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# **KAPS** REVIEW

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*A PUBLICATION OF THE  
**KENTUCKY ASSOCIATION FOR  
PSYCHOLOGY IN THE SCHOOLS***

*FOUNDED 1977*

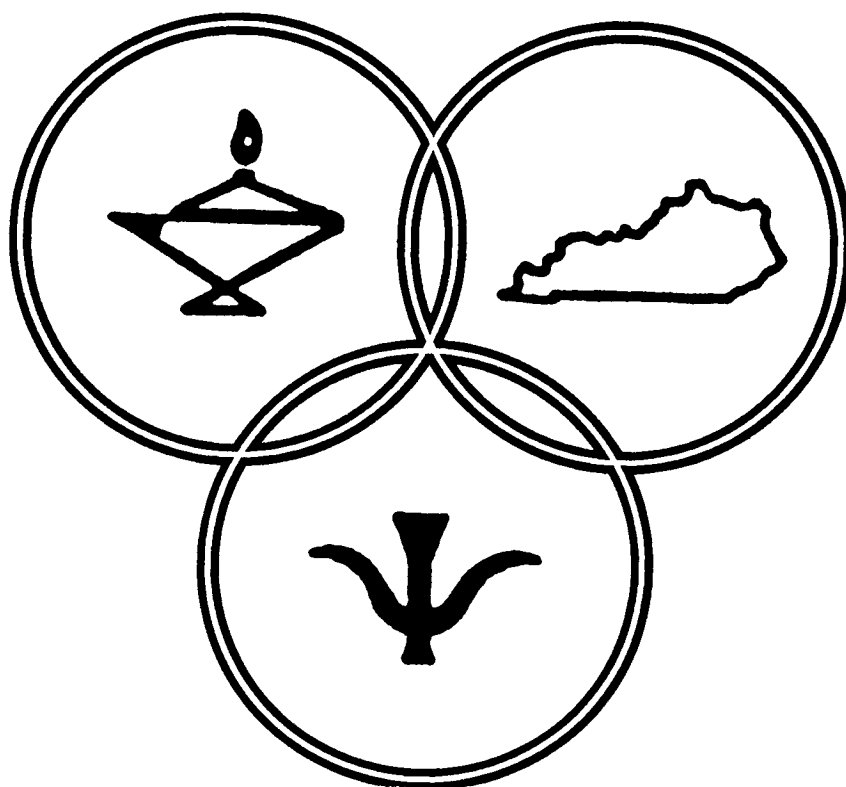
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# CONTENTS

President's Message: Where Do I Fit In To KERA? .....	1
Editor's Comments .....	2
Home-School Collaboration .....	2
Restructuring School Psychological Services: K.E.R.A. Primary School Program & School Psychologists .....	4
The Role of School Psychologist in the Delivery of Extended School Services .....	4
School Psychologist's Role in Service Coordination .....	5
President-Elect Address: "Putting Goals Into Action" .....	5
Reading Remediation Via Tinted Lenses: Scotopic Sensitivity Syndrome .....	6
Reactions To Trauma In Elementary School Children .....	7
Brief Strategic Interventions In Schools: A Description And Illustration .....	7
Child Traumatization: A Family Systems Approach To Assessment And Treatment .....	8
Roundtable Discussions On: School Psychologists and KERA .....	8
AD/HD Update .....	11
Five Misconceptions About The Assessment Of Attention Deficit Hyperactivity Disorder .....	12
Western Region Report .....	14
Northern Regional Report .....	14
West Central Region Report .....	15
Program Committee Report .....	16
Membership Committee Report .....	16
Public Relations Committee Report .....	17
State Consultant Report .....	17
Treasurer's Report .....	18
Summary Of Minutes For 9/25/91 KAPS Executive Committee Meeting .....	18
Summary Of KAPS Annual Business Meeting, September 27, 1991 .....	20
Start Planning For The NASP Convention Now! .....	21
Announcement .....	22
Fall TASP Meeting Features WISC-III Workshop .....	22

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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 (KAPS), and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily those of the executive committee. Editors reserve the right to edit articles submitted.

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## **PRESIDENT'S MESSAGE: WHERE DO I FIT INTO KERA?**

Bill Pfohl

It is such a satisfying feeling to return from the annual Conference after talking with many of you. Many KAPS members are doing exciting and productive things for kids. It is unfortunate that many of you are so busy that you do not get the opportunity to share your activities with the rest of us. I hope you felt renewed and ready to return to the trenches. It is always good to share, moan, groan, compare notes, sing(?), and party with fellow colleagues. It is good for KAPS too. It is hard to believe that we are approaching "late childhood" (concrete operational??) on our 10th birthday. As an organization, we have come a long way in such a short period of time. Formal operational functioning is in our immediate future. (We are gifted, aren't we?)

The question I hear asked most often is "Where do school psychologists fit into KERA?" KAPS has taken an active role in this transition period. We have offered two workshops for members featuring speakers who are directly making policy decisions. It may amaze you but they see school psychologists as being quite valuable to KERA. Maybe it is our self-concept that is low? I have appointed an Ad Hoc Committee, Co-Chaired by Paul deMesquita and Mike Norris, to specifically monitor KERA. They have been asked to provide input to the Executive Committee about KERA, so that we (EC) can plan our focus in the coming year. We plan this year to focus on three additional areas: first, to increase awareness about school psychologists among other state organizations; second, to work diligently on our ongoing goals which we established several years ago; third, to monitor the

corporal punishment issues as well as changes in policies at the state level. Lesa Billings has been very helpful in keeping us abreast of current happenings at the state department. We will be calling on you during the year to help; please say yes. Volunteers are also encouraged!! It benefits all of us. KAPS is moving forward to represent you and your concerns as well as provide information about the profession of school psychology to others in the state.

The recent Round Table discussion at the Conference brought together many other state organizations who share similar goals with KAPS. This was done for two purposes: first, to let these organizations know about KAPS and school psychologists; and second, to let you know about them. It has impressed me over the past years that many organizations have the same agendas as we do, both at the state and federal level. I feel that if we are familiar with their viewpoints and their similarity to ours, we (school psychologists) can be involved in many diverse activities. I returned from the Conference to hear another presentation at Western Kentucky University by Dr. Heather Weiss from the Harvard Family Project. She too echoed and quoted much of the same data as Sandy Christenson did at our conference. The sponsoring group was the Kentucky School Board Association. My point is that we are all interested in the same things. We need to get out and tell people. Build bridges, not moats!

I feel strongly that all school psychologists fit into ALL of KERA, in both the spirit and the letter of the act. Several of the invited speakers we have listened to this year appear to see school psychologists easily fitting into helping the Family and Youth Service Centers. In addition, several indicated that it is our responsibility to "advocate for children." This was in the context that children's performance is the essential ingredient

in KERA. If all the children cannot produce on outcome evaluation measures, then KERA is at serious risk. As we were told, schools can no longer be concerned with just "books, beans, and buses." Other speakers see us as experts in assessment and data analysis. This will be essential with Performance Based Assessment. We are the assessment experts in evaluating data of all kinds. It has also been suggested that we have a great deal of expertise in assisting with Site Based Management. Where else can we use our consultation skills and social psychology background so effectively? We learn in these two areas about team building, problem solving, power issues, and conflict resolution. We have a great deal of knowledge in normal child development and abnormal behaviors. We have expertise in a wide variety of educational and behavioral interventions. Are these not the resources needed in the Pre-school and Primary Programs? One of KERA's six goals is to enhance the "mental health of children" to facilitate their learning. Who else is the "Mental Health Expert" in the school? It is interesting to me that none of the above listed activities include any specific mention of service delivery to just special education populations. Steve DeMers mentioned to me recently that his students in school placements are being asked to be more involved with KERA goals. This is resulting in districts "contracting out" re-evaluations. It is an interesting idea.

It appears there is more than enough opportunity for school psychologists to become involved in KERA, maybe too much. The ball rests in each of your courts. You need to decide which aspect you want to get involved in. We cannot do it all, but neither can anyone else. Let us be part of the team. School psychologists have the knowledge base and skills to provide an excellent resource to the schools with regard to

KERA. Maybe the reason that I hear "Where do school psychologists fit into KERA?" is the fact maybe we have become too comfortable (trapped) in our "WISC Jockey" roles. The more important question is "When was the last time I looked at my job description?" or "When did I speak up to a supervisor or boss and ask, 'Can I offer any help?'" KERA offers the BEST opportunity for providing services to ALL students. Are you interested in an opportunity to not be seen solely as "test givers?" Are you interested in working hard for ALL children? Do you see school psychologists as "change agents" and "problem solvers?" Are you ready for the KERA challenge to work hard? Are you ready for a BIG change? I am, and so is KAPS.

I am impressed with North Carolina's State Department of Education motto "We build children, rather than repair adults." Think about it.

Have a good year.

## EDITOR'S COMMENTS

Bruce Wess

Welcome to another school year and another edition of the KAPS Review. This issue continues the tradition of highlighting the events of the KAPS Fall Convention. I wish to thank all those submitting reviews of presentations for the excellent job they did.

In an effort to keep the membership informed of the current issues and happenings relevant to their professional organization, I have also included summaries of the Executive Committee meeting and Business meeting held in conjunction with the convention. You will also find the reports of Executive Committee members. Please note the topics and issues being addressed by

your leadership and remain involved in your professional organization.

The remainder of this issue includes articles on "hot" topics (such as ADD). Thanks to Bill Pfohl and Joseph Witt for providing interesting and relevant material. I will continue to strive to publish such articles. Contributions and suggestions are welcomed as always.

## HOME-SCHOOL COLLABORATION

BY SANDRA L. CHRISTENSON  
Reviewed by Cookie Cahill-Flower

Dr. Sandra Christenson of the University of Minnesota provided a full-day workshop entitled "Home-School Collaboration" as the first offering of this year's KAPS Convention. The topic certainly was a timely one, given KERA's emphasis on involving parents and families in the educational process. Dr. Christenson introduced her topic by stating that for education to be successful in terms of outcomes for students, it must involve schools and families working together. Research has indicated that when such a partnership exists, specific benefits to students, teachers, parents, and schools themselves can be identified. Dr. Christenson's review of over 100 studies

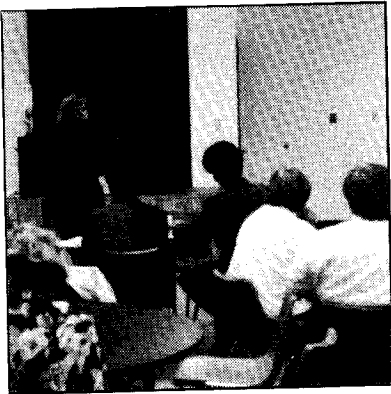
of parent involvement programs identified benefits to students which included higher test scores, better attitudes toward learning, higher attendance rates and lower drop-out rates, and higher achievement. Teachers similarly reap benefits from home-school partnerships in terms of higher job satisfaction, higher evaluations of performance by principals, and better communication with parents. Benefits to parents include a greater understanding of schools, better communication with their children regarding schoolwork, increased communication with teachers, and greater ability to make their home environment a learning environment. Schools in which home-school collaboration is a reality are rated more effective, have a greater variety of effective programs, and experience less conflictual involvements with parents. The research base in this area has also identified five major family life influences on school achievement. These include: 1) attributions of parents (expectations, emphasis on effort rather than ability); 2) structure for learning in the home (time and place for homework, expectation that student will study); 3) affective relationship between parent and child (encouraging, nurturing and yet challenging); 4) discipline (authoritative style); and 5) parent involvement in education, whether at the school or within the home. Recognizing these influences and the benefits of involving parents, it seems only logical for schools to initiate home-school collaboration projects and programs.

Unfortunately, there are a number of challenges or barriers to forging effective home-school programs. These include limited time for communication, ritualized contacts as a matter of school policy (i.e., the 15-minute parent-teacher conference), communication during times of crises only, differences in parents' and professionals' perceptions of children, language differences, teacher



Sandra Christenson

attitudes or beliefs about hard-to-reach families and families with handicapped children, current teacher and school practices for reaching out to families, teacher training, and roles and responsibilities. Dr. Christenson introduced the notion of "cultural capital," referring to the behaviors, attitudes, and orientations which teachers and students bring to the classroom. When the child's cultural capital matches that of the teacher, families are more easily involved than if differences exist. These barriers must be overcome if effective home-school partnerships are to be formed. The remainder of Dr. Christenson's presentation dealt with just how this might be accomplished.



*Sandra Christenson — Presenting on Home School Collaboration*

Dr. Christenson described three elements which are essential if effective home-school partnerships are to be forged. The first involves a shifting of educators' paradigms concerning families. We must begin thinking about individual differences in families, seeing each family as unique rather than as deficient when their cultural capital does not match our own. We need to seek out families' strengths and build upon those strengths as means of involving parents in the child's education. The second essential element is to place our focus on the child's education as the factor which links us with parents. Parents are most

likely to become involved when they see their actions as directly linked to the child's academic progress. Thirdly, we must master collaboration skills if we are to involve parents effectively. The fundamentals of consultation must be applied by all educators in interactions with parents in the same way that school psychologists currently collaborate with teachers. The basics of such interactions include honest and clear communication, mutual respect for knowledge and skills, two-way sharing of information, mutually agreed-upon goals, and shared planning and decision-making.

Dr. Christenson elaborated upon these essential elements of home-school collaboration with a host of examples of practices which have proven effective in various parts of the country. Schools can build a climate conducive to involving all parents in their children's education through assessment of parents' needs, invitations from children for their parents to participate in some way, parent centers in schools, and orientation nights, to name a few. Involvement can be further facilitated through grade level breakfasts, multicultural dinners, "fun" family activities at school and study seminars for parents. Communication with parents should always have a positive emphasis and should be ongoing. Techniques include school-to-home journals kept by students; telephone communication, including "good news" phone calls; home visits; notes, cards, etc. sent by teachers; homework hotlines; and weekly family newsletters. If problems arise pertaining to a specific student, communication with parents should be initiated immediately and the focus should be on working together to design feasible solutions. Conferences with parents should be balanced, content-oriented, and prepared. When a problem does exist, group problem-solving should be undertaken, with someone assigned to facilitate the

process and block the blaming which inevitably occurs. If referral to other agencies or resources is warranted, school personnel must provide information, attention, and support to the family, and make the referral in a way which assures privacy and respect for the family. These are but a few of the means which Dr. Christenson described for promoting home-school partnerships.

Dr. Christenson concluded her presentation with a description of James Comer's school development program. This program was designed to incorporate principles of effective home-school collaboration through systems level change. The mechanisms by which such change was brought about included site-based management, a mental health team in the school, and a parent program which addressed all social programs in the building and academic programs needed. A school plan for building a positive climate and academic program was developed, staff development was addressed, and a mechanism was put into place to assess and modify the plan as needed. Comer's project has been replicated in numerous sites and has been found to be more effective at the elementary than secondary level.

Dr. Christenson provided numerous handouts to support her presentation. These included many more "nuts and bolts" ideas for promoting partnerships with parents. In the current educational climate in Kentucky, these ideas and those espoused by Dr. Christenson have extreme practical usefulness. KAPS is indebted to Dr. Christenson for her sharing of her expertise and enthusiasm regarding this timely topic.

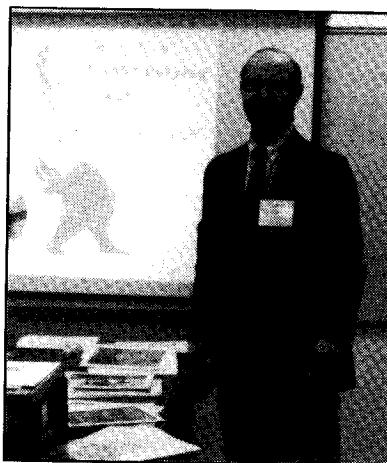
## **RESTRUCTURING SCHOOL PSYCHO- LOGICAL SERVICES: K.E.R.A. PRIMARY SCHOOL PROGRAM & SCHOOL PSYCHOLOGISTS**

BY PAUL B. deMESQUITA

Reviewed by Stacy L. Heck

With the advent of the Kentucky Education Reform Act has come an unusual opportunity for school psychologists to restructure their service delivery within the school setting. Dr. deMesquita presented many ways in which we can contribute to the efficacy of the Primary School Program by implementing preventive practices to assist children in developing the following essential psychosocial competencies: self-efficacy; a sense of cognitive, social academic, and physical competence; internal locus of control; intrinsic motivation; an early, positive attitude toward school; and interpersonal program solving skills. He continued to stress our position in a "preventive role" and to view the Primary School Program as a preventive intervention. He stated that if we continue in our preventive orientation to this program, it will reduce incidents of more serious difficulties for these children in the future.

Research indicates that of the possible 3.2 million children with serious mental health problems, only 10% of those are currently identified and receive services. Also, of the 7 million children who experience significant educational difficulties and academic problems, only 50% of those are identified and served. Dr. deMesquita used these figures to illustrate the important role we can assume in the prevention of significant mental health and educational problems



*Paul deMesquita presents on  
Primary School Program*

through our service to the Primary School Program. He outlined this role as "proactive," as being "ecologically sensitive," and as helping to promote and enable students to "help themselves through education." He also emphasized that this preventive approach has the maximum impact in terms of affecting the greatest number of students.

Dr. deMesquita recommended the use of Albee's Prevention Model to lower the incidence of mental health or academic problems in children. He stated that you need to increase a child's self-esteem, sense of competence, coping skills, and social support, in order to balance out (or lower) organic factors (physical and genetic), and environmental factors (stress, poverty, exploitation). The balancing or lowering of those factors will effectively lower the incidence of poor mental health and academic problems in the student population.

Finally, Dr. deMesquita suggested that utilizing a "developmentally appropriate learning model" in the Primary School Program, where the task difficulty is appropriately matched to the student's readiness to perform it, is actually the "heart" of the matter. He stressed the importance of finding a "fit" between the

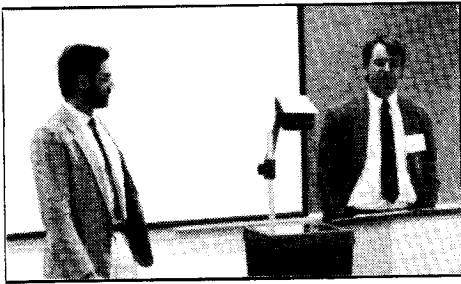
student and the task expectations, and of assisting the teachers in integrating that information into the curriculum. He recommended that we can most effectively accomplish the restructuring of our role by networking and consulting with others about our ideas; by thinking preventively; by creating programs on a small scale and then controlling quality growth; by viewing the school program as our "client"; and by initiating change with the administrative structure in our school system. This restructuring is relatively new for some of us, but an exciting opportunity for us to broaden our roles!

## **THE ROLE OF SCHOOL PSY- CHOLOGIST IN THE DELIVERY OF EX- TENDED SCHOOL SERVICES**

BY JEFF DRAKE AND DAVID REBER  
Reviewed by Dave Feldman

The presenters discussed their involvement in the first two phases of the Evaluation Project of the various Extended School Service (ESS) projects as currently mandated by KERA. This process is currently being conducted throughout the state of Kentucky. The ESS projects as defined by KERA attempt to provide continuing education for students who need more time to be successful. The project has evaluated programs in terms of student demographics, types of assistance, and local effectiveness.

Mr. Drake indicated that phase one was funded with \$21 million with an additional second phase monies of \$52 million for a total of \$73 million to date.



*Jeffery Drake and Dave Reber present on  
Extended School Services*

The first and second phase funding was developed for spring, summer and fall projects. These funded projects targeted those students who are trying to maintain an academic level, who are at risk of failure, or those at risk of not being promoted. Types of programs involved After School (89.9%), Before School (5.5%), Saturday School (2.2%), Summer School (1.4%), and Evening School (1.1%). Evaluation techniques included directed analysis of Department of Education data, telephone interviews with coordinators and direct interviews with staff.

Many of the programs focused on self-esteem issues and/or related mental health concerns. Each program attempted to provide for more school and home involvement.

Other findings indicated that the middle grades received the most attention in the ESS programs and that males outnumbered girls almost 2:1 with the exception of the 10th grade. Ethnic make up across the state indicated that 87% were white, 12% were black and 5% other.

Limiting factors involved transportation, working parents (which reduced involvement in after school programs), and limited incentives to attract the students.

## **SCHOOL PSYCHOLOGIST'S ROLE IN SERVICE COORDINATION**

BY BOBBIE BURCHAM  
Reviewed by Greg Carr

This program was an introduction to and overview of the basic features of service coordination among community agencies and schools. Since the inception of P.L. 94-142 the vehicle for providing services to children has been the IEP—developed, coordinated and implemented solely within the school setting. However, the needs of some children exceed the capabilities and resources of school-based professionals. Some problems require the services of multiple agencies and service providers both within and outside of the schools.



*Bobbie Burcham presents on  
Service Coordination*

Ms. Burcham briefly discussed various definitions of service coordination and some of the key issues involved. The presenter preferred a family-centered definition in which service coordination specifically refers to services designed to help families locate, access, and coordinate a network of support and services. Some key issues are, "Who provides it?" "How?" and "How effective is it?"

Considering that the primary functions of a service coordinator are assessment, planning, linking, program development, and advocacy, it becomes clear that school psychologists are ideal for assuming a leadership role in service coordination.

The presenter distributed and reviewed several handouts. One listed potential benefits of service coordination to children, families, agencies, and organizations. For example, services for individual family members can be better if integrated with what the family really needs, and there is reduced duplication and competition among agencies. Another handout listed step-by-step how to develop collaboration among agencies. A third handout suggested potential pitfalls to interagency collaboration which must be avoided, such as the creation of a new layer of bureaucracy. Finally, an excellent list of resources was distributed.

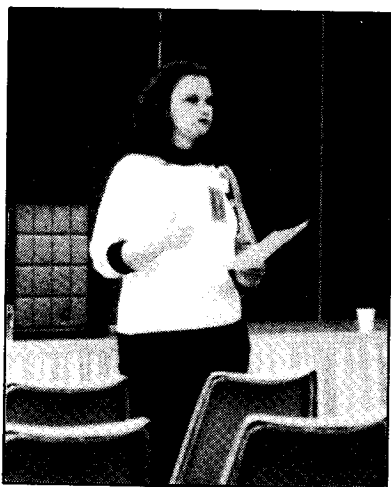
## **PRESIDENT-ELECT ADDRESS: "PUTTING GOALS INTO ACTION"**

BY KATHY B. DURBIN  
Reviewed by Celeste Hinton

Kathy Durbin is currently serving as NASP President-Elect, Chair of the Human Resources Task Force, and is also employed as a Specialist/Area Student Services by the Charlotte-Mecklenburg School District in North Carolina. Ms. Durbin presented the mission statement and long range goals of NASP. The mission statement adopted September 13, 1991 by NASP was to serve its members and society by:

- 1) promoting the rights, welfare, education and mental health of children and youth.
- 2) advancing the profession of school psychology.





*Kathy Durbin presents on  
Putting Goals Into Action*

The following are the long range goals NASP adopted:

- 1) Promote sensitivity and responsiveness to cultural diversity.
- 2) Become an influential advocate for the rights, welfare, educational and mental health needs of children and youth.
- 3) Create an environment in which school psychologists are primarily engaged in prevention/intervention and where assessment supports effective educational and mental health programs.
- 4) Increase NASP's revenue from new and traditional sources.
- 5) Impact school restructuring.
- 6) Attract and retain qualified practitioners and trainers.
- 7) Increase NASP membership.
- 8) Develop more effective and cohesive working relationships within NASP.
- 9) Expand NASP leadership development and membership participation.

Ms. Durbin discussed some practical ways that school psychologists can put NASP goals into action. She encouraged school psychologists to begin planning now for changes they would like to see next year. NASP will have documents available which show that having a

school psychologist on staff in a school district is more cost effective than contracting for services. School psychologists were urged to speak on school psychology as a career choice at career day activities in their school system.

## **READING REMEDiation VIA TINTED LENSES: SCOTOPIC SENSITIVITY SYNDROME**

BY LIBBY JONES AND C. TRIGG MINNICK

Reviewed by Michelle Ashton

The presenters offered an awareness session focusing on Scotopic Sensitivity Syndrome (SSS) and reading remediation via tinted lenses. SSS can be defined as a reading disability which results from "perceptual distortions caused by sensitivity to the intensity of

white light." Research suggests that this type of reading disability affects ten to fifteen percent of the general population and up to fifty percent of the reading disabled population. Helen Irlen, a school psychologist, is recognized for her contributions in this area and the utilization of the following techniques as remedial interventions: reading through tinted "photopic transmittance" lenses or viewing text with colored plastic overlay sheets placed over the reading material.

One can attend a two-day training session on SSS screening in Chicago for a fee of \$300. Currently, forty-three individuals in Kentucky have received such training. According to the presenters, the duration of SSS screening can vary from thirty to forty-five minutes. In addition, a student's visual acuity must be evaluated before actual screening.

The presenters listed and briefly described six categories of symptoms, which are: 1) light sensitivity; 2) back-



*Libby Jones and C. Trigg Minnick present on Scotopic Sensitivity Syndrome*

ground accommodation (figure/ground contrast); 3) sustained attention (Can a student attend following ten to fifteen minutes of reading?); 4) depth perception (Does a student frequently lose his/her place?); 5) print resolution (movement of letters/numbers on a page); and 6) scope of recognition (tracking or chunking).

Participants were provided with examples of how printed passages may look to an individual suffering from such a reading disability. The following descriptive terms were used to describe inappropriate print perception: blurring, halo (double impression), swirl, shaky, rivers (attending to white spaces on the page), seesaws, and washout. Lastly, the presenters concluded by discussing methodological flaws in the current research and providing suggestions for future studies.

## REACTIONS TO TRAUMA IN ELEMENTARY SCHOOL CHILDREN

BY DIANA TRENARY

Reviewed by Sharla Fasko

Diana Trenary described her efforts to identify and intervene with children experiencing post-traumatic stress disorder (PTSD) after a school secretary was brutally murdered by her husband. The episode occurred in May, 1990, during school hours.

Only one child, a sixth-grade, saw a portion of the incident, and he was some distance up the hall and could not distinguish details. However, the kindergarten and first-grade classes, which were nearest to the office, heard the gunshots and the disturbance. The teachers in these classrooms placed children under tables and inside closets as a protective measure.

Dr. Trenary was hired the following fall. Assisted by a middle-school counselor, Dr. Trenary began to identify children in need of services. Letters were sent home to parents describing the symptoms of PTSD and requesting them to call or return the bottom part of the letter if they felt their child was in need of services. Teachers were also asked to refer any child who appeared to be experiencing symptoms of PTSD. In addition, a questionnaire regarding PTSD symptoms was completed by each child. From this combination of sources, 177 children (51%) were identified as experiencing three or more symptoms. Each of these children was interviewed, and the Draw-A-Person technique was used to help determine which children were in need of further counseling. From the interviews, 21 children were identified as needing additional services. Counseling focused on addressing the feelings of helplessness that almost all of these children were feeling and on restoring a sense of control to the children.



*Diana Trenary presents on Reactions To Trauma*

Dr. Trenary noted that those who were most seriously traumatized were older, had previously experienced domestic violence, or were physically closest to the occurrence.

Of the 21 children who received extended counseling services, 6 resolved their PTSD through counseling. The symptoms of 13 were improved, while 1 child remained resistant to counseling and remained in denial.

## BRIEF STRATEGIC INTERVENTIONS IN SCHOOLS: A DESCRIPTION AND ILLUSTRATION

BY COOKIE CAHILL-FLOWER, BRUCE WESS, AND JOHN J. MURPHY

Reviewed by Michael Walters

**TRY SOMETHING DIFFERENT!** That was Bruce Wess' response two years ago when asked for a "brief" description of Brief Strategic Interventions (BSI). Trying something different is fundamental to BSI theory which proposes that certain problems are actually exacerbated by the efforts to resolve them. As the problem worsens the "attempted solutions" may be applied even more vigorously. An example was given of an adolescent whose parents ground her because of a problem behavior such as violating curfew. The grounding results in increased curfew violations and more severe grounding. The parents believe that grounding is the only thing that will stop the misconduct or prevent some disastrous consequence. Consequently, they stay with the technique and may even intensify it. Cookie Cahill-Flower discussed how the concept applies at the professional level where a psychologist may respond to the failure of a prescribed intervention by modifying or intensifying the same intervention. An illustration can be found in the use of positive reinforcement which when ineffective in changing behavior is often adjusted or modified as one searches for

the "right" combination.

Clients are likely to be resistant to any suggestions that are different since they are well entrenched in their attempted solutions. Intervention is thus directed at interrupting the ineffective solution attempts. "Client position" (i.e., major beliefs and values regarding the problem) is utilized explicitly in designing and presenting interventions. A one-down, collaborative practitioner style is advocated as a means to promote options that are consistent with client position and to elicit client responsibility for the intervention. The therapist's role may be analogous to that of a "confused alien". Colombo came to mind as the technique was described.

In keeping with the "brief" aspect of BSI the presenters discussed the need to work with the chief complainant while avoiding the inclusion of others if they are not reporting a problem. Likewise, there is generally no need for the gathering of extensive background data. The focus should stay with the presenting problem. Goals are stated as the minimum change required to solve the problem.

BSI is a very attractive theory because it offers multiple if not endless options. John Murphy described BSI as atheoretical, cutting across all theories and allowing the practitioner the flexibility of finding and effective intervention. While the model beckons with the lure of simplicity, the practitioner skills described are quite complex and seem best suited for an experienced psychologist capable of applying traditional theories within a novel framework.

## **CHILD TRAUMATIZATION: A FAMILY SYSTEMS APPROACH TO ASSESSMENT AND TREATMENT**

BY PAT MCGINTY  
Reviewed by John Murphy

Dr. McGinty presented a comprehensive overview of child trauma, with emphasis on the psychological sequelae and related assessment/treatment implications. First, she pointed out that children's reactions to traumagenic events may vary widely depending on individual characteristics such as temperament, social supports, and cognitive skills. This response variation, along with the secretive stance taken by many children who have experienced trauma, make it very difficult to accurately identify a child trauma disorder. Dr. McGinty added that such disorders are often masked by multiple diagnoses or by individual diagnoses such as generalized anxiety disorder or attention deficit hyperactivity disorder.

Drawing from recent research on childhood trauma as well as her own work with juvenile offenders, Dr. McGinty presented numerous diagnostic recommendations. Of all diagnostic techniques, the clinical interview appears most valuable in detecting and assessing childhood trauma reactions. Certain types of statements or cognitive sets (e.g., excessive self-blaming, either-or thinking) may alert practitioners to the possibility of childhood trauma. Available stress assessment scales (e.g., Chandler, Holmes-Rahe) may also be helpful.

In discussing the treatment of traumatized children, Dr. McGinty stressed the importance of maintaining confidential-

ity, establishing specific treatment goals, and involving parents when possible. Specific treatment methods would vary depending on the nature of the trauma and the trauma-reactive behaviors of the client.



*Pat McGinty presents on  
Child Traumatization*

In addition to providing specific information useful in assessing and treating childhood trauma disorder, Dr. McGinty's presentation served as yet another reminder of the significant range and complexity of human problems which we encounter daily in our work as school psychologists.

## **ROUNDTABLE DISCUSSIONS ON: SCHOOL PSYCHOLOGISTS AND KERA**

Reviewed by Bob Munroe

School psychologists as leaders in the public schools and essential participants in school reform in Kentucky — is this the image that we long-time underdogs in the schools now have to look forward to? It very well could be in our futures if the roundtable discussion, which was

attended by over 125 KAPS members and guests, is any indication.

Representatives from nine distinctly different groups with an interest in educational reform in Kentucky met for over two hours on Friday, September 26, 1991 to give some background on their agency or organization, tell how they have been affected by KERA, and suggest the role of school psychology in school reform from the perspective of their agency or organization. This presented a dual opportunity to KAPS as an organization — to learn more about the agencies and organizations that impact school reform, and to give them a chance to think about school psychology and feel more invested in our goals and activities.

The discussion was ably moderated by KAPS' own Bob Kruger. Each panelist was given an opportunity to present his/her views (and to respond to some perhaps contradictory views on more controversial issues, such as site-based decision-making) and then the floor was opened for questions from the audience. among other things, panel members indicated the following:

Joanne James, Kentucky Business Roundtable — "Change must start with each of us. School psychologists must be involved at the decision-making level, be it at the level of an individual school or at the level of the school board, if they are to effect change, in the schools or their own status, as KERA is discussed and implemented." Ms. James further indicated that the Prichard Committee will continue to coordinate the efforts of the Partnership for Educational Reform, and that the Kentucky Business Roundtable is committed to long-term support of KERA and its initiatives.

Sandy Goodlette, Kentucky Cabinet for Human Resources — Dr. Goodlette emphasized the need to continue to push

for efforts at collaboration/coordination, indicating that we must be willing and able to "pull services together to avoid duplication and discover gaps." While advocating that school psychologists "become involved," he also reminded us that there is "no greater agent of change than psychologists in the schools." He spoke of his own pet projects, the Kentucky Integrated Delivery System (KIDS) program and the family resource and youth service centers as being natural extensions of school psychologists' roles within their district.

State Legislature. Representative Moberly indicated that "KERA has made the general assembly grow up. It is the greatest thing we have ever done." He stated that the legislature is "behind KERA 100%," pledging that "we will take money from other places to support KERA if necessary." As might be expected from one of our greatest supporters, he sees school psychologists as important in KERA, feels that the state is not training enough school psychologists, and reminds us to expand our roles to "offer services for all stu-



*Bob Kruger introduces Roundtable Discussion*

Shannon Johnson, Kentucky Association of School Administrators — Speaking of the traditional roles of school psychologists and counselors, Mr. Johnson reminded us of how the roles of support personnel have become increasingly blurred over the years, advocating for a student support services specialist role similar to that employed by North Carolina. He stressed the importance of "overall school climate or environment" and the role that school support personnel play in establishing that climate.

Harry Moberly, Kentucky State Legislature — Mr. Moberly is the author of the bill establishing the experimental school psychology program and is one of the true friends of school psychology in the

dents, not just those at-risk or labeled handicapped." He added that we must be aggressive in self-promotion at the district and school level as "the use of school psychologists will and should be up to school councils through site-based management."

Vicki Phillips, Kentucky Department of Education — Emphasizing the KDE theme that Kentucky is a national catalyst of educational change, Ms. Phillips suggested that school psychologists can and should make vital contributions to reform. Noting that the department now has a Division of Student Family Support Services, she indicated that it was a natural network for school psychologists and their ideas

and expertise. She indicated that we could become "key partners in the alliance," as we have "much to contribute to create overall systemic change in KERA." She reminded us however that we must "reassess our skills to determine what contributions we can make," suggested that we "be active on advisory committees at state and local levels," stressing the need to "show in proactive ways that we can contribute." Ms. Phillips gave us the "Quote of the Day," from "THE LIFE AND TIMES OF ROSIE O'NEAL," which is that "You can't do the long jump without getting sand in your shorts."

Tim Holt, Kentucky School Boards Association — Citing a need for teamwork and openness to make reform work, Mr. Holt indicated that there is "plenty of room for everyone in educational change. There is no reason why school psychologists cannot be among the leadership as advocates for students and reform." Noting that "school psychologists as educational advocates are critical in the education of all children," he cited these critical needs for school psychologists serious about being involved in reform: "Be involved with family resource and youth service centers; contribute to the theorem that all children can learn; and lobby for application of services within a school district."

Denise Keene, Kentucky Association for Retarded Citizens — While she echoed the themes already established by previous speakers, Ms. Keene also addressed concerns specific to her organization. She saw school psychologists as being important in KERA in "establishing meeting the needs of individual students, rather than educational systems." She spoke to our role in advocating "fuller inclusion," requesting that we "think about ways to work collaboratively to integrate children in regular classes."

Nonie Raymer, Kentucky Parent Teacher Association — Claiming that the PTA may be the group which may be the most prepared and knowledgeable about the tenets of school reform as they have long had objectives and a mission which is now being articulated through KERA, Ms. Raymer sees school psychologists as repositories of information which parents and school personnel can access to deal with reform. She sees school psychologists as increasingly involved as advisors and consultants who can "act as support to parents about what they can do with site-based management, primary schools, resource centers, early childhood programs, special education, substance abuse, drop-outs, etc."

Maureen Fitzgerald, Kentucky Department of Public Advocacy — Advising that we expand our roles to better utilize our skills and training, Ms. Fitzgerald offered a challenge to school psychologists to "use those talents and abilities you possess to give other people the skills to include difficult, disturbed, and disturbing children and make them safe as well as educate them." Paraphrasing from a speech given by Dr. Thomas Boysen, Commissioner of Education, she asked that we "be radical and passionate about reform and be creative about developing solutions."

Bob Kruger followed up the question and answer session with a few comments on the messages he felt we had received from the roundtable panel. He noted that despite the differences in background and orientations among the speakers, common goals were evident: active involvement in program development

activities; fuller inclusion of students and parents; greater emphasis on prevention and early intervention; greater provision of direct services and consultation; and access to and procurement of additional resources. He agreed with a member of the audience who had stated that "the more we expand our roles and become visible the more we can attract new members to the profession, enhance our status within our districts, and thus have the flexibility to further expand our roles." Additionally, he noted that we have to sell ourselves and be proactive in finding our own individual roles in the reform process at the school, district, and state levels. Finally, Bob committed KAPS to a "willingness to support the endeavors of all member agencies."

The entire panel provided us with much to think about as we consider our roles in the process of school reform through KERA. There is increasing recognition among educators and the supporters of education that school psychologists play an important role in establishing an overall positive school climate, and that we are in perhaps the best position of any school professionals to be advocates and emissaries of change. Now is the time for us to accept challenges before us and to initiate the involvement which will define our profession well into the next century.



*Bill Pfohl, Kathy Durbin and Jim Batts*

## AD/HD UPDATE

The following are excerpts from a memo issued to Chief State School Officers by officials of the U.S. Department of Education Office of Special Education and Rehabilitation Services regarding services to children with attention deficit disorder. The memo is dated September 16, 1991. Individuals are advised to await clarification from State Department of Education officers as to expectations for implementation, etc.

There is a growing awareness in the education community that attention deficit disorder (ADD) and attention deficit hyperactive disorder (ADHD) can result in significant learning problems for children with those conditions. While estimates of the prevalence of ADD vary widely, we believe that three to five percent of school-aged children may have significant educational problems related to this disorder. Because ADD has broad implications for education as a whole, the Department believes it should clarify State and local responsibility under Federal law for addressing the needs of children with ADD in the schools. Ensuring that these students are able to reach their fullest potential is an inherent part of the national education goals and AMERICA 2000. The National goals, and the strategy for achieving them, are based on the assumptions that: (1) all children can learn and benefit from their education; and (2) the educational community must work to improve the learning opportunity for all children.

Last year during the reauthorization of the Education of the Handicapped Act (now the Individuals with Disabilities Education Act), Congress gave serious consideration to including ADD in the definition of "children with disabilities" in the statute. The Department took the position that ADD does not need to be

added as a separate disability category in the statutory definition since children with ADD who require special education and related services can meet the eligibility criteria for services under Part B. This continues to be the Department's position.

The list of chronic or acute health problems included within the definition of "other health impaired" in the Part B regulations is not exhaustive. The term "other health impaired" includes chronic or acute impairments that result in limited alertness, which adversely affects educational performance. Thus, children with ADD should be classified as eligible for services under the "other health impaired" category in instances where the ADD is a chronic or acute health problem that results in limited alertness, which adversely affects educational performance. In other words, children with ADD, where the ADD is a chronic or acute health problem resulting in limited alertness, may be considered disabled under Part B solely on the basis of this disorder within the "other health impaired" category in situations where special education and related services are needed because of the ADD.

Children with ADD are also eligible for services under Part B if the children satisfy the criteria applicable to other disability categories. For example, children with ADD are also eligible for services under the "specific learning disability" category of Part B if they meet the criteria or under the "seriously emotionally disturbed" category of Part B if they meet the criteria.

Consistent with this responsibility and the obligation to make FAPE available to all eligible children with disabilities, SEAs and LEAs must ensure that evaluations of children who are suspected of needing special education and related services are conducted without

undue delay. Because of its responsibility resulting from the FAPE and child find requirements of Part B, an LEA may not refuse to evaluate the possible need for special education and related services of a child with a prior medical diagnosis of ADD solely by reason of that medical diagnosis. However, a medical diagnosis of ADD alone is not sufficient to render a child eligible for services under Part B.

Even if a child with ADD is found not to be eligible for services under Part B, the requirements of Section 504 of the Rehabilitation Act of 1973 (Section 504) and its implementing regulation may be applicable. Section 504 prohibits discrimination on the basis of handicap by recipients of Federal funds. Since Section 504 is a civil rights law, rather than a funding law, its requirements are framed in different terms than those of Part B. While the Section 504 regulation was written with an eye to consistency with Part B, it is more general, and there are some differences arising from the differing natures of the two laws. For instance, the protections of Section 504 extend to some children who do not fall within the disability categories specified in Part B.

Section 504 requires every recipient that operates a public elementary or secondary education program to address the needs of children who are considered "handicapped persons" under Section 504 as adequately as the needs of nonhandicapped persons are met. "Handicapped person" is defined in the Section 504 regulation as any person who has a physical or mental impairment which substantially limits a major life activity (e.g., learning). Thus, depending on the severity of their condition, children with ADD may fit within that definition.

Under Section 504, an LEA must provide a free appropriate public

education to each qualified handicapped child. A free appropriate public education, under Section 504, consists of regular or special education and related aids and services that are designed to meet the individual student's needs and based on adherence to the regulatory requirements on educational setting, evaluation, placement, and procedural safeguards. A student may be handicapped within the meaning of Section 504, and therefore entitled to regular or special education and related aids and services under the Section 504 regulations, even though the student may not be eligible for special education and related services under Part B.

Under Section 504, if parents believe that their child is handicapped by ADD, the LEA must evaluate the child to determine whether he or she is handicapped as defined by Section 504. If an LEA determines that a child is not handicapped under Section 504, the parent has the right to contest that determination. If the child is determined to be handicapped under Section 504, the LEA must make an individualized determination of the child's educational needs for regular or special education or related aids and services. For children determined to be handicapped under Section 504, implementation of an individualized education program developed in accordance with Part B, although not required, is one means of meeting the free appropriate education requirements of Section 504. The child's education must be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Should it be determined that the child with ADD is handicapped for purposes of Section 504 and needs only adjustments in the regular classroom, rather than special education, those adjustments are required by Section 504. A range of strategies is available to meet the

educational needs of children with ADD. Regular classroom teachers are important in identifying the appropriate educational adaptations and interventions for many children with ADD.

SEAs and LEAs should take the necessary steps to promote coordination between special and regular education programs. Steps also should be taken to train regular education teachers and other personnel to develop their awareness about ADD and its manifestations and the adaptations that can be implemented in regular education programs to address the instructional needs of these children. Examples of adaptations in regular education programs could include the following: "providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplementing verbal instructions with visual instructions; using behavioral management techniques; adjusting class schedules; modifying test delivery; using tape recorders, computer-aided instruction, and other audio-visual equipment; selecting modified textbooks or workbooks; and tailoring homework assignments."

Other provisions range from consultation to special resources and may include reducing class size; use of one-on-one tutorials; classroom aides and note takers; involvement of a "services coordinator" to oversee implementation of special programs and services, and possible modification of nonacademic times such as lunchroom, recess, and physical education.

Through the use of appropriate adaptations and interventions in regular classes, many of which may be required by Section 504, the Department believes that LEAs will be able to effectively address the instructional needs of many children with ADD.

*Excerpted from School Psychology Quarterly*

## **FIVE MISCONCEPTIONS ABOUT THE ASSESSMENT OF ATTENTION DEFICIT HYPERACTIVITY DISORDER**

Children exhibiting frequent problems with inattention, impulsivity, and overactivity in classroom settings may be at risk for an Attention Deficit Hyperactivity Disorder (ADHD). Such children are commonly referred by their teachers to school psychologists for evaluation and treatment. Following a teacher referral for ADHD, four stages of assessment are conducted including screening for ADHD symptoms, multimethod assessment (e.g., parent interview, parent and teacher rating scales, direct observations of classroom behavior, and collection of academic performance data), interpretation of results, and the development of a treatment plan. Unfortunately, several misconceptions about the appropriate evaluation of these children have developed over the years, as outlined below.

1. "A battery of psychological tests provides sufficient information to diagnose ADHD." Traditional psychological tests play a minimal role in the evaluation of ADHD. To date, no individually administered test or group of tests has demonstrated an acceptable degree of ecological validity to be helpful in the diagnostic process (Barkley, 1991). Further, those tests typically employed by school psychologists (e.g., Wechsler intelligence scales) have not been found to reliably discriminate ADHD from



normal children (Barkley, DuPaul, & McMurray, 1990). For example, below average scores of the Freedom from Distractibility factor (i.e., Arithmetic, Digit Span, and Coding subtests) of the WISC-R are not necessarily a diagnostic indicator of ADHD. Poor performance on this factor may be due to a variety of possible causes (Wielkiewicz, 1990). Finally, children with ADHD often display appropriate levels of attention and behavioral control under task conditions which are highly structured and involve one-to-one interaction with a novel adult as is found in most testing situations (Barkley, 1990).

Rather than relying on traditional psychological tests, a behavioral assessment approach is adopted utilizing structured diagnostic interviews with parents and teachers, completion of behavior questionnaires by parents and teachers, direct observations of child behavior across problematic settings, and collection of academic performance data. These data are used to answer the following questions:

- a. Does the child exhibit a significant number of behavior symptoms of ADHD according to parent and teacher report?
- b. Does the child exhibit ADHD symptoms at a frequency that is significantly greater than that demonstrated by children of the same gender and mental age?
- c. At what age did the child begin demonstrating significant ADHD related behaviors and are these behaviors currently evident across many situations?
- d. Is the child's functioning at school, at home, and with peers significantly impaired?
- e. Are there other possible deficits (e.g., learning disabilities) or factors (e.g., teacher intolerance for active behavior) which could account for the display of ADHD symptoms?

2. "A physician must conduct the ADHD evaluation since this is a medical diagnosis." While it is true that the

diagnostic criteria for ADHD have been determined by the American Psychiatric Association (1987), any properly trained mental health professional can evaluate a child for ADHD provided that appropriate assessment procedures are used, as outlined above. No medical or neurological test can reliably discriminate children with ADHD from their normal counterparts.

3. "If a child is able to pay attention in certain situations (e.g., while watching television), then (s)he doesn't have ADHD". Children with ADHD can sustain attention to activities that are highly stimulating and of interest to them (Barkley, 1990). Their ability to sustain attention is significantly inferior to that of normal children, however, when they are asked to concentrate on less interesting, effortful activities (e.g., independent classwork). For this reason, the frequency and severity of ADHD symptoms must be evaluated in the context of performance on assigned tasks rather than behavior exhibited in enjoyable, interesting situations.

4. "A psychologist should always test for learning disabilities when a child is referred for displaying ADHD symptoms, because ADHD is a type of learning disability". While a significant minority (approximately 25% of children with ADHD will also have a specific learning disability, most do not (Barkley, 1990). Their academic achievement difficulties are typically a result of their behavioral "handicap" rather than representing a problem with learning processes. Thus, testing for a learning disability should be conducted only for those youngsters who appear at-risk for this based on screening data (e.g., teacher rating of academic abilities, grades significantly poor in one specific subject area).

5. "A diagnosis of ADHD automatically implies that treatment with stimulant medication should be recommended". A number of factors are considered in the process of choosing appropriate treat-

ment recommendations for an individual child with ADHD including the severity of symptoms, the presence of additional behavior or learning disorders, the child's response to previous interventions, and the availability of treatment resources in the community. Treatment with stimulant medication (e.g., Ritalin) is typically recommended for those children whose ADHD symptoms are severe, are associated with other behavioral disturbances, and/or who have demonstrated a poor response to behavioral interventions.

The goal of the evaluation is not simply to arrive at a diagnosis of ADHD, but to determine an intervention plan that is likely to succeed based upon the information gathered. The use of a behavioral assessment approach incorporating parent and teacher interviews, parent and teacher rating scales, direct observations of behavior, and academic performance data is the optimal methodology for addressing both goals of the evaluation process.

—George J. DuPaul, University of Massachusetts Medical Center

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Note: This article is part of a longer piece which will appear in School Psychology Quarterly. To subscribe to the journal, call or write Guilford Publications, 72 Spring Street, New York, NY 10012. Call toll-free 1-800-365-7006.

## WESTERN REGION REPORT

Skip Cleavinger

This past June, the Western Region members met at the home of Karen and Hollis Collier for a social. It was a great deal of fun, and Karen and Hollis went to great lengths to see that we were comfortable. The food, drink, and conversation were great, and it was nice to see the spouses and children of our members. Thanks very much to Karen

and Hollis (and the neighbor's children!!!) for a great party.

The Western Region was well represented at this year's conference. During our meeting on Thursday afternoon, the region members decided that we should meet three times during the coming school year. The locations of the meetings will again be alternated in order that the burden of long distance driving can be spread out somewhat.

Our first meeting will take place in Owensboro on December 13th (Friday the 13th!). The topic in the morning will be "Managing the Stress of KERA." KERA is impacting all levels of the school environment, and all of our region members indicated that their districts are STRESSED!!!! As school psychologists, this presents all sorts of opportunities for us to provide services. The purpose of this presentation (the presenter is yet undetermined) will be to provide an opportunity to prepare through planning and knowledge acquisition to address this apparently prevalent problem. In the afternoon, we will share ideas regarding preschool assessment. Specifically, we will consider what each of the districts are doing and how are they doing it. The next meeting will take place in Madisonville in the spring, and the topic is undecided at this time.



*Western Regional Meeting*

## NORTHERN REGIONAL REPORT

Cookie Cahill Flower

Members of the Northern region met at the Fall Convention to plan topics for our monthly continuing professional development meetings. A variety of topics were discussed and consensus was reached regarding a schedule for the upcoming months. The October meeting will feature a discussion of teacher/student assistance teams, with members sharing their experiences and brainstorming on tactics for facilitating the functioning of such teams in our schools. The topic for the November meeting will be preschool programs. Regulations pertaining to Kentucky's four-year-old programs and inclusion of children with disabilities into those programs will be reviewed, followed by members outlining what the respective districts have undertaken in the preschool area. December will witness, once again, the annual NKAPS Christmas party, an occasion of frivolity and good cheer (although someone inevitably will want to discuss school psychology!)

Topics to be discussed during the early meetings of 1992 will include Kentucky regulations related to special education and new assessment instruments. Additional topics invariably come up as the school year progresses and also will be scheduled.

Personal news from Northern Kentucky area is joyous. Mary Ann Sarmir and husband Bob Babb welcomed a healthy baby boy in June and named him Sean Cory. Mom and baby are doing fine, and Mary Ann has returned to work in Covington on a half-time basis. Belated congratulations also are extended to Michael Laughlin and wife, Kim who gave birth to son, Andrew, last December. NKAPS member Melinda



*Northern Regional Meeting*

Mastman successfully completed her dissertation defense in school psychology at the University of Cincinnati in July. Congratulations to Dr. Mastman, and to the proud parents!

## **WEST CENTRAL REGION REPORT**

Stacy L. Heck

The West Central Region had its regional meeting the first weekend in August at Fort Knox High School. There was a presentation by Carolyn Enus of the RESPOND Program on conducting Grief Groups within a school setting. Although there was a small turnout, those who attended enjoyed the fellowship, comraderie, and valuable training by Ms. Enus.

Other action within the West Central Region during the summer months included a mailout from myself to members who attended the KAPS Spring workshop concerning the status of activities involving the new performance standards and the development

of performance-based assessment. At the annual conference in September, there were 21 West Central Region members in attendance. During our regional meeting, it was decided that our next West Central meeting would be on a weekday in January, 1992, from 1:00 to 4:00 pm. At that meeting, various regional members will share their expertise in a particular area or practice

within our profession. I will coordinate that (any volunteers?) before the meeting date. The date will be announced in a letter to regional members in December.

Also, it was decided that those who choose to act as a resource in an area of professional expertise will be listed in a regional resource guide that I will develop and send out to all West Central members in November. We decided that we could be helpful and supportive to our fellow regional members, and in return receive similar assistance and support. If any member who was not at the annual conference would like to be included in the West Central resource guide, please let me know as soon as possible so that I may include your name and area of expertise (or an area in which you've had a good deal of experience, and would be willing to consult with a colleague about). Call me at (502) 651-9413 (home), or (502) 651-9712 (work).



*Mike Kieta addresses West Central Meeting*



*West Central Regional Meeting*

## **PROGRAM COMMITTEE REPORT**

Connie Adams and Sue Hoagland

Convention evaluations indicate that attendees found the program to be "energizing, motivating, inspirational and relevant." Comments included excitement about the variety of professionals present and student involvement. Strong aspects of the conference identified were relevant topics, good use of other agencies and professionals, and diversity of offerings.

This year there was a record 135 participants pre-registered for the convention. There were 27 additional on-site registrants, for a total attendance of 163. Of that 163, 45 were students.

Our opening presentation by Sandra Christenson from the University of Minnesota was most informative. She provided us numerous strategies for school psychologists and mental health professionals to form effective partnerships between school and families. Kathy Durbin, NSAP President-Elect, stressed the importance of public relation activities for school psychologists in order that a broad range of



*Central Regional Meeting*

services will be utilized in the schools. A round-table discussion helped us to focus on how various disciplines must work together to achieve the goals of the Kentucky Educational Reform Act.

Lois Adams offered an inspirational talk following our luncheon, which was attended by 158 participants and guests. Lesa Billings held an Experimental School Psychologists' Luncheon in conjunction with the convention at which Jim Batts reviewed the annual evaluation process. For the first time School Psychology Students gathered informally for lunch. The convention theme of collaboration was enhanced by 10 exhibitors who provided information related to the theme. The Thursday evening social offered fun and fellowship. Special thanks go to John Murphy's

piano expertise and the vocal contributions of many. The Public Relations Committee brightened the convention with their clocks, clip boards and pencils. The Program Committee would like to thank all those who helped to make our tenth convention a success. Our appreciation is also extended to those of you who delivered presentations. See you in Bowling Green next year.

## **MEMBERSHIP COMMITTEE REPORT**

Michael Walters

KAPS dues were collected at the convention and to date 92 renewals and 24 new members have been paid. Thanks to Sharla, Annelle, and Andra



*Michael Walters and Sharla Fasko  
at Membership Desk*

for their help at the conference! A dues increase was passed by the Executive Committee at the August meeting, raising yearly dues from \$25 to \$40 for regular membership and from \$5 to \$10 for students. Renewal notices and new member packets have been mailed by KAPS executive secretary Lin Cook. Be sure to renew your membership so that you will continue to receive the KAPS Review and other member benefits. Call Lin or me if you have any questions regarding your membership status.



*Connie Adams,  
School Psychologist Of The Year Nominee*

## **PUBLIC RELATIONS COMMITTEE REPORT**

Michelle Ashton

Many of our colleagues commented on the observable success of the tenth annual KAPS Convention. Our Executive Committee (EC) members, especially the Program Co-Chairs, Connie Adams and Sue Hoagland, and our President, Bill Pfohl, deserve commendation for their dedication throughout the year. My thanks are extended to the student volunteers who assisted in selling the new clipboards and clocks on which our association's name and

symbol are depicted. These items, as well as mugs and adhesive pads, will again be available for purchase at the next workshop (on November 16th). One of our goals is to promote the awareness of KAPS among laymen, as well as among other education-related professionals. When members purchase and display KAPS items, they demonstrate support for the association and a desire to make KAPS more visible. For example, in November, consider getting a mug for your superintendent.

## **STATE CONSULTANT REPORT**

Lesa Billings

Do you disapprove of corporal punishment? Would you like to see the Experimental School Psychology program continue? If you have an opinion on these or other issues, now is the time to inform your legislators. The 1992 legislature will be making important decisions that affect you and it is important that they have your input. This is as simple as making one free phone call. Messages can be sent directly to legislators by calling 1-800-372-7181. Also, encourage others to call.

Don't miss the opportunity to be involved in the development of your local Family Resource or Youth Service Center (FRYSC). Many districts are beginning the grant application process. Sandy Goodlette, Technical Assistant and Training Coordinator of FRYSC's, encourages local school psychologists to make an effort to be involved in this process. He stated that our training and experience are valuable to the groups who are writing the local grant applications. He also noted that this can be one way to assure that school psychological services are being included in the local centers. The Experimental School Psychology

Program has recently purchased sets of reference materials. They are housed at approved Experimental School Psychology Grant sites (all positions filled!!!), school psychology training programs and the Department of Education. The following is a list of available materials and grant sites:

### **LIST OF MATERIALS AT GRANT SITES**

Intervention Assistance Teams  
Intervention for Achievement and  
Behavior Problems  
Iowa Department of Education Measurement Series  
Peer Tutoring  
Academic Skills Problems  
Attention Deficit Hyperactivity Disorder  
Curriculum Based Assessment  
Handbook of Psychological and Educational Assessment (Vol. 1 & 2)  
Suicide Intervention in Schools  
Managing Attention Disorders in Children  
Assessment  
The Psycho-educational Assessment of Preschool Children  
Assessment of Adolescent and Adult Intelligence

### **LIST OF MATERIALS AT DIVERSITY PARTICIPANTS**

Intervention Assistance Teams  
Intervention for Achievement and Behavior Problems  
Iowa Department of Education Measurement Series  
Peer Tutoring (Manual and Video)  
Academic Skills Problems  
Attention Deficit Hyperactivity Disorder  
Curriculum Based Assessment  
Handbook of Psychological and Educational Assessment (Vol. 1 & 2)  
Managing Attention Disorders in Children  
Iowa Assessment Model in Behavioral Disorders  
Early Childhood Identification Process  
Children At Risk  
Alternative Educational Delivery

Systems  
 Behavioral Assessment (Video & Manual)  
 Family Transitions  
 Ethnicity and Family Therapy  
 SOS! (Book/Audio)  
 SOS! Help For Parents (Video)  
 Negotiating Parent Adolescent Conflicts  
 Youth Suicide: Comprehensive Manual for Prevention & Intervention  
 Assessment and Diagnosis in Child Psychopathology



Student Meeting

### EXPERIMENTAL SCHOOL PSYCHOLOGY GRANT SITES

Anderson County - Alisa Congleton  
 Berea Independent - Mindy Kohler  
 Boone County - William Hay  
 Bourbon County - Susan DeVasher  
 Boyle County - Virginia Eklund  
 Clay County - Susan Burgan  
 Covington Independent - Gregory Carr  
 Fayette County - Deborah O'Connell  
 Floyd County - Sheila Harden  
 Franklin County - Catherine Fiorello  
 Garrard County - Pam Dube  
 Hancock County - Ray Roth  
 Harlan County - Mark Sampson  
 Harrison County - Mary Ann Mills  
 Henderson County - William B. Hearn  
 Hopkins County - Elizabeth Ann Yates  
 Jackson County - Holly Benningfield  
 Jessamine County - Lou Ann Kruse  
 Kenton County - Mike Carr  
 Laurel County - Dawn McQueen  
 Lincoln County - Diane Trenary  
 Logan County - Jenny Ewald  
 Madison County - Connie Adams  
 Meade County - Judith Deal  
 Nelson County - Angela Chandler  
 N. Ky. Coop. - Steven Knapp  
 Ohio County - Pamela Hix  
 Owensboro Ind. - Cathy Ramsey  
 Rockcastle County - Kenna Mogg  
 Rough River Coop. - Chris Selby  
 Rowan County - Sharla Fasko  
 Scott County - Gaye Clark  
 Shelby County - Patti Nolan  
 Trigg County - Paul Napier  
 Woodford County - Susan Witte

## **TREASURER'S REPORT**

Bob Munroe

For those few KAPS members who were not present at the 8:00 A.M. business meeting at the convention, the following financial record of the organization's monetary transactions is offered as a reminder of why you were absent.

### **KAPS 1st QUARTER TREASURER'S REPORT - FY 92**

TOTAL ASSETS AS OF 06/30/91  
7,354.48

ACCOUNT ACTIVITY 7/1/91 through 9/30/91

<b>CHECKING ACCOUNT</b>	
Balance as of 6/30/91	4,854.48
CD interest 7/1/91 through 9/30/91	27.16
Checking interest 7/1/91 through 9/30/91	40.18
Deposits 7/1/91 through 9/30/91	8,877.50
Total income 7/1/91 through 9/30/91	8,944.84
Total Expenses 7/1/91 through 9/30/91	3,225.67
Balance as of 9/30/91	10,573.65

### **CERTIFICATE OF DEPOSIT**

Value as of 7/1/91	2,500.00
Value as of 9/30/91	2,500.00

TOTAL ASSETS AS OF 9/30/91  
13,073.65

With several bills still outstanding, our membership and convention related income and expenses were the following as of 10/15/91:

Convention Income	\$6,309.00 *
Membership Income	\$2,900.00 *
Convention Expenses	\$3,053.00 *

\* These figures are already reflected in the above quarterly report.

## **SUMMARY OF MINUTES FOR 9/25/91 KAPS EXECUTIVE COMMITTEE MEETING**

Skip Cleavinger, Secretary

The KAPS Executive Committee meeting was held at the home of Sue Hoagland on 9/25/91.

Skip Cleavinger, Secretary, distributed the minutes of the August EC meeting to each of the members. It was noted that the minutes failed to mention an important component of the dues increase motion. Bob Munroe stated that we would have an "operating floor" in the budget which would be that amount of money needed to operate for one quarter (approximately \$2500). Any amount above that would be returned to the members in some form (e.g., workshop offerings). The minutes were amended to reflect this component.

Bob Munroe, Treasurer, distributed Year End and 1st Quarter Reports. According to the Year End Report total income from 7/1/90 through 6/30/91 was said to be \$11,157.92. The total expenses during that period was \$11,015.76. So we essentially broke even. Total assets as of 6/30/91 were indicated to be \$7,354.48. Based on the 1st Quarter Report, total income between 7/1/91 and 9/22/91 was \$942.34. Much of this income was due to the August workshop receipts. Our expenses during that period were \$2,102.16. Bob expects that we will be in much better shape following dues collections during the convention.

KAPS President, Bill Pfohl, indicated that November's meeting will feature Jim Barkley from the University of Kentucky speaking about his comprehensive assessment device. Other topics suggested were: WISC-III introduction, EBD Regulations, and an update on ADHD's place in special education assessment and service delivery. Bill mentioned that schools are required to make modifications for children diagnosed with ADHD under Section 504. It is not at this time a categorical label under IDEA. Jim Batts stated that NASP has drafted a position paper against the inclusion of ADHD as a categorical label under IDEA. The consensus of the EC was that Elizabethtown or nearby areas

is a good central location for these workshops/meetings.

The regional representatives for the Central and Eastern Regions have resigned. Two people have expressed an interest in filling these spots. The elections were held during the regional meetings Thursday afternoon at the conference. In addition, Connie Adams indicated an interest in chairing the Legislative Committee but wanted to know more about the position.

Bill Pfohl asked that each committee present goals for the 91-92 year. The creation of the Associate membership status was discussed at the business meeting as well. A mail-in vote will be required for this issue.

Bob Kruger passed around a list of the previously established KAPS goals. He indicated that he would like to go through each to see which ones need to be eliminated or revised, and to establish ownership for each. Goal #1 is: Expand the provision of quality of school psychological services to meet the needs of Kentucky's children and youth. Bob stated that he felt this goal to be relevant still, and the group concurred. Action plans have been implemented, but they are behind the set timelines. A survey asking who provides psychological services has been sent to the districts. 137 of 177 were returned; more analysis is needed. Paul deMesquita may solicit help from a grad student. The EC agreed that this is a viable goal.

Goal #2 is: Establish clear procedures for the review of psychological services. With regard to this, Bob Kruger indicated that we need a clear goal statement for this goal. Lesa Billings stated that in accreditation procedures, there is currently no procedure for review of psychological services. Therefore, we need to establish a review system we can recommend to the Department of

Education. In discussion of this goal, Mike Kieta stated that the Department needed to put forth a means of evaluating psychological services and specify a level of services needed for a district to pass accreditation. Bill Pfohl suggested that we look at other states' evaluation plans for ideas. Lesa Billings indicated that this had been done. Paul deMesquita indicated that it would be nice to go ahead and develop a model to give the Department when they are ready to write evaluation procedures. Bob Kruger then stated that a final action plan toward this goal might be a draft. Bob asked Lesa to review this goal again to see if action plans need to be revised and send a report to him.

Goal #3 is: Establish KAPS as an effective organization for representatives of School Psychologists across Kentucky. Pat McGinty and Stacy Heck are those responsible for this goal. Pat indicated that some of the action plans had been pursued. Paul deMesquita asked if this goal represented internal or external representation. That is, in meeting this goal, will KAPS promote School Psychologists to the outside or will it provide services and representation within itself to each of its members? It was indicated that when the goal was developed it was an internal thing. But Bob indicated that there is a need to get the word out about our services, particularly to legislative and other powerful groups. It was suggested that a survey he developed to poll the membership on this issue. Bob asked that Pat and Stacy continue to move on the goal with a focus on how KAPS is serving Kentucky School Psychologists. Michelle Ashton volunteered to help. Bob Kruger stated that it would be defeating to take on too many goals. Rather, we need to prioritize and select a couple.

Goal #4 is: Recruit and train more School Psychologists to work in Kentucky. Discussion indicated that this

continues to be a relevant goal as long as there is a 1/12,000 ratio in the state. Jim Batts indicated that KAPS has no generic brochure on the field to send to undergraduate programs. ECU has a brochure which it sends. Lesa Billings continues to keep a list of openings, and students can call to get it. Jim Batts indicated that it is also the district's responsibility to advertise well. Bob Kruger asked if more effort needs to be made to draw out-of-state people in as well. Jim Batts indicated that this goal does not fit into any of the established committees. Bob Kruger concluded that if the individual training programs in the state continue to work on recruitment and training, maybe this is not a viable goal at this time.

The goal to provide school psychologists with access to administrative certification has been "land locked." KAPS testified before the state board and we were reportedly grandfathered in. This prompted Lesa Billings to state that the Office of Certification indicated that they would try to drop some of the areas of certification. Thus, if the State Board of Psychology could oversee the certification of school psychologists, the Department of Education may drop its certification. The EC agreed that it should be a primary goal to seek to retain School Psychology Certification through the Department of Education Office of Certification. Lesa will help along with Mike Norris and Dan Miller. Action plans need to be developed.

The goal regarding developing a working familiarity and a liaison with governmental and community agencies is being implemented. We do have liaisons to several agencies and associations, but we need more. It was indicated that this may be too broad a goal. The Legislative Community may want to study some governmental agencies to determine which warrant a liaison. Dan Miller agreed to work on the goal of promoting

awareness of school psychology among decision and policy makers.

Sharon and Mike Kieta indicated that the goal of providing a means of documenting CPD credits is DONE! Regarding a professional library, Mike Kieta said that housing is a problem. Lin Cook may be able to help in getting it set up. Paul deMesquita suggested that a bibliography of resources be developed. The state just gave universities lots of books and materials.

To summarize the discussion of goals, we will eliminate goals regarding school psychology ratios, liaison to government and community agencies, and CPD documentation.

Still considered up in the air are the goals regarding recruiting and training school psychologists. Bob asked if Jim Batts would consider reviewing this goal and cutting some of the action plans. Bob Kruger stated that he will be the "Goal Czar" and seek to keep things on track.

With regard to new business, Michelle Ashton from the PR/PI committee stated that the mugs were not ready yet. The pens were in, as were the clip boards and clocks. The EC set the prices for each (\$7 each for clip boards and clocks). Mike Kieta stated that the '92 conference will be in Bowling Green at the Executive Inn. The rooms are \$40 for either a single or double. Seventy-five rooms need to be booked in order for us to receive the meeting rooms free of charge. The subject has not yet been decided. It will occur the last week in September.

## ***SUMMARY OF KAPS ANNUAL BUSINESS MEETING***

**SEPTEMBER 27, 1991**

Bill Pfohl, KAPS President, stated that the dues increase passed, and this will help make up monies which are no longer being given by the Department of Education and NASP.

He indicated that he will have an EC meeting every other month and there will be a workshop prior to each meeting.

Bill also stated that a new membership category is being considered, the Associate membership. It is intended for counselors, administrators, psychometrists, educators, etc., who wish to get member rates to the conference and workshops and the newsletter without paying the full membership price. Associate members will not have voting privileges. This requires a by-laws change and, therefore, a mail-in vote. Ballots will be sent in October.

Bill stated that there are two new committees. Bob Kruger indicated that he is the chair of the Planning and Development Committee and will see that KAPS long range goals are pursued. Mike Norris and Paul deMesquita are in charge of an Ad Hoc committee to see to it that KAPS stays updated on KERA.

Bill continued by stating that the next KAPS workshop and EC meeting will be held November 16, possibly in Elizabethtown. Dr. Jim Barclay from UK will present.

Bill noted that there is a possibility that School Psychology certification may be dropped at the Department of Education Office of Certification. NASP will get



involved if necessary to help prevent this.

Mike Kieta, President-Elect, indicated that the '92 KAPS Conference will be held in Bowling Green, KY the last week in September with the first week in October being the backup. The tentative theme is "Partnerships", with an emphasis on school/community relationships.

Past President Pat McGinty indicated that a survey will be sent asking how KAPS can better serve the membership. She also stated that the ban on corporal punishment will be coming up in the legislature soon. The Kentucky Mental Health Coalition has agreed to support us in lobbying for the ban.

Libby Jones of the Continuing Professional Development Committee stated that there is a continuing arrangement with NASP in that they will approve whatever the KAPS CPD committee approves. She indicated that everything should be submitted by August to keep things on time.

Membership Committee Chair, Mike Walters stated that renewal notices will go out after the conference. The main goal is to retain membership.

Connie Adams, Chair of the Legislative Committee, indicated that corporal punishment would be a big issue for the committee over the next few months.

Department of Education Representative, Lesa Billings, reviewed the possibility of losing School Psychology certification in the Department of Education. She indicated that Mike Norris and Dan Miller have begun a position paper and Kathy Durbin, NASP President-Elect, has pledged to provide resources to help. Kathy Durbin stated that NASP has a document advocating direct School Psychology services. It uses dollar

figures to support the economic advantages of having school psychologists.

Kentucky NASP Delegate, Jim Batts, challenged KAPS to have 100 people to the national conference in Nashville the 24th through the 27th of March. Jim pointed out that the national theme is close to KERA. At the delegate assembly, a lean but large budget was passed. Two papers were adopted: "Efficiency of School Psychological Services" and a position paper on ADHD. NASP feels that ADHD should not be a categorical label, due in part to the fact that the reliability of our diagnosis is very low.

(Other committee reports and current news items can be found elsewhere in this newsletter.)

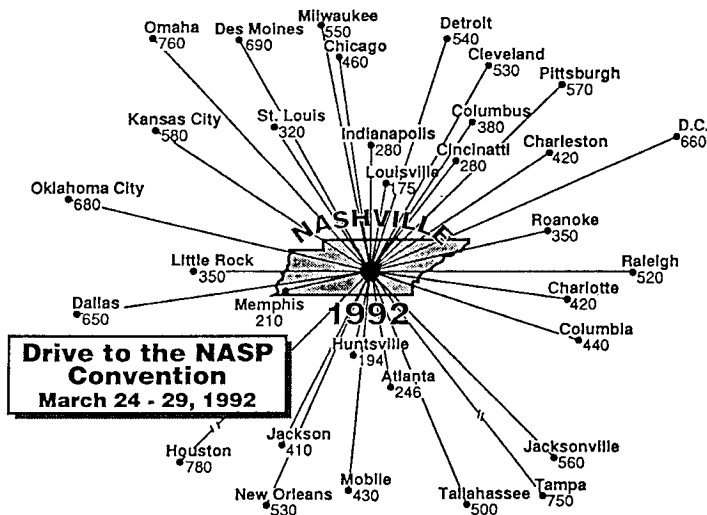
## START PLANNING FOR THE NASP CONVENTION NOW!

The annual NASP Convention will be here before you know it, March 24-29, 1992. The convention will be held at the Opryland Hotel in Nashville. You can drive to Nashville, and with the hotel rates, you'll find this a very affordable convention to attend. Get your request for leave into your school district now. You won't want to miss this convention.

The theme for this year's convention is "School and Families: Forging Effective Partnerships". A number of sessions are being planned to address this topic. As our society becomes

increasingly complex, it is clear that we must all work together in order to achieve mutual goals. Plan to attend this year's NASP Convention and learn more about collaborative relationships between schools and families so that children's lives might be improved. This convention is sure to meet your continuing professional development needs.

You won't want to miss Nashville, either. You might also want to consider bringing your family with you. Nashville is the "Music City," and not just Country music, either. There will be something for everyone in Nashville. In addition to our fabulous hotel (and it is something to behold!) there's the Opryland theme park, as well as a number of sites in and around Nashville. You can cruise along in a riverboat, view a plantation, visit a distillery, even see the Parthenon! If you're lucky enough to have a couple extra days before or after the convention, you could take in the Great Smoky Mountains, Dollywood, or Mammoth Cave in Kentucky. This is only a small sampling of things to do and see in addition to the outstanding convention program. Please stay tuned for more information regarding workshops and registration information — or call the NASP National Headquarters - 301-608-0500.





## ANNOUNCEMENT

The Sigma Psi Society at the University of Kentucky will sponsor a workshop titled "Diagnosis and Treatment of Stress Disorders: Individual, Home, School, and Job."

The workshop will take place on February 28 and 29, 1992, and will be held in the Lexington area. For additional information contact Florence Whitaker at 606-257-7888 or David Reber at 606-257-5662.



*Award Winners — Bob Munroe, Sharla Fasko, Brenda Tompkins, Wayne Kerner*



*Award Winners — Lesa Billings, Cheryll Pearson, Bob Munroe*



*Student Meeting*

## FALL TASP MEETING FEATURES WISC-III WORKSHOP

The fall meeting of the Tennessee Association of School Psychologists will be held at the Radisson Read House Hotel in Chattanooga, November 7-9, 1991. Half-day workshops include the WISC-III, Preschool Assessment, and LD/ADHD. Paper sessions and presentations are on Friday and Saturday including invited addresses by Dan Reschly on special education reform, and on the status of minority assessment. For registration information contact: Tom Fagan, Department of Psychology, MSU, Memphis, TN 38152. (901) 678-4676.

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