

KAPS Review

Volume 17 Issue 1

Winter 1997

President's Message

Susan Burgan

One of the benefits of serving as KAPS President was the opportunity to attend the NASP Southeast Region Meeting in St. Petersburg, Florida this past November. I left that meeting with a renewed understanding of the importance of good public relations in the practice of school psychology. Our own strategic plan calls for a commitment to comprehensive public relations. Over the past few years, KAPS has worked in conjunction with the KDE School Psychology Advisory Council to develop a promotional video featuring KAPS members in the practice of comprehensive school psychology services. Those videos are in the process of being disseminated at this time. In order to promote effective use of these videos, KAPS will provide (at our September 1997 conference) additional materials and training in how to use the video effectively.

One of the issues discussed at the December Executive Council meeting was how KAPS can increase its support of members. It was agreed to set up to \$500.00 per year aside to reimburse the KAPS School Psychologist of the Year for expenses incurred by attendance to the NASP Convention. We feel that KAPS award winners deserve the organization's support and admiration for the exemplary service they provide.

Laura McGrail has graciously agreed to edit the new *KAPS Review*. She plans to publish three issues per year. Communication between the organization and its members has been problematic recently, but I am confident that with Laura's help this problem will be solved. KAPS members are invited to share information with Laura that they wish to be published.

The fall conference was a big success this year. We had excellent attendance and the feedback from those who attended was very positive. The conference also left us in very sound financial shape. Donna Smith and David Taylor did a very professional job in organizing and carrying out the entire program. I hope I adequately expressed my appreciation and gratitude for all their hard work. The friendships I have developed with the conference committee and participants has been another benefit of serving as KAPS President.

KAPS will be involved in several professional development activities coming up over the next few months. On February 28th, we will co-sponsor with ECU a workshop provided by Dr. Scott Poland on crisis intervention. On March 21st, KAPS will provide a spring training featuring Dr. Bill Pfohl (NASP President).

That's all the news I have at this time. I wish you all good luck in

1997, and hope to see you at upcoming events.

Editor's Comments

Laura McGrail

As you can see, the format of the *KAPS Review* has been revised and a new editor has been recruited. The KAPS Executive Council voted in December to blend the two previous organization publications (the *Review* and the newsletter) into a more comprehensive newsletter which will be published each fall, winter and spring (hopefully, October, January, and April).

My goal as editor is to combine the best features of both of the prior publications into this revised *KAPS Review*. I hope this newsletter will be timely and informative but also will be an avenue for colleagues spread across this commonwealth to share concerns and ideas. We can learn so much from each other but have few opportunities to do so! As witnessed every year at our state conference, school psychologists are doing great and innovative work in Kentucky. Are you stealth-psychologist, though, as NASP President Bill Pfohl asks, hiding your good deeds? I invite and challenge each of you to submit one idea or article to the *KAPS Review* within the next year (Add this task to your list of New Year's resolutions!) Please submit articles to me at the following

address: 1805 Second Street, Henderson, KY 42420 or fax them to (502) 831-5016. I can be reached by phone at (502) 831-5010 and I welcome your suggestions for ways to improve this publication to better meet your professional needs.

Membership Committee Report

Shelly Tisdale

With 1997 off and rolling we would like to welcome our new members. During our 1996 conference we had 28 new members join KAPS. They are as follows:

Pam Abrams

Courtney Broenneke

Crista Chenoweth

Judie Dufresne

Shawna Ferstl

Shelly Hallman

Ron Harpe

JoAnn Jarvis

Susan J. Miracle Keyes

Kris Kopcha

Gregg Martin Macmann

Melissa A. Martin

Diane Miller

Lorie Ann Mullins

Christy O. Nofsinger

Brett Page

Kristin M. Peterson

Rodney D. Ping

Robin Pope

Jennifer Reece

Stephanie Schilling

Kristi Scott Stephens

Cynthia D. Stults

Kristie L. Taylor

Melissa Taylor

Teresa M. Trujillo

Ericka L. Weiten

Brittany Williams

With our new additions our membership now totals approximately 180. For those of you who have not renewed--now is the time! In addition, our '96-'97 membership directory is out. If you have not received yours, please feel free to contact me at (502) 651-6757.

Video Update

Jennie Ewald

The video tape which was previewed at the 1995 fall conference was made available in its final form to school districts at the 1996 fall conference. KAPS invested in enough videos to distribute one video tape to each school district in the commonwealth. Also, each college and university should be receiving a copy within the next few months. The plan for the video is to advertise and promote school psychology and its role in Kentucky. KAPS believes this will promote job security and open up new opportunities for present and

future school psychologists. This video will also be distributed nationwide per plans of APA Division 16.

If you believe your school district has not received its video, contact your KAPS Regional Representative. Each Regional Rep is helping with the distribution in respective regions.

Upcoming State/Regional Conferences & Workshops

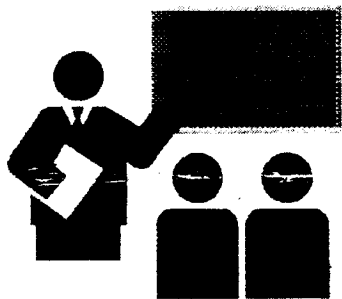
KAPS and Eastern Kentucky University will co-sponsor a workshop on crisis intervention to be held February 28, 1997 from 9:00 a.m. to 4:15 p.m. at the Perkins Building on the ECU campus. Dr. Scott Poland will be the featured speaker. KAPS members will receive a reduced rate. Registration information will be mailed to all members, as well.

KAPS will sponsor a spring training on March 21, 1997 featuring Dr. Bill Pfohl. Dr. Pfohl will discuss national issues, including recent legislative developments, during the morning session. Participants will form small discussion groups in the afternoon session to discuss topics of high interest. There will be no charge for this training. Details of the training will be provided to all KAPS members at a later date.

The 1997 KAGE Conference, sponsored by the Kentucky Advisory Council for Gifted and Talented Education, the Kentucky Department of Education, and the

Kentucky Association for Gifted Education is scheduled for February 28 and March 1, 1997. The conference will be held at Marriott's Griffin Gate Resort in Lexington. The theme for the conference is *The Challenge and Opportunities of Change*. Contact KAGE at (502) 745-6323, P.O. Box 9610, Bowling Green, KY 42102-9610 for more information.

Advances and Challenges in Contemporary Psychiatry is the theme of the March 13-15, 1997 conference to be co-sponsored by the American Psychiatric Association and the Kentucky Psychiatric Association. The conference will be held at the Brown Hotel in Louisville, KY. For registration information, contact the Kentucky Psychiatric Association at P.O. Box 198, Frankfort, KY 40602 or call (502) 695-4843.



Fall Conference Report

The 1996 fall conference was well-attended and provided a wealth of excellent presentations to choose from. A total of 256 individuals attended the

conference, some for the entire three days and some for portions of the conference. Of this total, 133 attendees were official members of KAPS. The Wednesday pre-conference workshop was attended by 102 participants. The KAPS Treasurer's post-conference report indicates that conference fees totaled \$15,870.00 while conference expenses totaled \$14,942.83, which results in an approximate net gain of \$930.00.

President-elect and 1997 Conference Co-Chair Alan Mullins believes we can deduce several things from this information: (1) 1996 was a very successful conference when judged by the number of attendees, (2) it is expensive to put together a high-quality conference such as this one but it can pay off, and (3) good attendance can be attained regardless of the site (i.e., distance necessary for traveling) if the conference is well-planned along with having timely presenters and topics and good pre-conference advertising. Some highlights from the conference are described below.

Saving the Kids that Nobody Wants: School Based Treatment Programs for At-Risk and Emotionally/Behaviorally Disabled Adolescents

Reviewed by Cynthia Stults

This session discussed program development, effective treatment

programs, alternative programs and related services, community involvement and prevention, benefits of alternative programs, and problems associated with alternative programs. The presenters included Scott County's Cheryl Pearson, Linda Cranmer and Jennifer Elam and Lynda Ison from the University of Kentucky.

Alternative programs serve students who are unable to succeed in school due to behavioral problems. These programs allow students to stay in school while promoting improvement in the social, academic, and vocational domains. Alternative programs typically consist of 100-160 students with class sizes of 10-15 students. The curriculum is more "hands on" and broader than the traditional school curriculum. These programs are also treatment oriented rather than punitive.

The presenters discussed both short and long-term benefits of alternative school programs. Short-term benefits include: lower dropout rates, safer environments, less psychiatric hospitalizations of students, availability of alternative disciplinary choices, better preparation of students for transition from school to work, reduced substance abuse and suicide, improved self-concept, greater academic accomplishment, improved teacher morale, and improved community relations.

Long-term benefits include reduced crime rate, lower expenditures for incarceration.

improved family structure, and increased tax revenue from productively employed persons.

The presenters also discussed concerns frequently expressed pertaining to alternative school programs. These concerns focused on costs, cultural equity, alienation, negative environment created by students not placed in an alternative school, and feelings of isolation by alternative school staff.

Helping Teachers Take Effective Control of Themselves and Their Classrooms

Reviewed by Wendy Watts

Dr. Mike Thomson provided a humorous and unique way of dealing with problem students in the classroom. The information provided allows the school psychologist to be more effective in consultation, with many ideas applicable to testing and parent conferences. If the information you were looking for was not presented in the session, Dr. Thomson provided order forms for books, cassettes, and videotapes. This may be a resource to recommend to parents given that improving parenting skills is Dr. Thomson's main focus. Family Resource Centers may also be interested in obtaining these resources. For ordering information, call 1-800-547-1199.

Working with Families of Children with ADHD

Reviewed by Beth Huff

Presenter Barbara Burcham shared both personal and professional experience on the topic of Attention Deficit Hyperactivity Disorder and familial implications. An estimated 32,500 students in Kentucky have ADD/ADHD. Ms. Burcham's presentation focused on characteristics of educational performance and how to enhance these areas, what remedies do not work for ADD/ADHD, home management issues, peer problems/self-esteem, medication, and educational issues from a parental standpoint. Her knowledge in the field, enhanced by her daily struggles with a son diagnosed as ADHD, provided for a varied presentation.

Assessment of Students with Autism

Reviewed by Beth Huff

This presentation was concise and provided usable information for assessing students with autism. The presenter, Laura McGrail, provided several handouts which delineate the tools necessary to thoroughly explore autism as a possible diagnosis for service. Recommendations included both formal and informal assessment strategies.

Understanding Children with TBI: Assessment and Strategies

Reviewed by Beth Huff

Presenter Nancy Sander provided a clear-cut definition of what Traumatic Brain Injury (TBI) does and does not entail and how to provide services to those students whose area of brain injury is not externally inflicted. She detailed excellent information on post-injury deficits, typical patterns, and educational implications following TBI for infants and toddlers, preschoolers, elementary students, and adolescents. The latter portion of the presentation focused on available assessment instruments, evaluation considerations, program planning, and problems to watch for and ways to accommodate those problems.

Child Sexual Abuse: Prevention and Intervention

Reviewed by Jennie Ewald

Sexual abuse is an area which many adults, educators and parents, are hesitant to discuss with their students and children. Dr. Janice Wilkerson provided useful insights into the "prevention" activities widely used and presented new programs and resources available to help prevent sexual abuse of children and adolescents. Dr. Wilkerson has developed an educational program for students which she uses in school settings. She discussed training parents and teachers as

well as the students regarding safety and prevention of abuse.

Dr. Wilkerson's presentation included excerpts from videos discussing effects of sexual abuse and how parents can help prevent the abuse. Dr. Wilkerson's presentation was filled with useful information and I suggest contacting her if you are interested in starting a prevention program or need help with intervention strategies. Just a couple of tips from this presentation included: information regarding sexual abuse can be understood by preschool children; parents can learn to make abuse prevention safety rules in conjunction with other family or household rules; and monies are available through Title V for abuse prevention programs. This is just a sample of all the important information that was provided in this presentation.

Editor's Note: Thank you to those who reviewed conference sessions. If anyone attended sessions not summarized here and would like to submit a synopsis for future publication, please feel free to do so.

KAPS 1996 Award Winners

The following individuals were honored during the 1996 Fall Conference for exemplary service as school psychologists.

Regional Award Winners:

Region 1 - Rebecca Hinson

Region 2 - Donna Smith &
David Taylor

Region 3 - Terri Kendall

Region 4 - No Winner

Region 5 - Linda Cranmer

Region 6 - Kathie Harris

Region 7 - Catherine Hacker

Region 8 - David Michael Muncy

Best Practices Award Winners

Assessment - Susan McGurk

Consultation - Terri Kendall

Research - Mike Norris

Counseling - Kathy Kalias

Organizational Development -
Linda Cranmer

Angie Chandler &

Michelle Gadberry

1996 Kentucky School Psychologist of the Year:

Mike Norris



Congratulations!

Regional Reports

Region 2

Laura Dillard

Region 2 school psychologists have had a busy year. We were fortunate to have a great turnout at the KAPS conference. Several members stayed for the regional meeting and a phone tree was made and plans discussed for the upcoming year.

A regional meeting was held on November 1, 1996 in Elizabethtown with 15 in attendance. Barb Kibler from KSD presented the process and steps involved in KSD monitoring. Barb explained that the state is on a five year monitoring cycle. The year before monitoring a self-study is completed and the exceptional child coordinator meets with the district monthly to prepare for the monitoring. Barb discussed the various information that must be included in the ARC conference summaries and reports.

Barb Kibler also explained that there were several applications to be monitors. KSD had more applicants than needed. There are usually five to seven monitors on a team for each district going through the process. If you are interested in being on a team, ask you special education director to send in your application in the spring. If you would like a monitoring manual, notify Joyce Al-Kishaly and she will provide you with a manual.

After lunch, the attendees discussed several topics of interest

in small groups. A future meeting will be held to discuss medicaid reimbursement. APA videos were also distributed for districts not represented at the KAPS conference.

Region 3

Erin Richardson

In order to utilize our different areas of expertise, the JCPS psychologists have been divided into four teams that meet on a monthly basis to do case consultations. One team member presents a case that has been interesting or has raised questions regarding how to assess the particular student or what recommendations would be best. It is a great opportunity for us to offer and receive suggestions from our colleagues. Prior to our monthly staff meetings we generally have "Brown Bag Lunch Seminars" during which local professionals present information on topics relevant to our work. Upcoming sessions include preschool evaluations, disruptive disorders, and anxiety disorders. The last two sessions are highly related to the Medicaid billing process, for which we are also receiving training. Finally, early in December, Jefferson County was fortunate to serve as host to the Winter EC meeting at which one of our own, Mike Norris, was awarded his plaque for being chosen KAPS 1996 School Psychologist of the Year. Those of us who work directly with Mike

were excited to be in attendance when he was acknowledged once again for his hard work. We appreciate the EC members who had to travel further to Louisville for the meeting so that we could be present.

Region 4

Alicia Lateer-Huhn

Region 4 held its first regional meeting of the year at the KAPS Fall Conference. During that meeting, professional issues, concerns, and topics of interest were generated for future meetings. Our next meeting was held on October 25th at the Kenton County Board of Education Office. This meeting was a professional issues forum which allowed us to discuss a variety of issues including items generated at the previous meeting. The majority of the discussion revolved around concerns regarding the use of neuropsychometric testing by outside agencies along with the prescription of multiple medications to students. It was determined that we needed to obtain additional information regarding this subject and a few members agreed to look into this area further and report back to our group.

On November 22nd, we met in Kenton County again. Beverlee Collins, Kenton County Reading Resource teacher, and her reading intervention colleagues presented a workshop on the Reading

Intervention and SuRP programs implemented in that district. The workshop was very informative and professionally delivered.

To celebrate the holiday season, a happy hour was held on December 13th at the Greyhound Tavern. This event produced numerous thought-provoking, intellectual topics of conversation!!!

At our next meeting we hope to jump into the world of cyberspace and receive some training on the use of the Internet. Region 4 members will be getting the details at a later date. If you are a Region 4 member and have not received any notification of our meetings, please let me know so I can correct this.

Region 6

Kathie Harris

Region 6 members attended a November training on the ECU campus with presentations by Jim Batts, Judith Watkins, and Myra Beth Bundy. During the morning, Drs. Batts and Watkins presented information on Medicaid, KY Regulations, and DSM-IV issues. After lunch, Dr. Bundy presented ideas for successful assessment of autism and other low incidence disabilities. Both presentations provided helpful information which would enhance services to students and families. A spring training is being planned for March or April, to be held at the Quality Inn in Corbin. The agenda is still in the planning stages but the format of a morning and afternoon session is

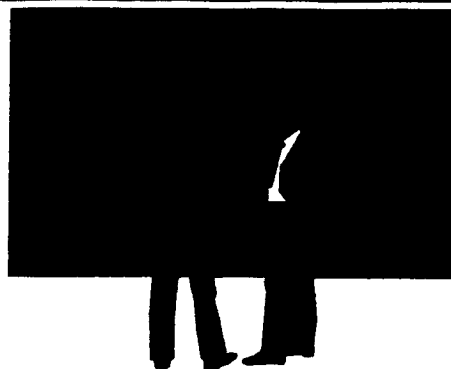
likely. One possibility is an afternoon panel and/or small group discussion so participants can present problem cases and difficult situations to generate helpful ideas for intervention strategies.

NASP Delegate Report

Joe Bargione

Greetings from NASP. Having been the delegate for less than a year, I'm still trying to get my "sea legs". At times it is hard to make the transition from evaluating a child for a learning disability one day, then voting at the delegate assembly the next. I do feel fortunate to have two fellow Kentuckians at the delegate assembly. Jim Batts serves as one of the southeast regional directors, while Bill Pfohl is the current NASP president. On behalf of its members, NASP is working to position school psychologists so they will be able to influence education and health care reform for children. If you would like to learn more about NASP and its initiatives, you can surf the net at www.uncg.edu/~ericcas2/nasp.

As your state delegate, I will be bringing your suggestions and ideas to NASP. You can contact me by phone (502) 485-3684 or fax (502) 485-3257. Finally, I would like to invite everyone to attend the annual convention the week of April 1 in Anaheim, CA. If you haven't received the convention program, it should be arriving shortly in your mailbox.



KAPS Membership Survey: Fall of 1996

Bob Kruger, Chair

Planning and Development Committee

At the fall conference, the Planning and Development Committee distributed a survey to those in attendance at the various morning sessions of the first day. A total of 116 members returned the survey. The survey was an attempt to secure opinions and impressions about a number of aspects of KAPS' operations. The major category headings were: conferences and professional development, communications, regional support, and general. Identifying information from the respondents indicated that there was a cross section of individuals relative to years of KAPS' affiliation and regional representation. Twenty-two (22) of the respondents (19%) indicated that they were new members as of 1996. Fifty-one (51) or 44% indicated 1-5 years as a KAPS member, twenty-five (25) or 21% as 6-10 years of membership, and eighteen (18) or 16% as more than 10 years of affiliation. The regional distribution of the

respondents went from a high of 20% (Region 2) to a low of 0% (Region 7). 17% of the respondents identified no regional affiliation, perhaps because they were students in training.

In terms of expressed satisfaction with the fall conference and other KAPS' sponsored professional development opportunities, the responses indicated that both the quality and the time of the annual conference met with the approval of the majority of the respondents (average ratings of 4.0 and 4.1 respectively, on a five point scale). In response to the quality and frequency of other KAPS' professional development programs, there was less satisfaction (average ratings of 3.3 and 2.8 respectively). This suggested a generally neutral feeling as to the quality of such programs and a neutral to somewhat dissatisfied feeling about how frequently such programs are offered.

In response to communications, the respondents were neither satisfied nor dissatisfied with the frequency of the KAPS newsletter (a 3.0 rating), but tended to be satisfied with the quality and relevance of its content (a 3.7 rating). The timeliness of other types of KAPS' communications suggested that respondents were neutral as to their level of satisfaction (a 3.3 rating).

In response to two items dealing with regional support, the survey indicated that overall, the respondents were neutral in their

feelings about both the frequency of regional meetings/programs (3.0 rating) and about the quality of these meetings (3.2). However, in regard to quality, this varied somewhat by region. Respondents in regions one and four seemed satisfied with their meetings (ratings of 3.8 and 3.7 respectively).

Three of the survey items dealt with satisfaction with KAPS' **visibility, overall service and support, and openness to the involvement of its members.** In regard to its visibility in promoting and influencing school psychological services at the state level, the respondents expressed relative neutrality in how satisfactorily KAPS meets this objective (a rating of 3.2). Relative to the cost/benefit balance derived from being a KAPS member, respondents were between neutral and satisfied (a rating of 3.6). This same level of feeling was expressed when asked about the availability of opportunities for active involvement in KAPS.

Six items from the survey secured responses about the **members' level of awareness of the actions, projects, or services available through KAPS' various committees, as well as awareness of the type of support of its consultant in the state department of education.** In response to these items, there was relative unanimity in the respondents' limited awareness of what the committees or the consultant do or offer

(average ratings on all items were either 2.7 or 2.9, with 2 being "unaware" and 3 being "slightly aware").

Overall, the results seem to suggest that there is room for improvement in how KAPS functions and communicates with the membership. The organization appears to do a good job with the fall conference, but perhaps needs to find ways to generate stronger positive feelings about other aspects of its services and communications. In addition, there clearly appears to be a need to increase the awareness level of the membership as to the functions and services of the Executive Council and other committees. The results and implications of the survey will be a point of discussion at the next meeting of the Executive Council. Hopefully, ways and means can be found to retain the quality aspects of the organization and to improve it where there appears to be a need.

A Gift to Heal

Angela Wilkins, Ed D

Kentucky Department of Education

During the holiday season, we naturally focus on fun, joy, and peace. Yet the reality is that sadness, pain, and conflict continue all year long. When people hurt during the holidays, the sadness seems far more profound

How evident this was during the first week of December 1996. On

one gray day, two students from two different counties were killed at a bus stop. The middle school boy was struck and killed while waiting for a bus, while an elementary school girl was killed when hit by her departing school bus. In the first situation, the student's school had a counselor who helped with the crisis response. In the second incident, the student's school had crisis assistance from several counselors and school psychologists in the district. In both cases, the extreme pain of the students, staff, and communities affected by these tragedies was eased by the immediate, appropriate actions of these counselors/psychologists with the gift to heal.

Clearly then, school psychologists are expected to--and do--have the 'gift to heal.' So much is expected of today's student services' personnel--from KIRIS assessment and SBARCs to conflict resolution and curriculum involvement. Yet it is the 'gift of healing' that truly provides these valuable educators the opportunity to truly make a difference in people's lives. As I watched school psychologists and school counselors comfort the grieving students at the deceased elementary girl's school, I was very grateful to be associated with such wonderful, necessary professionals.

In less publicized but still vital ways, counselors, psychologists, and social workers in schools have done amazing 'healing' work this year. A school psychologist

comforted the students whose classroom wall collapsed on two students, seriously injuring one. School counselors have dealt with bus accidents in their districts, including one where the superintendent died suddenly a few hours after the accident. School social workers regularly have dealt with the crisis of a child removed from his/her home for foster care placement. Student services' staff have assisted with student discipline concerns, from cults to weapons.

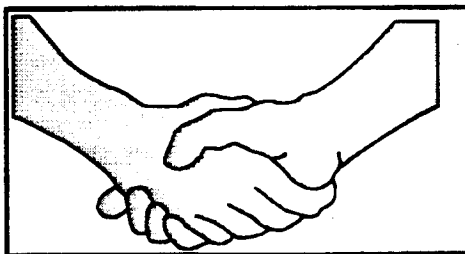
Finally, I have spent 1996 dealing with the loss of my own teenager, and personally experienced the healing gifts from Kyle's counselors and former school psychologist. Their words of comfort, coupled with humorous Kyle anecdotes, have fortified me so I can again help others.

Along with this lifesaving gift of healing, school psychologist and other student services' staff have a mandate to collaborate--especially during a crisis response. When people are hurt, students are crying, and the media is trying to sensationalize all this pain, student services' educators must use their similar/unique skills to provide the best possible crisis response. This involves mutual planning/training prior to a crisis, with someone who oversees the district's entire student services' programs. The plan should be comprehensive, so it will apply to both death/injuries and natural disasters. School counselors are usually building-based, while school

psychologists and school social workers may have several schools or district-wide duties. The district crisis response plan should reflect these assignments, while school crisis response plans would be more specific with assigned roles. Most important is the mandate to collaborate for those involved. We in the student services' arena have more similarities than differences, culminating with the gift to 'heal' great pain in others.

School psychologists, school counselors, and school social workers should receive training for crisis intervention. The Kentucky Community Crisis Response Team contains members who are counselors, school psychologists, and school social workers. Regional chapters of KAPS are encouraged to consider having a program on crisis response training.

An excellent 1997 action would be a district (or school/region) meeting of your student services' staff, with the agenda being the development/review of the local crisis response plan. Planning now will save precious minutes when a crisis appears. If you need assistance, contact me at (502) 564-3678. Good luck!



Modifying Regular Classroom Curriculum for High Ability Students

Laura McGrail

School psychologists are well-versed in assisting both regular and special educators to modify curriculum to meet the needs of students with disabilities. We are not as experienced, however, in assisting teachers in meeting the instructional needs of high ability students. 1994 revisions in the Kentucky Administrative Regulations (KARs) pertaining to gifted and talented students provide opportunities for school psychologists to expand consultation services to this population.

The KAR revisions expanded the definition of eligibility for gifted and talented classification to five areas: intellectual ability, creativity, academic achievement, leadership, and visual/performing arts. The KAR revisions also mandated that students found to be eligible in one or more of these areas must receive comprehensive, appropriate instructional services. For many districts, this meant that high ability students previously served in part-time, pull-out programs must also receive appropriate instruction within the context of their regular classrooms. For example, high ability students could no longer be viewed as sufficiently served by a once-monthly or once-weekly program. These students have

educational needs which must be met daily, as do students with disabilities.

Many regular education teachers report that meeting the needs of high ability students equals and often exceeds the challenges of integrating disabled students in their classrooms. High ability students can be delightful but can also be demanding, impatient, perfectionistic, sarcastic, and disruptive. In addition, few regular education teachers have received sufficient training in issues related to gifted and talented education.

As the school professionals most engaged in developing regular classroom interventions for students with academic and behavioral problems, school psychologists are the logical choice to assist districts in implementing the KAR revisions and expanding services for high ability students. First, school psychologists must recognize the value of the KAR revisions. For many, services to gifted and talented students may seem to be elitist. In fact, the U.S. Office of Education's 1972 Marland Report found school psychologists, more than other school personnel, were hostile toward gifted students. Hopefully, attitudes have changed in the twenty-five years since. Both the Individuals with Disabilities Education Act and the Kentucky Education Reform Act are founded on the belief that all students (including high ability students) have the right to instruction

appropriate to their needs. Gifted and talented students, like all students, should learn something *new* every day.

General Strategies for Modifying Curriculum

The objectives for modifying standard curriculum for high ability students include: meeting the learning capacity of the students, meeting the students' rapid rate of learning in all or some areas of study, and providing time and resources so the students can pursue areas of special interest. Lois Roets (1993) proposes three options for modifying curriculum for high ability students. These options include: lesson modifications, assignment modifications, and scheduling modifications. Lessons can be modified through acceleration or enrichment of content. Assignments can be modified through reducing regular classroom work and/or providing alternate assignments. Scheduling options include providing opportunities for high ability students to work individually through independent study, share learning in homogeneous groupings with peers of similar abilities and/or interests, and participate in heterogeneous groupings of mixed ability students.

Lesson Modifications

One way teachers can extend or enrich the content they present is by asking open-ended questions.

Such questions stimulate higher order thinking skills and give students opportunities to consider and express personal opinions. Open-ended questions require such thinking skills as comparison, synthesis, insight, judgment, hypothesis, conjecture, and assimilation. Such questions can also increase student awareness of current events. Open-ended questions should be included in both class discussions and assignments. They can also be used as stimulation for the opening or conclusion of a lesson.

Another strategy for lesson modification developed by Susan Winebrenner (1992) is to use Bloom's Taxonomy of six levels of thinking to develop lesson content. Bloom's model implies that the "lower" levels (knowledge, comprehension, and application) require more literal and less complex thinking than the "higher" levels (analysis, evaluation, and synthesis). Teachers are encouraged to develop thematic units with activities for students at all ability levels. This strategy involves four steps. Teachers first choose a theme that will be able to incorporate learning objectives from several different subject areas. Secondly, teachers identify six to ten key concepts or instructional objectives. Third, teachers determine which learner outcomes or grade level competencies will be targeted for the unit. Fourth, teachers design instructional activities to cover each of the six levels of thinking

Assignment Modifications

High ability students are often expected to complete assignments which they find boring or irrelevant because these assignments represent no new learning for them. Allowing them to reduce or skip standard curriculum assignments in order to acquire time to pursue alternate assignments or independent projects is called **compacting**. Curriculum for a gifted student should be compacted in those areas that represent a student's strengths. Time earned through compacting should not be used to improve skills in weaker subjects. When students "buy time" for enrichment or alternate activities, they should use that time to capitalize on their strengths. For example, a student advanced in math should have a compacted curriculum in that area with opportunities given for enriched study in mathematics.

The first step in compacting the curriculum is determining the need to do so. A student is a candidate for compacting if he/she: regularly finishes assignments quickly and correctly, consistently scores high on tests related to the modified area, or demonstrates high ability through individualized assessment but not daily classwork (i.e., is gifted but unmotivated for standard curriculum).

The second step in compacting the curriculum is to create a written plan outlining which, if any, regular assignments will be completed and what alternate

activities will be accomplished. A time frame for the plan should also be determined. Modification plans can be limited to a few days (i.e., length of lesson or chapter) or extend over the course of an entire school year.

Alternate assignments for high ability students can either be projects related to the modified area of study which extend the curriculum or can be independent projects which are chosen based on students' individual interests. Susan Winebrenner (1992) describes a strategy in which students use written independent study contracts to research topics of interest to become "resident experts". The students and teacher decide upon a description and the criteria for evaluating each project. A deadline is determined and by that date, each student must share the project with the entire class. Before choosing their projects, students are also given time to "browse". After completing compacted work, students are allowed to look through research materials to explore various topics. A deadline is also given to the students to limit their browsing time, after which they must choose a topic for their independent projects.

Scheduling Modifications

Cooperative learning through traditional heterogeneous groups is often counterproductive for high ability students. When the learning task involves much drill and practice, these students often do more teaching than learning in

such situations. When placed in homogeneous cooperative learning groups, however, gifted students can derive significant learning benefits. This does not mean that high ability students should never participate in heterogeneous cooperative learning groups. Rather, groupings should be chosen based on the task that is being assigned. When the task includes drill and practice, such as math computation or answering comprehension questions about a novel, gifted students should be grouped together and given a more complex task. When the task includes critical thinking, gifted students should be part of heterogeneous groups to stimulate discussion. Open-ended activities are excellent choices for heterogeneous groupings.

Cluster grouping of high ability students into the same classroom is another option for meeting the needs of gifted students in the regular classroom. The traditional method of assigning students to classes has often been to divide the high ability students "equally" among the available classes so each teacher would have his/her "fair share". Under this system, however, each teacher must develop strategies for modifying the curriculum to meet the needs of the advanced students. With cluster grouping, four to six high ability students are placed in the same classroom. This system allows the students to learn with and from each other and reduces the need for multiple teachers to

develop appropriate instructional modifications.

Identification of Non-Traditional Gifted Students

In addition to providing consultation services to regular educators concerning curriculum modifications, school psychologists can also assist parents and teachers in identifying high ability students who do not fit the "typical" profile of a gifted and talented individual. High ability but "at-risk" students and gifted Learning Disabled students are often underidentified and underserved.

Students in the "at-risk" category include those with high ability who demonstrate underachievement, low motivation, and poor study skills. In addition, these students may exhibit significant behavioral and/or social skills difficulties.

Teachers who focus only on outcomes may not recognize these students "hidden" abilities. When given work that is meaningful and challenging, however, these students' talents can be appropriately displayed. Learning Disabled but high ability students may be the most underserved of the gifted and talented population. In districts where gifted students are served exclusively through pull-out programs, LD/Gifted students may be excluded due to Gifted/Talented teachers' lack of training in serving students with disabilities.

Conclusion

As demonstrated by changes in Kentucky Administrative Regulations, the focus of services for high ability students is shifting to the regular classroom. School psychologists are in an excellent position to facilitate this paradigm shift. Just as we have served as facilitators for the increasing inclusion of students with disabilities in regular education programs, we should take a leadership role in preparing regular education teachers to better accommodate the needs of gifted and talented students.

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