

KAPS REVIEW

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President's Message

Alan Mullins

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We have just completed the recovery period from the 1997 KAPS Conference. I have boxed up and mailed materials to the Program Committee for next year's event as they have already begun the planning process. I wish to thank all of those who attended the conference in Richmond, and extend a special thanks to those who shared thoughts on the conference evaluation forms. I assure you that your comments will be reviewed carefully and taken into account in planning future KAPS training events, especially the suggestions related to desires for future training topics. For example, I have already been in contact with Dr. Carl Myers regarding the possibility of providing further training on Functional Analysis in the School Setting. Based on your evaluation forms, personal comments shared, and the preliminary statistics concerning finances; the Conference was a large success for KAPS. For those members who unfortunately did not attend, I urge you to

carefully review this issue of the KAPS Review for details from the conference or telephone other KAPS members who did attend and ask for personal accounts of the sessions/events. I encourage ALL members to pass along personal thoughts and suggestions regarding future KAPS-sponsored trainings.

As discussed at the General Membership meeting at the conference, the current KAPS Executive Council has made a pledge to focus very heavily on three basic issues for the year: (1) continue to seek ways of improving the "value" of KAPS membership to individual members, (2) increase the amount and direction of positive public relations strategies as an organization as well as for the profession, and (3) make active efforts to increase our organization's collaboration with other established educational stakeholder groups. *KASSW?*

In response to the first issue listed, I would like to point out that this year's conference fee for KAPS members was

reduced compared to last year's along with KAPS "picking up the bill" for the conference social event as well as for the conference luncheon.

In response to issue number two, I will mention that your Executive Council has made a commitment to "reestablishing" a valuable Public Relations committee intent on serving the membership. Two members have stated interest in working on the PR committee (Patsy Thompson and Michelle Gadberry) but both have expressed a desire for more individuals to be involved on a consistent basis. The KAPS EC will be establishing specific guidelines and activities for the PR Committee at our December meeting so please send suggestions. One of the first initiatives will be to re-institute the offering of various items emblazoned with the KAPS logo. Please *ask Anita for this?* feel free to submit suggestions for specific items to your regional rep or myself, and anyone who is interested in assisting with the PR Committee, please contact me.

In regards to the third issue, a small group of members (Susan Burgan, Cheryl Pearson, Angela Wilkins, and myself) presented a workshop conference at the KASA Conference in July on the expanded roles/services that school psychologists can offer to school districts. Also, I have been in contact with an executive committee member of KCA to discuss possible ways of increasing communication between our two organizations and I have spoken with leadership from the school social workers' organization on the same topic. Additionally, I was fortunate to attend a two-day work session (along with Joe Bargione and Shannon Batchelor) as a KAPS representative in September with the Exceptional Children Services branch of the Department of Education as they met with personnel from the Office of Special Education Programs to begin initial discussions regarding the content of what will eventually become KY's state regulations adhering to the IDEA revisions. Special mention should also be made of Sawyer Hunley, a KAPS member who is serving on the Education Commissioner's panel to address/develop successful Dropout Prevention programs for the state, as well as Mike Norris,

KAPS President-Elect, who participated in a planning session for an exciting project through the UK Medical Center (see Mike's article). As you hopefully can see, KAPS is blessed with many talented individuals who are performing additional duties in a variety of settings which certainly serve to enhance the visibility of school psychologists across the state.

Editor's Comments

Laura McGrail

This issue of the KAPS Review is devoted almost exclusively to the 1997 Fall Conference. I would like to thank all those who reviewed sessions. The conference provided many opportunities for learning and growing professionally. I always return home with a renewed dedication to our profession. I know you join me in thanking conference co-chairs Alan Mullins and Judith Watkins for their top-notch work in organizing the conference. Congratulations also to this year's award winners. The KAPS awards always provide a reminder of the depth and breadth of our profession. We learn the most from each other and this year's winners present excellent role models for innovative service delivery. If you'll indulge me a moment, I

want to offer a special word of congratulations to my friend and colleague, Ray Roth. I can attest to Ray's dedication and the many extra hours he puts in "above and beyond the call of duty". Way to go, Ray!

As always, I am seeking creative writing talent. Please put pen to paper or fingers to the keyboard and write an article to share with your colleagues across the state. Send your articles, ideas, questions, or comments to me at 1805 Second Street, Henderson, KY 42420. (I hope to soon have an e-mail address! Will share when confirmed).

Fall Conference Report

The 16th annual KAPS conference was organized around the theme "Building Bridges to Brighter Futures". The conference was well-attended and provided twenty-four sessions centered around four topical strands. These strands focused on legal/administrative issues in education, child abuse, preschool/early intervention services, and the importance of public relations in the delivery of student support services.

The conference development committee organized a

well-rounded and informative selection of professional development offerings. The KAPS Executive Council would like to extend our thanks to the staff of the Carl D. Perkins Conference Center and the EKU graduate students who worked hard to make the conference a success.

Some highlights from the 1997 KAPS conference are described below:

Zero Tolerance for Exclusionary Discipline: Alternatives to Suspension and Expulsion

Reviewed by Kelly Kanotz

Russell J. Skilba, Ph.D. of Indiana University and Reece L. Peterson, Ph.D. of the University of Nebraska-Lincoln presented various issues related to exclusionary discipline. They began the program explaining that while suspension and expulsion are the most widely used school-wide discipline options, there is very little data available on their effectiveness. Furthermore, they stated that based on their research, "In Kentucky, the numbers of suspensions and expulsions are staggering and rising." "The terms, 'school discipline' and 'exclusionary consequences' are too

frequently synonymous" stated Dr. Skilba.

Dr. Skilba and Dr. Peterson conducted a search of the mass media which revealed a high increase in violence to teachers and students across the nation. School administrators express that for the safety of our schools, we need strong disciplinary measures. However, Dr. Skilba stated, "As we move in the direction of zero tolerance (for violence)...we also face problems where it's overextended and misused." The presenters cited several examples of where exclusionary discipline has been used inappropriately. They discussed the "Balancing Act: Safety versus Freedom and Education" that schools face each day.

The presenters reviewed specific information on the procedures and processes of student discipline as well as legal issues and purposes. They emphasized the need to adhere to all due process requirements. Also presented were special sets of requirements including those falling under the Gun Free Schools Act which is an expulsion for one calendar year required for students having "firearms" in school.

In addition, special requirements of students with disabilities were extensively addressed by Dr. Peterson and Dr. Skilba. Under the new IDEA, if a student violates the code of conduct of the school, the principal can refer him/her to an alternative placement or suspend for a maximum of 10 school days or the LEA can go before a hearing officer to prove that maintaining the student in his/her current placement is substantially likely to result in injury to himself or others and request an injunction to place the student in an alternative setting for no more than 45 calendar days. In addition, the student's IEP must be reviewed to decide whether behavioral intervention strategies were provided, and it must be determined whether the violation was due to the manifestation of his/her identified disability. If the violation involves a dangerous weapon or drugs, the principal can place the child in an interim alternative educational setting for up to 45 calendar days. Again, the IEP must be reviewed, and the manifestation determination must be conducted. If the violation is not deemed to be a manifestation of the student's disability, he/she may be disciplined as a nondisabled

student. However, he/she still has a right to FAPE. If the violation is determined to be a manifestation, the student's placement cannot be changed except through the IEP team process.

A study was conducted by Dr. Skilba and Dr. Peterson on school discipline and they shared their results. They reported an extreme overrepresentation of minority students were suspended from school yet there were no significant differences in frequencies or types of behavior. Rather, these students were actually referred twice as often. Furthermore, factors other than actual behaviors were found to contribute to school suspensions. These include the following: overall suspension rate; teacher attitudes; administrative centralization; school governance; perceptions of achievement; and racial status, independent of SES.

Exclusionary discipline does not tend to achieve the purposes of school discipline which are as follows: 1) to change the student's behavior; 2) to deter or prevent other students from engaging in the behavior (making an "example" of the offending student); 3) to maintain a "safe" school environment;

and 4) to maintain the "decorum" of the school. Therefore, other disciplinary alternatives should be considered. Dr. Skilba and Dr. Peterson suggested that each school should develop as many options as possible and tailor consequences to match offenses. Examples of these alternatives include the following: restitution; minicourses on drugs, conflict resolution, social skills, etc.; counseling; community service; peer mediation; parent supervision in school; and individual discipline plans. School-wide discipline programs were strongly suggested as well as district level policies and support. Involving the community through the use of wraparound programs was also emphasized as a way of helping these students who frequently come from abusive/coercive families.

Dr. Peterson and Dr. Skilba closed their presentation by summarizing methods schools can use to "Keep It Safe and Make it Friendly." Their suggestions included dealing with the most prevalent behavior problems, maintaining a variety of positive discipline options, teaching appropriate behavior, addressing issues of overrepresentation, and

utilizing family and community resources.

The Wechsler Adult Intelligence Scale - Third Edition (WAIS-III): Advanced Training and Interpretation
Reviewed by Donna Ridenour

The school psychologists and other professionals who attended the 1997 KAPS conference were provided with a rare opportunity. Michael Dorsey, Senior Measurement Consultant for the Psychological Corporation, conducted an informative session on the new WAIS-III. During this three hour session, participants were briefed on the history of the Wechsler Scales. Psychometric data that is pertinent to the new WAIS-III was also given. Included in the presentation were changes and enhancements that have been made for the WAIS-III. Special attention was focused on the new subtests of Letter-Number Span, Matrix Reasoning, and Symbol Search. This presentation offered a special time in which the participants could ask questions of Mr. Dorsey in order to better understand the administration and scoring rules for the WAIS-III. Whether the participant was new to the WAIS-III or had

previous opportunities to work with this test, this seminar provided a great deal of background and information on the new WAIS-III.

Editor's Note: I received two reviews of the WAIS-III session. Unfortunately, I misplaced the name of the other individual who provided a review. If that person will contact me, I will certainly include his/her well-written review in the next edition. I'm so sorry for this oversight!

Rated R: Plain Talk About Child Sexual Abuse
Reviewed by Susan Burgan

Susan Samuel, Family Services Clinician, Cabinet for Families and Children, presented an interactive session on reporting child abuse and neglect. Her focus was on child sexual abuse. She advocates for a team approach in addressing abuse issues. Specific considerations for school personnel during the interview and reporting process were reviewed. Teams are being developed around the state that incorporate social workers, school personnel, law enforcement personnel, therapists, and medical personnel. These teams deal

with case reviews of child sexual abuse. Ms. Samuel's presentation included videotapes of two convicted sex offenders who described their methods of "grooming" children prior to the sexual abuse. This presentation was informative as well as shocking and left attendees with an increased desire to advocate for children's rights.

Brief Presentations to Enhance the Roles and Value of School Psychologists

Presenter/Reviewer: Alan Mullins

This session conducted by the current KAPS President reviewed the importance of individual school psychologists being active and visible among various groups within the educational system. Issues related to reduced emphasis on individual testing procedures, increased competition from private and community practitioners for the provision of school-based mental health services, increased power of individual school buildings in determining their specific needs/services, and the changing methods schools must follow in determining programming/curricular content have all served to add pressure on school psychologists in "proving

their worth" to today's educational system.

The session discussed the importance of identifying the differences between various target groups/audiences and the importance of crafting your message to a specific audience. There are many groups of people who can benefit from hearing about the wide range of services school psychologists are capable of providing. However, each of these audiences need only be told of certain parts of the content of "what we do" and "why we do it". For example, in most cases district-level educational decision-making groups ("power holders") such as Boards of Education and district management teams are not interested in hearing long presentations extolling the many "wonderful warm and fuzzy" things that school psychologists do. Generally these decision-making groups simply want to hear the two main reasons school psychologists should be employed, and one of those reasons should be directly related to money (i.e., cost effectiveness). However, less powerful groups (such as counselors, student support service teams, teachers, FRYSC personnel, parent support groups, and SBDM Councils) generally want to

hear more "details" about what we offer especially with emphasis on how our proposed services benefit "all kids" and teachers, not just a select few. While it is extremely important for individual school psychologists to assume more active roles and increased visibility within education's decision-making circles, it is vital to strategically select the "what" and "how" of our messages based on the anticipated target audience. In addition to outlining considerations for selecting one's important target audiences and the appropriate content of the messages, a small set of potential transparencies/ hand-outs was distributed to attendees. It is anticipated that this basic "starter set" of materials will be added to over the next few months and may be made available to any interested KAPS member when preparing for a presentation to a select target audience in the future.

Functional Analysis in a School Setting

Reviewed by Chris Matthews and Alicia Lateer-Huhn

Dr. Carl Myers provided a very timely and informative look at the rationale and benefits of conducting functional analysis strategies

in the school setting. Dr. Myers stated that recently there has been more focus in the research literature on utilizing functional analysis with less severe behavioral problems in the general education setting. This workshop provided a structured way of examining behavior in pursuit of its function and ways to determine what types of interventions can be linked to the function of the behavior. According to Dr. Myers, there are two basic rationales for conducting functional assessment. First, it is considered best practice as a way to avoid haphazard recommendations that may make the behavior problem worse. Secondly, Public Law 105-17 of IDEA (signed into law June 4, 1997) includes "functional behavioral assessment" as a necessary component to address special behaviors that have lead to the suspension of a child with a disability (Sec. 615, part k, 1B).

Myers said there are basically four functions of behavior which are widely recognized in functional analysis:

Attention, Escape, Tangible, and Alone (Sensory). Dr. Myers stressed that behaviors may be similar in topography but may serve different functions. These functions

can be assessed using methods such as interviews, rating scales, narrative recordings (ABC analysis), and systematic observations.

Dr. Myers indicated that determining the function(s) of the behavior is crucial for selecting the appropriate intervention plan. Dr. Myers shared examples of interventions for each function. He also mentioned that in the past, functional assessment targeted more severe behaviors such as self-injurious behavior, pica, and selective mutism. He also stressed the importance of teaching alternatives rather than just focusing on eliminating behaviors. Additionally, the importance of determining the communicative intent of behaviors was emphasized. Overall, the presentation was very informative and useful. Functional analysis serves as another assessment tool which school psychologists can utilize in our attempts to examine problem behaviors.

Special Education Law for School Psychologists

Reviewed by Sharla Fasko

Dr. Eve Proffitt reviewed and compared IDEA '97, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. Of special

interest to many was the new "interim placement" portion of IDEA '97, which allows the school to impose an "alternate placement" for up to 45 days for deadly weapons or controlled substance possession - within certain constraints. Interim placements must enable the special needs student to 1) continue to participate in the general curriculum (although in another setting) and continue to receive services as indicated on their IEP; and 2) include services and modifications to address misbehavior so that it does not occur.

Guidelines for 504 placement were also reviewed. It was pointed out that the goal of 504 is for commensurate educational opportunities. In order to qualify for a 504 plan, a student must have an identifiable disability (or a history of one) and the disability must substantially limit major life activities.

This presentation by Dr. Proffitt was absorbing and interesting, as evidenced by the number of listeners who were eager to pose questions and who surrounded her during breaks. This topic is clearly a matter of concern to many school psychologists, who are often in the position of having to explain legal

matters to fellow ARC members.

Stress Management for the School Psychologist

Reviewed by Angie Chandler

Dr. Joe Utay, Eastern Kentucky University, noted that although school psychologists are devoted to helping others we often fail to recognize the need to do something with the stress that results from our work. He emphasized that although we are armed with interventions and information to help others manage stress, we often find ourselves too busy to take time to manage our own.

Dr. Utay offered several suggestions for stress management. He noted that it was important for each individual to find what was most relaxing for them. He stated stress management had to be flexible, planned, and practiced. He offered ideas that included everything from meditation to music, from chanting to church, from eating to exercise, from reflexology to reading. He used the pneumonic device REST CAM to categorize different approaches. REST CAM stands for Rest, Eat, Share, Think, Create, Avoid, and Move.

Dr. Utay emphasized that all stress management techniques work and all of them fail. He stated successful stress management is related to motivation, effort, context, personality characteristics, and culture and diversity issues. The most important thing was to use what works for each individual and to do it faithfully.

Exploring Social Emotional Issues in Early Childhood

Reviewed by Wendy Watts

Phyllis Hall presented a basic overview of how children's development of social/emotional skills impact inappropriate behaviors. Interventions and methods of building social skills were discussed. This presentation provided a basic framework to help focus school psychologists and other support personnel when consulting with preschool teachers on students' social/emotional needs.

Building Collaborative Bridges to Primary School

Reviewed by Erin Richardson

Brenda Mullins (Coordinator for Kentucky Early Childhood Transition Project), Linda Comley (School Psychologist, Estill County Schools), and Terri Hall (School Psychologist, Laurel County

Schools) discussed the importance of fostering collaboration between school psychologists, administrators, teachers, support staff, families, and community in order to help a student transition from preschool to the primary program successfully. An important factor is resources: identifying those already in place, determining those needed, and creating an interagency structure that is equally balanced. Areas that need to be considered during transition include family involvement, information options (i.e., more than parent rights and regulations), skill building, child preparation, and monitoring/evaluating change. Materials provided at the session stressed focusing on the strengths as well as needs of the student, building empathy and understanding among those who work with the student, and keeping all professionals working toward the same goal...putting the student first.

Public Relations Strategies for School Psychologists

Reviewed by Alicia Lateer-Huhn

Terri Kendall and Erin Richardson's presentation was delivered very creatively!!! They stressed the importance

of diversifying our role as school psychologists. Each presenter shared how they have broadened their role even though they have a very high caseload and face many systemic barriers to role expansion. PR strategies were discussed and many ideas were given in handouts. Both presenters encouraged participants to take small steps towards diversifying our role and tried to instill the importance of keeping our dreams and promises. It was emphasized that as school psychologists we can make a difference!!!!

Issues in Serving Gay/Lesbian Youth in the School Setting

Reviewed by Terri Kendall

Doug Burnham addressed the very important issue of serving gay and lesbian youth in schools. This is such an at-risk group of students that oftentimes is overlooked. Mr. Burnham said that we need to address these students' feelings of being different, social isolation, low self-esteem, and denial of feelings. He showed us that these youth tend to react to their feelings regarding homosexuality by either overcompensating (overachieving) or acting out by doing things such as running away or abusing

substances. The overcompensator group is one to worry about because they are more at-risk for suicide and depression.

To make the world a better place for gay youth is definitely not an easy task as there is still so much misinformation and prejudice out there. We, as school psychologists, can help these students by teaching survival skills, encouraging development of a healthy identity, teaching how, when, and to whom to "come out", and giving them access to healthy social interaction. All students, regardless of sexual orientation, should be allowed a safe, nurturing place to be educated.

Educating Youth in Treatment Settings

Reviewed by Wendy Watts

A brief video provided an overview of Kentucky Educational Collaborative for State Agency Children (KECSAC). KECSAC currently works with over 50 local school districts, 100 treatment programs and 6 state agencies to enhance the delivery of educational services to at-risk and delinquent youth in residential and day treatment programs. Presenters explained the criteria used to determine

state agency children.

NECSAC makes sure that state agency children get the same educational opportunity as any other student. They require 210 days with teacher-student ratio of 10:1 or with aide 15:1. The purpose of treatment centers was explained. Students are in school most of the day. The facilities try to blend treatment plans throughout the day with the students' educational programs. The presenters indicated that they feel providing treatment during school recreation, meals, and in living quarters is most effective. However, 60% are repeat offenders within six months. Families are kept involved through family therapy (i.e., a cognitive-behavioral treatment program).

**Mandated Malpractice:
Uses and Abuses of IQ in
the Identification of
Children with Disabilities**
Reviewed by Mike Norris

Dr. Gregg McMahan addressed the uses and abuses of intelligence tests in the determination of categorical placement decisions. He concluded that diagnostic decision making in school psychology is usually characterized by standardized testing and the search for disability labels. However,

this is vulnerable to many sources of error, and it has not served well as a guide to the design of educational interventions. Instead, he recommended problem solving models that could provide a vital foundation for asking more meaningful questions and improving the quality of school psychology questions.

Gregg began by asking if regulatory mandates for the use of IQ tests in diagnostic decision making conflicts with NASP professional standards and ethical responsibilities. The purpose or use of diagnostic classification systems involve legal entitlements and reimbursement (special education funding), but the more important use of testing would be the communication of findings for treatment and planning purposes. He provided plenty of theoretical and actual research examples of error in the decision process for learning disabilities, at-risk children, and cognitive strengths and weaknesses. It is important for school psychologists to understand the potential for error in intelligence, achievement, and rating scale assessments. Gregg questions the actual worth of reporting or discussing specific strengths or

weaknesses suggested by subtest profiles (a la' Kaufman analysis). Are we asking the wrong questions and trying to solve the wrong problems? By identifying a child as learning disabled, does it solve the intervention problem?

Dr. McMahan recommended adherence to two NASP ethical standards. It is essential that school psychologists abide by regulations and laws, but it is also important for school psychologists to review or change those regulations that are not well designed. he proposes that under the reauthorization of IDEA, IQ tests should be only used when necessary, and may not be needed for making appropriate educational decisions. It is important to allow school psychologists to do what is needed to solve educational problems. Gregg recommends a non-categorical classification system designed for student needs: a service based delivery model. In Kentucky, we can use KERA as a springboard for systems change. In the final analysis, it is essential to ask appropriate questions, and make decisions relevant to instructional goals.

**Child Abuse: Dimensions
and Issues for School
Psychologists**

Reviewed by Laura McGrail

Lt. James Searle, Commander, Family Abuse Section, Lexington Police Department presented an overview of child abuse and family violence issues which are relevant for school personnel. Lt. Searle provides training in this area for police officers. He noted that many law enforcement personnel think of child abuse as physical abuse only and must be educated on the additional forms which abuse can take (i.e., sexual and emotional abuse, neglect). Lt. Searle discussed the legal mandates involved in reporting and investigating suspected abuse cases. He reminded the audience that we all have a responsibility to report any suspected cases and that school staff who defer to an administrator's decision to refrain from reporting is at risk for prosecution. Lt. Searle also discussed the legal definition of "justifiable force" for the purpose of discipline. (However, the consensus of both the speaker and the audience was against the use of physical discipline in the school setting for any reason!) Lt. Searle explained the investigative process in

Lexington and urged audience members to call upon police departments for investigations if we do not feel social service agencies respond appropriately.

Multidisciplinary teams were also identified as a resource for school personnel. Such teams are required by law for the purpose of interagency planning and assisting in the investigative process of newly-identified child abuse cases. These teams were noted to be an excellent way for school psychologists to become involved in efforts to address child abuse issues in our communities.

**A School Consultation
Model for Preschool
Children with Autistic
Disorder**

Reviewed by Laura McGrail

Dr. Myra Beth Bundy discussed a pilot consultation project she conducted with five preschool students with autism. Myra Beth provided intensive consultation services to these children over the course of a school year and monitored their progress across several domains. Her research demonstrated that such services can have a profound and beneficial impact on the development of young children with autism. Of most relevance to the audience, however, were the

myriad suggestions Myra Beth offered for developing supportive behavioral and instructional programs for children with autism. She provided handouts with sample IEP objectives, behavioral plans, and instructional strategies. She also responded to the many questions posed by audience members for ideas in working with specific children in their school districts. It was clear from the high interest in this topic that autism continues to be an area of concern for school psychologists in Kentucky.

**KAPS 1997 Award
Winners**

Under the able guidance of Jenny Ewald, thirteen school psychologists were honored by their peers for exemplary service in the field. KAPS Secretary Ruth Bewley presented the regional awards to the following individuals:

Region 1 - Alan Mullins. Alan completed in excess of 220 individual case evaluations during the 1996-97 school year (!). He also expanded his role by conducting several trainings and established a weekly routine of individual consultation with guidance counselors, conducted counseling and behavior

management training with students, and established a support group for parents of ADHD students. Alan is married to Caryn. They are the parents of Janice and Jessica (age 12) and Tate (age 3). Alan enjoys weightlifting and competitive volleyball. His professional interests include ADHD, EBD, and family-school collaboration. Alan serves McCracken County Schools.

Region 2 - Lisa Jackson.

Lisa was not present to receive her award due to the fact that she had delivered new baby Joshua the day before! Lisa feels fortunate to be able to serve her schools in a wide variety of areas, including consultation, counseling, assessment, and working with peer mediation and peer tutoring programs. Lisa serves Meade County Schools, is married to Jackie and is also the mother of 19 month old Kaitlyn. Professionally, her interests include consultation and intervention for ADHD and EBD students.

Region 3 - Marty Kent.

Marty serves Jefferson County Schools. She is currently KAPS Treasurer. Marty was awarded both a regional and a best practices award. A description of her exemplary services is

described in the section below.

Region 4 - Michael Walters.

Michael serves Boone County Schools. He was nominated for his leadership in developing and implementing school crisis intervention plans. Michael is married to Denise, a primary school teacher. They are the parents of Matthew (age 8) and Andrew (age 4). Michael's hobbies include skiing, fishing, and camping. His professional area of interest is solution focused therapy.

Region 5 - Angie Chandler.

Angie serves Nelson County Schools. She handles aspects of the consultation and referral process from prereferral through placement in six schools. She has served on several district-wide committees, including chair of the Emergency Procedure Committee. Angie is in her second term as Region 5 Rep. She is single and enjoys singing in choirs and tap dancing. Angie's professional interests include TBI and Crisis Intervention Teams.

Region 6 - Susan Burgan.

Susan serves Clay County Schools. She provides a full range of psychological services to preschool through grade 12. She also supervises the school psychological

services for the district.

Susan chairs the district discipline and attendance code committee and conducts staff development trainings. Susan has served as regional rep, treasurer and is the current past-president of KAPS. She is married to Curt. They are the parents of Courtney (age 20) and Joseph (age 18). Her professional interests include low incidence handicaps and counseling.

Region 7 - Sharla Fasko.

Sharla serves Rowan County Schools. She was nominated for developing peer tutoring programs to address reading and math problems. Sharla also developed a district-wide crisis plan and helped individualize it for each school. She is married to Daniel, an Educational Psychologist at Morehead and is the mother of Katie (age 4). Hobbies include woodworking and gardening. Sharla's professional interests center on behavioral interventions for academic problems.

Past President Susan Burgan presented the Best Practices awards to the following individuals:

Best Practices: Assessment - Michelle Gadbury.

Michelle's nomination was a result of her dedication in seeing that assessments are completed in a timely manner. Her professionalism never wanes under an incredible caseload. She is in charge of the assessments in her schools from prereferral through final placement. The meetings and time involved are astronomical. Michelle's first priority is always the child. These practices may not be new. However, Michelle's commitment and professionalism certainly deserve recognition. Michelle serves Nelson County Schools. She is a single homeowner who shares her space with her cat, Elizabeth and her bird, Sweetie. She also is a cheerleading coach and an adjunct instructor. Michelle enjoys reading mysteries and walking. Her current professional interest is legal issues in education.

Best Practices:
Psychological Counseling - Marty Kent. Marty was nominated for her years of involvement in the RESPOND team -- an interagency group which goes to schools to help staff, parents, and students handle crisis situations. Marty is now a team leader and is responsible for coordinating a group of mental health professionals to respond to

calls for help. Marty has persisted in being an active team member for several years despite an underwhelming response from the school district. She has provided services no one else in the county does, under extremely stressful conditions. Her crisis counseling efforts reflect best practices as a means of helping students and staff in their grief responses and to prevent suicides and Post Traumatic Stress Disorder reactions. Such efforts also help the district and school staffs realize that school psychologists can provide beneficial services besides assessment. Marty's contact with other agency professionals in this capacity also improves the standing of the school psychology profession in the community.

Best Practices:
Organizational Development - Ray Roth. Ray has worked extensively in developing best practices in services for students with Emotional-Behavioral Disabilities. He served on the state Behavior Initiative Task Force and contributed significantly to the EBD Technical Assistance Network and Model Schools Project. Ray constantly evaluates his district's needs for services for EBD

students. He was instrumental in developing a program entitled Winning Interventions for Successful Education (WISE). This classroom serves primary elementary students and provides intensive therapeutic services (educational and mental health) to modify severe problem behaviors. The program is preventative and short-term (4-18 weeks) in nature. Ray continues to provide consultation and training services both within and outside his district in the area of behavioral concerns. Ray serves Henderson County Schools. He is married to Laura and his hobbies include cooking, traveling, and caring for his pet birds.

Best Practices:
Consultation - Laura McKinnon, Kristi Taylor, Erin Richardson, and Terri Kendall. These four school psychologists have developed student support teams (SST) at their schools. Their project is called STAR, which stands for Support Teams Accomplish Results. STAR uses a collaborative model in which education professionals work together to help students be successful in the classroom. The STAR team reflects a consultative/collaborative model but provides services

in a structured manner in order to document effectiveness. These psychologists serve Jefferson County Schools.

Laura has five years experience and lists her area of interest as developing programs for slow learners. She is engaged to be married and has a cat named Tuxedo.

Kristi has three years experience. She is married and enjoys water sports, music, and movies. Her professional interests include early childhood, counseling, and teacher consultation.

Erin also has three years experience in the field. She is married and the "parent" of her dog, Izzy. Her hobbies include reading, playing the piano, cooking, and cross-stitch. Areas of professional interest include preschool/primary students, consultation, and intervention teams.

Terri also has three years experience. She is the mother of three year old Kelsee. Terri plays ice hockey and lacrosse and enjoys jogging. Her professional interests include counseling groups and intervention teams.

1997 Kentucky School Psychologist of the Year:

Ray Roth

Congratulations to all the award winners!!

Message from Jennie

Jennie Ewald was unable to attend the 1997 Conference due to illness. Jennie received her giant get-well card. She said the card really lifted her spirits and she intends to carry it with her to her schools for awhile! Jennie reports that she is recovering quickly and feels that she will be 100 percent soon. She sends her love and gratitude to all her KAPS friends and colleagues!

Graduate Corner

Angela Atchison
Contributing Editor

This column will explore current graduate issues and activities facing the school psychology student. While there are many "hot" topics of interest, the first few columns of the Graduate Corner will provide information on Kentucky's School Psychology Graduate Programs. Eastern Kentucky University (EKU) was randomly chosen as the first program to be discussed in this column.

EKU has full NCATE/NASP accreditation and meets eligibility requirements for taking the Kentucky School Psychology Certification examination. The program is typically completed in two calendar years plus a year's internship yielding a Specialist in School Psychology degree (Psy.S.). EKU has a cooperative doctoral program in School Psychology with the University of Kentucky. Students may apply to this program within the first year of study. A certification program is also available for individuals with a master's degree in a related discipline. Admissions requirements include a minimum of five undergraduate psychology courses (i.e., general psychology, statistics, and experimental psychology plus two other acceptable courses). Undergraduate grade point averages and Graduate Record Examination scores must also meet Graduate School and Department requirements. Three letters of recommendation are also required from candidates. Space is limited in the program and admissions are competitive; therefore, meeting the minimum requirements does not guarantee admission. Financial assistance is available to many graduate

students in the form of assistantships by the second semester of their graduate program.

The School Psychology program ECU is designed to prepare professional psychologists to effectively meet the diverse psychological and educational needs of children. ECU offers excellent clinical training and research facilities including therapy rooms equipped with two-way mirrors and videotape recording equipment, microcomputers and main frame terminals, as well as office and lab space. Additionally, graduate students and faculty operate an in-house child and family clinic. ECU Psychology Department faculty have distinguished themselves as active scientists and advocates for the profession. The faculty has published research in numerous books and journal articles.

The demand for School Psychologists has increased in Kentucky at about a rate of ten new jobs per year and students graduating from ECU receive multiple job offers on graduation from the program. ECU School Psychology graduates have taken positions in Kentucky, Virginia, Illinois, New York,

Connecticut, and North Carolina, as well as other states. In addition, graduates have taken jobs in mental health centers, residential institutions and other settings.

While at ECU, students will learn to conduct comprehensive psychological evaluations and apply the science of psychology as consultants to parents, teachers, school administrators, and other psychologists. They learn to intervene with children using short-term family counseling, individual counseling, social skills training, self-instruction training, and other procedures. ECU graduates will attest that this knowledge allows them to foster educational and psychological development of school-aged children and results in their greatest professional satisfaction.

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ADHD Pilot Focus Group
Mike Norris

Bobbi Burcham (KAPS member) and Deborah

Burton, Senior Telemedicine Associate at UK Chandler Medical Center, met with educators and parents of ADHD children on August 29 at UK. The focus of the conference was to investigate the feasibility of using teleconferencing technology to help address the needs of patients, parents, teachers and other school officials regarding ADHD in the southeastern counties of Kentucky. Kentucky TeleCare is a 14 site, high speed videoconferencing network capable of delivering high quality diagnostic video services that are mostly used for medical diagnosis and treatment. The UK Department of Psychiatry would like to develop a pilot project for ADHD and utilize the video capabilities of TeleCare to assist families and professionals in rural regions. Important information could be transmitted to the UK center from one of the 14 regional sites so that families would not have to travel to Lexington for interviews, diagnostic workups, and possible treatment when appropriate. As proposed at the 8/29 meeting, the programming could focus on assessment, intervention and staff development. Participants discussed the typical problems associated

with background information identification, intervention, and treatment (medical and educational) of ADHD, especially in the rural areas. Bobbie and Deborah compiled a listing of the problems and possible solutions, and will summarize the contributions. The summaries will be sent back to the participants for feedback, and a follow-up conference will be scheduled so that a final plan of action can be established.

I was quite impressed with the quality of video conferencing technology (necessary for medical treatment issues). The sites are limited now, but expansion is probable, opening the door for state-wide possibilities in the education arena. KAPS could become a leader in helping plan and implement up to date educational and psychological training across the state with this technology.

Upcoming State and Regional Workshops

The U.S. Access Board is coming to Louisville for a first time ever town meeting to seek community input about ADA regulations November 13. Contact Nancy Durham at 502-241-9072 for more info.

The Governor's Summit on Teen Pregnancy Prevention is set for Oct. 30 at the Galt House in Louisville. Contact Beverly Persley for more information at 502-564-3678.

The Fall Institute co-sponsored by FRYSCKY, Ky Family-Based Services Association, and the Statewide Partnership of Ky for Effective Support is entitled "Children & Families First: Now More Than Ever" and is set for Nov 4-6 at the Hyatt Regency Hotel in Lexington. Call 606-253-1234 for registration information.

Division of Exceptional Children's Services will hold a conference November 24-26, 1997 in Louisville.

KAPS Legislative Committee Report Jim Batts

State Summary:
KAPS has a legislator who is willing to sponsor a bill to amend KRS 161.720, Definitions for Teacher Tenure Law, to include school psychologists in the definition of school administrators. The plan is to pre-file the bill in October.

KPA has sent recommendations to the State Board of Psychology related

to the requirements for supervision of master's level psychologists. The recommendations reduce the frequency of supervision and make the format of supervision more flexible for individuals with experience. The recommendations also "loosen up" or at least clarify the definition of independent practice and the employment of psychological associates. There is also a proposal to give all people regulated by the State Board of Psychology the status of "licensed", however, not necessarily the title. Thus, it would allow psychological associates to be eligible for third party reimbursement that require licensed service providers. These recommendations, if passed, may result in positive changes in KRS 319 for masters/specialists level psychologists.

Federal Summary:
The reauthorization of IDEA finally passed. There are a number of documents available that summarize the changes. One can be accessed through NASP's home page. A recent SPAN newsletter and the September Communique describe the changes most relevant to school psychologists. School psychologists need to do everything possible to be

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included on state level committees regarding the state regulations for the implementation of the Revisions. Also the public hearings on the federal regulations will be held in October and November. Probably either Atlanta or Chicago will be the closest site to Kentucky. These hearings will be the last opportunity for input before the regulations are released to the states in April '98. The WELFARE REFORM ACT may affect schools by removing 320,000 kids from SSI and therefore Medicaid. This figure has been revised to 80,000 since most of the children will be eligible under other categories. In the U.S. last year, 2.75 billion Medicaid dollars were received by schools. Kentucky schools have lagged behind most other states in seeking these funds. This may be a source for additional funding for school psychology services.

The KAPS Legislative Committee encourages all KAPS members to join the School Psychology Action Network (SPAN), the NASP legislative action committee. It costs nothing to join and you receive an informative newsletter on a regular basis. Write: SPAN Update

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NASP 1998 Conference

The 30th Annual National Convention of the National Association of School Psychologists will be held in Orlando, Florida April 14-18, 1998. More than 20 special workshops, 50 exhibits, 20 special sessions, and 500 presentations will be offered. This is a great opportunity to take a family vacation and engage in professional development. Plan a spring break trip to visit Mickey Mouse!!

Call for Presentations - KAPS 1998 Conference

The Louisville gang is hard at work already to plan next year's conference. Surveys collected at the 1997 conference listed the following topic choices in order of preference:
Emotional-Behavioral Disabilities
Play Therapy Psychotropic Medication
Grief/Loss
Gangs
Gifted Students
Safe Physical Mgmt.
Domestic Violence
Chemical Dependency
Foster Children
Homosexual Youth

African-American
Issues
Welfare Reform
Migrant Workers

The 1998 Conference planning committee requests your input for suggested speakers and your involvement! Plan to present on one of these topics and share your experiences and expertise. Contact Mike Norris or Terri Kendall, Jefferson County Public Schools, 502-485-6053.

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THE KAPS REVIEW

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