
the

KAPS REVIEW

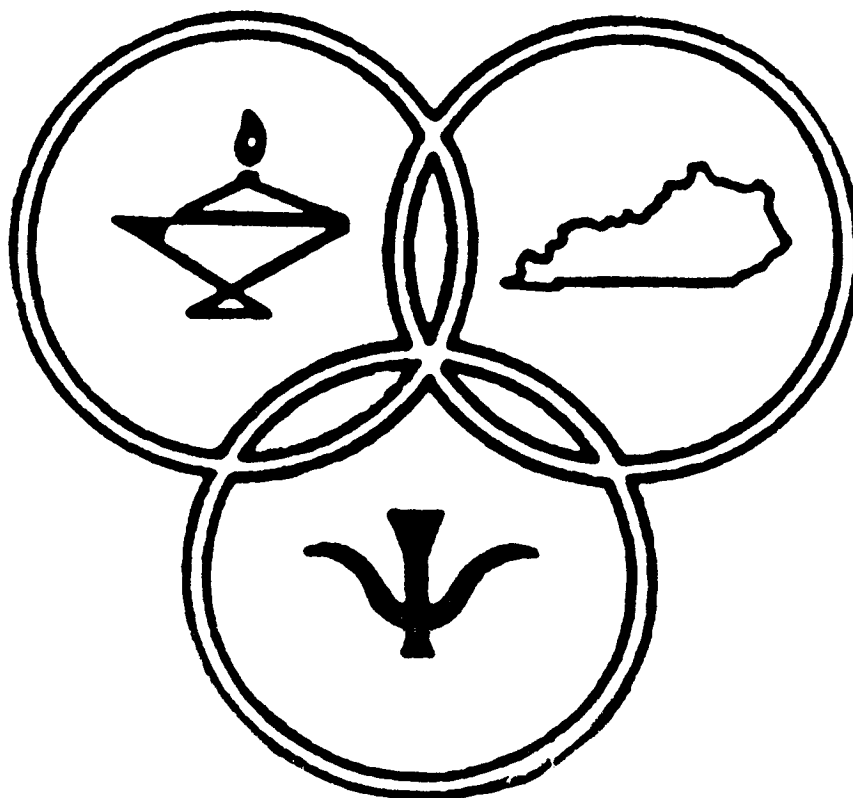
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**KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
SCHOOLS**

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EDITOR'S MESSAGE

For the past three years, we have had the opportunity to serve as editors of the KAPS REVIEW. It has been a rewarding experience for us and we have enjoyed working on the newsletter, but feel it is now time to pass the reins on to new blood. This is the last issue we will be editing. We want to thank all those who were so prompt and responsive to all our calls for articles. Good luck to the new editors.

Everyone have a relaxing summer!

JOYCE STEVENS & BETTY WHITE

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KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

The KAPS REVIEW is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS) and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily those of the executive committee. Editors reserve the right to edit articles submitted.

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PRESIDENT'S MESSAGE

JIM BATTS

As I prepare to write this final message as KAPS president, I am experiencing a mixture of feelings including some relief, gratitude, and optimism. The relief arises from the lessening of time commitment, a feeling of moving away from responsibilities and the demands of the position. The gratitude is for all the help and support I have received over past years as president-elect, president, and in my position as state consultant. There is no way I can thank the officers, committee chairs, regional representatives and general membership enough for their commitment and service to me and the organization. There are so many many reasons to be optimistic.

The Experimental School Psychology Program is growing in both size and importance. I receive calls frequently from superintendents and special education directors wanting to know when more positions will be available. The demand for school psychologists is exceeding the supply. The profession is being viewed more and more as an essential element to improving education in Kentucky. Last month the General Assembly submitted its education recommendations to the Governor. The recommendation included \$3,000,000 for increased school psychological services.

There is much to be optimistic about when we look at the impact school psychologists are having on school policy. School Psychologists are serving on most of the major committees and task forces within the Department of Education and the Cabinet for Human Resources. Members are impacting areas such as pre-school, learning disabilities, Severely Emotionally Disturbed (SED),

assessment, service delivery, accreditation, student health, and certification.

The KAPS organization is growing in size and strength. Judi Hughes has done a great job on membership and on our very fine membership directory. We had a very successful fall convention in Lexington. We experienced our best attendance ever. Garland Niquette did a fantastic job putting together an outstanding convention program. This spring, KAPS also co-sponsored the Irwin Hyman "Alternatives to Corporal Punishment" workshop.

KAPS has accomplished so many things this year that I will not try to recount them. The work on Special Education Director certification and the "Operations and Procedures" manual may be two of the most significant.

I can not exit without at least one final request. I want to urge your maximal involvement with KAPS. I feel that more members were actively involved in the management and operation of the organization than ever before; however, there is an active role for every member. Get involved as committee member, officer, conference presenter, or as a membership recruiter. I think you will find the work you do with KAPS to be professionally and personally gratifying as well as fun.

I thank the association members for providing me this opportunity to serve as president during the 1988-1989 school year. I look forward to my continued association with all of you through your KAPS involvement.

STANDARDIZATION SITES REQUIRED

BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN (BASC)

Authors: Cecil R. Reynolds and
Randy W. Kamphaus

The Behavior Assessment System for children (BASC) will provide a psychometrically sound approach to assessing the emotional and behavioral problems of students ages 4 to 19 years and, in certain cases, assessing the parents of problem students. It will be a useful tool for psychologists, not only in public schools but also in clinical settings such as hospitals, mental health and drug abuse centers, and institutions/agencies dealing with problem children.

BASC Features:

1. A Children's Personality Profile which is a child self-report assessing stress, anxiety, somatization, depression, psychoticism, self-reliance, attitude toward school, locus of control, interpersonal sensitivity/empathy, masculinity/femininity, levels of aspiration,

social desirability, field dependence/independence, and interpersonal relations;

2. A Parent Rating Scale used by a parent to rate the child on personality factors;
3. A Teacher Rating Scale used by a teacher to rate the child on personality factors;
4. A Parent Personality Profile used by parents to rate themselves on personality factors such as parenting style, communication, involvement, adjustment and depression which are linked to the etiology of child disturbance;
5. A Direct Observation Scale which provides an objective system for observing a child to be completed by a classroom observer;
6. A Developmental Questionnaire to be completed by parents noting developmental milestones, early trauma situations, and certain motor skills.

Standardization commenced across the United States in the fall of 1988. Please contact Mary Cash at 404/542-4501 for further information.

CORPORAL PUNISHMENT

NASP POSITION ON CORPORAL PUNISHMENT

As the purpose of the National Association of School Psychologists is to serve the mental health and educational needs of all children and youth; and

The use of corporal punishment as a disciplinary procedure in the schools negatively affects the social, educational, and psychological development of student; and

The use of corporal punishment by educators reinforces the misconception that hitting is an appropriate and effective technique to discipline children; and

Corporal punishment as a disciplinary technique can be easily abused and thereby contribute to the cycle of child abuse; and

School psychologists are legally and ethically bound to protect the students they serve; and

Research indicates that punishment is ineffective in teaching new behaviors, that a variety of positive and effective alternatives are available to maintain school discipline, and that children learn

more appropriate problem solving behaviors when provided with the necessary models;

Therefore it is resolved that the National Association of School Psychologists joins other organizations in opposing the use of corporal punishment in the schools and in other institutions where children are cared for or educated;

And will work actively with other organizations to influence public opinion and legislative bodies in recognizing the consequences of corporal punishment, in understanding and researching alternative to corporal punishment, and in prohibiting the continued use of corporal punishment;

And will encourage state affiliate organizations and individual members to adopt positions opposing corporal punishment, to promote understanding of and research on alternatives to corporal punishment including preventive initiatives, and to support abolition of corporal punishment at state and local levels.

National association of School Psychologists Supporting Paper on Corporal Punishment Position Statement

Committee Members

Kathie Lodholz, Chair
Irwin Hyman, Ed.D
Howard Knoff, Ph.D
Richard Townsend, Ed.D.
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Definition

Corporal punishment is defined as the intentional infliction of physical pain, physical restraint, and/or discomfort upon a student as a disciplinary technique. Corporal punishment does not include use of reasonable and necessary physical force: (a) to quell a disturbance that threatens physical injury to any person or destruction of property; (b) to obtain possession of a weapon or other dangerous objects within a pupils' control; and (c) for the purpose of self-defense or the defense of others.

Background

Historical: The use of corporal punishment as a disciplinary technique in institutional settings including the family and the school has been widely accepted in the United States. Such support is based on religious belief, "in loco parentis" practice (or schools acting in the place of the parents), and cultural values. However, casual acceptance of the use of corporal punishment has declined as public awareness of its damaging uses and negative impact has increased (Office of Civil Rights, 1982).

Currently only eight states have eliminated the use of corporal punishment in schools by state legislation or local mandates. These include: Hawaii, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island and Vermont.

Of the 42 states that do not prohibit corporal punishment, 13 have no state legislation either prohibiting or authorizing corporal punishment in the schools. These include: Alabama, Alaska, Idaho, Indiana, Iowa, Kansas, Kentucky, Mississippi, Missouri, Tennessee, Utah, Wisconsin, Wyoming.

The remaining 29 states continue to have legislation that authorizes corporal punishment in the schools. Moreover, two states, Florida and North Carolina, have legislation that disallows individual school boards from prohibiting the practice of corporal punishment.

Internationally, there is a trend toward abolition of corporal punishment in schools. The United States and Great Britain are the only developed, English speaking countries that continue to sanction this practice. A list of countries and the dates when they abolished corporal punishment is included in Appendix A.

Legal: The primary legal justification for the use of corporal punishment is found in Ingraham v. Wright [430 U.S. 651 (1977)]. The case involved the use of corporal punishment in a Florida Junior High School. When the U.S. Supreme Court agreed to hear the case, it accepted the reports of abuse and injury as accurate and did not challenge the Florida corporal punishment statute. The Court said it would decide the case on two points of constitutionality: (a) Are public school students afforded protection under the Eighth Amendment which prohibits cruel and unusual punishment and (b) Do public school students have the right to a due process hearing before corporal punishment is administered? On April 19, 1977, by a 5 to 4 vote the U.S. Supreme Court answered "No" to both questions.

With respect to the first question, the Supreme Court historically has held that punishment violates the Eighth Amendment if it is either inhuman or disproportionate to the offense. In the Ingraham case, the Court stated that the Eighth Amendment was restricted to protecting those convicted of crimes. Thus, students accused of minor infractions are not guaranteed the same constitutional rights or protection as convicted felons even though the punishment may be inhumane or disproportionate to the offense.

With respect to the second question, the Court decided that the due process clause of the Fourteenth Amendment was not violated. "It reasoned that even without them (procedural protections urged by NEA before the infliction of corporal punishment), students are given due process because, if the punishment is later found to be unjustified, school officials may be held liable for damages or subject to criminal penalties" (National Education Association, 1983, p.3). Justice White suggested in his minority opinion that this after-the-fact protection was inadequate because (a) it does "nothing to protect the student from...the risk of reasonable, good faith mistake in school disciplinary process," and (b) "the infliction of physical pain is final and irreparable...." In essence, the Ingraham v. Wright decision said that the use or abuse of corporal punishment is not a Federal offense.

Current Use: There are several indicators of the extent to which corporal punishment continues to be used in the schools. Nearly a decade after the U.S. Supreme Court Ingraham v. Wright decision, the American Association of School Administrators conducted a national survey and asked a representative sample of school districts if corporal punishment was used as a disciplinary measure. Of the 667 responses, 360 districts reported that they used corporal punishment for disciplinary reasons (American Association of School Administrators, 1980).

The Office of Civil Rights (OCR), U.S. Department of Education, reported over 1 million paddlings for the 1979-80 school year. Projecting for the unreported schools, the OCR 1980 Elementary and Secondary Schools Survey estimates that 77,544 U.S. schools inflicted corporal punishment 1,408,206 times during that school

year. Based on these figures and additional relevant information, the National Center for the Study of Corporal Punishment and Alternatives in the Schools estimates that from two to three million incidents of corporal punishment took place in public schools in 1982. This number involved more than 90,000 physically or mentally handicapped children (I. Hyman, personal communication, 10/25/85).

The American Bar Association (ABA) estimated that in 1982, an average of 3.5% of all children nationally received physical punishment (ABA, 1985). Appendix B includes ABA estimates by state of the incidence of corporal punishment.

Use and Effectiveness of Corporal Punishment

There have been numerous scientific investigations regarding the administration of corporal punishment as a disciplinary measure. These studies have found that corporal punishment often is administered in a haphazard fashion rather than being used as a "last resort." The severity of the punishment has been found to be inconsistent with the severity of the infraction. Further, even when specific limitations are set on the use of corporal punishment, they frequently are ignored (Clark, Erdlin, Hyman, 1984).

Corporal punishment also often appears to be administered in a discriminatory manner. The most frequent recipients have been students with emotional or behavioral problems, as well as Black, Hispanic, and lower socioeconomic status white students (Hyman & McDowell, 1977). In addition, corporal punishment most frequently is administered to male students by male staff (Clark et al., 1984).

The use of corporal punishment has not been found to significantly reduce school discipline problems nor to promote a positive learning environment for students or teachers. Moreover, its use is often a symptom of frustration, lack of knowledge about effective alternatives, and a generally punitive atmosphere (Farley, 1983). In fact, the availability of corporal punishment may discourage teachers and others from seeking better means of discipline (Hyman & Wise, 1979).

The use of corporal punishment has been associated with a broad range of undesirable consequences which potentially affect students, teachers, families and the community. Corporal punishment in the educational setting may increase anxiety for both recipients and observers, and thus may decrease all students' learning (Bongiovanni, 1979). Additionally, punishment negatively reinforces any behavior which is successful in avoiding or eliminating the punishment. Thus, if the student learns that social withdrawal, truancy, dropping out or aggression will decrease the likelihood of punishment, these behaviors may increase (Bongiovanni, 1979).

Corporal punishment also can increase alienation and anxiety as well as retaliation with more aggressive behaviors (Hyman & McDowell, 1977). Retaliatory aggressive behaviors can be directed toward the source of the punishment, toward others in the environment, or toward inanimate objects (Bongiovanni, 1979). Thus, as a consequence of employing corporal punishment, school personnel must attend to the safety of other students and school property.

Children learn many behaviors through modelling. Thus, corporal punishment not only models violent solutions to problems, but it fails to demonstrate more positive techniques for the student

to learn. It does not promote self-discipline and legitimizes violence and aggression as acceptable methods of problem solving by those adults from whom the student is expected to learn. As a result, corporal punishment promotes a form of behavior that is inconsistent with the values of the school, and it may increase the likelihood of violence and aggression as means to solve problems (Bellak & Antell, 1979).

Alternatives to Corporal Punishment

The intent of this section is not to provide an in-depth discussion and explanation of alternative classroom management procedures, but rather to provide examples of important factors which influence school discipline.

The National Association of School Psychologists advocates a positive, preventive approach to classroom management and school discipline. In order to accomplish this goal, both immediate and long-term alternatives must be considered (see Appendix C). Schools must first make firm commitments not to resort to corporal punishment as part of their disciplinary procedures. School personnel, parents, and students should be involved in discussing and establishing disciplinary policies. These policies should be based on the school's stated philosophy of education, and need to be consistently applied. Such policies should first attempt to prevent problems. Next, they should specify outcomes for various behaviors: rewards for appropriate behavioral and consequences for offenses. A planned sequence of disciplinary alternatives is necessary in the event that students defy the initial consequence. In addition, individual behavioral programs may be required to meet the needs of some students. The availability of alternatives and adequate support services have been shown to be important factors influencing classroom disciplinary procedures (Hyman, 1979). There is also convincing evidence that principals can develop a climate of fairness and justice which can significantly reduce misbehavior (Hyman & D'Alesandro, 1984).

Individual teachers also need to establish consistent discipline approaches in their classrooms. A variety of materials and approaches to classroom discipline are available. Research conducted for the National Institute of Education and follow-up studies indicate a variety of effective disciplinary procedures; while no one technique has been adequately demonstrated to be superior, most well-recognized approaches are effective if used appropriately and consistently (Hyman & Lally, 1982).

Research on effective teaching and classroom management techniques, however, indicates the importance of several factors which will help to prevent the occurrence of disciplinary problems (e.g., Berliner, 1984; Brophy, 1983; Brophy & Good, 1986; Doyle, 1986; Good & Brophy, 1984; Sulzer-Azaroff & Mayer, 1986). Indeed, Doyle's (1986) review of the literature suggests that "classroom management is fundamentally a process of solving the problems of order in classrooms rather than the problems of misbehavior or student (on-task) engagement," and that "high engagement and low levels of inappropriate and disruptive behavior are by-products of an effective program of classroom organization and management" (p.423). While these practices have been described in various manners, they generally include:

- (a) Structured daily and weekly activities, often with student input. However, some flexibility is permitted so that it is possible to capitalize on special learning op-

portunities which may arise.

- (b) Clearly specifying rules at the beginning of the year and revising them as necessary. Students need to understand classroom rules as well as be involved in establishing them. Rules need to be announced, demonstrated, enforced, and routinized. In general, the fewer the rules the better.
- (c) Involving students in their educational experiences rather than placing them in the role of passive receiver of knowledge. Students also need to be involved with one another in an interesting learning environment.
- (d) Communication should be fostered among students and between students and school personnel so that mutual respect is developed.
- (e) Tasks are assigned to individual students at appropriate curricula and developmental levels so that they are sufficiently challenged but not overwhelmed. A wide range of student skills and needs are met within a warm and accepting environment.
- (f) Students are made responsible for their actions and for resolving their problems (with assistance as necessary). There is a demand for self-discipline.
- (g) Appropriate consequences are provided to accentuate accomplishments so that a positive learning environment is created and maintained. Good behaviors are noted and reinforced. Natural consequences are used to correct negative behaviors when possible.

Various resources and support personnel are available within most schools and communities to help teachers and administrators address discipline and classroom management issues. Professional assistance may be necessary for severely disruptive or violent students.

Conclusions and Recommendations

There is no medical, social, education, or psychological evidence that supports the efficacy of maintaining corporal punishment in schools. The practice has not been found to be an effective means of influencing long-term behavioral changes in most students. At this time, it is particularly important to insure protection for students against the use and abuse of corporal punishment at state and local levels. School psychologists have both an ethical and legal responsibility to act as advocates for the rights and welfare of students (NASP, 1984). As both psychologists and educators, they are in unique positions to influence schools to abolish the practice of corporal punishment and to help them develop more appropriate alternatives. Therefore, NASP will:

1. join other organizations in actively opposing the use of corporal punishment in schools and in other institutions where children are cared for or educated (see Appendix D for listing of organizations opposing corporal punishment);
2. actively work with other organizations to reduce the use of corporal punishment in schools and to encourage the use of alternatives;
3. encourage state affiliate organizations to adopt positions opposing corporal punishment and to work actively to reduce its use in schools, and to promote the

- implementation of alternatives;
4. promote understanding and research on the effects of corporal punishment and alternatives to its use;
5. support state initiatives to abolish corporal punishment through provision of materials, resources, and technical assistance; and
6. encourage association members to discuss the issue of school discipline within their local school districts and communities, work to reduce the use of corporal punishment in their schools, and assist in implementing alternatives.

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Appendix A

International Abolition of Corporal Punishment*

Greece	Never condoned	Turkey	1923
Iceland	Never condoned	Norway	1936
Poland	1783	Rumania	1948
Luxembourg	1845	Portugal	1950
Netherlands	1820s	Sweden	1958
Italy		1860	Cyprus 1967
Belgium	1867	Denmark	1967
Austria	1870	Spain	1967
France	1881	Germany	1970s
Finland	1890s	Switzerland	1970s
USSR	1917	Republic of Ireland	1982

Corporal punishment is also legally prohibited in all Eastern European, Communist bloc countries.

*From: Parents and Teachers Against Violence in Education (1982). Facts and quotes - physical punishment in schools. Danville, CA: Author.

Appendix B

American Bar Association (1985) estimates of the incidence of corporal punishment by state during 1982 based on the OCR figures

Arkansas	12.55%	Wyoming	1.12
Florida	11.82	Michigan	0.91
Mississippi	10.92	Idaho	0.76
Tennessee	10.64	Colorado	0.59
Georgia	9.60	Maryland	0.55
Texas	9.51	Oregon	0.53
Alabama	9.34	Minnesota	0.39
Oklahoma	9.30	Montana	0.38
Kentucky	6.62	California	0.35
S. Carolina	6.39	Iowa	0.30
N. Carolina	5.99	Nebraska	0.19
New Mexico	5.73	Wisconsin	0.09
W. Virginia	5.35	N. Dakota	0.06
Louisiana	5.07	New York	0.06
Ohio	4.71	S. Dakota	0.06
Indiana	4.10	Connecticut	0.05
Missouri	4.05	Utah	0.05
Arizona	3.06	Vermont	0.04
Delaware	2.92	Dist. Col.	0.00
Nevada	2.19	Hawaii	0.00
Virginia	1.84	Maine	0.00
Washington	1.89	Mass.	0.00
Alaska	1.58	New Hamp.	0.00
Pennsylvania	1.30	New Jersey	0.00
Kansas	1.27	Rhode Isl.	0.00
Illinois	1.25		

Appendix C

Alternatives to Corporal Punishment

The National Education Association (1972), Report of the Task Force on Corporal Punishment, suggests this list of techniques for maintaining discipline without using physical pain on students and suggests that the list is far from exhaustive.

Short-Range Solutions

The first step that must be taken is the elimination of the use of punishment as a means of maintaining discipline. Then, the ideas below can be used as temporary measures to maintain discipline while longer-range programs are being put into effect.

1. Quiet places (corner, small rooms, retreats)
2. Student-teacher agreement on immediate alternatives
3. Teaming of adults-teachers, administrators, aides, volunteers (parents and others) to take students aside when they are disruptive and listen to them, talk to them, and counsel them until periods of instability subside
4. Similar services for educators whose stamina is exhausted
5. Social workers, psychologists, and psychiatrists to work on a one-to-one basis with disruptive students

or distraught teachers

6. Provisions of alternative experiences for students who are bored, turned off, or otherwise unreceptive to particular educational experiences:
 - a. independent projects
 - b. listening and viewing experiences with technological learning devices
 - c. library research
 - d. work-study experience
7. In-service programs to help teachers and other school staff learn a variety of techniques for building better interpersonal relations between themselves and students and among students:
 - a. class meetings (Glasser technique)
 - b. role playing
 - c. case study - what would you do?
 - d. student-teacher human relations retreats and outings
 - e. teacher (or other staff) student-parent conferences
8. Class discussion - of natural consequences of good and bad behavior (not threats or promises); of what behavior is right; of what behavior achieves desired results; of causes of "bad day" for the class
9. Privileges to bestow or withdraw
10. Approval or disapproval
11. Other staff members to work with a class whose teacher needs a break.

Intermediate-Range Solutions

1. Staff-student jointly developed discipline policy and procedures
2. Staff-student committee to implement discipline policy
3. Parent education program in interpersonal relations
4. Staff in-service program on interpersonal relations, on understanding emotions, and on dealing with children when they are disruptive
5. Student human relations councils and grievances procedures
6. Training for students and teachers in crisis intervention
7. Training for students on student advocacy
8. Training for teachers in dealing with fear of physical violence
9. Regular opportunities for principals to experience classroom situations.

Long-Range Solutions in Schools

1. Full involvement of students in the decision-making process in the school
2. Curriculum content revision and expansion by students and staff to motivate student interest
3. Teacher in-service programs on new teaching strategies to maintain student interest
4. Alternate programs for students
5. Work-study programs
6. Drop-out-drop-back-in programs
7. Alternative schools within the public school system
8. Early entrance to college
9. Alternatives to formal program during last two years of high school

10. Few enough students per staff member that staff can really get to know students
11. Adequate professional specialists - psychiatrists, psychologists, social workers
12. Aides and technicians to carry out paraprofessional, clerical, and technical duties so that professional staff are free to work directly with students more of the time
13. A wide variety of learning materials and technological devices
14. Full implementation of the Code of Student Rights
15. Full implementation of NEA Resolution 71.12; "Student involvement" - The National Educational Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal education opportunity.

Long-Range Solutions with Other Agencies

1. Staff help from local and regional mental health and human relations agencies
2. More consultant staff to work with individual problem students
3. Long-range intensive in-service programs to prepare all staff to become counselors
4. Mass media presentations directed to both the public and the profession on the place of children in contemporary American society
5. Some education experiences relocated in business, industry, and social agencies

6. Increased human relations training in preservice teacher education and specific preparation in constructive disciplinary procedures.

Appendix D

National organizations which have gone on record as opposing corporal punishment.

American Academy of Pediatrics
 American Association for Counseling and Development
 American Bar Association
 American Civil Liberties Union
 American Medical Association
 American Orthopsychiatric Association
 American Psychological Association
 American Public Health Association
 Association for Humanistic Education
 Council for Exceptional Children
 Friends Committee on Legislation
 Mental Health Association
 National Committee for Prevention of Child Abuse
 National Association for the Advancement of Colored People
 National Association of Social Workers
 National Education Association
 National Parent Teachers Association
 Society for Adolescent Medicine
 Unitarian Universalist General Assembly
 U.S. Department of Defense Dependents Schools
 U.S. Student Association
 Young Democrats of America

The 1989 National Conference to Abolish Corporal Punishment in Schools will be held August 2-4, 1989 at the Hyatt Regency Hotel in downtown Chicago. For more information, contact January H. Scott, conference coordinator, National Committee for Prevention of Child Abuse, 332 S. Michigan Avenue, Suite 950, Chicago, IL 60604-4357. (312) 663-3520.

WORKSHOP SUMMARY

Effective Alternatives to Corporal Punishment

Conducted by: Irwin A. Hyman

Reviewed by: Ruth Bewley

What are your gut feelings concerning corporal punishment? A survey on attitudes toward children was taken of the assembled workshop attendees. Dr. Irwin Hyman, school psychologist and director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools, Temple University, found his audience to possess a fairly non-punitive stance toward discipline. He was pleased by this and proceeded to share stories of those who have vehemently argued with him on national television supporting corporal punishment. From conservative political ideology coupled with punitiveness to liberal ideology, non-structured nurturing and total permissiveness, the most effective disciplinary approach has

been guided, structured nurturing. Research has repeatedly demonstrated that the more punitive measures are used for discipline, the less effective is the education provided. A major alternative to corporal punishment is prevention of misbehavior.

Thirteen states have now banned corporal punishment and Dr. Hyman made it clear that eventually it will not be an alternative disciplinary approach anywhere. Corporal punishment is now out of all continental Europe and the Communist Bloc. In Sweden, the child is taken by the arms, looked straight in the eye, and told what he or she has done wrong. Corporal punishment has been abolished in all homes in Sweden. The U.S. often seems a "culture of

violence” compared to other countries. While methods such as Assertive Discipline have been proactive disciplinary alternatives in the United States, Dr. Hyman believes this approach and others like it still emphasize the punishment/consequences aspect too much without consistently using praise/rewards when positive behavior occurs.

Dr. Hyman helped the participants discover their own philosophical problem-solving approach by having them complete a teacher variance survey. Pupil problematic situations were presented with six alternatives given as to why a particular event occurred in the school environment. No answers were right or wrong. Totaled responses helped participants discover which approach they tended to use most. The six approaches and a few of the theorists representing each approach are briefly given:

Psychodynamic/Interpersonal (Freud, Erikson)

Behavioral (Skinner, Watson)

Ecological (Redl, Kounin)

Human Potential (Rogers, Maslow)

Sociological (Alschuler, Mercer)

Biophysical (Kephart, Cruickshank)

Briefly, each approach is summarized as follows:

Psychodynamic/Interpersonal - The individual child and inner self, feelings and family are focused upon.

Behavioral - Specific, observable, measurable behaviors and their antecedents and consequences are evaluated.

Ecological - Interaction of individual and environment(s)-both human and physical aspects are studied.

Human Potential - The whole person; teacher-child relations; self-actualization for children and teachers are emphasized.

Sociological - Social environment - groups, roles, the community, systems, society and cultures are seen as the area in need of change.

Biophysical - Human physiology and its influence on personality and behavior are addressed.

Dr. Hyman cited numerous studies, all of which concluded that the best educational administration is non-punitive. It is fair, consistent, open for the staff, children, and parents. The schools are run in a democratic way. Information is received from the bottom-up not the top-down. Research has also been done to predict how often an administrator will paddle. Not surprisingly, a major predictor on how often an administrator would paddle was how often they were paddled as a child.

Dr. Hyman commented on the religious issue by pointing out that “spare the rod, spoil the child” is nowhere to be found in the bible. Biblical references cited by self-described fundamentalists are typically one sentence taken out of reference. Simply stated, biblical references should not be a part of public policy based on one sentence of the bible.

Legal issues relating to corporal punishment were also ad-

ressed. Circuit courts of various states have made reverse decisions concerning its use. In one instance, it was ruled that authorities cannot beat a child severely for an offense. However, in another case, it was ruled a teacher can use corporal punishment up to the point of deadly force. However, no cases have gone to the Supreme Court.

Next, attendees viewed slides showing the physical effects of corporal punishment at its severest degree. Some of these children were special education with quite a few being learning disabled coupled with attention deficit disorder. Many of these children developed post-traumatic stress disorder due to the corporal punishment experience. Cases against corporal punishment are being won on Tort basis versus winning them based on student’s constitutional rights. Many of the kids on which corporal punishment is used are from low socioeconomic backgrounds.

The participants were then challenged to come up with reasons why corporal punishment is used. While some responded “to change the child’s behavior”, the first and foremost reason Dr. Hyman emphasized is “to hurt the individual.” Many educational administrators reason that perhaps after the corporal punishment experience, the behavior may change. While it temporarily stops poor behavior, research has shown corporal punishment to be very ineffectual in the long run. Hitting instills fear not wisdom. Corporal punishment is based on faulty inductive reasoning. “Educators should be readers,” Dr. Hyman said. If one reads any research at all, studies all support the abolishment of corporal punishment.

Dr. Hyman is now doing work on the psychological after-effects of corporal punishment. He is studying the subject in several ways:

1. Teachers who were hit as children and their values concerning corporal punishment. Forty to sixty percent of these teachers remember a traumatic punishment experience.
2. Middle class high school students reports of psychological abuse by teachers. The severity, duration, and intensity of their post-traumatic stress from this experience is being assessed.

Dr. Hyman’s previous research has shown that parents who were hit often as kids yet did not hit their children were able to break the cycle for two reasons: 1) they obtained a higher level of education than their parents, and 2) they took parenting courses. Dr. Hyman believes eventually there will be universal parenting courses due to the great need and demand for it.

After discussion and overview of the six alternative approaches, participants saw a video vinette depicting a typical school discipline problem: talking out when the teacher is talking. Participants were assigned to one of the six approaches and asked as a group to generate problem solving alternatives based on that approach. For this one problem, the total group generated 54 alternatives based upon the six approaches. No reference to corporal punishment was made. Through this exercise, Dr. Hyman demonstrated the positive and powerful effects of alternative problem-solving approaches.

He urged participants to first learn one approach thoroughly, be consistent with it, and then expand their repertoire to other approaches. Once participants are proficient in numerous approaches, consideration of corporal punishment will never be an issue. Dr. Hyman concluded with the observation that he’s never seen a misbehaving child who feels good about himself. Building

self-concept must be the most important component in every effective discipline plan.

LEGISLATIVE COMMITTEE REPORT

The newly revised KAPS Legislative Handbook is in the process of being retyped. Following its completion, copies will be made available to KAPS members. The new legislative contact "telephone tree" is listed below for easy reference in the event of a special session of the state legislature. Please maintain this "tree" for future purposes as well. We will use this contact network to reach key legislators and other lobby groups when the need arises to speak out on behalf of educational issues and the role of school

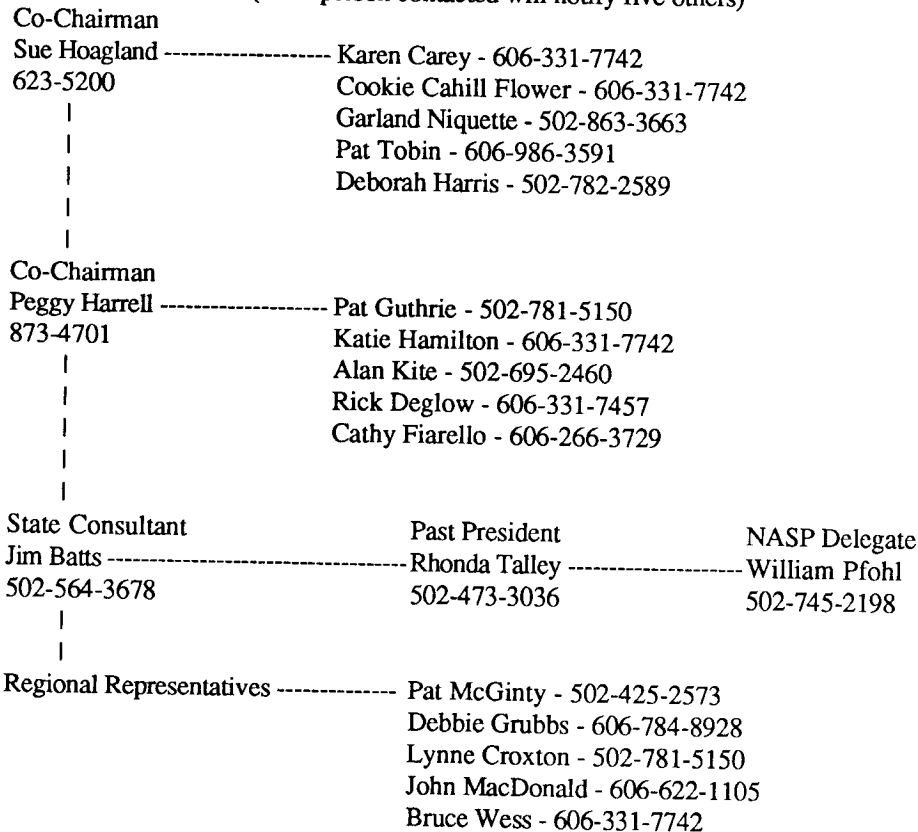
psychology in the state of Kentucky's educational future.

During the last week of April, the leaders of the state legislature submitted specific proposals to Governor Wilkinson. The proposals included funding school psychologists (grant positions) for the next three school years in the amounts of \$3.0M - 1989-90, \$3.1M - 1990-91, and \$3.2M - 1991-92. We want to see it remain in the budget!

LEGISLATIVE CONTACT NETWORK

1989

(Each person contacted will notify five others)



* WORK PHONE NUMBERS

KACD AND GUIDANCE NEWS

PAT GUTHRIE

Corporal Punishment

The KACD (KY Association for Counseling and Development) will be asked, at its Board meeting on May 13, to consider a resolution opposing the use of corporal punishment in schools. The American Association of Counseling and Development has reaffirmed its position as being opposed to corporal punishment in the schools. Other organizations issuing statements opposing the use of corporal punishment include the KY School Counselors Association and the KY Association for School Social Workers.

Officers for 1989-90

Officers have been elected as follows:

President	Martha Classon, Jefferson Co.
President-Elect	Carol Harmon
Secretary	Paula Dailey
Treasurer	Flo Lankster, Fayette Co.
Past-President	Frances Prather, Harlan Co.

KACD Fall Conference

The 1989 Fall Conference is scheduled for October 18 through 20 at the Louisville Executive West.

POPS - Power of Positive Students

This is a program that was developed using a model of Norman Vincent Peal's positive thinking approach. It is designed for elementary schools and it contains a number of video and audio tapes and support materials that helps counselors and teachers work with students on such things as positive self concept, self esteem, decision making, and getting along with others. All elementary schools in Kentucky were notified of the availability of materials and every elementary school has requested the materials. Contact person is Angela Wilkins, Division of Student Services, Capital Plaza Tower, 17th Floor, Frankfort, KY.

SUMMER INSTITUTES

FLORIDA

The Second Annual Summer Institute sponsored by the Florida Association of School Psychologists and the University of South Florida's School Psychology Program will headline Drs. Stephen Elliott and Thomas Kratochwill of the University of Wisconsin addressing: "Designing Acceptable and Effective Interventions Focusing on Academic Performance, Social Skills, and Problem Behaviors." This 20 hour program will be held at the Tradewinds Hotel on beautiful St. Petersburg Beach from Thursday July 20 through Sunday July 23. Please join us for this exciting program and the opportunity to meet school psychologists from around the country in a relaxed continuing education format. For more information and a program brochure contact: Nancy Reichstetter, 947 West Choctawhatchee, Niceville, FL 32578.

GEORGIA

NASP - GA DEPT OF ED - GASP
PRESENTS
A NASP PRESCHOOL INSTITUTE
ON
"PRESCHOOL ASSESSMENT"
JUNE 22 - 23, 1989
ATLANTA, GA

The National Association of School Psychologists in cooperation with the Georgia Association of School Psychologists and the Georgia Department of Education, presents a regional in-service

training program on preschool assessment. An ecological approach to preschool assessment is covered and focuses on the four areas of cognition, family, social/emotional and language. Each speaker will review the assessment instruments in their area and present a best practices approach in working with a "preschool population". The workshop will be limited to 500 participants and registration closes June 1, 1989.

Registration is \$35.00 and includes a buffet lunch on both days of the institute. Please make checks payable to GASP Preschool Institute, and send name, address, phone number, and check to:

PRESCHOOL INSTITUTE
P.O. Box 6763
Warner Robins, GA 31095

For further information, call Don Blagg at 912-929-7876.

To guarantee room availability, reservation requests must be received by June 1, 1989. Room rates are \$55.00, single or double. To make room reservations, call 404-325-0000 or write: Sheraton Century Center Hotel; Attention Reservation Department; 2000 Century Boulevard, N.E.; Atlanta, GA 30345-3377. Enclose check or money order for the first nights stay or credit card number and expiration date for these accepted cards: AMEX, VISA, DINERS, CARTE BLANCHE, MASTERCARD.

MINNESOTA

1989 UPPER MIDWEST SUMMER INSTITUTE IN SCHOOL
PSYCHOLOGY

ASSESSMENT AND INTERVENTION WITH INFANTS TODDLERS AND THEIR FAMILIES

August 23-25, 1989
University of Minnesota
Minneapolis, Minnesota

Sponsors include:
Minnesota School Psychologists Association
Wisconsin School Psychologists Association
For more information contact Professional Development and
Conference Services, University of Minnesota (612) 625-6616.

NEWS FROM COUNCIL FOR ADMINISTRA- TORS OF SPECIAL EDUCATION

Pat Guthrie

CASE continues to actively support the funding of Special Education units through the Minimum Foundation Program. This process would permit generation of units according to numbers of students in need of services, versus the set number of units and the use of an allocation formula now in place. Unit allocation for next year: 97 districts same, 73 districts received increased number of units and six districts received fewer units than in 1988-89. Over 1/3 of the districts have been told their number of units will be reduced in 1990-91 if additional units are not funded.

Linda Hargan, OEEC, has appointed an advisory board as follows: Roberna Salyer, Greenup County; Kathy Reutman Boone County; Marilyn Girdler, Pulaski County; Kathy Belcher, Boyle County; Carol Sturgill, Johnson County (school psychologist); Bryant Caudill, Pineville Independent; Carol Huston, McCracken County; Pat Guthrie, Warren County (school psychologist); Tina Tipton, Shelby County; and Betty Muntz, Jefferson County.

CASE officers for 1989-90 are as follows: President, Pat Guthrie, Warren County; President-Elect, Bill Porter, Simpson County; Secretary, Kathy Belcher, Boyle County; Barbara Rainey, Treasurer, Scott County.

POSITION AVAILABLE

SCHOOL PSYCHOLOGIST. Large, urban School Psychological Services program seeks applicants for School Psychologist positions. Progressive program desires staff to conduct and report comprehensive psychoeducational assessments, provide consultation services, and assist with staff development and program evaluation activities. Must be graduate of an accredited college/university and have passed the Kentucky Department of Education School Psychologist exam prior to employment. Excellent administrative salary based on education and experience. Comprehensive benefits package. Positions are available for immediate staffing as well as for the 1989-90 school year. Call Judy Brettschneider, Lead Psychologist, at 502-473-3273 with inquiries. Send letters of interest, current resume; and names and addresses of six (6) professional references to Mr. Ed Newman, Personnel Services, Jefferson County Public Schools, P.O. Box 34020, Louisville, KY 40232-4020.

PUBLICATION ANNOUNCEMENT

Early Childhood Issues

The Minnesota School Psychologists Association announces the publication of another professional development monograph:

EARLY CHILDHOOD ISSUES FOR SCHOOL PSYCHOLOGISTS

The monograph is 36 pages, and includes four articles: "Issues and methods in infant assessment," "Assessment of young children," "Rising above at risk: A comprehensive model for early preventive intervention," "Social interaction interventions for handicapped preschool children: An annotated bibliography."

This monograph provides practical and theoretical information of value to school psychologists, early childhood educators, and other personnel providing services to handicapped and at-risk infants and young children, birth to five years.

Cost: \$7.00 (includes postage). Send check or official school district purchase order payable to MSPA to:

Andrea Canter, Editor
4438 Pillsbury Ave. S.
Minneapolis, MN 55409

EC MINUTES

EC minutes may be requested from:

Lois Beimrohr
Secretary
P.O. Box 311
Jeffersonville, IN 47131-0311

KAPS 1989 FALL CONVENTION

CONVENTION INFORMATION

DATE: October 5 - 6, 1989
LOCATION: Executive Inn
Owensboro, Kentucky
THEME: Showcasing Innovative Programs Addressing Student Mental Health and Educational Needs
MAJOR WORKSHOP: Thursday, October 5
Effective Instructional Environments
Presenter - Cecil Mercer, University of Florida
Presentations/Workshops: Friday, October 5
Peer Tutoring Programs for Low Achieving Students
Kentucky Integrated Delivery System
Social Skills Programs
Kentucky Systems Change Project for Students with Severe Handicaps
Overview of the Learning Strategies Program
Teacher Assistance Teams
Job-Training Partnership Act Programs
Tour and Program Presentation at Valley Institute of Psychiatry

CALL FOR PAPERS

KAPS MEMBERS ARE ENCOURAGED TO SHARE YOUR
EXPERTISE BY PRESENTING AT THE CONVENTION.

Submit the enclosed Proposal Form (below) by June 30, 1989 to:

Karen Collier
3812 B Bent Tree Drive
Owensboro, KY 42301

THEME: SHOWCASING INNOVATIVE PROGRAMS/PROJECTS
SITE OF CONVENTION: Executive Inn, Owensboro, Kentucky
DATES: October 5 and 6, 1989

You are encouraged to share your expertise. Topics may include projects/programs designed to meet the mental health and educational needs of students, ranging from those impacting school systems to those affecting individual students. Abstracts should be 100-200 words, summarizing the purpose and content of the presentation.

PROPOSAL DEADLINE: June 30, 1989
(Along with this page, attach an outline of your presentation.)

Presenter _____	Position _____
Address _____	Phone _____
Presenter _____	Position _____
Address _____	Phone _____
Title of Presentation _____	
Time Needed (45 min., 1 1/4 hrs.) _____	
Equipment Needed: _____	

ABSTRACT

Please return proposal to Karen Collier, 3812 B Bent Tree Drive, Owensboro, KY 42301