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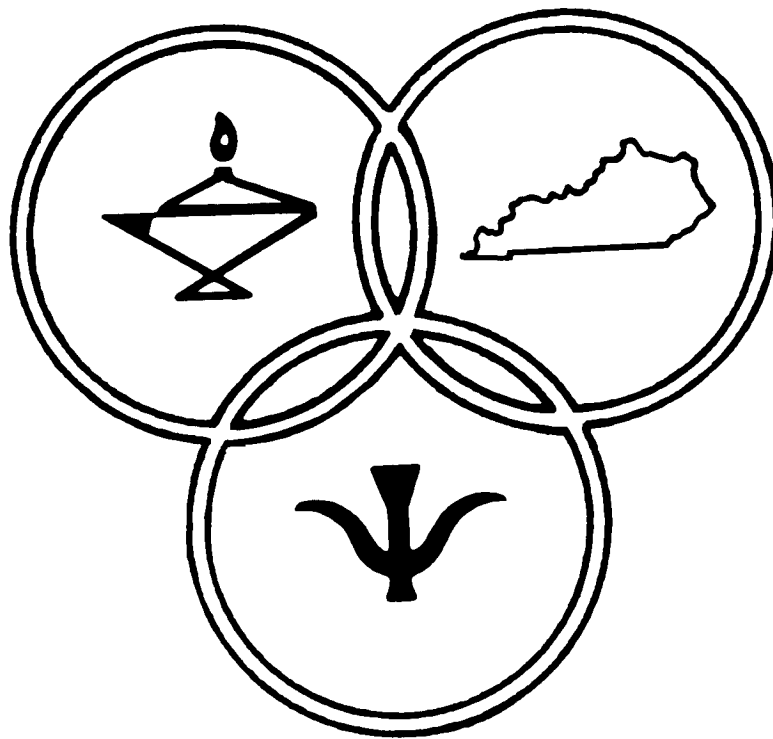
REVIEW

Spring 77

A PUBLICATION OF THE

**KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
SCHOOLS**

founded 1977



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Materials due by the 15th. of the month preceding publication. Next deadline: July 15, 1984.

REGIONAL REPORTERS

Jefferson County, Ruth Bewley
Northern, John Murphy
Eastern, Randy Kamphaus
Western, Bill Pfohl

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KAPS THIRD ANNUAL CONVENTION

**FRIDAY AND SATURDAY
SEPTEMBER 28 AND 29, 1984**

**EASTERN KENTUCKY UNIVERSITY
RICHMOND, KENTUCKY**

**KEYNOTE SPEAKER: DR. DANIEL J. RESCHLY
NASP President-Elect
Professor of Psychology
Iowa State University**

“ASSESSMENT AND TRAINING OF SOCIAL SKILLS IN CHILDREN”

Convention Format Similar to Past Years:

- TWO WORKSHOPS FRIDAY MORNING**
- PAPER PRESENTATIONS AND BUSINESS MEETING FRIDAY AFTERNOON**
- BANQUET AND HOSPITALITY FRIDAY EVENING**
- RESCHLY WORKSHOP SATURDAY MORNING**

**CALL FOR PAPERS, REGISTRATION INFORMATION, AND ADDITIONAL MATERIALS
WILL BE SENT IN THE NEAR FUTURE. MARK YOUR CALENDARS NOW AND PLAN TO
ATTEND!!!**

PRESIDENT'S MESSAGE

Bob Illback

These are eventful times for the profession of school psychology in Kentucky. In many ways, we're coming of age as an organization, as you will note when you read the committee reports in this issue detailing recent developments. There are some matters of critical importance to us currently, and I'd like to discuss these further.

KASA affiliation — The most important issue which currently confronts our organization is KASA affiliation. A few weeks back, Beth Doll, Pat McGinty, Pat Guthrie, and I met with the Executive Board of KASA to make our case. Many questions were asked, and some important dialogue ensued. As a result, the KASA EB (which is comprised of the officers, the Executive Director, and the Presidents of the eight affiliates) voted unanimously to accept KAPS as an affiliate, contingent upon the concurrence of KPGA and assuming we can meet numerical eligibility requirements. Essentially, we have to meet two criteria: 1) potential membership equal to one-half the number of school districts in Kentucky, meaning that we need to show that at least 93 KAPS members are eligible for KASA membership (we should have no problem with this one), and 2) of the persons eligible for membership in both KAPS and KASA, 50% (plus one) must be members of both organizations (this is where we have work to do). Thus, if 100 KAPS members are eligible to join KASA, we need to ensure that at least 51 are also KASA members. At present, it appears there are about 20 members of both organizations.

I strongly believe we need to pursue this goal vigorously. There are a number of reasons why I think this is the most important action we are likely to take in the near future as an organization. First, involvement with KASA gives us visibility and credibility in every school district in the state. Superintendents, instructional supervisors, and special education supervisors who previously had little knowledge of, or interaction with, school psychologists will encounter highly trained professionals with a unique perspective on school problems. We will have opportunities to share our ideas and issues, thereby broadening other educators' views of the nature and scope of our profession, and thereby legitimizing our role as professional educators.

Second, affiliation with KASA will give us influence within the educational community. There

is no doubt in my mind that KASA is the most influential school group in the state. During the most recent legislative session, KASA had an extremely well-defined agenda, and was very effective in getting bills introduced and informing its membership of their status. KASA is represented on virtually every important decision-making committee or panel in the state, and the Executive Director is exceptionally influential around the state and in Frankfort. As an affiliate, we would have automatic representation on the KASA Executive Board and the Board of Directors of the organization. Additionally, we would have opportunities to place our members on important committees (e.g., conference planning committee). A highly important committee for our purposes will be the legislative committee, which sets the agenda for KASA initiatives. *To achieve our goals, we must be directly involved in decision-making processes, and KASA affiliation is our golden opportunity to shape events.*

Finally, KASA affiliation will benefit us because it will make us more cognizant of educational issues and problems occurring within Kentucky, causing us to respond with relevant solutions derived from our unique background and training. I think regular interaction with KASA members will cause us to stretch ourselves professionally, especially in the area of intervention planning. School psychology has too long been associated with testing and "gate-keeper" functions. This is an opportunity to demonstrate to ourselves and others that we *do* have more to offer, and that school psychological services can be applied to a broad range of problems in education (e.g., remedial education, gifted education, mental health needs, prevention of school maladaptation).

By the time you read this, you will have received a letter from me with more details about the implications, financial and otherwise, of affiliation. As you will note, I have asked that you send a check or dues deduction to me directly so that I can assess whether we will in fact be able to meet the criterion. If we do not, I will return the money to you. If you have not already responded, please consider this opportunity seriously. I know it is not cheap, but it may be one of the best investments you have ever made.

Thanks.

Pat Guthrie - Reluctantly, I must report that Pat Guthrie has decided to leave her current position in Frankfort as school psychology consultant so she can return to her home in Bowling Green, where she will be working on the School Effectiveness Project. Pat will still be involved with school psychology and KAPS, but as she modifies her career path, I'd like to acknowledge her many contributions, including playing a role in such important developments as: certification, the school psychology examination, the internship program, various KAPS projects, the School Psychology Handbook (now near completion), legislative initiatives, KDE standards and guidelines, and a host of others too numerous to mention. Thanks, Pat, for all your hard work in our behalf.

KAPS/CASE/CEC — In response to the setbacks evidenced during the recent legislative session throughout education, and particularly in special education, I have proposed to Linda Hargan (President of CASE) and Betty Cox (President-Elect of KCEC) that we begin preparing for upcoming sessions now by delineating a joint legislative agenda which all of us can live with, and by beginning to lay the groundwork for accomplishing our goals. Both individuals were in agreement, and I hope we will be able to move forward quickly on this. A key issue for us will be funding for school psychological services.

EDITOR'S COMMENTS

Marcia McEvoy

We are continuing to send the *KAPS Review* to newsletter editors of state school psychology associations across the U.S. and Canada as part of an information exchange system. All state newsletter editors have permission to reproduce any items or articles which they think might be of interest to their association members, providing that the original source and author is credited. In the future, we will be reprinting informative and timely articles from other state newsletters. We are therefore encouraging members of KAPS to submit topics and issues to the editors which they hope to see addressed in future editions of our newsletter. We also welcome comments on articles printed in the *KAPS Review*, and will be providing a vehicle whereby members can share their thoughts in the form of a column entitled "Letters to the Editor."

One of our goals for the newsletter this year is to continue providing the membership with

helpful and interesting articles on a wide variety of topics. In this issue, we have included an article delineating procedural safeguards when conducting personality assessment. This appears to be a "hot" topic as indicated by the plethora of recent journal articles addressing this controversial area (The *School Psychology Review* recently devoted two entire journals to this topic). Future newsletters could address other topical issues such as standards for providing contractual services, new accountability procedures, the use of microcomputers in the schools, updates on research conducted on new assessment instruments (i.e., K-ABC, the Revised Vineland, etc.), and other articles which the KAPS membership might find pertinent and informative. The editors urge KAPS members to submit articles and items for publication in the newsletter. We want your input!

The next edition of the *KAPS Review* will be mailed in August. Material should be submitted to Marcia McEvoy no later than July 15 to be included in the August edition.

Permission to reproduce or use any article in the *KAPS Review* is granted to all state school psychology newsletter editors providing that the original source and author is credited.

ASSESSMENT OF CHILDREN'S PERSONALITY

David W. Barnett
University of Cincinnati

Karl B. Zucker
Indiana State University

(Editor's Note: The following article is an excerpt from a chapter written by KAPS member Dr. David Barnett and his associate, Dr. Karl Zucker for the forthcoming NASP Best Practices Manual which will be published within the next year. The editors are grateful to the authors for their willingness to share with KAPS Members a contemporary overview of suggested practices in the controversial area of personality assessment. All rights are reserved by the authors.)

Personality assessment has been controversial for some time. Often it appears that the field is represented by several schools of thought leading to the development of seemingly different methods of personality appraisal, with none completely escaping criticism.

Yet children today are as complex as ever, and despite numerous problems, the assessment of personal and social functioning has much to offer. No other domain of assessment is as developmentally integrative, or requires the psychologist to consider the subjective experience, personal goals, skills, and motivations of the client and significant others in terms of the deeper meanings of adjustment, or comes closer to the priorities that should be established when intervening in the lives of children. The focus should be on the most significant sources of life satisfaction and the most complete view of the child.

Personality assessment does not give the examiner a direct answer to the question of whether or not the child is "disturbed." Rather, it should result in a clearer understanding of how the child functions and why. It is from this better understanding of the child's functioning that the psychologist must judge if the child fits the criteria of disturbance under consideration, those of PL 94-142 or any others. This is a judgment which a psychologist must make after careful study and thought. The results from the personality assessment help in that decision, but do not eliminate the need for good judgment on the part of the psychologist.

Related to this, the nature of clinical assessment errors deserves consideration. The discussion should go beyond the reliability and validity of tests, interviews, and observations, which have received attention for their psychometric characteristics. The most serious errors probably stem from inadequate conceptualizations, theoretical biases, and the selection of goals for treatment based upon inadequate tools (e.g., McDermott, 1981; Nay, 1979). Other errors follow from overgeneralizing from a relatively small sample of behavior, and perceiving consistencies in behavior due to bias or limited information. Therefore, the importance of building-in safeguards needs to be stressed.

First, decisions about techniques should be based on a consideration of the information needed. Second, tests and techniques should be evaluated as sources of information, each with its own possible bias and error. Assessments should include the identification of healthy, constructive mechanisms as well as barriers to adjustment. Professional and ethical safeguards need to be incorporated, including mutually agreed upon goals for assessment, and logic and validity checks to confirm findings, whenever possible, with the client and significant others.

Another practical way to reduce the chance for error is to implement formal problem solving procedures. It may be important to withhold prior assumptions about the causes of a particular problem in order to reduce the possible influence of preconceptions as in applying a "favorite" theory or the undue influence that a particular score or observation may have. During assessment, unique hypotheses about individuals are made, based on information obtained, and are then carefully checked through available means. In addition to the person referred, assessment also involves consideration of the referral agent, factors that led to the referral, the possible sources and causes of the problems, constraints operating against problem definition and resolution.

availability of resources to assess and to plan interventions, and the social and political context (Sloves, Docherty, & Schneider, 1979). Finally, data for the personality assessment procedure should be obtained from a number of sources including interviews, observations, rating scales, school records, case histories, and tests.

Interviews. Interviews provide an opportunity for obtaining information that is unlikely to be gathered from tests. They provide a mechanism for problem identification and problem clarification through an examination of consistencies and contrasts of the problem as perceived by parents, teachers, the child, and other involved individuals. Non-test based information such as family history, structure and values, living conditions, interests, skills, aspirations, avocations, and unusual or stressful life circumstances may be important information.

Interviews must be evaluated for accuracy, and require scrutiny similar to other assessment methods (Peterson, 1968). Anastasi (1982) warns that "an interview may lead to wrong decisions because important data were not elicited or because given data were inadequately or incorrectly interpreted" (pp. 610-611). Since interviews are subject to theoretical and conceptual biases, a recommended plan is to initially base interviews on a behavioral model (Morganstern & Telvin, 1981; Nay, 1979). Safeguards involve comparing reports from different sources such as the parents, teachers, and children.

Observations. Observational techniques are invaluable for (a) helping to establish target behaviors, (b) defining the significant aspects of situations in which behavior occurs, (c) serving as an indication of the completeness of information, and (d) assessing facets of psychological constructs. Not to be overlooked is the fact that the assessment of covert or private phenomena can take place to a degree through self-observation and recording (Roberts & Nelson, 1984). Thoughts, feelings, and sensations may all be targets for self-monitoring. Karoly (1981) provides recommendations for assessing self-management in children.

Skill in systematic behavioral observation should be acquired by every assessor of personality. It is important to observe a referred child in a variety of settings, such as the classroom and playground, with different people, and at different times. Likewise, observational

data noted during test administration are extremely important. Observational techniques often have unknown statistical properties and may be invalid and biased. As a safeguard, the outcomes of the interviews related to problem identification and clarification should be tied to plans for at least the initial observations. Behaviors that provide confirming as well as disconfirming evidence of problems should be evaluated. Formal observations can be based on maladaptive behavior in part, but should also include emerging but often variable adaptive or coping skills, the analysis of learning processes such as attention and problem solving behavior, and the evaluation of setting or learning contexts. Another important view is the child's analysis of the problem behavior and the degree that self-observation and self-management can be taught.

Rating Scales. Rating scales represent a diverse group of methods, and many can be thought of as adjuncts to observational data and interviews. Parents, teachers, and clients may be asked to rate the presence, absence or degree of behavior, the behaviors of significant others, and aspects of situations. The use of rating scales does not eliminate measurement or theoretical problems. While usually reliable in one or more respects (e.g., internal consistency, temporal stability), findings may vary according to either the raters or instruments selected, or both, and it may be difficult to determine exactly what is being measured (Edelbrock, 1983) so that interpretation may be an issue. Often it is useful to examine individual items that do not achieve overall statistical significance on a scale, but may be important idiographically. For example, a person may include an extreme rating in an area such as social isolation, or report unusual fears, but overall would appear well-adjusted because of the manner in which the scale is constructed. The behaviors should not be ignored and can be addressed in interviews and through observations. Although the limitations of rating scales must be understood, they may be very useful because of their economy and versatility.

Review of School Records and Developmental and Social History

Much can be learned from school records, ranging from factual information to possible attitudes of school personnel toward the child and family. Although they vary tremendously in terms of the amount and kind of information available,

academic progress or retention, attendance, prior test results, disciplinary actions, extracurricular activities, and notations of other events yield a context for assessing school and community functioning. Especially valuable may be the assessment of significant changes over long time periods.

Projective Techniques. Projective test data, along with all other data gathered as a part of the personality assessment process, should be viewed as information which may add to the total understanding of the examinee. This should occur after the data have been first used for generating tentative hypotheses, and then studied, evaluated, rejected or supported. If finally supported, the information must be integrated into as comprehensive an understanding of the examinee as possible, considering the data available and needed in terms of leading to recommendations for psychoeducational intervention.

Objective Tests. Objective scales are another potential source of hypotheses. There are a number of practical points to keep in mind. (a) Any score derived from the instrument or any other behavior observed, such as the response to a single item, will have to be thought of as a possible hypothesis, and then treated like any other hypothesis in the assessment process. (b) Examinees may not necessarily respond truthfully to these instruments. Whether or not they did in any given instance must be judged by the examiner. Sometimes a "Lie" scale can help in making that judgment. (c) If the examiner judges that the subject did not respond accurately, he/she must be sensitive to any possible explanation for this, such as a wish to make the results come out a certain way in order to convey a desired impression to the examiner, negativism, fear of acknowledging certain self-perceptions, embarrassment, or maybe a lack of self-insight. The fact that some people are more introspective and less defensive than others, so that there are wide individual differences with respect to accuracy of self-perceptions, is sometimes

overlooked by examiners. When it is suspected that accuracy was distorted, this does not mean that the results have no value. If the examiner can achieve an understanding of *why* the examinee responded in that manner, the examiner may have obtained a very helpful insight about the personality of the person. Moreover, if the examinee honestly reported self-perceptions, even if they are highly discrepant in terms of other information, this also constitutes important information.

In summary, it is not difficult to critique personality assessment. The challenge is in using the information provided while not building in errors and unnecessary or harmful constructs. An important consideration is that tests are usually developed for a specific purpose, and the purpose of the authors may or may not match the needs of the psychologists offering services. Personality assessment techniques do *not*, by themselves, present adequate guidelines for assessment. They may be based on a personality theory, a model of psychopathology, or empirical relationships between items or items and behaviors. Constructs may be neglected, and they do not necessarily focus on change. Assessment should focus on enhancing the probability that hypotheses lead to constructs, insights, and plans for helping people. While a great deal is known about personality development and behavior, personality processes, and psychopathology, research has been with few exceptions only tangentially related to personality appraisal. The future of personality assessment is an important one, and professional psychologists are only beginning to find ways of incorporating developments into practice. The most important points are to implement procedural safeguards as a part of an intensive case study, and to base assessments, to the greatest extent possible, on research related to psychosocial change.

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REGIONAL NEWS

JEFFERSON COUNTY NEWS

Ruth Bewley

This year will be characterized as one of growth for Jefferson County school psychologists. In terms of assessment, we have expanded our skills to include new psychological and educational measurement tools. We were privileged to have Dr. Randy Kamphaus from Eastern Kentucky University provide us a valuable two-day workshop on March 15-16 on the Kaufman-Assessment Battery for Children. Increasing our assessment skills makes us all more keenly aware of the dangers of basing important educational decisions on small amounts of information.

We are also expanding our skills in the areas of prevention, intervention and consultation. Pat McGinty is conducting group counseling sessions for children from divorced parents. Betty White is conducting counseling sessions for middle school students. A pilot project is being coordinated between JCPS and Seven Counties to work with "at risk" students identified as potential behavior disordered candidates. The developing teams will work jointly to construct intervention strategies and aid in their implementation. School psychologists are a vital part of this team. Mike Norris and Lynn McCoy-Imandle are working on a project to make re-evaluations of behavior disordered students more relevant to the receiving staff. They are developing a questionnaire to be disseminated to the staff of CPS's Environmental School and will correlate these responses with requirements outlined by the Kentucky Department of Education. Hopefully, future BD/ED re-evaluations will include more data on the emotional and behavioral progress and adjustment of the student.

Our personnel continue to grow individually as well. Eugene Kelly has been accepted into the school psychology doctoral program at the University of Kentucky. We have a visiting school psychology intern, Mike Carr, from Eastern Kentucky University whom we have enjoyed having on our staff this semester. We also welcome Sheila Tasman, Psychometrist, as a team member part-time.

Our tri-weekly meetings have continued under Assessment/Placement Director Ronda Talley. This has been a valuable time to develop peer consultation skills and learn what each region is doing. Some very interesting cases have been presented with helpful suggestions developed through our impromptu staffings. We wish all other Kentucky psychologists a successful ending to their school year.



NORTHERN KENTUCKY NEWS

John Murphy

Mrs. Sally Brush, a co-founder of the Aring Institute in Cincinnati, spoke to NKAPS members at our February meeting. The Aring Institute offers a variety of programs designed to meet the needs of children, parents and teachers as they adjust to the changing family in modern society. Mrs. Brush's presentation focused upon relevant programs for adolescents of divorced parents and was quite informative and well received. Our March meeting was cancelled in lieu of the Kentucky CEC Convention. As always, we welcome interested persons in the Northern Kentucky region to join us at our monthly meetings.

Several KAPS members from the Northern Kentucky region have presented papers at recent state and national conventions. Presenting at the annual Kentucky CEC Convention in March were school psychologists Bruce Wess, Cookie Cahill, Bill Knauf, Lyn Petty, and Luann Wise from Kenton County and John Murphy from Covington. David Barnett, Nancy Hampel, Marcia McEvoy, John Murphy, Charlene Ponti and Joe Zins presented papers in April at the NASP Convention in Philadelphia. Congratulations are also in order for David Barnett and Joe Zins who were recently named to Editorial Boards of the *Journal of Psychoeducational Assessment* and *Special Services in the Schools*, respectively. In short, NKAPS has been well represented at state and national levels and we hope to continue such involvement.



EKU AREA NEWS

Alan Kite

Eastern Kentucky University School Psychology graduate students Jim Herrell and Doug Mings have been experiencing their first practicum placement this semester. The two of them have been driving to Frankfort twice a week to spend those days in the Franklin County School system. They also attend class once a week to share their experiences with other graduate

students under the direction of EKU professors John MacDonald and Randy Kamphaus.

Jim Herrell, a native of East Tennessee attended Berea College before transferring to EKU as an undergraduate. He presently lives in Berea with his wife, Debra, and a two year old daughter. Jim is working on a needs assessment of psychological services in eastern Kentucky with John MacDonald and hopes to eventually work in a rural setting.

Doug Mings is a native of Radcliff, Kentucky, and attended a junior college in Florida before finishing up at Eastern. He is in charge of checking out tests in EKU's Psychology department. Doug intends to work in a school setting in Kentucky upon completion of his program.

These two have already added a number of public school experiences to their background including: observing in classrooms at all levels, working with TMH students, feeding multiply handicapped students, interviewing school staff, attending ARC meetings, and even staying home on snow days. Besides being a learning situation for them, this placement has been stimulating for the Franklin County staff as well. All involved welcome this interaction between a university and the public schools and wish these men the best in the pursuit of their careers.

EXECUTIVE COMMITTEE REPORTS

LEGISLATIVE COMMITTEE REPORT

Beth Doll and Randy Kamphaus

As most of you already know, legislative action in Kentucky has declined considerably with the current legislative session nearing recess. At this point legislators are meeting periodically to consider topics such as overriding Governor Collins' vetoes.

The action taken on the bills mentioned in our earlier memo is summarized below:

Senate Bill 19 requiring teachers certified after next January 1 to pass a competency test and serve a one-year internship before being awarded a regular contract was signed by Governor Collins on April 11, 1984.

House Bills 327 (the mental health provider bill) and 328 (the mental health parity bill) were both rejected by the House Committee on Banking and Insurance. House Bill 328 was not even taken up by the committee. According to the Louisville Courier-Journal, representatives of the state and Louisville chambers and other business lobbyists turned out in force to oppose the bills. They persuaded the committee that the measures would stifle what they claimed is growing competition in health-care insurance.

House Bill 179 (the mental health counselor's bill) did not make it out of the Senate Health and

Welfare Committee. This bill was passed easily in the House. A summary of the action taken on the bill, from the Legislative Record, follows:

- Jan. 3 - to Business Organizations and Professions
- Feb. 14 - posted in committee
- Mar. 1 - reported favorably, 1st reading, to Calendar with committee substitute
- Mar. 2 - 2nd reading, to Rules
- Mar. 9 - posted for passage, Mar. 12
- Mar. 12 - floor amendment filed (1) to committee substitute
- Mar. 13 - 3rd reading, passed 61-27 with committee substitute and floor amendment (1)
- Mar. 14 - received in Senate, to Health and Welfare

It is now time to begin planning for the next legislative session. Our KAPS survey of the membership revealed that unit funding for school psychologists is a high priority for KAPS members. Members of the legislative committee will be contacted in the near future regarding a meeting of committee members to be held on Saturday, May 12, in conjunction with the microcomputer workshop at Fort Knox. Bob Illback will update committee members on our contacts with other professional organizations regarding unit funding for school psychologists. At this meeting the committee will assign responsibilities for preparing to draft a unit funding measure to be presented at the next legislative session.



PROGRAM COMMITTEE REPORT

John MacDonald and Charlene Ponti

Currently, the Committee is receiving and compiling the results of the needs assessment survey which was sent to the membership in the last newsletter. Your selections will be used to target presenters on topics of interest to the membership, or to tap (cajole) the talent we have within KAPS.

Dr. Charles Maher's workshop, *A Systems Framework for Classroom Based Behavioral Interventions*, was held on January 28, attended by a crowd of 55. Our thanks to Bob Illback for arranging this workshop.

By the time you read this, you should have received word regarding the workshop presented by John Hanna of the Fort Knox schools on *Computer Applications in School Psychology*, to be held on May 12th at the Fort Knox schools. Once again, our appreciation is extended to Bob Illback for arranging the workshop.

You will soon be receiving a mailing regarding a third program to be offered in co-sponsorship with Eastern Kentucky University in Richmond on July 13 and 14 at the Perkins Building on the EKV campus. This will be the first, we hope, of several Summer School Psychology Institute programs at Eastern. Dr. Randy Kamphaus will present a program on *Interpretation of the K-ABC*, and John MacDonald will present a workshop on *Applications of Learning Strategies Research to Assessment and Intervention*. Both workshops are 6 hours long and will be offered twice to allow participants to attend both. The Mule Barn at Arlington has been reserved for a hospitality night July 13. For information, contact:

Coordinator
School Psychology Summer Institute
145 Cammack
Eastern Kentucky University
Richmond, Kentucky 40475-0937
606 622-1105

Once again (get it on your calendars) we remind you that the Third Annual KAPS Convention will be held on Friday, September 28 and Saturday, September 29, at Eastern Kentucky University. Dr. Dan Reschly, President-Elect of NASP, will address the membership at the banquet and will present a three-hour workshop on *Assessment and Intervention of Social Skill Deficits*.



TREASURER'S REPORT

Alan Kite

The balance in the treasury for the first quarter of 1984 was \$2,258.29. Thank God things are coming out even. The following is a rough breakdown of the expenditures from January 1st until April 12th:

Telephone, postage, & copying expenses for officers & committee chairpersons:	\$ 133.62
Travel expenses for Alan Coulter ('83 Convention)	\$ 170.00

Charles Maher workshop:professional fee	\$ 200.00
donuts	\$ 17.76
Ky. Mental Health Coalition dues	\$ 100.00
Legislative memo: copying & mailing	\$ 70.67
KAPS Logo: typesetting & camera work	\$ 49.25
Bulk mailing permit (initial one-time expense)	\$ 80.00
Printing of newsletter covers (1,000)	\$ 93.90
Newsletter postage & printing (last edition)	\$ 216.12
Copying of newsletter (a bill left over from 1983)	\$ 49.45
TOTAL EXPENDITURES	\$1180.77

The Maher workshop did make a profit. Those monies were deposited along with checks from the CPD committee. A more thorough breakdown of these will be forthcoming.



MEMBERSHIP COMMITTEE REPORT

Bobbie Burcham

As of April, 1984, KAPS membership stood at 114, six under last year's all time high of 120. Several people have joined since the printing of the last membership directory and you may wish to add them to your list to maintain a current record for correspondence. They are:

Joseph White
4818 South 3rd Street #7
Louisville, Kentucky 40214

James Wortham
PO Box 33008
Louisville, Kentucky 40232

Teesue Fields
2504 Merriwood Drive
Louisville, Kentucky 40299

Peggy Harrell
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Ruth Ball Mixson
248 Fairway Drive
Frankfort, Kentucky 40601

Nancy Hampel
1721 Jefferson
Covington, Kentucky 41014

Helen L. deGraffenried
803 Monroe Drive
Elizabethtown, Kentucky 42701

The membership drive for 1985 will begin in August so be watching for your application late this summer.



CONTINUING PROFESSIONAL DEVELOPMENT COMMITTEE REPORT

Teesue Fields

On April 2 the CPD committee had its first review session to evaluate the activity forms submitted by 9 CPD participants. Six people had at least 5 units of CPD activities and will receive KAPS CPD certificates at our convention banquet in the fall. Pat Guthrie, our state consultant, had over 15 CPD units and will receive the joint KAPS-NASP standard certificate of achievement. Her name was read at the NASP banquet in Philadelphia. KAPS has also been notified that Diana Trenary, the first KAPS President, has submitted her activities to the NASP CPD program and will receive a NASP standard CPD certificate. Congratulations to both Pat and Diana!

In reviewing CPD activity forms, the committee ran into some problems with the guidelines and felt it necessary to make two changes. First, categories 2 and 3 have been collapsed into one category, because we found it too hard to make distinctions between the categories. We also decided to drop the requirement that only one third of the activities can be in category 3. Instead, the quality of the activities will be monitored by the committee according to the documented relevance of professional development as a school psychologist.

Second, under category 5 (Research and Development), if a presentation is made with other people, than you are only given credit for the proportional amount of time that you presented. For example, if you presented a three hour workshop with three other people, then the total time of the workshop is divided by the number of presenters (in this example $3 \div 3 = 1$). If such a method does not do your effort justice, then you need to note on the activity form and documentation that you were responsible for

more than an equal part of your presentation.

A couple of other questions have been raised and need some clarification. If you are a member of NASP and KAPS and want a NASP-KAPS certificate of achievement, you do NOT have to submit to both NASP and KAPS. We have a NASP approved CPD program, so that NASP accepts our standards and review of activities. So if you want NASP credit, just join the KAPS program and submit your CPD activities to us. When you earn 15 CPD credits you will receive a NASP-KAPS certificate, signed by both Presidents.

Also, some people feel there is too much involved in documentation for workshops or presentations. If you are at a gathering with other KAPS members, one easy method of documentation would be to get everyone to sign a

sheet of paper, have the presenter or workshop organizer sign and then send the entire sign up sheet to me. I'll keep these on file and if you ever submit an activity form for CPD credit, refer to the sign up sheet as documentation.

Since this was our first review with "real" activities, we expected to find some rough spots. The CPD committee hopes that these clarifications will take care of the problems and end some confusion. If you still have questions, please write me and I'll send you a copy of the guidelines with the revisions written in.

The next deadline for submission of materials will be August 15. There is also plenty of time to participate in CPD, just write me for an application and a copy of the guidelines.

ASSESSMENT OF SEVERELY/PROFOUNDLY HANDICAPPED STUDENTS

John J. Murphy, M.Ed.

Assessment of severely/profoundly handicapped (SPH) students remains a major challenge for school psychologists, teachers and other school specialists. Since there is a lack of established assessment practices relating to SPH students, practitioners have often applied traditional assessment strategies (e.g., standardized intelligence tests) yielding information which is minimally useful for educational planning and programming. While the lack of uniformly accepted techniques may unfortunately result in continued application of inappropriate evaluation measures in some cases, a more positive outlook of the situation merits consideration. In short, school psychologists and other evaluation team members may view the current SPH assessment situation as an exciting challenge requiring professional creativity in developing, adapting and selecting appropriate assessment measures. In an effort to address this challenge, this article presents a functional

assessment model which relies heavily upon non-testing strategies such as interviews and observations. This approach is proposed in lieu of more traditional assessment practices.

The following statements are generally viewed as true by school personnel regarding the education of SPH students:

- (a) The primary long-term (ultimate) educational goal is training students to function as independently and productively as possible in society;
- (b) the "criterion of ultimate functioning" refers to the skills which each person must possess in order to reach this goal (Brown 1976);
- (c) the value of all educational activities should be judged in relation to this criterion; and
- (d) more specifically, assessment strategies must be *selected and evaluated* based

upon the degree to which they provide information useful for educational programming toward ultimate educational goals.

These statements collectively provide a strong rationale for a highly functional approach to the assessment of SPH students which should serve as a guide for selection of specific assessment strategies.

A functional assessment model will be presented in four major sections--purpose, methods, participants, and outcomes. Comparisons to a traditional assessment model will also be noted under each section.

Purpose. Generally speaking, assessment of SPH students has historically been geared primarily toward yielding quantitative data required for the purpose of classification, placement and in some cases segregation (MacMillan, 1977). The inception of P.L. 94-142 and related principles designed to safeguard the rights of *all* handicapped children (e.g., least restrictive alternative, zero rejection, etc.) had reduced the tendency to conduct assessments exclusively for these purposes. However, we continue to evidence assessment practices which may meet federal and state evaluation standards but provide little useful information for educational programming. On the other hand, the primary purpose of a functional assessment model is to provide such information in the hope of facilitating movement toward ultimate educational goals discussed earlier (i.e., functional living skills). Another major difference lies in the fact that traditional assessment of SPH students has often been a "one-shot" deal, whereas the functional approach advocates assessment as an ongoing problem-solving process.

Methods. The selection of specific assessment methods should follow logically from the primary evaluation purpose(s). Given the narrow traditional assessment purposes noted above, it is understandable why traditional evaluation of SPH students has largely involved administration of norm-referenced standardized tests yielding quantitative estimates of IQ and/or academic achievement levels. The limited sampling of behavior derived from traditional standardized intelligence tests such as the Wechsler or Stanford-Binet Scales result in IQ scores of highly questionable validity. More importantly,

information derived from such measures (e.g., IQ of 15 or a report stating that the child was "untestable") is of little value in the development of subsequent educational goals and instructional methods.

As stated earlier, the functional approach largely utilizes nontesting strategies in an effort to derive a broader sampling of behavior and to thereby generate more useful information for educational programming. Given the limited number of instruments appropriately normed or SPH student populations, evaluators need to adopt a task-analytic criterion-referenced framework with emphasis upon methods yielding data regarding mastery of functional living skills. While not completely excluding quantitative measures (e.g., certain developmental scales, modified tasks from norm-referenced instruments, suitably normed adaptive behavior scales, etc.), a functional approach is more qualitative in nature (e.g., assessment of primary response modes, reinforcer preferences, etc.) Specific methods which are often involved in this approach include incidental and structured observations (videotaped and/or *in vivo*), parent and teacher interviews, and one-to-one assessment when appropriate.

Participants. A functional assessment mode also differs from traditional approaches in that more people are involved in the assessment process. The interdisciplinary team is critical in the evaluation of SPH students. The extent and variety of needs of these students suggest participation of parents, teachers, school psychologists and other specialists (e.g., medical personnel, speech, physical and occupational therapists).

Outcomes. The "bottom line" or ultimate value of psychoeducational assessment activities and strategies relates to the extent to which they facilitate positive outcomes for individual students. In this regard, logical outcomes of traditional assessment methods are numerical descriptions of student functioning. Such assessment merely provides quantitative verification of the obvious severity of impairment without yielding additional information relevant to educational programming.

The functional approach advocated in this article rejects such traditional "trappings" in favor of more innovative assessment techniques designed to contribute to IEP development and

implementation. If we truly support the intent of P.L. 94-142 with respect to appropriate education for *all* handicapped children in our schools, I believe we must begin (or continue)-serious efforts toward refinement of our assessment skills vis-a-vis SPH students.

REFERENCES

- Brown, L., Nietupski, J., & Hamre-Nietupski, S. The criterion of ultimate functioning and public school services for severely handicapped children. In M.A. Thomas (Ed.), *Hey, don't forget about me!* Reston, VA: Council for Exceptional Children, 1976, 2-15.
- MacMillan, D.L. *Mental retardation in school and society.* Boston: Little, Brown and Company, 1977.

RURAL SCHOOL PSYCHOLOGY GROUP FORMS

A special interest group in the area of rural school psychology is in the process of being formed. Cindy Pilkington and Jack Cummings of Indiana University have been asked to co-chair the group. Since some of you have been active in the area of rural school psychology, we would like your participation in this effort.

The initial goals of this group include:

1. to establish communications among rural school psychologists in order to discuss both problems and solutions to the unique demands of delivering psychological services in rural settings;
2. to establish working communications with other organizations with interests in

rural education, e.g., ACRES, APA Division 27 special interest group on rural issues, and AERA special interest group on rural education;

3. to publicize rural issues in NASP communications, e.g., *Communique* and *Review*.

If you have ideas regarding directions for this group, please call Cindy Pilkington at (701) 572-6757 or 572-0182 or write her at WILMAC Special Education Unit, 512 4th Ave East, Williston, ND 58801. Please let her know if you are interested in participating at your earliest convenience.

New norms are available for Beery's *Developmental Test of Visual-Motor Integration*. For more information, write Modern Curriculum Press, 13900 Prospect Rd., Cleveland, OH 44136.

Supplementary norms for the Key-Math expressed as standard scores, percentiles, and normal curve equivalents are now available from American Guidance Service. For more information, call their toll free number 1-800-328-2560.

