

# THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR  
PSYCHOLOGY IN THE SCHOOLS

FOUNDED 1977

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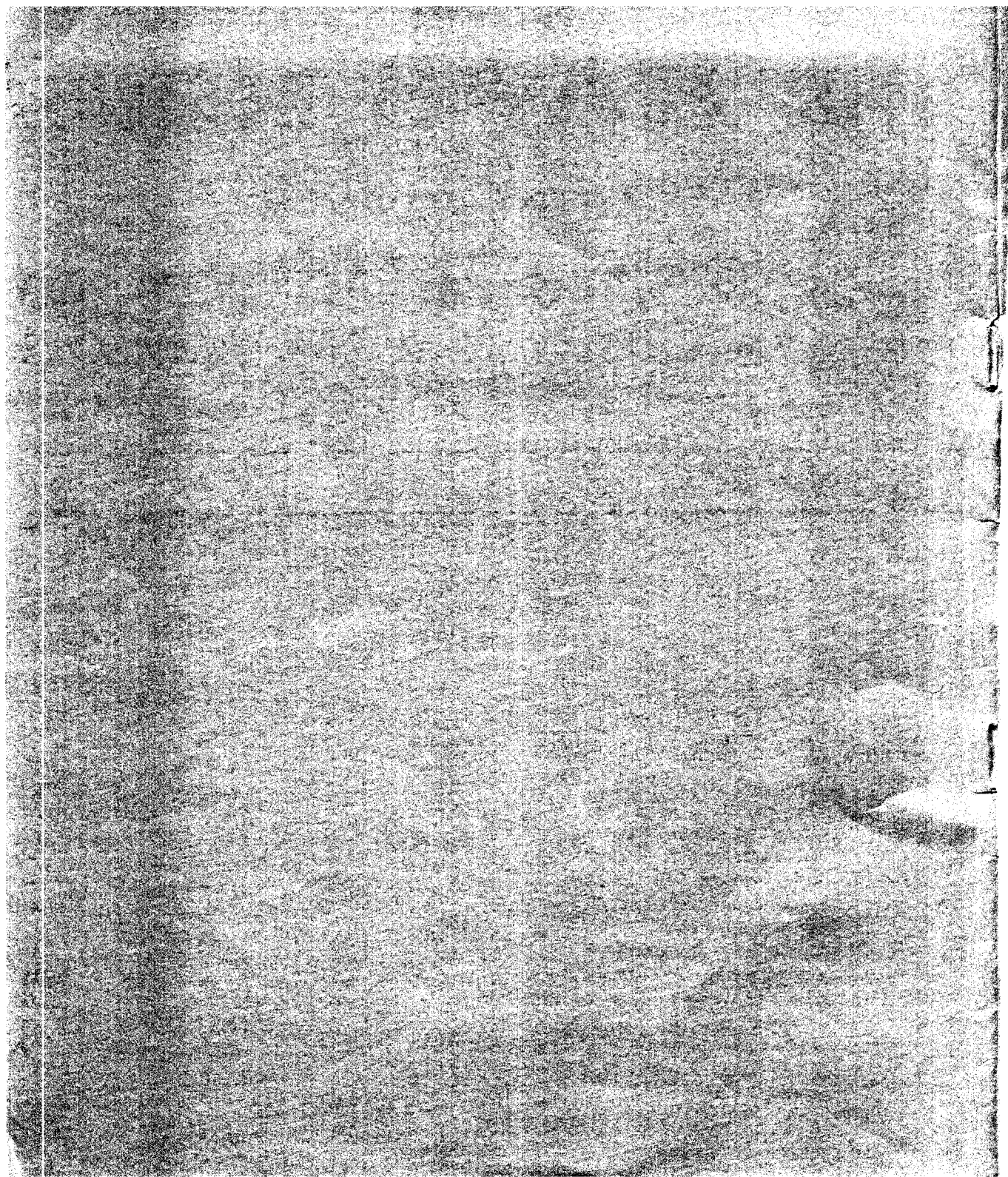
Volume 2, Number 2

Spring 1981

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## KAPS OFFICERS FOR 1980-82

President  
Secretary  
Treasurer

Stephen DeMers  
Janette Cahill  
William Knauf

## STANDING COMMITTEES

Membership  
Liaison and Public Relations  
Ethics  
Legislative  
Newsletter  
Program

William Knauf  
Diana Trenary  
Barbra Burcham  
Robert Illback  
Joseph Zins  
Bruce Wess

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John Maurelli, Managing Editor

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February and May.

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Send Newsletter articles to:

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## REGIONAL REPORTERS

Jefferson County, Doris Campbell  
Fayette County, Bobbie Burcham  
Northern, Cookie Cahill  
Eastern, Robert Illback  
Western, Betty Allen

# **PRESIDENT'S MESSAGE**

by  
Stephen T. DeMers

It is time to change the guard. KAPS elections for new officers is underway. Nominations have been entered and I hope all of you participated in that process. And I hope you will participate also by casting your vote when you receive your ballot. As I mentioned in my last message, we are growing rapidly and consequently there are many new faces and much new talent in KAPS. The committee structure we recently adopted has allowed more people to become active in organization and hopefully provides a framework for keeping ourselves connected (which seems to be one of our biggest obstacles). KAPS has been effective in influencing policy and decisions (as I'll outline briefly below) and if we are to continue to be effective we must elect individuals who can meet these challenges.

How has little 99 member KAPS been effective? Two examples come to mind. First, the Department of Teacher Education and Certification appointed three new members of the school psychology examining committee, each of whom was on the list of people nominated by KAPS last fall. That may not seem like a tremendous victory but having worked in at least three other states, I have seen similar boards or commissions develop on the basis of "who you know" in state

government and it is nice to see a professional organization have some meaningful input into the selection of such a panel. Second, KAPS got involved in fighting an attempt to change the certification procedures for school psychologists in the state which would have "watered-down" the process. Both the KAPS executive committee (largely the efforts of Bob Illback, Legislative Committee Chair) and some of the major training institutions (Eastern, Western and University of Ky.) sent letters and representatives to testify before the Council on Teacher Education and Certification in Frankfort. A drastically amended proposal which virtually left things the way they are was passed. Several members of the Council commented to me that had we not testified the "watered-down" version probably would have passed.

Many more challenges loom ahead. We desperately need to secure better funding units for school psychologists and psychometrists in Kentucky. We need to get out from under the refer-test-report conception of our role and we need to convince administrators that we can serve children, parents and teachers much better through a consultative approach to services. KAPS needs good leaders to meet these challenges. Please be sure to vote for the person of your choice.

# EDITOR'S COMMENTS

by  
Joseph Zins

As we go to press, I am again gratified with the support that you have given to me. At a state newsletter editors' meeting at NASP, I heard many complaints about the lack of support which many editors receive. I was proud to report that you have given me a great deal of assistance with your many contributions. For example, last issue, Cookie Cahill, Bruce Wess, and Bill Knauf, did most of the labeling and stapling for the mailing. This takes a great deal of time, especially if no one helps. John Maurelli took care of the duplication which cut our costs significantly. He is again assuming responsibility for the duplication this time, and as a result of the large amount of time he is investing, I have named him Managing Editor.

The next deadline will be July 15, 1981. Since many of us will be away from our jobs by that time, I'd like to remind you to remember to submit materials to the KAPS Review before you leave town.

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## MINUTES OF THE MARCH 7, 1981 MEETING

by  
Cookie Cahill, Secretary

The March 7 meeting was held at the Professional Towers Building in Louisville. Following lunch at a nearby restaurant, the meeting was called to order by President Steve DeMers at 1:15 p.m. Twenty-one members were present.

## COMMITTEE REPORTS

### LIAISON AND PUBLIC RELATIONS:

Diana Trenary, Chairperson  
Diana sent a report in her absence on her committee's activities. She has corresponded with three other Kentucky professional organizations, in an effort to establish lines of communication. The Kentucky Education Association and the Council for Exceptional Children have yet to respond, but Mr. William Nallia, Executive Director of the Kentucky Association of School Administrators, has been in contact. Mr. Nallia sent information about KASA, which was made available to the membership, and indicated that KASA considers school psychologists to be administrators and would welcome more school psychologists as KASA members. He will be sending Diana their newsletter and meeting notices, which she will submit for publication to the KAPS Review. Mr. Nallia also will be placed on our mailing list.

Diana reported further that she has collated responses to the KAPS Certification Survey, and will be sending copies to members of the KAPS Executive Council.

Steve DeMers reported on school psychologists' involvement in the Kentucky Psychological Association (KPA). The KPA Task Force on School Psychology has been disbanded, and a liaison person has been designated to represent school psychology within the organization. Steve has been appointed to this position, which involves non-voting status on the KPA Executive Committee. At the last Executive Committee meeting, Steve argued for continuation of the exclusionary clause in the licensing law, which allows for the state department of education to certify persons to act as school psychologists within the public schools.

## ETHICS COMMITTEE REPORT

by

Bobbie Burcham

## MEMBERSHIP COMMITTEE REPORT

by

William Knauf

The 1980-81 KAPS Membership Directory was mailed out during March to all persons who paid their dues for 1980 and/or 1981. If you did not receive a copy and think you should have, contact me and we will work it out.

Telephone numbers were the only new information provided in the directory beyond member's mailing addresses. This was partly due to the large minority of KAPS members who had not completed the 1980 information form. The committee will welcome any feedback from the membership on the directory.

The 1981 Membership Form has been revised to gain additional data on the membership such as other professional organization memberships. Feedback from the KAPS members on this form will also be welcomed. When renewing dues for 1981 please complete the revised form to provide the new data included.

At this writing, the list of paid members stands at 59. Please remind your colleagues who may have forgotten to pay up!

## TREASURER'S REPORT

by

William Knauf

The spending spree by the KAPS Executive Committee has temporarily abated and the KAPS Treasury rests at \$274.50.

In the winter edition of the KAPS Review, the Ethics Committee asked KAPS members to submit questions regarding ethical/legal issues. We are excited that one person thus far has chosen to use our committee to deal with an ethical dilemma. Many thanks to the members of the ethics committee who helped research this issue. The following issue has been raised:

"I recently talked to a person who said they were in private practice doing psychological testing for several county school systems. This person said that they had a master's degree in counseling and a certificate in psychometry. Isn't this illegal? What should I do?"

According to the American Psychological Association Standards, you should talk to the person again making sure that the facts regarding the arrangement are accurate. In doing this, clarify the meaning of "private practice". If the person is employed as a "certified" person by the local board of education, then there is most likely no problem. If, however, the person is working on a contractual arrangement, then it would be necessary to investigate whether the person in question is certified by the Kentucky Board of Psychology Examiners and is being supervised by a licensed psychologist approved by the Board. If not, the person in question appears to be functioning illegally. If the person does not fall into either of these categories, it would be wise to gather all the facts and explore the situation further.

If the person is actually in "private practice" and is not certified by the state board of psychology, he/she should be informed of the provisions of KRS 319 (i.e. proper credentials). If he/she continues to practice ignoring these standards, then the person in question should be informed that you will report it to the Ethics Committee of KPA and the State Board of Psychology for further action. If the person does not act, then you should follow through in writing and sign your name.

Members of KAPS are urged to send their questions regarding ethical/legal issues to: Bobbie Burcham, 701 E. Main Street, Review, Referral and Testing Unit, Lexington, Ky. 40502.

(Note: This opinion is not legally binding).

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**PROGRAM: Bruce Wess, Chairperson**

Bruce reported that the planned workshop on low incidence assessment by Michael Forcade will be postponed to a later date, due to a scheduling conflict within KAPS. Donald Bersoff, who heads the JD/PhD program at John Hopkins University, will be in Lexington on May 16 to present on legal issues. It consequently was decided to schedule Dr. Forcade for a later date, and encourage KAPS members to attend Dr. Bersoff's presentation instead.

Bruce reported on the results of the Program Survey. The three topics most favored for programs are: Assessment of adaptive behavior; Assessment of autism and child psychosis; and new evaluation instruments. Bruce asked for resource persons on each of the topics.

## **PROGRAM COMMITTEE REPORT**

by  
Bruce Wess

The Program Committee would like to thank all those who attended the presentation by Sheila Schuster on "Children of Divorce". In addition, thanks are due to Lyn Petty for making the initial contact with Dr. Schuster and Steve DeMers for obtaining the commodious meeting facility.

The program scheduled for May 9 by Mike Forcade on "Assessment of Children with Low-Incidence Handicapping Conditions" has been cancelled and will be rescheduled for the Fall of '81. We are awaiting final word on a possible one-day workshop to be given by Don Bersoff to be held at the University of Kentucky in May. Details should be available soon.

The results of the Program Committee needs/interests survey of KAPS members are summarized below. These results are based on a total of 49 completed surveys returned (a 49% response rate). Topics were rated on a weighted points basis according to the number of 1, 2, 3, and 4 ratings the topic received in addition to the total number of people designating that topic as a 1. The preferences fell roughly into three top groups. Three topics were definitely given priority in terms of the criteria cited above: Assessment of Adaptive Behavior, Assessment of Autism and Other Psychotic Conditions, and New Evaluation Instruments of Interest to School Psychologists. A second cluster consisted of Interventions with Adolescents, Family Interventions, and Language Characteristics of Children with Learning Disabilities. A third group that scored ahead of the "rest of the pack" included Mainstreaming Handicapped

Children in the Regular Classroom, Evaluation for CNS Dysfunction, and Instructional Intervention/Diagnostic-Prescriptive Teaching. If any KAPS member knows of persons or groups who may be potential resources in these areas please inform me or other members of the Program Committee.

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## OFFICERS REPORTS

### TREASURER'S REPORT: Bill Knauf

Bill reported that 15 renewals of membership have been received to date, and two student members have recently joined. The treasury currently contains \$197.87. KAPS donated \$25 to the Murial Forest Defense Fund, as had been approved by the membership at the last meeting. Membership directories will be made available.

### SECRETARY'S REPORT: Cookie Cahill

The four proposed By-Laws changes were approved almost unanimously by the membership. Elections therefore will be held this Spring. The call for nominations will be sent out, and nominations due by April 5. A ballot of candidates will be mailed on May 1.

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## REGIONAL REPORTS

### FAYETTE COUNTY REGIONAL REPORT

by  
Bobbie Burcham

As the school year comes to a close, the level of activity has surely increased here in Fayette County. The last minute rush of referrals certainly makes everything more hectic. The uncertainty associated with funding also increases anxiety.

In reflection, many good things have happened this year . . . . . A screening procedure for kindergarten and first grades was developed and implemented, due process forms were simplified, inservice was given to several school groups relating to psychological services, as well as many other projects. As a means of professional and personal growth, a local group of persons interested in School Psychology met on Valentine's Day for an informal coffee in order to get to know each other better and share ideas. Several local school psychologists attended NASP. In addition, on April 22, an inservice was provided to interested persons by Alice Martinson on the New Kentucky Administration Regulations for Categorical Determination and program placement. This was held at Cardinal Hill Hospital.

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### NORTHERN KENTUCKY REGIONAL REPORT

by  
Cookie Cahill

The Northern Kentucky Providers of Psychological Services have met on three occasions since the beginning of 1981. Each meeting has focused on a distinct and interesting topic, and outside presenters have been invited to a greater extent than ever before. The January meeting featured a presentation on delivery of psychological services to senior high students, by Mr. Gerald Lindahl. Jerry is a school psychologist for Princeton High School in the Princeton Public School District in Ohio. He has developed a very interesting model of psychological services for use with his population, incorporating individual and group counseling with students, parent education groups, and staff inservice, as well as the more traditional individual child-study role.



Jerry also has developed and coordinate an on-campus Adolescent Consultation Team, which serves to process referrals, explore resources, plan programs, and provide follow-up. Depending upon the individual case, the team may consist of an administrator, social worker, counselor, psychologist, speech pathologist, special ed coordinator, health personnel, juvenile court personnel, or some combination of these. Jerry's program was found by the group to be innovative and dynamic, and possibilities for incorporating some of his ideas into our practices were stimulated.

The topic for February was "Psychological Report Writing", and featured Joe Zins. Joe shared his ideas on writing effective psychological reports, and provided several samples for perusal by the group. Bill Knauf and Cookie Cahill also shared some of their reports. A new member also was welcomed to the group at this meeting. She is Dr. Betty Herron and she is the director of the Northern Kentucky Special Education Cooperative. The cooperative operates to provide assessment services to 17 area school districts, focusing particularly on low-incidence, multiply-handicapped students. Dr. Herron is based within the Covington schools.

The scheduled March meeting had to be cancelled, due to illness of the presenter. Carol Carson has agreed to speak on low-incidence assessment at the May meeting instead.

The most recent meeting was held on April 24, and featured Dr. Robert Illback from Eastern Kentucky University. Bob presented on Program Evaluation and shared a comprehensive model of evaluation which he has developed. Bob discussed the differences between traditional research and evaluation, and then described what he terms a "scientific problem-solving approach to practice".

Applications of this approach in our daily functioning as school psychologists were discussed, along with some of the major difficulties we experience in evaluating programs. Participants urged Bob to present more on this topic at one of the Fall conferences.

Other news notes from Northern Kentucky include a number of presentations by local KAPS members at state and national conferences. Carol Carson coordinated a panel on school psychology at the April KPA conference, speaking herself on nonbiased assessment. Joe Zins delivered a presentation on the "Experiential Component of Consultation Training"; was a discussant for a presentation on screening programs, delivered by Bob Illback of EKV and Ken Schneider of Rutgers University; and led the state newsletter editors' meeting at the NASP Convention in Houston in April. Joe also will continue serving as an Associate Editor of the NASP Communique'. Michelle Richter also presented at NASP, being a member of a panel on auxiliary services' delivery of psychological services. Bill Knauf has been selected as one of three new members of the state examination committee for the School Psychology exam. Congratulations, all!

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## JEFFERSON COUNTY REGIONAL REPORT

by  
Doris Campbell

We Jefferson County psychologists/psychometrists have been focusing on the subject of the learning disabled. A committee headed by Joyce Stevens has recently conducted a national survey for the purpose of making recommendations for the redefining of the guidelines for learning disabilities for the Jefferson County Public Schools. A ques-

tionnaire dealing with criteria for learning disability assessment was sent to one hundred of the most heavily populated school districts, and information has subsequently been compiled from forty of those school systems. Specifically, the questionnaire dealt with such topics as 1) educational and behavioral assessments used; 2) IQ range; 3) methods for determining severe discrepancies between ability and achievement; and 4) significant patterns within test profiles.

The LD Committee has also been responsible for inviting guest speakers for two inservices on LD: Nancy LaCounte, LD Consultant for the State Department discussed state guidelines for LD placement and James McLoughlin, Associate Professor of Education at the University of Louisville, presented a workshop on the assessing and identifying of learning disabilities. Needless to say, it should be easier now for us to determine who qualifies for LD placement.

We also had an interesting training program including the opportunity for certification in administering the LAP-D (Learning Accomplishment Profile - Diagnostic Edition). The LAP-D is used to determine an individual child's mastery level in major skill areas for designing appropriate instructional activities. One day was devoted to study of the instrument and a morning was then set aside for administering the test to thirteen kindergarten children at Lowell Elementary.

Meanwhile, Barbara Armstrong has been involved in a correlation type study of the Beery Test of Visual-Motor Integration and the Bender-Gestalt. She is limiting the study to children seven through ten years of age in the LD and regular programs. She later hopes to expand the research to include EMH children. Barbara promises to share some of her findings with us on completion of the research.

## NASP DELEGATE REPORT

by  
Joseph Zins

I recently returned from the annual convention in Houston. As usual, there were many interesting and informative events which took place. Kentucky had fifteen to twenty members in attendance and was well represented on the program. At the risk of omitting someone (let me know if I do), I'd like to report that presentations were made by KAPS members Bob Illback, Diana Trenary, Steve DeMers, Bill Pfohl, Michelle Ritcher, Margana Phelps, and Joe Zins.

A number of issues were discussed at the delegate assembly meetings. First of all, it appears that the national examination is probably a dead or dying issue for now. A committee will continue looking at the issue, but there does not appear to be any possibility of it being implemented in the near future.

The Olympia Conference on the Future of School Psychology will be held in Wisconsin on November 18 - 20. I will be attending (as state delegate), and we will also be able to select at least one other person to attend (based upon the number of school psychologists in the state). Training programs will also be asked to nominate a student to attend. Approximately twenty students from across the country will be randomly selected from this list. Information on the selection process will probably reach you by the time you read this in the newsletter.

The APA/NASP Task Force which deals with issues such as accreditation of training programs will be experimenting with joint accreditation procedures for a limited number of programs. Hopefully there will some day be a single accrediting agency.

# WORKSHOP ANNOUNCEMENT

- Title:** Legal Issues in the Practice of Professional Psychology in Schools.
- Leader:** Donald Bersoff, J.D., Ph.D., Coordinator, Joint Program in Law and Psychology, University of Maryland and John Hopkins University and Legal Counsel, American Psychological Association.
- Focus:** The workshop is intended to familiarize participants with the legal implications of various aspects of P.L. 94-142; Chapter 504 and the Buckley amendment (i.e. Family Rights and Privacy Act) for example, due process considerations, requirements for informed consent, constraints on reporting results of evaluations (e.g. access to protocols), etc. Also, recent court decisions and current litigation related to IQ testing of minority children, truth in testing laws, and freedom of choice suits will be reviewed.
- Date,**  
**Place,**  
**Times:** Saturday, May 16, 1981, From 9:00 AM to 3:00 PM on the University of Kentucky campus in Lexington. (Specific directions and schedule will be sent upon preregistration).
- Cost:** This Workshop is being funded largely by a grant from the U.S. Department of Education, Office of Special Education and is being sponsored by the Kentucky Association of Psychology in the Schools. However, a fee of \$10.00 will be assessed to workshop participants to cover the cost of duplication of handout materials as well as morning and afternoon refreshments.
- Deadline.** Spaces are limited and enrollment will be on a first come, first served basis, so please register immediately if you wish to be sure of a space. You may cancel your registration and receive a full refund if you notify us (at the adress below) by May 10.

If you desire more information about the workshop, please contact Dr. Stephen T. DeMers, 251 Dickey Hall, University of Kentucky, Lexington, Kentucky or call (606)258-4804 Monday through Friday between 10:00 AM and 3:00 PM.

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Yes I would like to attend the Workshop LEGAL ISSUES IN THE PRACTICE OF PROFESSIONAL PSYCHOLOGY IN SCHOOLS on May 16, 1981. I have enclosed a check for \$10.00 payable to Kentucky Association for Psychology in the Schools (KAPS).

Please print clearly below your name and the address where you would like your workshop materials sent and then mail this form to: Dr. Stephen T. DeMers, 251 Dickey Hall, University of Kentucky, Lexington, Kentucky 40506.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

## HISTORY OF SCHOOL PSYCHOLOGY IN KENTUCKY

by  
Patricia M. Guthrie

### I. Major Legislative Efforts Concerning Certification by the Department of Education.

The KAPS Review; Volume 2, Number 1;  
Winter, 1980.

### II. The State Examination.

The Kentucky Department of Education certification process has an examination component. This examination (administered August, 79; April, 80; August, 80; and scheduled for April 25, 1981) is prepared and scored by a team of six school psychologists practicing in Kentucky. Suggestions for persons to serve on this team were solicited from the professional organization, the Kentucky Association for Psychology in the Schools. To start up the examination process, persons were selected who qualified for state certification on the basis of the "grandfather" clause which required passing the school psychology examination administered by the State Board of Psychology. This first team, which served from summer of 1979 to fall of 1980, was composed of three (3) school psychologists employed by local school systems, two (2) who were affiliated with university training programs, and one (1) school psychologist who contracted with local school systems. In the spring of 1981, three (3) of the committee positions were rotated. Composition of the present committee is as follows: two (2) school psychologists who are trainers at different state-approved university training programs; and four (4) who are employed by local school systems. Two (2) of these six (6) have completed their training at the Master's level. In addition, the three (3) new committee members have all successfully completed this examination.

The examination consists of short essay questions which are derived from the curriculum standards for certification of school psychologists. The questions are designed to fill three (3) hours of work time with four (4) hours time allowed for completion. A scoring guide for each question is prepared by the examination team when the questions are developed. Blind scoring is arranged, as each examinee's paper is identified by an assigned number rather than by name. Each answer is scored separately and independently by two (2) team members using the scoring guide as a standard. All six (6) team members participate in the scoring of every examinee's answers, with every member having assigned responsibility for scoring specific questions. Final scoring procedure provides for a thorough review by the total examination team of any examination that falls below the passing mark during the first scoring.

A total of seventy (70) persons have taken the examination to date; eight (8) persons have taken it more than once. The Kentucky Department of Education has now certified fifty-eight (58) persons as school psychologists: thirteen (13) persons "grandfathered" into the program (not required to take the exam), twenty-nine (29) persons have received standard certification. (Note that one person who "grandfathered" into the program also successfully completed the examination and received standard certification).

Approximately fifty (50) persons have received notification that they are eligible to take the April 25, 1981 examination. A report of those numbers who are certified on the basis of this exam will be given in the next issue of KAPS Review. This article will continue with a summary explanation of internship requirements and procedures.

For those of you who like to plan ahead, the next NASP convention will be held in Toronto at the Harbor Castle Hilton, March 16 - 20, 1982. It will be the first NASP convention held outside the United States.

# HOW DO WE EVALUATE THREE YEAR OLD CHILDREN ?

by  
Betty Allen

To evaluate the development of 3 and 4 year old children is a different and broader task than evaluating the academic development of a school age child. Evaluating early childhood development involves understanding the impact on personality development of various parenting styles and also involves understanding the impact on development of physical and/or mental handicaps.

Data used in the evaluation needs to be broader based than that which is gathered during a testing session. This is particularly true since the behavior exhibited by a 3 year old during an hour long visit to the psychologist's office may not be at all typical of his everyday behavior. Also the standardized testing task presented to the children may call for many behaviors that are not in his usual repertoire. The under-stimulated child may be faced with materials with which he is unfamiliar. To circumvent this problem, data from sources other than the usual tests should be considered.

Medical records and/or medical consultation represent an excellent source of information about the child's course of development. Establishing rapport with and explaining one's programs to local medical personnel is time well spent. At Fort Campbell, our preschool referrals come from U.S. Army Hospital personnel and mothers are asked to bring the child's medical records for the intake interview. While it may not be possible to review medical records outside the military setting, many pediatricians are concerned about and committed to enhancing the child's development in every way possible.

A second and invaluable source of information lies in parent observations. A thorough social and developmental history from the pregnancy onward is one of the most useful of diagnostic tools available. If the parent brings the baby book to the interview, better accuracy is assured. Adaptive behavior measurements (such as the Vineland Social Maturity Scale) or developmental inventories can be administered to the parent by the interview method. These measurements yield a wealth of information about specific skill development and open a window on the parent's perception of his/her child. This parental perception will need to be addressed in program planning whether or not it seems realistic. Intervening to help develop appropriate parental expectations is one of the keys to helping the child.

A third source of data of course lies in the observations of the evaluation team, i.e. psychologist, pre-school teacher and speech/language pathologist. This data can be generated in two ways, either through standardized testing or through naturalistic observation. We might remind ourselves that play is to the 3 year old as academic tasks are to the 10 year old or as work is to the adult. Thus an appropriate evaluation setting for a 3 year old is a playroom, and appropriate assessment materials may be developmental toys. Since eye contact is urgent, the appropriate seat for the examiner may be the floor. Copious note-taking using a form which directs one's observation into every area of development, a stop watch and a cassette recorder are needed to record specific play and social behavior. Thus, the child, not the examiner leads in unfolding a unique personality and developmental pattern.

In the case of standardized testing, the examiner leads in presenting tasks which define developmental levels. A child who has had some experience in a program and has thus developed a task orientation may be quite happy to work with an examiner in this way. Even though norm-referenced scores can be generated in this way, observations of the child's behavior during testing may still provide the most helpful diagnostic information.

An evaluation should pull together the information available to form some reasonable conclusions about the following factors: (a) observed developmental levels in the four areas of childhood development (motor coordination, speech/language, cognitive or adaptive behavior, and personal/social behavior), (b) a definition of the factors involved in the child's development, and (c) ordering of these factors to suggest the primacy of some factors over others. This kind of organization leads to the development of a diagnosis which permits effective program planning. A diagnosis structures the planning, provides guideposts for unfolding development and allows for critical evaluation of the child's progress-in-program. Arriving at a diagnosis involves bringing together all the observations with any test scores to delineate a developmental pattern (or lack of one in the case of a disorder which is not developmental in nature).

Tests which may be used to record parent observations include the Vineland Social Maturity Scale, AAMD Adaptive Behavior Scale, Preschool Attainment Record (a research instrument) and Verbal Language Development Scale. Tests such as the Minnesota Preschool Scale and the Learning Accomplishment Profile-Diagnostic may be used to establish the child's developmental levels. The Stanford-Binet and the McCarthy Scales of Children's Abilities generate a mental age score. Mental age scores at the 3 and 4 year level should be referred to as developmental quotients (reflecting what has been learned), not as intelligence quotients.

Developmental quotients are not used to predict a future rate of learning, but simply to say where the child is now.

In the case of a child who cannot pass all six of the items at the 2 year level to establish a basal on the Binet, the Cattell Infant Intelligence Scale can be used as a downward extension of the Binet, and the items passed at lower levels can be added in to provide a single mental age score. Both the Binet and McCarthy Scales are dependent upon adequate stimulation, and low scores on these measures may reflect a lack of stimulation, rather than an innate disability.

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## LITERATURE REVIEW

by

Lyn Whitehouse Petty

"Effects of Nonmaternal Care on Children, Research Evidence and Popular views," Claire Etaugh, 'American Psychologist', April, 1980.

In this article, Dr. Etaugh describes research on the effects of nonmaternal care on preschool children. She then compares this to the more "popular" view of nonmaternal care as is conveyed in childcare books and magazine articles of the last three decades.

Etaugh begins by describing the many research problems. First, nonmaternal care varies widely: for example, (a) preschoolers who are cared for in the home by relatives or (b) nonrelatives, (c) preschoolers who are cared for outside the home by relatives, or (d) nonrelatives, and (e) preschoolers cared for in group settings. However, most research on the effects of nonmaternal care is gathered in "high quality" university day care settings. Other research problems described included the "stability and continuity of caregivers," the "nature of the child's daily experiences," the "provision of adequate daycare," and the "age of entry into daycare." These types of problems clearly make it difficult to generalize from the research data and conclusions must be viewed cautiously.

Etaugh reviewed studies which examined the following variables: attachment behavior, intellectual development, peer interactions, and social and emotional development.

Several studies were cited which compared the "maternal attachment behavior" of children who remained in the home to those in nonmaternal situations before the age of two years. These studies found no significant differences between the groups, indicating no impairment of a child's attachment to the mother when involved in nonmaternal care. Etaugh stresses, though, that variables such as organization of the day care center, family background, subject characteristics, etc., influence a child's reaction to a caretaking situation.

In terms of "intellectual development", several studies reviewed by Etaugh indicated that good quality nonmaternal care had no significant effect, either adverse or beneficial, on the intellectual and cognitive functioning of middle class children. However, there are studies which indicate that high quality day care programs may prevent an often-found decline in the intellectual performance of children from lower class families.

"Peer interactions" were found to differ little between home-reared and day-care children in studies cited by Etaugh. She noted, however, that children who entered day-care before the age of two years appeared more likely to interact with peers, both positively and negatively, than did children who were older when they started in a day-care setting.

"Social and emotional development" of home-reared and day-care children have been compared using various measurements. The studies Etaugh examined found no significant differences in the overall adjustment of the two groups.

Considering the myriad problems of research concerning child-rearing practices, only tentative conclusions can be drawn. Etaugh summarizes her literature review in an appropriately cautious manner. She states that, at this time, "... high quality non-maternal care does not appear to have harmful effects on the preschool child's maternal attachment, intellectual development, social-emotional behavior, or physical health."

Because most parents do not seek child care information in the research literature, Etaugh also reviewed popular literature regarding maternal versus nonmaternal child care. She looked at both child care books and magazine articles of the 1950's, 60's and 70's. Most child care books of the earlier two decades expressed a negative viewpoint regarding working mothers. Frequent global statements were made regarding the ill-effects of day-care, particularly on children under the age of three. The trend in both articles and books in the 1970's was a more favorable one for day-care, though magazine articles were generally more positive than books.

Etaugh observes that though current popular literature is more supportive of the working mother, few writers have discussed how a woman can effectively combine her professional and maternal roles. One exception she mentions is "Working Mother" by J. Curtis (Doubleday, 1976). Etaugh supports and emphasizes Curtis' sentiment that "favorable attitudes toward maternal employment presumably facilitate the mother's own acceptance of her working. . . . mothers with positive attitudes towards work are likely to have better adjusted children than are mothers with less favorable attitudes."

Without question, more and careful research is necessary before it can be concluded that nonmaternal care does not have detrimental effects on the development of preschool children.

The fact is, that as more single and married mothers join the work force, more children are going to be raised by a non-maternal child care giver. It will be equally, or more important, to research those characteristics that constitute a "high quality" non-maternal child care situation.

NOTE: For further information, see: Hoffman, L.W. The effects of maternal employment on the academic attitudes and performance of school aged children. "School Psychology Review," Fall 1980; and Dunlop, K.H. Maternal Employment and Child Care. "Professional Psychology," 1981, 12 (1), 67-75.

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### AN OPEN LETTER TO AN OCCUPATIONAL THERAPIST

(This letter was written by Robert Lerer, M.D., who is on the staff of the University of Cincinnati College of Medicine. It originally appeared in the January, 1981 issue of the Journal of Learning Disabilities. Your comments and reactions are welcome.—ed.)

Dear Colleague:

You tell me after evaluating my little patient with the learning disability that he is suffering from sensory integrative dysfunction. You tell me that you have put him through a battery of tests that measure vestibular function, sensory input, and sensory-motor integration, and that he has failed miserably. Now you are proposing to embark, at some expense to this family, on a course of treatment that you call sensory integrative therapy. But before you can start with this treatment, you need an okay from me, his physician. You tell me that you can only work ethically through a physician's prescription.

Before deciding what to do. I call you. This surprises you: apparently my fellow physicians seldom take time to discuss things with therapists. It's a pity, for we have much to learn from each other.

I innocently inquire about the boy. You reply with a succinct summary of your findings and recommendations. I wish to find out the theoretical basis for your conclusions and, immediately, I am almost sorry I asked. What follows is a minicourse in neurophysiology, replete with brain pathways, description of vestibular apparatuses, delineation of sensory and motor channels, and enough central nervous system anatomy to tax the recollection of a Penfield or a Cushing, not to mention a mere child specialist like me.

I nod and smile at the telephone as you go on to emphasize the pioneering work of Ayres, which you tell me you learned while training two years ago. I am gratified to learn that you attended the same institution at which I have been teaching for the past seven years. We have many things in common.

I then ask about duration of therapy. You hesitate for a moment. I can understand that. Many times patients ask me the same question about treatments that I propose, and I also vacillate. "It may be years before he's improved," you finally answer. I nod in silence.

I thank you politely, hang up the receiver, and decide not to sign the prescription until I've learned all I can about this new mysterious therapy. My background in child neurology and developmental medicine ought to help, I figure. I have a few days off coming up; it will be ideal time to spend in the library.

Some days go by. I read everything the library has on the Southern California Sensory Integrative Test. The batter is certainly impressive. But I am uneasy. I have this nagging feeling that the normative data are inadequate. I have this sneaking suspicion that I would fail this test if I were to take it. Lucky for me that I already have my medical degree!



My wicked mind formulates a plan that is put into effect a few weeks later. I find three elementary school students with cooperative parents. I've selected them nonrandomly; these are children I know rather well. Each is bright—the best student in his class. Each has Wide Range Achievement Test scores that are several years above grade level. Two play musical instruments. One is a soccer and baseball star. My conscience bothers me when I ask the three mothers to lie a bit in the name of science, and to tell the therapists I am referring them to, that their children are having “school problems.”

I anxiously await the results. I am sorry to say that I could have guessed them in advance. Each child returned with a recommendation for sensory integrative therapy!

There's obviously something wrong here, I think to myself. The next morning, I call you. You ask me about the prescription slip that I was supposed to mail to you so that my young, LD patient can get started with his treatments. I evade your question in psychiatric fashion by asking one of you: “How many clients have you evaluated using the Southern California battery?”

You go through some rapid mental calculations and answer, “About 30 since I left training.”

“Do you happen to recall in how many of these, sensory integrative therapy was recommended?” I inquire next.

Without hesitation, you give me what I believe to be a most honest answer. “Almost all.”

Then you explain that you usually get referrals of children with difficulties so that your population is skewed. You don't have to be defensive about it; I am well aware of that fact.

I reassure you that I am still evaluating all the data relative to our case, and I hang up.

A couple of more weeks go by. The library computer has ceased to cough up material relevant to sensory integration. I even have in my possession three references in Russian and one in French, none of which I can read. I have them translated, and un-

fortunately, they provide little useful information.

After reading and appraising much recorded information about sensory integrative therapy, after considering all of the theoretical concepts on which such therapy is based, and after evaluating the limited amount of data relative to outcome, I begin to draw some conclusions about all this. They are as follows:

1. The basic neuroanatomical and neurophysiological concepts that occupational therapists utilize to explain sensory integrative processes at brain stem level are by-and-large accurate. To be sure, most—if not all—of these premises are based on biomedical research conducted over the past hundred years.

2. The observation that LD children have symptoms that are suggestive of faulty sensory-motor integration in the brain stem is probably valid. Physicians and other professionals working in the field of learning disabilities have known for some time that affected children exhibit poor eye muscle control, immature coordination and postural reactions, spatial and perceptual deficits, attentional problems, and language difficulties. The brain stem is undeniably important in all of these functions.

3. There is no valid, convincing proof in the limited studies conducted thus far on sensory integrative therapy to indicate that this treatment has directly remediated or helped anyone with a learning disorder of any kind. Every piece of research published offers only anecdotal, nonscientific, uncontrolled, or poorly controlled material from which reasonable conclusions cannot be drawn.

4. I can find absolutely no solid basis for sensory integrative therapy to be used on any child in this country unless it is provided within the framework of experimental studies, with appropriate informed consent obtained from the parents and, where applicable, from the child.

5. I find it hard to believe that thousands of LD children (and perhaps even many "normal" ones) are being subjected at considerable expense to families, taxpayers, and third party payers to this still experimental form of "treatment". Even Ayres, in her carefully conducted inquiries, is cautious about drawing definite conclusions from her theories, concepts, and hypotheses. It seems to me, to put it plainly, that some occupational therapists are guilty of "jumping the gun" on this one.

After having spent much time deliberating in my own mind what to do and what to say to you, I call you back. I thank you for your patience, and I indicate to you that I appreciate what you have done thus far on behalf of our little patient. I tell you that I firmly believe that you are honest in your recommendation for sensory integration therapy for this child and I state that I realize that you have the best intentions in mind. You sigh with disappointment when I tell you that I have decided not to sign the prescription for therapy. I explain that until

such time as I see more concrete evidence of effectiveness of sensory integrative therapy, I can not, in good conscience, recommend this experimental form of remediation for learning disabilities.

You seem angry, and your "have a nice day" doesn't sound as if you mean it. We hang up.

I go back to my patients and their parents, who have many more questions than medicine has answers.

You go back to your therapy, believing that at the other end of the line, unseen, was an arrogant, know-it-all, possibly incompetent physician who couldn't possibly know the first thing about your field.

You'll never know.

Your friend,

Robert J. Lerer, MD, FAAP

## NEW BUSINESS

A proposal to the Teacher Education and Certification Council was discussed. It centers around averaging a person's performance on the school psychology certification exam with evaluation of his/her internship experience, to determine certification. Bob Illback drafted a letter, which was endorsed by the KAPS Executive Council, stating objections to this proposal, on the basis of difficulties in evaluation of the internship, and the different skills being assessed by the two procedures. KAPS thus supports the certification process in its present form, as opposed to the proposed modifications.

The new examination committee has been formed, with new members Bill Knauf, Bobbie Burcham, and Bob Illback joining Steve DeMers, Joe Zins and Duane Miller. The next exam will take place in April.

After August of this year, a candidate for certification will have to have completed an approved training program. U of K, Spaulding, and Western Ky currently are approved, and Eastern Ky.'s program is nearing approved status.

Harry Robe described proposals drafted by Western Ky. University school psych faculty regarding certification regulations.

Pat Guthrie reported that re-training with the GATBE will take place in April. New users of the test will be able to receive training in August or September.

The meeting was adjourned at 2:00 p.m. and followed by a presentation on Children of Divorce by Sheila Schuster.



