students to be successful. She then explained in order to address the lack of intervention at the universal level, schools need to review their school-wide discipline plans yearly to determine their effectiveness. This should involve input from the entire staff and includes the steps of reviewing, revision, adopting the policy, and implementation.

The last part of the session, Mrs. Issacs discussed the use of effective disciplinary practices for teachers and administrators. She encouraged a positive and proactive

approach and methods including the use of student assistance teams, positive reinforcement in the classroom, and de-escalation strategies. Throughout this portion of the session, she gave several anecdotal examples from her personal experiences with students, positive and negative, which were helpful in demonstrating practical use of the suggested strategies in the classroom. Overall, Mrs. Issacs' handouts, examples, and interactive style of presenting were helpful in understanding how the information presented would be most applicable and useful to school psychologists.

Assessment of Dangerousness and Manifestation of Determination - ***Reviewed by Christopher Matthews***

The focus of this discussion was new regulations that apply to behavior and discipline of students with disabilities. Barb Kibler, legal counsel for the Division of Exceptional Children Services, summarized many of the regulations that specifically address IEP's, change of placement, interim alternative educational placements, hearing officers, manifestation of determination, kids not protected under IDEA but the school having "basis of knowledge" of a suspected disability, and reporting students to authorities. Pat Guthrie, private consultant for school districts, then took a more "application" approach on how these regulations would

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL, 1999

be implemented practically. Of course, this summary cannot address all of the regulations and their impact that were discussed in the session. But some of the highlights were:

-School districts should have procedures that ensure that staff that aren't in IEP meetings are informed of decisions that are made.

-The IEP team (ARC) must discuss behaviors that are impeding learning and address them on the IEP as well as document on the conference summary.

-In Kentucky, any suspension exceeding 10 days for a student with a disability constitutes a change of educational placement! In addition, you cannot tell a parent not to bring their child (with a disability) to school if the student has already been suspended for 10 days. This is considered a suspension and therefore exceeds the ten days thus becoming a change of educational placement.

-School personnel can suspend a student with a disability for 10 or less days without providing services.

-If a student brings a weapon or drugs to school and they are caught possessing the weapon or drug, school personnel can do an interim alternative educational placement for up to 45 calendar days, not school days. (Look alike drugs DO NOT count: Weapon has to be classified under criminal code as a weapon that can do harm: A positive drug screen or positive urine sample does not count. The student must actually HAVE the drug/substance. Alcohol is not included under the category of controlled substance.)

-The use of a hearing officer can be utilized in moving a student to an interim alternative setting for "dangerousness". An ARC CANNOT do an interim

placement for dangerousness. ARC COULD do a more restrictive placement. Only a hearing officer or a judge can order interim placement of a student for dangerousness.

-Whatever interim setting is chosen, three criteria must be integrated into the placement: 1) Child must continue to progress in the regular curriculum; 2)

Special education services must be provided and 3) The behavior that caused change of placement must be targeted.

-Manifestation of Determination must be performed before student reaches consideration of the 11th suspension. (So if ARC meets after the 10th suspension, student would be IN school until Manifestation is determined and appropriate action is taken).

-Regulations concerning kids not under IDEA but have a suspected disability stipulate that they are eligible for same protections if the LEA has "basis of knowledge". Basis of knowledge has 4 components:

1) Parent expresses oral/written concern that their child has disability

2) Student's behavior demonstrates need for special education

3) Parent requests an evaluation

4) If teacher or other district personnel expresses concern about behavior or academic performance and informs school personnel that are responsible for child find, then the district is on notice.

-New IDEA regulations do NOT prevent school personnel from reporting students with disabilities who have committed a crime to law enforcement authorities.

Ms. Kibler and Ms. Guthrie both summarized the session stating that we must be finding viable alternatives to

suspension and other non-effective discipline strategies for students with disabilities. Ms. Guthrie did a nice job summarizing the LEA's obligation to difficult students who have exhausted or refuse to take advantage of the many programs/solutions schools have to help them. She said that schools are not obligated for kids to succeed, rather they are obligated to provide every service available to ensure the child is given the opportunity to succeed. She continued to say that it is of utmost importance that schools document what they are providing and much or how little the student takes advantage of it in order to protect them in a compensatory education suit (when the student returns to claim insufficient or inappropriate education). Both professionals did a very nice job of emphasizing the importance of both knowing the federal regulations regarding disciplining students with disabilities as well as appropriate implementation of such regulations.

Preschool Perspective on Developmental Delay Reviewed by Stacy Hendricks

Judy Sparks, consultant for KDE Division of Extended Learning, presented this session. Ms. Sparks prefaced this session by clarifying that she would be discussing developmental delay for preschool not for the 6 to 8 year old population. The objectives of this session were to: (1) provide participants with a basic awareness of the elements for determining developmental delay for preschool children in Kentucky; (2)

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL 1999

answer the participants questions regarding developmental delay for preschool children; (3) provide participants with resources for additional help regarding preschool disability issues.

Ms. Sparks began by discussing the two ways children are eligible for preschool in Kentucky, which include: (1) "at-risk" children who are eligible for free lunch and are four years old by October 1 and (2) three and four year old children identified with disabilities any time of the year. The criteria for developmental delay for children ages 3 to 5 includes: (1) Scores of two standard deviations below the mean in one of the five developmental areas; or (2) Scores of one and one-half standard deviations below the mean in two or more of the five developmental areas; or (3) professional judgment of the ARC that there is a significant atypical quality or pattern of development. Ms. Sparks further stated that the criteria for children ages 6 to 8 years is the same except it does not have the professional judgment component.

Ms. Sparks reported that developmental delay is the largest area identified for preschool and exceeds communication disorder (speech/language). 49% of the preschool population is identified developmentally delayed.

The ARC membership includes: parent, chairperson, regular education teacher, and special education teacher. The regular teacher may come from a variety of sources, including a teacher assistant who provides primary instruction to the child. The special education teacher is a

person knowledgeable in the category of disability. A teacher with Interdisciplinary Early Childhood Education (IECE) certification can serve as both the regular education teacher and special education teacher.

The required components for all preschool evaluations include: a) current information on hearing, vision, health; b) developmental/social history; c) at a minimum, information across all areas of development to determine if there is need for further assessment in any of the areas: cognition, communication, social-emotional development, motor skills, and self-help/adaptive behavior; d) norm-referenced and informal assessment of basic skills in any area of suspected delay; e) written observations in natural settings and familiar environments.

Evaluations should be conducted only in areas of suspected delay, based on screening data. Eligibility should not be based on a single measure rather a multi-measure approach should be used. The screening information should be included as part of the assessment and is considered one measure. IQ testing is not recommended for preschool-age children. According to Ms. Sparks, every child referred and evaluated needs a remediation plan. If the child is ineligible for specially designed instruction, the plan should include strategies the parents can implement at home or referral to other agencies.

Ms. Sparks provided each participant with a list of the Early Childhood Regional Training Centers located across the state. The RTC's can provide

additional help regarding preschool disability issues.

Teacher's Encyclopedia of Behavior Management Reviewed by William B. Hearn III

Mike Wafford, a former special education director and currently, a behavior consultant for an educational cooperative in Central Kentucky and the Kentucky Department of Education, presented a workshop on the Teacher's Encyclopedia of Behavior Management which was written by Randall Sprick and Lisa Howard. Mr. Wafford stated that the Teacher's Encyclopedia of Behavior Management provides solutions to classroom discipline problems. Discipline, which is often equated with punishment, is specifically addressed in terms of punishing and teaching. Also, the negative consequences of punishment were identified. It was noted that over use of punishment can result in: Lying/Sneaky Behavior; Fear; May become neutral; May be reinforcing.

Preventative approaches such as classroom organization, clear and consistent expectations, and classroom management plans are essential to improving student behavior, according to Mr. Wafford. This book even has classroom management curricula. When prevention has not been successful, problem solving is required. He stressed to the audience that this book was developed because teacher time is a precious and scarce commodity and that

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL 1999

it was designed similar to a cookbook or house plans. In general the process consist of the following steps: Locate a problem similar to your concern; Analyze the nature of the problem; Determine the stage of the problem (Mild/Early, Middle, or Habitual/Long Standing); Determine if the problem is Awareness or Ability, Attention Seeking, or Power/Revenge Routine; Develop and Implement an intervention. If the plan you build is successful, it will save you time and will help the student.

Towards the end of the session, Mr. Wafford pointed out that the first two weeks of school is the most important time to address behavior. He also indicated that one of the keys to changing student behavior is changing teacher behavior. In conclusion, he stated that as a teacher, although you are not the cause of the problem, you do represent the student's best hope for learning to behave more responsibly. Therefore, "Don't Ever Give Up!"

KAPS Awards

Alan Mullins, Awards Chair

Regional Awards:

Region 1 - Wendy Watts
Wendy was recognized for her work with students with emotional and behavioral disorders.

Region 2 - Jennie Ewald

Jennie has demonstrated long-standing dedication to KAPS through leadership positions and workshop presentations.

Region 3 - Brett Page

The regional award was presented to Brett for his innovative, unique psychological practices in serving a specialized population of students at the Kentucky School for the Blind.

Region 4 - Alicia Lateer-Huhn and Rebecca Laxton

Alicia was recognized for her work in the area of curriculum based measurement and for assisting in conference planning. Rebecca was recognized for her work in developing a schoolwide social and emotional skills curriculum project.

Region 6 - Belinda Bowling

Belinda has consistently demonstrated a high level of professionalism and is active in a KAPS leadership role. She also displayed dedication to her profession in the face of personal tragedy during the last school year.

Regions 7 & 8 - Karen Tuerk

Karen was recognized for providing a well-rounded, complete system of services to students and teachers on a consistent basis.

Best Practices Awards

Assessment Nominees -
Alicia Lateer-Huhn of Kenton County was nominated for her role in leading a local norming project in the area of curriculum based measurement.

Additionally, the entire school psychological services staff from the Kenton County Schools was nominated for the work of all individuals in implementation of this curriculum based measurement norming process.

Debra O'Connell from Fayette County Schools was nominated for her extensive work in avoiding a "standard evaluation battery" by providing complete assessment services for a variety of students based strictly on the individual needs presented in each referral case.

Stacy Hendricks from Henderson County was nominated for her wonderful work in creating, designing, and coordinating the entire preschool "child find" screening and evaluation process for the entire district.

Best Practices in Assessment Winner - Stacy Hendricks

Consultation nominees:

Brittany Gray, Owensboro Independent Schools, performed extensive work with her district's alternative educational programming committee in designing and implementing a research-based model of service delivery for ninth graders identified as "at risk" for school failure. She also provided expert assistance to her district in the area of students with severe emotional and behavioral difficulties, conducting appropriate functional behavioral assessments, and creating countless behavior intervention plans for individual students.

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

VOLUME 20, ISSUE 1

FALL 1999

Brett Page, Kentucky School for the Blind. Brett was nominated for his extensive emphasis on using quality consultation skills to make many educators in his work setting become more knowledgeable and improved service providers to the children they serve. While Brett enjoys hands-on, direct interactions with young people, he has developed a very effective understanding that if he can use his talents to make other adults who work directly with kids become better service providers, a much greater number of kids and families will ultimately benefit from his work.

Debbie Anderson has served Christian County in the past and is now with Fort Campbell. Debbie was instrumental in convincing personnel within her district of the value of performing top-notch functional behavioral assessments which lead directly to program and intervention planning for individual students based on the needs of that student. She devoted an enormous amount of hours and energy in training others in her district on effective methods and procedures on this issue, at the same time serving as coordinator of much of the district's special education assessment process.

**Best Practices in Consultation Winner -
Debbie Anderson**

Psychological Counseling nominees:
Vicki Tobin, Fayette County Schools, was nominated for her creation and implementation of a social development-oriented group counseling program for students with hearing

impairments. Vicki's program was successful in decreasing the total number of disciplinary referrals involving this segment of the student population, along with increasing the display of positive social interactions observed from these same students. Vicki's success was as much impacted by her own review of the professional literature as it was by her willingness to learn from other people directly involved in the intervention process such as teachers, an interpreter, family members, and the students themselves.

A group from Jefferson County Public Schools (Laura Conway, Terri Kendall, Valerie Meyer, Erin Richardson, and Mary Twohig) were nominated for designing and implementing a structured group counseling program across several elementary schools which focused on improving internal stress-coping skills in the children, as well as increasing their demonstration of positive social skills in a variety of school-based settings. The impressive work of this group included taking pre- and post-intervention measures from the students as well as from their teachers. They found a substantial number of the youngsters showed beneficial gains from involvement in the group counseling process along with avoiding official referral and/or special education placement procedures.

**Best Practices in Counseling Winner -
Vicki Tobin**

Organizational Development nominees:
Alicia Lateer-Huhn was nominated in

this category for her direction of the project in Kenton County which has produced a set of local norms in relation to curricular based measurement procedures. Alicia has worked tirelessly, as have many of her co-workers, on this project due to their dedication to producing assessment practices which "break the mold" to better serve the needs of their district.

Cathy Ramsey of Owensboro Public Schools was nominated for her instrumental role in convincing personnel within her district of the importance of qualified school psychological services over the course of her several years of employment there. Cathy's work on behalf of our profession has taken that district from one school psychologist position to six full-time positions over the span of one decade due mostly to her display of the value and cost-effectiveness of having highly competent, quality mental health providers in employment and service positions.

**Best Practices in Org. Dev. Winner -
Alicia Lateer-Huhn**

Program Evaluation/Research nominees:
Wendy Watts, Hopkins County, was nominated for her instrumental role in designing and coordinating the implementation of the district wide Developmental Therapy model of services focusing on providing true services for the intense needs of students with emotional and behavioral disorders. We have all heard the phrase "well, that kid needs way more than the school

THE KAPS REVIEW

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VOLUME 20, ISSUE 1

FALL 1999

system can provide!" and the statement "how can we be expected to educate that kid when he acts like that?". Well, folks, not only did Wendy hear those common complaints, she actually went out and did something about it. Her work is amazing, and a great testament to psychologists wanting to stretch the boundaries of professional work well beyond the typical assessment mode.

Rebecca Laxton, Boone County Schools, was nominated for her role in the creation and implementation of a schoolwide social and emotional skills curriculum in effect at one of the elementary schools she serves. While Rebecca is the first to admit that many other individuals played a large part in shaping this program and getting it into operation, she is also the last to acknowledge her own vital role in the program. Rebecca played a major part in developing the content of the curricular aspects of the program as well as designing the methods of evaluating the outcomes of the program each year, which to this point has already shown some tremendous signs of success in data indicating reduced levels of peer conflict in the building, reduced amounts of discipline referrals, and increased recognition of appropriate problem-solving methods by the students.

Best Practices in Program
Evaluation/Research Winners -
Wendy Watts and Rebecca Laxton

**1999 Kentucky School
Psychologist of the Year:**
Rebecca Laxton

Editor's Note: In his introduction to the awards presentation at the conference, Alan stated that the awards process is becoming better and better with the passage of time. More individuals and groups are being nominated, the nominated practices are becoming more diverse and complex and it becomes tougher to select winners. The Awards Committee certainly had difficulty choosing among the excellent candidates this year. Congratulations to all 1999 winners and nominees!

Regional Reports

Region 1 Report Debbie Anderson

School psychologists in Region One have been busy developing leadership by attending professional meetings and presenting at meetings. NASP was held in Las Vegas this year during our spring break. I was very impressed to see many school psychologists from region one at the meetings. I personally visited with six school psychologists from Region One at NASP. I first ran into **Dr. Dunham and Karen Dunham**; Dr. Dunham is head of the school psychology program at Murray State University. Karen is employed as a school psychologist at Marshall Co. Followed by, **Paula Compton** from Livingston County, **Sara Tick** from Ballard, **Jan Roberston** from Paducah, and **Carole Holcomb** from Christian County. They were all spotted giving up their spring break to attend NASP. A

most impressive group I would say! (If you were there and I missed you from Region One, I am sorry.)

My next adventure led me to the state KAPS meeting in Erlanger, KY. Region One was well represented at this meeting as well. But even more impressive was that three school psychologists from the region were presenters. **Wendy Watts** from Madisonville presented on her implementation of Developmental Therapy. **Stacy Hendricks** presented the KISSED Project for pre-schoolers in Henderson County. **Laura McGrail** presented on regular classroom modifications for the High Ability Learner. Equally impressive was that region one had five interns to attend KAPS. We welcome **Randle Potts**, **Kristie Clark**, and **Alison Barton** from Henderson County. **Lori Coffman** and **Shannon Beucher** from Christian County.

Region One is hosting two meetings during the 1999 - 2000 school year. The first meeting will be held December 3, 1999 in Madisonville at the Country Cupboard Restaurant. The second will be held May 12, 2000 at Lake Barkley State Park. Everyone in Region One is asked to mark their calendars for these two regional meetings.

Region 5 Angie Chandler

School psychologists from Region 5 have been involved in several on-going projects throughout the new school year.

THE KAPS REVIEW

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VOLUME 20, ISSUE 1

FALL 1999

Meetings have been on going with personnel at the Child Evaluation Center in Louisville, concerning the alignment of evaluation procedures to better meet the KY regulations. Region 5 school psychologists (with psychs from several regions) along with related services personnel and Special Education Directors have been involved in this process. School psychologists from Fayette County presented a workshop on the Second Step Violence Prevention Curriculum at the annual Safe Schools Conference in Louisville.

Psychologists with the Danville Independent Schools have requested information concerning how psychologists in other districts store psychoeducational report information. A computer virus swept through their district and destroyed much information. Any information can be emailed to Angie Chandler, Region 5 Representative.

A regional meeting is being planned for fall at the Kentucky School for the Deaf. Possible agenda items include IDEA Reauthorization, Safe Schools issues, and working with private practitioners for better assessment alignment.

Contribution to ISPA/NASP Marianna Wells, Treasurer

The International School Psychology Conference is being held in New Hampshire next summer. NASP has asked for contributions so school psychologists from other countries can

attend. KAPS contributed \$500 and received a letter of appreciation.

KAPS' New Website

Thanks to President-Elect Sharla Fasko, KAPS has a webpage. Check it out!

www.psychology.edu.edu/kapsaps/

Web Sites of Interest

(from the NH school psychology newsletter, NHASP Protocol, winter '98)

<http://www.acb.org>
American Council of the Blind

<http://www.autism.org>
Center for the Study of Autism

<http://www.aamr.org/>
American Association on Mental Retardation

<http://www.ocfoundation.org>
Obsessive-Compulsive Foundation

<http://www.pcnnet.com/~orphan/webmemb/webmemb.htm>
National Organization of RARE Disorders - Member Organizations' Web Pages

<http://add.org/contents/school/list.htm>
Classroom modifications for the ADHD student

<http://add.miningco.com>
ADHD - alternative definitions and descriptions

Mark Your Calendar for NASP's 32nd Annual Convention!

NASP 2000 Convention
March 28-April 1, 2000
Sheraton New Orleans
New Orleans, Louisiana
Theme: Celebrating our Success

For more information, call (301)
657-0270 ext 216

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THE KAPS REVIEW
Laura McGrail, Editor