
the

KAPS REVIEW

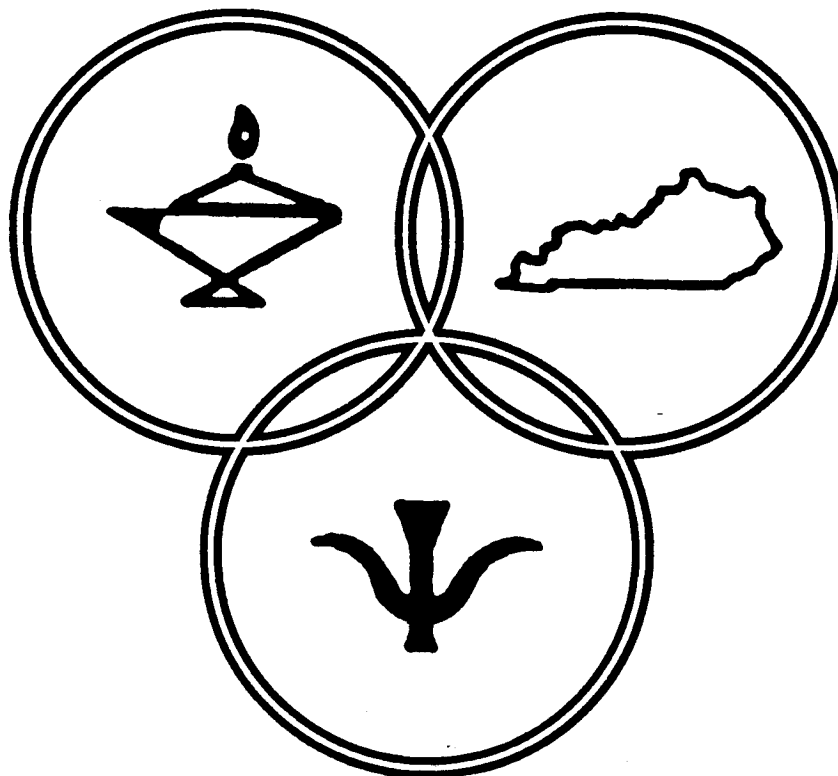
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THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

The KAPS Review is the official newsletter of the Kentucky Association for Psychology in the Schools (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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PROGRAM COMMITTEE REPORT

LYNNE CROXTON

The Kentucky Association for Psychology in the Schools Eleventh Annual Fall Convention is history, and several of us are very pleased that it is over. Overall, the convention was a success. We had approximately 145 in attendance, with 86 at the Preconvention Workshop on SSBD, 106 attending Thursday's session on Alternative Assessment, and 113 attending Friday's sessions.

We appreciate the convention evaluations which were returned as they will help in planning future conventions. Generally, comments were positive. Dr. Redfield's afternoon activity, which allowed participants to share ideas on how Kentucky's school psychologists can take a proactive role in educational reform, was very beneficial according to those who attended. The preconvention workshop was also evaluated highly, with particular appreciation noted for Dr. Severson's humor and presentation style. Suggestions were made for having more sessions on Friday, which means that KAPS members need to begin thinking about papers to share with their colleagues next year.

The highlight of the convention appeared to be the Bilbashin' (thanks Bill Pfohl for being such a good sport) and party with the Ernie Small Blues Band. What does this say about Kentucky's school psychologists? Who cares? Hey, Northern Kentucky - Can we do it again next year?

A special thanks goes out to Lin Cook for all of her hard work on registration, to Skip Cleavinger and

Vickie Embry for their continual efforts over the better part of a year, and to all those presenters who were kind and selfless enough to share their time and talents. Ya'll did GREAT!

ALTERNATIVE ASSESSMENT

DORIS REDFIELD, Ph.D.

Reviewed by Cookie Cahill Flower



Doris Redfield speaks on Alternative Assessment.

Dr. Doris Redfield, Deputy Superintendent for Policy, Assessment, Research and Information Systems at the Virginia Department of Education, was the featured presenter on Thursday of this year's KAPS Convention. Dr. Redfield came to KAPS well qualified to speak on the topic of "Alternative Assessment." Among her previous titles are senior associate with the U.S. Department of Education, Office of Educational Research and Improvement; visiting professor and project director for the National Center for Research on Evaluation, Standards and Student Testing; participant in the development of Kentucky's performance-based assessment procedures; and professor at Western Kentucky University. Dr. Redfield brought her wealth of knowledge and experience to share with Thursday's large audience, composed of school psychologists and other friends of psychology in Kentucky's schools.

Dr. Redfield began her presentation with definitions and descriptions of alternative assessment. In Dr. Redfield's view, alternative assessment is anything that is not traditional assessment. Dr. Redfield shared a videotape with the audience, which was developed by the ASCD and which clarified aspects of alternative assessment. Traditional assessment, according to ASCD, was not designed to meet the needs of the future; that is, to determine if students are developing higher-order thinking skills. Alternative assessment reflects the concept that assessment should be interesting and engaging, and should facilitate learning. It should be unique, original and authentic. It is critical that students are involved in assessing their own work, becoming aware of the expectations and standards against which their work will be judged. The video presentation delineated four means by which learning can be demonstrated in alternative assessment models: behavior-oriented assessment; product-oriented assessment; portfolios; and personal communication. Dr. Redfield translated these four types of alternative assessment modes as: tasks (specific, time-limited projects, performed individually or cooperatively); projects (research reports, models, again performed either individually or cooperatively); portfolios (collections of work over time); and culminating events (exhibitions, recitals, defenses of work, etc.). While the audience seemed to agree that these alternatives to traditional assessment are desirable, Dr. Redfield made it clear that not all members of the educational establishment or the public may view them similarly. She then posed the question: How can we as mental health professionals help to develop the attitudes necessary to accept and promote these alternatives to traditional assessment?

The next segment of Dr. Redfield's presentation dealt with national initiatives related to education reform and the place of alternative assessment within these initiatives. Among the reform initiatives discussed were the National Assessment of Education Progress (NAEP); National Education Goals Panel (NEGP); National Council for Education Standards and Testing (NCEST); American 2000; Council of Chief State School Officers (CCSSO) Assessment Consortia; Secretary's Commission on Achievement of Necessary Skills (SCANS); and the New Standards Project.

Dr. Redfield provided written materials related to each of these projects to complement her description of them. She then identified relationships between the Kentucky Education Reform Act (KERA) and various national reform initiatives. KERA's "valued outcomes" resemble the goals identified within America 2000 and by the NAGP. The curriculum frameworks which are specified within KERA represent means of achieving identified goals, as is done within America 2000. Assessment in Kentucky is a two-pronged process, which is intended to drive curriculum and instruction. The accountability arm utilizes standardized and performance-based measures to assess the performance of individual schools, while the continuous assessment arm utilizes formal (NAEP-like and performance assessments) and informal (instructionally embedded) measures to determine students' progress toward goals. Finally, education restructuring which is promoted by America 2000 and other initiatives is addressed in KERA with such innovations as site-based management and the ungraded primary program.

The remainder of Dr. Redfield's time

with the KAPS audience was devoted to an examination of the school psychologist's role in alternative assessment and in education reform generally. Dr. Redfield delineated the issues pertaining to reform which school psychologists might address, including communication, clarification, teaching, learner and advocate, and outlined the various audiences with whom we might choose to deal. Participants then were divided into small groups, for the purpose of brainstorming strategies for the effective involvement of school psychologists in the KERA. Group reports produced an abundance of general and specific ideas for promoting our participation in education reform in Kentucky. A small sampling of the ideas generated includes: (1) become KERA advocates, by increasing our knowledge base, demonstrating a positive attitude toward the reform, volunteering in KERA-related activities, developing a KERA training manual for parents, and other activities; (2) incorporate KERA terminology into our own practice, including our evaluation of programs and our psychoeducational reports; (3) establish a network of information exchange, by developing a speakers' bureau, joining state-level and teachers' committees, producing and disseminating videos; (4) facilitate a link between alternative assessment methods and instruction; (5) provide support to KERA teachers, by organizing support groups; (6) involve oneself in the mental health goals and activities of KERA; (7) serve on site-based councils; and (8) provide services to four-year-old programs mandated by KERA. As noted, this is but a sampling of the ideas generated by participants. The groups' written products were gathered by Mike Kieta for future use as a springboard for KAPS action. Participants agreed that KAPS might serve as a leading force for actualizing some of the

ideas proposed and thus promoting the role of school psychology in Kentucky education reform.

DYNAMIC ASSESSMENT

DR. SUSAN VOUGHT

Reviewed by Skip Cleavinger



Susan Vought demonstrates a method of dynamic assessment.

Dr. Susan Vought, the Director of Neuropsychological Services at Rebound, Inc. in Gallatin, TN presented on the concepts of Dynamic Assessment and the components of the Learning Potential Assessment Device (LPAD; Feuerstein, Rand, Hoffman, 1979). Dr. Vought stated that Dynamic Assessment (DA) is based on an interactive, test-teach-test model. The emphasis or target of the assessment is the process or strategies employed by an individual in the learning process. Attempts are made to identify any obstacles which may be impeding the learning process (e.g. physical or emotional state, impulsivity, inefficient or flawed strategy), and then to identify conditions that will allow the individual to get around the obstacle. Dr. Vought stated that DA is based on the belief that most people are not as limited as they are portrayed by common standardized tests.

According to Dr. Vought, DA grew out of the writings of Vygotsky in Russia who hypothesized the "Zone of Proximal Development." The "zone" refers to the amount of skill growth that occurs following the teaching of a skill or "mediation." This evolved into the test-teach-test model utilized in DA which is a way of describing, either qualitatively or quantitatively, the "zone."

Dr. Vought stated that DA reports are generally very qualitative. The aim is to give the classroom teacher starting points. She compared standardized assessment (SA) to DA stating that the examiner role in SA is to control behavior, convey the nature of the task, and record responses. The "product" (i.e. examinee responses) is the target of SA, while "process" is the target of DA. Deviation from standardized procedures presents problems for interpretation in SA. In contrast, the open-endedness and interaction which is characteristic of the DA process is essential for the investigation of "process" and skill growth.

Dr. Vought reviewed the components of the LPAD which is only one instrument in the DA movement. Dr. Feuerstein, the principal author, hypothesizes that there are a finite number of cognitive processes which make up IQ, and these cognitive processes are modifiable. So, through teaching or mediation, these cognitive processes can be imparted to the child. The role of the examiner using the LPAD would be to administer the LPAD tests, determine cognitive skill deficits which are impeding the child's performance, teach the deficit cognitive skills, and observe subsequent progress. Again, the goal is to identify obstacles which are adversely impacting the child's "process" and to describe the amount of progress which one can hope to attain following mediation.

(Reviewer's note: Dr. J.P. Das has claimed that degree of "retardation" should perhaps be defined as the degree to which a child fails to benefit from mediation or remediation by an adult; that is, learning a skill and generalizing that skill to other situations. This seems to be much like Vygotsky's "Zone of Proximal Development.")

Dr. Vought concluded by saying that training in the use of LPAD is available by contacting Dr. Carl Haywood in the Psychology Department at the Peabody College at Vanderbilt University.

A DISTRICT-WIDE RESPONSE TO THE ADHD CRISES

CHERYLL PEARSON AND
JENNIFER ELAM

Reviewed by Karen Collier



Jennifer Elam and Cheryll Pearson stand still long enough to have picture taken.

Dr. Cheryll Pearson described five problems which contributed to an ADHD crisis in the Scott County Schools: misinformation on incidence and laws printed in the local newspaper, damaged community relations

such as parental anger over perceived lack of services, lack of integrated collaborative treatment (e.g., physicians working in isolation, lack of home/school collaboration and intervention at the family level), lack of guidance from the state department, and no model programs. In responding to this crisis, a comprehensive ADHD plan was developed and implemented in the Scott County Schools.

The three major components of the plan are: (1) 504 Due process Procedures, (2) Identification, and (3) Treatment, which includes classroom interventions, a family training program, and monitoring of medication. The first component consists of providing parents with 504 Parent/Student Rights, having parents sign an Exchange of Information form for the pediatrician, and obtaining parental permission for an ADHD evaluation. The Identification component consists of a series of systematic procedures involving pre-referral interventions and screening, developmental and social history, records review, classroom observation, parent interview, parent and teacher ADHD scales, adaptive behavior scale, and psychoeducational evaluation. The third component, Treatment, involves the convening of a 504 team (composed of the principal, school psychologist, counselor, teacher, parents and other as needed) to develop an individualized 504 plan for individual accommodations for the school environment. If medication is prescribed, the teacher completes an ADHD Monitoring form which is sent to the physician and parents by the school psychologist. In addition, Dr. Pearson developed and implemented a Family Training Program for both ADHD children and adult family members. This program consisted of four two-hour modules with content including factual information on ADHD, the

school's role, parental rights, behavior management, effective parenting, social skills, and study skills. Effects of the initial implementation of the Family Training Program include removed misconceptions, increased understanding of roles and responsibilities, improved community relations, positive parent evaluations, and positive effects on school performance. Examples of the forms used in all three components of the ADHD plan were also reviewed by Dr. Pearson.

Dr. Jennifer Elam presented information on the school psychologist's role as a 504 team member. Traditional roles in assessment, intervention, and consultation with parents and teachers are part of the 504 team process. The opportunity for non-traditional roles is also presented in areas such as mediation, conflict resolution, collaborative problem-solving, and systems level consultation. Dr. Elam also discussed components of conflict resolution and collaborative problem-solving models and provided references for enhancement of skills in these non-traditional roles. The presentation by Dr. Pearson and Dr. Elam exemplifies the value of school psychologists' expanded roles in addressing ADHD identification and treatment issues.

PRESCHOOLER'S PLAY BEHAVIOR AS AN ASSESSMENT TOOL

KELLY BRUNSON
& LAURA DILLARD
Reviewed by Sharon Kieta

Kelly Brunson and Laura Dillard described how preschooler's play behavior could be used to comple-

ment an assessment. Play is considered play when a child is intrinsically motivated, freely chooses the activity, finds the activity pleasurable and nonliteral, and is actively engaged in the activity. The dimensions of playfulness include physical, social, and cognitive spontaneity, the manifestation of joy, and a sense of humor.



Kelly Brunson and Laura Dillard discuss play behavior as an assessment tool.

The information gathered from observing play is valuable because play is consistent with cognitive, communication, and social behaviors. Cognitive and social development can be assessed by observing play. Play that enhances cognitive development is considered functional, constructive, make-believe/dramatic or rule governed. The type of play reflects a child's level of cognitive development. Social development is also reflected in play. Whether a child is engaged in solitary, parallel, group, or cooperative play provides valuable information about a child's social behavior.

The strengths and weaknesses of various play and playfulness scales were outlined. Rubin's Play Observation Scale measures the developmental appropriateness of play. Rubin's Scale is a good indicator of how children are developing based on the types of play in which children engage. However, it is difficult to

distinguish between the different types of play during an observation and a stopwatch is necessary. The Play Assessment Scale is an observational measure of play behavior. This scale has high rates of reliability, good face validity, and is easy to administer. This scale has not been standardized. The sample is small and therefore limits generalization. Minimal information on validity and reliability is available. The Children's Playfulness Scale is based on a personality trait model. The scale is reliable, valid, and an efficient means for evaluating a child's playfulness. The Child Behaviors Inventory of Playfulness measures how characteristic the child's playfulness is. The Inventory demonstrates high internal consistency and is easy to administer. However, only 20 of the 30 items load on a playfulness factor and the measure is simplistic in its approach.

Ms. Brunson and Ms. Dillard provided reasons and means to include the evaluation of play in the total assessment picture.

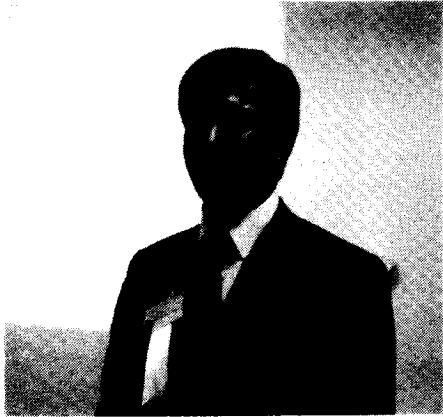
TRAUMATIC BRAIN INJURY - WHAT DO I NEED TO KNOW?

DR. WILLIAM PFOHL
Reviewed by Lyn Lawrence

Dr. Pfohl's presentation included a discussion of those symptoms and manifestations of traumatic brain injury (TBI) that the school psychologist should be aware of. It was emphasized that the full assessment of TBI is primarily the role of the medical profession. However, our contact with children provides us the opportunity to play a role in the screening process.

This presentation included a review of neuroanatomy and the types of deficits likely to be encountered as a

result of injury to different areas of the brain. A full assessment of a child may indicate a history of head injury or accidents that may cause us to consider the possibility of TBI as a contributing factor to the child's difficulties.



Bill Pfohl searches for Traumatic Brain Injury.

A wide variety of behavioral manifestations of TBI that we may encounter were described. These included headaches, blurred vision, impulsive acting out, poor judgement, dizziness, fatigue, irritability, anxiety, sleep disturbances, sensitivity to light, memory problems and attention deficits.

Dr. Pfohl emphasized strongly that no single indicator is sufficient to diagnose a neurological impairment. Scores on the Bender-Gestalt and verbal-performance IQ splits are only useful as indications of the need for further assessment. An individual with a significant neurological impairment can achieve a score in the normal range on the Bender-Gestalt!

Finally, the steps in a neurological assessment were outlined. Some of these fall within the domain of the school psychologist and some fall within the domain of the physician.

These steps were:

1. obtain a family and developmental history
2. medical history - description of injuries etc.
3. perform procedures to evaluate neuroanatomical features - CAT scan etc.
4. sensorimotor evaluation - motor, perceptual etc.
5. cognitive assessment
6. language assessment
7. evaluate spatial-constructional abilities
8. evaluate arithmetic/numerical reasoning
9. evaluate problem-solving ability and abstract reasoning
10. evaluate speech and concentration
11. conduct an academic assessment

Overall, the presentation was comprehensive and informative. It was clear that this topic requires further study by those interested and an excellent list of resources was provided for this purpose.

RESULTS OF A SURVEY OF SCHOOL PSYCHOLOGICAL SERVICES IN KENTUCKY

**BOB KRUGER AND
LESA BILLINGS**

Reviewed by Sharon Kieta

Bob Kruger and Lesa Billings shared the results of a survey used to assess how psychological assessment services were being delivered in Kentucky's schools. The survey was sent to all superintendents in the Commonwealth to be forwarded to appropriate personnel in their districts. The survey was sent February 1991 and looked at 1989-90 information. Of the 177 county and independent school districts, 146 returned completed surveys. Jefferson County did not respond to the survey and some information from Fayette County was not complete.



Lesla Billings and Bob Kruger reveal that "Survey says . . ."

The delivery of psychological assessment services by various providers were surveyed. Twenty-five percent (25%) of the districts indicated using school personnel only. Thirty-six percent (36%) used contractors only (co-operatives were considered contractors). Thirty-eight percent (38%) used a combination of school personnel and contractors. School personnel providing services included school psychologists (40%), guidance counselors (32%), interns (4%), psychometrists (5%), and others (9%). School personnel, did on the average, 54 evaluations. School psychologists who spent 50 to 100% of their time in evaluation did 75 evaluations (Range 45-187) during a school year.

Of those districts using contractual services fifty-two percent (52%) used private practitioners, thirty-two percent (32%) used educational co-operatives, and five percent (5%) used public agencies. Of those districts using only contractual services, twenty-five (25) districts used private practitioners only, four (4) used a combination of private practitioners and educational co-operatives, one (1) used a combination of private practitioners and public agencies, one (1) used public agencies only, seventeen (17) used educational co-operatives, and five (5) used educational co-operatives, public

agencies, and private practitioners. The credentials of private practitioners were varied. Fifty (50) districts used private practitioners with a license in psychology. Seven (7) districts used private practitioners with unclear or unreported credentials. Seven (7) districts used private practitioners with psychometrist certification. Seven (7) districts used private practitioners with certification or licensure in school psychology. Districts receiving services from educational co-operatives utilized persons with varied credentials. Twelve (12) districts were served by licensed psychologists. Eleven (11) districts used persons with unclear or unreported credentials. Six (6) districts used psychometrists. Thirty-one (31) districts used certified/licensed school psychologists. There were 5,560 evaluations done by contractors in 110 school districts.

The survey data indicated that contractual services are being used by many districts. A Program Advisory was sent to districts to give them information to insure that people working in schools have proper credentials. Districts need to determine if the contractor has the credentials and experience to competently work in the schools.

PREDICTING ADHD AND EBD STUDENTS FROM BEHAVIORAL, SOCIAL, AND ACADEMIC SCHOOL RECORDS

MIKE NORRIS

Reviewed by Katharine Beale

Mike Norris, a School Psychologist from Jefferson County, presented the results of research which he has



Mike Norris pointedly predicts.

conducted. He obtained information from behavioral, social, and academic records held by the schools. These records were studied for evidence of patterns which predict and describe hyperactive, attention-deficit disorder, and behavior disorder in male subjects currently in grades one through five. The subject groups included students in Behavior Disorder programs (mostly for Oppositional Defiant Disorder), Hyperactive students medicated for ADHD in Behavior Disorder programs, Hyperactive students non-medicated in regular classrooms, and regular classroom students. The variables evaluated included reading achievement, math achievement, number of schools attended, average number of annual absences, number of repeat grades, behavior and attitude scales (based on number of Unsatisfactory general behavior grades), study habits, Chapter 1 tutoring years, and the number of biological parents living with the child.

The most powerful predictor of to which group a subject belonged was the Behavior and Attitude score. The BD body consistently scored lower on all desirable factors. Academic variables did not contribute to the predictions. The medicated hyperactive students in the regular program scored comparably to the regular students on all variables. The hyperactive students tend to live with more of their biological parents than the other groups. The parental interest combined with the medication seems to benefit these students.

The hyperactive and nonhyperactive students in the regular program did not differ greatly on behavior and attitude assessment, parental status, or academic achievement.

The contributions of the variables create distinct profiles of each of the subject groups. The BD group frequently earn Unsatisfactory grades in behavior and study habits, attend more than 4 different elementary schools, miss over 14 days of class per year, score below average on reading achievement, live with one natural parent, and attend one half year of Chapter 1 tutoring.

The BD Hyperactive group frequently earn Unsatisfactory grades in behavior and study habits, attend 7 different elementary schools, miss over 9 days of school per year, score below average in reading achievement, are not involved in tutoring, and live with one natural parent.

The Regular education group earn frequent Satisfactory grades in behavior and study habits, attend less than 3 different elementary schools, miss 5 school days per year, score average in reading, do not participate in tutoring, and live with both natural parents.

The Hyperactive group earn Satisfactory grades in behavior but less satisfactory in study habits, attend less than 2 elementary schools, miss fewer than 4 school days, score average in reading, require little tutoring, and likely live with both natural parents.

This research indicates distinctly identifiable different groups based on the school records. The importance of the ability to predict ADHD could have great benefits in the school setting and as a starting point in the referral process. Future research needs to evaluate socioeconomic status as a variable in the predictions.

Congratulations to KAPS Award Winners



Regional Award Winners - Margaret Harris (Eastern), John Murphy (Northern), and Ruth Bewley (West Central)



Best Practices Award Winners - Lynn McCoy - Simandle (Organizational Development), Janette Cahill Flower (Evaluation and Research), Virginia Eklund (Consultation), and John Murphy (Counseling)



Kentucky's Nominee for NASP School Psychologist of the Year - John Murphy.

SECRETARY'S REPORT

BY SKIP CLEAVINGER

The KAPS Executive Committee (EC) has met twice since the last issue of the newsletter was published. The first meeting took place on May 15th in Elizabethtown. The EC discussed the results of the legislative session, and the Counselor Licensure Bill in particular. The members of the EC felt that KAPS should begin to pursue the possibility of writing our own bill. It was felt that any such initiative would require a long, hard fight. Another legislative issue discussed was Corporal Punishment. Even though the legislators did not vote to continue the ban, the State Board of Education issued many restrictions regarding documentation, the environment in which the punishment takes place, the person imposing the punishment, etc. The EC hoped that the restrictions would cause districts to look for other alternatives. As this was the last EC meeting to be held under his Presidency, Bill Pfohl thanked all of the EC members for their efforts during a particularly difficult legislative year.

The first meeting to be presided over by current President Mike Kieta was held September 23rd at Rivendell Psychiatric Hospital in Bowling Green. (The EC members were guests of the facility - not patients!!) The new officers were introduced and given a quick psychological screening by Rivendell staff members. Ray Roth reported the current assets of the Association and recommended an annual or bi-annual audit. The EC voted that Ray should pursue an audit of KAPS' books. This has never been done in the past. Four EC members were selected to review the Best Practice nominees to select a School Psy-

chologist of the Year. Three EC members were selected to put together a display for Kentucky at the 1993 NASP Convention in Washington D.C. NASP will be holding a regional meeting in Washington D.C. in November. The topic will be "How to talk to Legislators." KAPS hopes to send three individuals to this meeting.

The next KAPS Conference will be held in the Northern Kentucky region. It was then decided to determine the locations for the following three years - Louisville, Owensboro (or another western location), and Lexington (or another eastern location). The EC approved this sequence. The next EC will probably be held in January in Louisville. A workshop will precede the meeting. Details will be announced at a later date.

The KAPS Business Meeting was held September 25th at the Greenwood Executive Inn in Bowling Green. The EC was introduced to the KAPS members present. The dates and location of the '93 NASP Convention were announced (Washington D.C., April 13-17). Ray Roth presented the Treasurer's report, indicating that over \$1000 had been collected the first day of the KAPS conference. The Legislative Committee Chair stated that the issues of national interest include the Corporal Punishment ban and the Balanced Budget amendment. The Membership Committee Chair urged members to volunteer. We are also actively recruiting Associate Members. All Regional Reps indicated that they had productive meetings after the Workshop on Thursday. The Ethics Committee Chair stated that the committee had not had any work since its creation. It was recommended that they assist in disseminating and interpreting the new NASP Ethical Guidelines when they

are released. The location of the '93 KAPS Conference was announced. Finally, Mike Kieta urged the members present to volunteer for committee work.

Complete minutes for both of EC meetings are available from Lin Cook. Members are encouraged to attend the EC meetings and become involved with committee work. Contact Mike Kieta if you wish to volunteer. The EC is also encouraging KAPS members to join KASA. They have been a long-time affiliate of KAPS and an important and powerful friend to our Association.

TREASURER'S REPORT

BY RAY ROTH

As the new treasurer for KAPS I wish to thank all who have entrusted me with this important job and to pledge that I will work hard to continue the excellent service provided by my predecessor, Bob Munroe. To date, I am still attempting to get all records forwarded to my address, although I am still not receiving the official bank statements. For this reason, I can only report general figures, but will forward an updated report to the EC upon receipt.

In looking at previous treasurer's reports (I skipped over them last time, as I'm sure most of you will this time), I have found both information and humor. I'm sorry to report that this report will be mostly bulk, but promise that in the future I'll attempt to do a better job of adding some fluff.

We had an excellent convention in both content and attendance. This is reflected in a healthy deposit of \$10,183 into our account. Additionally,

we have the financial advantage of not being responsible for paying any stipend for our Wednesday presenter (Herb Severson), and will only have to pay travel expenses for our Thursday presenter (Doris Redfield). After bills have been received for other expenses I believe we should be in pretty strong financial shape. Prior to the deposits from the convention we were under \$1,000 in our checking account with a Certificate of Deposit of \$2,500. This puts us ahead of where we have been in previous years at this point in the fiscal year.

Although we seem to be financially sound at this point, we will have several bills this year which could put us somewhat behind. Lin Cook has done a wonderful job as Executive Secretary of KAPS. She deserves all our thanks for her dedication to the organization. She has been able to work out having most of our copying expenses covered for only a nominal fee. However, this arrangement has recently been revoked and we need to look for alternatives. This may involve the purchase of a small photocopier or a cost-shared arrangement if we can arrange it. Obviously, this could be a drain on our healthy financial situation.

I hope you all experience the best school year ever and look forward to seeing you all at one of our next meetings.



Elizabeth Jones searches for objectivity in projective techniques.



Annelle White and Mary Ann McQuaide critique preschool motor skill assessment.

MEMBERSHIP COMMITTEE REPORT

BY MICHAEL WALTERS

The final total for membership last year (1991-92) was 187. Renewal notices were mailed to all members September 4, 1992. As of September 18, 1992, one hundred and nine people have joined or renewed.

Associate membership status has been added to the membership application and four people have joined as associate members. Associate members will be listed separately in the directory and the data base to avoid confusion over mailings. Contents of new associate member packets will include a welcome letter, recent newsletter, directory, and a KAPS price list.

Everyone is encouraged to renew their KAPS membership so that you may continue to receive the KAPS REVIEW and other mailings. Contact Lin Cook for membership applications.

KAPS LEGISLATIVE UPDATE

BY CONNIE ADAMS

I am thrilled to report that we now have a Legislative Committee consisting of more than just a chairperson. I am grateful to those of you who made a commitment to serve on the committee in response to my call for help at the recent KAPS convention. If you were not there, did not hear my call, or would like to become involved, please contact me. Welcome to new committee members: Angie Chandler, Laura Dillard, Sharon Kieta, Pat McGinty, Maryann Mills, Nancy Stivers, and Patsy Thompson.

Although the legislature is not in session, I continue to receive the 1992-93 Interim Legislative Record and to monitor bills and committee activities of interest. The 1992 General Assembly approved Legislative Research Commission studies and established task forces of interest to school psychologists. LRC studies

for the 1992-93 Interim included SB 211 which created a Child Care Policy Council within CHR to report in odd numbered years on the status of child care and SB 698 which established the Council for Educational Technology as an advisory group attached to the State Board for Elementary and Secondary Education. Mandated reports related to the actions of the general assembly included SB 109 which requires the Council on Higher Education to submit to LRC and the Governor by 10-1-92 a plan for implementing the higher education accountability process beginning 12-1-93, HB 530 which requires the State Board for Elementary and Secondary Education to submit recommendations to LRC by 7-1-93 on policies and procedures to ensure minority representation on school councils, and HB 740 which requires the advisory committee of the Health and Mental Retardation Services to report in odd years concerning accommodations and services to the hard of hearing.

Are you interested in becoming better informed about the Kentucky Legislature? The following publications are available at no charge by calling or writing the Legislative Research Commission (LRC) at LRC Publications, Capitol Room 78, Frankfort, KY 40601: The Legislative Process, The Legislative Gavel, and A Look at the Kentucky General Assembly. Also note that school-reform information may be obtained by calling 1-800-242-0502.

Update on Corporal Punishment: The State Board is reviewing for inclusion in draft legislation suggested conditions for applications of corporal punishment. These conditions were consistent with the Kentucky School Board's recommendations including written parental permission prior to administration of CP, wit-

nesses to include two certified school employees, administration by certified school employees only, extensive requirements for record keeping, development of a "behavior improvement plan" for students who receive CP two times or more, prohibition of administration in the presence of other children, and notification of parents within seven days after CP is administered. Also of interest is the work that NASP has done to support HR 1522 to deny funds to educational programs that allow the use of corporal punishment.

WESTERN REGION REPORT

BY JENNIE EWALD

Greetings to all those Western Region KAPS members out there from your new Regional Representative. I am happy and excited to represent you in the organization. Thank you for your support. I had stated that this would be a learning experience for me . . . and it has. About fifteen of you had the pleasure of experiencing my leadership qualities at the KAPS Fall Convention. Upon reflection, there were a few things I overlooked during this meeting. I would like to take this opportunity to express my appreciation of the past representative, Skip Cleavinger. Thanks Skip. You've done a great job and I am honored to follow in your footsteps. I would also like to say "Hats Off" to Lynne Croxton, Vickie Embry, and Skip Cleavinger for their successful planning of the Fall Convention. It was an experience many will not forget for a long time (especially our beloved Bill Pfohl). For those of you who were unable to attend (for whatever weak excuse), you missed it.

Now for the serious part . . . what's going on in the West? Good ques-

tion, and I hope to answer that question in the next issue of the KAPS REVIEW. For now, I can only report on our meeting at the Convention. We met (approximately 15 of us), we assessed our stress levels, then proceeded to coerce certain persons to serve on certain committees (raising stress levels to an acceptable level). You know who you are. I hope all of you volunteers will enjoy your committees and thank you for serving. We plan to have three regional meetings this year with the first to be sometime in December. I will not announce the topic or speaker at this time, since I have not as yet made contact to persuade her to present. The second meeting should be sometime in March, and the third meeting at the end of the year. These topics will be announced at a later date. The locations will vary across the region to (hopefully) allow members to attend at least one meeting. I am looking forward to meeting all the regional members and getting to know everyone. May the Force be with you.

WEST CENTRAL REGION REPORT

BY RUTH BEWLEY

Eleven members were present at the West Central Region meeting following day two of the KAPS Convention in Bowling Green. A meeting date of Monday, February 22, 1993, from 3:00 to 5:00 p.m. at the Elizabethtown Independent School Board was set. Ideas for topics for that meeting were generated by those present. Traumatic brain injury, autism, curriculum based assessment in the primary block, and how to make our assessments reflect KERA were suggested. We decided to invite non-KAPS members with mental health backgrounds to these meetings as well, in order to promote KAPS and share ideas across areas of expertise. Our region will be hosting the 1994 KAPS Convention and Ruth Bewley asked for West Central members to be thinking of ways they can contribute to the success of that convention.



A reunion in progress.

NORTHERN REGION REPORT

BY MICHAEL WALTERS

Several NKAPS members met at the convention for a short regional meeting. Once order was established, the group agreed to continue to hold monthly meetings on Friday afternoons. The first meeting is scheduled for October 30th with John Murphy, Cookie Cahill Flower, and Bruce Wess leading a discussion on Brief Strategic Interventions. "School interventions" will be the theme for the year and a presentation from Bobbie Burcham on ADHD has been tentatively scheduled. The northern region will be hosting the 1993 KAPS Convention and NKAPS members agreed to share in the planning and coordination of the convention.



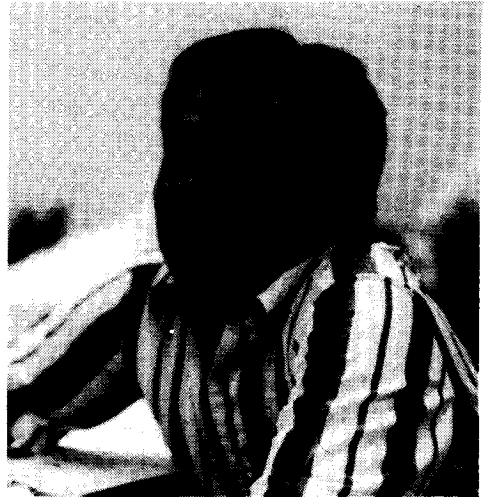
Ted Drain delivers keynote address.

UK TRAINING GRANT FOR RURAL PRESCHOOL CHILDREN WITH DEVELOPMENTAL DISABILITIES

BY SUZY GUILLIOM

The School Psychology Program at the University of Kentucky recently received a grant (#H029F20063) from the U.S. Dept. of Education - Office of Special Education and Rehabilitative Services (OSERS). The federal government is funding approximately \$98,000 per year over a four year period to provide two consecutive years of training for two cohorts of six specialist degree trainees and one doctoral leadership trainee. The graduate students will receive training in serving the needs of rural children with developmental disabilities. Students receive \$7200 stipends, including tuition and book expenses. Direct instruction and field-based supervision in learning to apply interdisciplinary related services skills in a variety of school and community settings are provided. The University of Kentucky's Interdisciplinary Human Development Institute (IHDI) provides training resources and materials, and Scott County is the field-based site of many of the training activities.

The Principal Investigator is Paul de Mesquita, Ph.D., Assistant Professor of School Psychology. Co-Principal Investigator is M.C. "Marty" Martinson, Ph.D., Director IHDI. Jennifer Elam, Ph.D., school psychologist with Scott County Schools, will serve as the Project Director and Suzy Guilliom, a school psychology doctoral student, is this year's Leadership Trainee. This year's trainees are Katherine Beale, Tracey Evans, Walter Gilliam, Amy Jordon,



Michael Walters contemplates burgeoning membership rolls.

Don Long, Kristina Moxley, and Zandra Reagan.

The project will employ a problem-based cooperative learning model of training that will blend coursework with field placements beginning in the students' first semester. The project's training objectives cover seven competency areas that include: 1) Related Service Roles, 2) Developmental Disabilities, 3) Functional Assessment, 4) Early Intervention, 5) Interdisciplinary Collaboration, 6) Parents and Families, and 7) Systems Change.

The training grant should bring about significant benefits to the education of children with developmental disabilities, as well as promoting positive attitudes toward these children. This project should result in contributions to the literature on best practices concerning the training of school psychologists in working with children with developmental disabilities.

For more information about the training grant, please contact Dr. Paul de Mesquita at the University of Kentucky, 231 Dickey Hall, Lexington, Kentucky 40506-0017, or call him at 606-257-5445.

UK WINS GRANT TO OFFER SPECIAL TRAINING IN ATTENTION DEFICIT DISORDER

The U.S. Department of Education has approved a five-year, \$520,000 grant to the University of Kentucky for the development of a graduate-level training program for school psychologist designed to help schools serve children and youth with Attention Deficit Disorder.

The project, developed by Stephen T. DeMers and Barbara G. Burcham of the College of Education's Department of Educational and

Counseling Psychology, is one of only five in the nation to receive an award from the federal government during this funding cycle. Faculty from the UK Department of Psychology and the UK Hyperactivity Clinic are collaborating on this project.

UK's program is underway with a class of seven graduate students all of whom are at an advanced level and should complete their course work within one year.

Next year, seven beginning graduate students will begin the two year training program. When they complete their work in 1995, seven more students will be accepted.

Each year, two minority students will be recruited and two will make commitments to work in rural areas. All will be supported

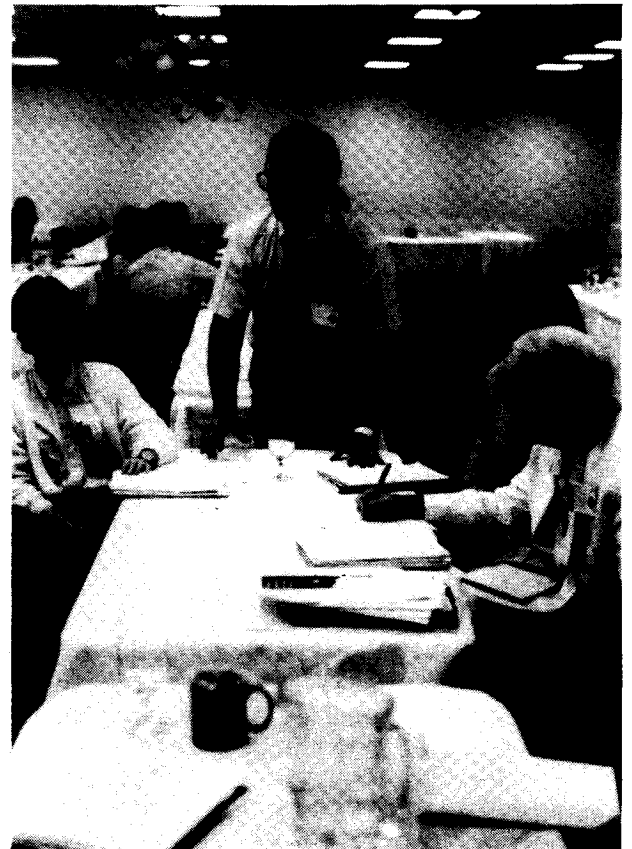
with fellowships and tuition assistance.

The project will modify and expand the current school psychology training program to include new content in existing courses and the development of an ADD Seminar. In addition, material will be distributed to previously certified school psychologists and this training model will be disseminated to other universities.

Project developer Burcham noted that the program is necessary because few school psychologists have received specialized training in how to educate students who have Attention Deficit Disorder.



EKU students put on a happy face in spite of professor in their midst.



Mike Kieta waxes presidential.

WISC-III UPDATE

BY CAROL FASNACHT

The seven to nine point difference between WISC-III and WISC-R scores is being seen in testing nationwide, according to Louise O'Donnell, research associate at Psychological Corporation.

Ms. O'Donnell was contacted recently for an update on data a year after the new test's widespread use.

The WISC-III scores are generally 7 to 9 points lower than WISC-R scores, much as predicted in literature as the new test was published.

The major question Ms. O'Donnell deals with in relation to the

change is from professionals who wish to know the best way to explain the score difference to parents after their child has been re-evaluated. Ms. O'Donnell suggests communicating that the child has not changed, but with the change in the test's scale calibration, the child will have to perform at a higher rate to obtain the same score.

The score difference is very similar to that experienced when the WAIS and WPPSI were revised and re-normed. The sample used in the WISC-III norming performed at a higher level than the 1974 population. What has happened is that today's children are able to answer more questions, and so on the test more is expected of the child.

The changes also may affect special

populations differently, Ms. O'Donnell said. Although children in general may have made advances over the years, that same advance is not seen as readily in special populations. Another population which may be affected by the change are children who, two years ago when tested, were near the handicapping range but were not qualified for special programming because of IQ cut-off scores. Those children may indeed now score low enough to qualify for services. However, Ms. O'Donnell cautioned that psychologists handle the difference by considering all of the supporting data and evaluating each student on an individual basis.

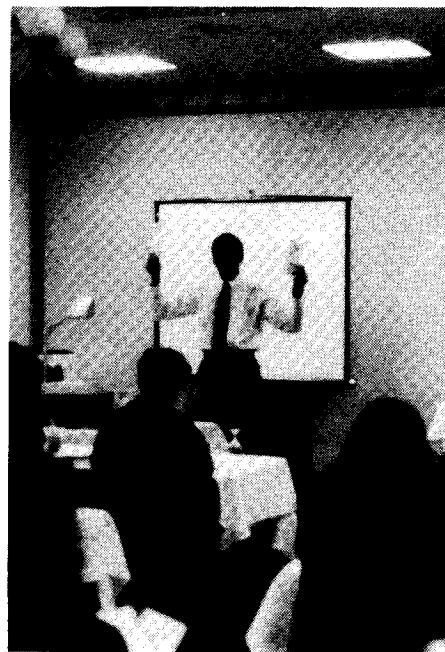
*Reprinted from the "IASP Newsletter"
Vol. 6, No. 2 December, 1992.*



Jennie Ewald demonstrates her leadership style at Western Regional meeting.



John Murphy demonstrates one of his many talents.



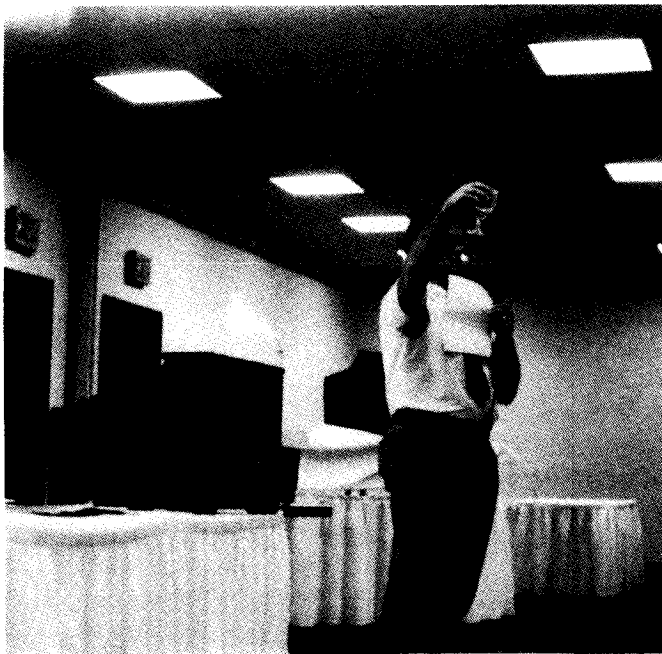
Would you buy hyperactivity from this man?

Editor's Comments

Bruce Wess

In keeping with tradition, the fall edition of the KAPS Review is devoted to coverage of the annual convention. I wish to thank all those KAPS members who agreed to review presentations, particularly those who succumbed to my last minute "arm twisting" at the convention. I apologize for the fact that some presentations were not reviewed. All were assigned but some reviewers chose not to submit the requested articles. Along the same lines, some reports by Executive Committee members were not received. EC members - PLEASE let your constituents know what is happening.

As you may have guessed by now, I have agreed to continue as editor of the KAPS Review at the request of President Mike Kieta. I wish to thank Mike Carr for his assistance in the past and note that I will miss his "leg work." I am always willing to accept help so anyone wishing to see his/her name in a publication which receives statewide and national distribution, please contact me. As always, I am interested in original articles, book and test reviews, opinions, success stories, etc. As I read school psychology publications from other states I often chuckle at the all too familiar refrain from other editors - "PLEASE SUBMIT SOMETHING." I hope that our newsletter can be more than articles culled from elsewhere. The choice is yours.



Mike Kieta proposes a toast.



Bob Kruger expounds.

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