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*the*  
**KAPS REVIEW**

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*A PUBLICATION OF THE  
KENTUCKY ASSOCIATION FOR  
PSYCHOLOGY IN THE SCHOOLS*

*FOUNDED 1977*

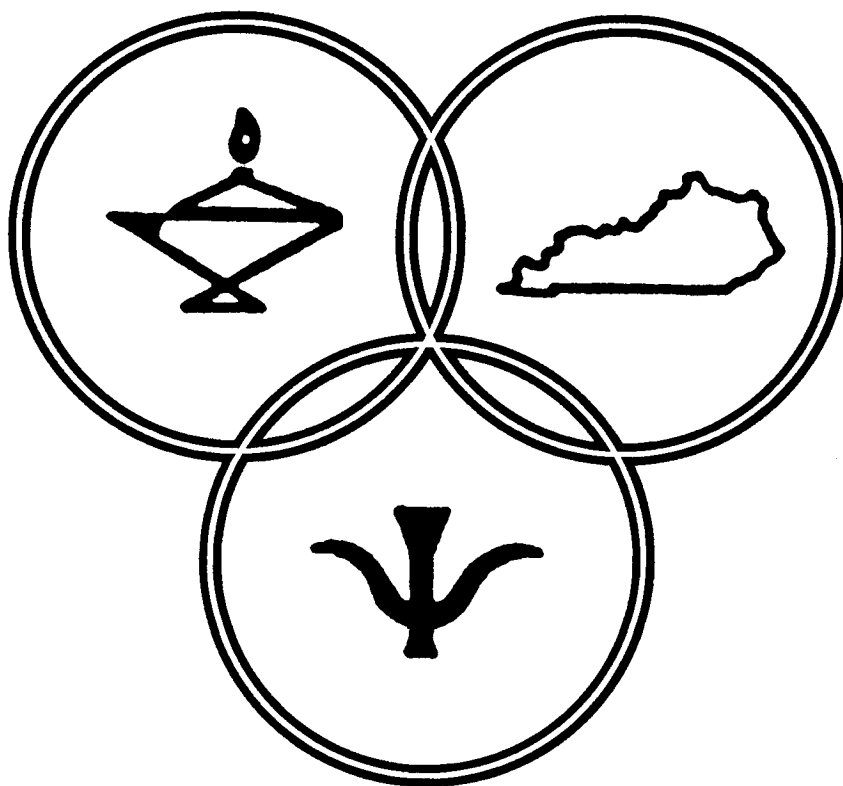
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## THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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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## EDITOR'S COMMENTS

Bruce Wess

As another school year winds to a conclusion, I hope it has been a time of accomplishment and satisfaction. Take time to evaluate your progress and set some goals for the future.

Those KAPS members who attended the recent presentation on performance-based student assessment heard it stated that school psychologists are in an excellent position to lend expertise to this aspect of educational reform in Kentucky due to our training in such things as alternative methods of assessment and program evaluation. I hope that the KAPS Review can play a role in keeping school psychologists in Kentucky informed as to relevant aspects of KERA and how they can be involved. If you have any ideas about this or projects you are involved in, please submit an article for publication.

One emphasis of the Family Resource and Youth Service Centers now being established is to serve "at-risk" students. With this in mind, I have chosen to reprint two articles from other state newsletters which may be of interest. Also, in keeping with the recent issue on school discipline, I have reprinted an article on "Discipline With Dignity."

I hope your summer is as relaxing as the year has been taxing. See you in the fall.

## PRESIDENT'S MESSAGE

Pat McGinty

We were pleased to see so many of you at the recent KAPS Workshop on Performance-Based Assessment conducted by Roger Pankrantz, Doris Redfield, and Jim Craig, members of the committee currently working on School Performance Standards. I believe that the school psychologists who attended left informed and enthused about the educational changes resulting from KERA. We learned from the presenters that school psychologists are in a position to play a critical role in helping other educators understand this approach to skills assessment. In the future, evaluation of student progress will be both informally and formally conducted during a student's school experience and encompass six goals and 68 valued outcomes. This approach to skills assessment is vastly different from the norm-based assessment that constituted much of our assessment training. Many of us in the field of education will have to adjust our thinking as this approach is widely implemented. The implications of this assessment program are far-reaching, with rewards and sanctions being eventually attached to school-wide performance data.

KAPS continues its efforts to stay informed about the educational changes as KERA unfolds. Paul deMesquite, University of Kentucky professor in school psychology, has agreed to monitor closely these changes for the organization. As we were told at the workshop, it is too early in the various committees' work on the components of KERA to have clear ideas of how schools in Kentucky will operate over the next five years. KAPS continues to take an active role in the Kentucky Principals' Institute Coalition for KERA, with a second meeting scheduled April 29th. Several KAPS members expressed an interest in having more inservice training on the various components of KERA in the upcoming year. We plan to conduct a needs assessment in this area so that we proceed in a manner that will serve the membership best.

The EC meeting on April 13th raised two concerns that might require some response from KAPS members. First, there seems to be some effort to undo the ban on corporal punishment by requiring the legislature to vote on this. There is obviously considerable difference of opinion among Kentucky parents and educators over the efficacy of corporal punishment. This could lead legislators to avoid taking a stand for fear of losing votes. We encourage you to give some thought to this, discuss the issue with others, especially legislators you know, and promote alternatives to corporal punishment in your school district. KAPS continues to oppose corporal punishment in schools, but recognizes that there is a critical need for school psychologists and other educators to become informed in the area of effective behavior management strategies, especially for difficult students.

Secondly, with the proposed reorganization of the Department of Education in July, there is concern that the position of school psychological consultant might not be maintained. The future of school psychology in Kentucky could be drastically affected. Since 1979 when school psychologists were first certified in Kentucky, the consultant has played an important role in the Department of Education, serving on committees, providing training, and overseeing the development of school psychological services in the state. With the vast changes in education and a critical need for individuals with the unique expertise in student learning, behavior, and assessment, the KAPS Executive Council encourages the membership to express their concerns about this to Dr. Boyson.

As you know, Bill Pfohl will assume the role of KAPS President in July. Mike Kieta is the new President-Elect and Skip Cleavinger is the new Secretary of KAPS. I encourage you to stay involved or get involved, whichever the case may be. I continue to hear from individual members about their specific interests, needs, and concerns. All of us in KAPS are here to serve you and to promote school psychology in Kentucky. There are 7 committees that could use your help. We have a list of those who have expressed interest when renewing membership and the Committee chairs will be calling on them. If you have not volunteered or been contacted, let me know. Consider presenting at the state conference in September. The Call for Papers appears in this issue. The theme of "Home-School Collaboration" lends itself to many timely presentations.

Mark your calendar for the Third Mental Health Institute to be held in Louisville on November 13-15. School psychologists have been noticeably absent from this outstanding conference the past two years when it was held in June. My own experience in networking and collaborating with educational and mental health organizations in the state reveals that we need to be involved. We represent the needs of children in a unique way and our own profession has much to offer and to gain from such participation. Much can be accomplished when we work together for the children of the Commonwealth.

## **ONE LOW-COST SOLUTION FOR HIGH-RISK CHILDREN**

J. F. Killory, Ph.D.

School psychologists all know who high-risk children are. They are the ones who come from troubled or uncaring homes and who persistently face faulty rearing conditions. They are the ones who become life's losses. They are the ones who present a real challenge to the school

psychologist.

Emmy E. Werner, a professor of human development at the University of California, Davis, recently reported on her 30-year study of just such children (Werner, 1989). Not surprisingly, many of these children became "casualties" of life - two-thirds developed serious learning or behavior problems by age 10; by age 18, 15% had delinquency records and 10% had mental-health problems severe enough to require either in- or out-patient care.

But what is surprising is that one out of three of these vulnerable children grew into competent young adults, adults who worked well, loved well and played well. As children or adolescents none developed serious learning or behavioral problems. As adults they handled their home, social, and occupational lives without serious problems. What was it that allowed these "resilient" children (as Werner termed them) to develop into competent adults while their cohorts required extensive services from the community?

Werner identified a number of protective factors which enabled the resilient children to resist and overcome stressors. One such factor appeared to be constitutional: they had a temperament which appeared to elicit positive responses from other people. Another important factor was the ability these children had to establish a close bond with a surrogate parent when the biological parents were either unavailable or were otherwise unable to provide positive attention. Werner found the substitute parents to be grandparents, older siblings, aunts, uncles, regular baby sitters, or almost any other adult who could supply a supportive, nurturing role for the vulnerable child. The resilient children were able to find at least one person who accepted them unconditionally and who provided them with a firm basis for their development regardless of their temperamental, physical or mental handicaps.

In addition, school became a refuge for the resilient children. It became a refuge from their disordered households. Many mentioned a favorite teacher who had become a friend, confidant and role model. This teacher had been particularly supportive of them when their own family life had become especially discordant or had been threatened with dissolution. As these children were growing up, they developed and relied upon an informal network of neighbors, peers and elders for counsel and support in times of crisis and transition.

Werner recommends that with high-risk, vulnerable children it makes much more sense and is far less costly to strengthen such informal ties than "to introduce additional layers of bureaucracy into delivery of services." These ties can be to almost any adult who can perform a supportive, nurturing role for the high-risk child. For ex-

ample, the parent surrogate mandated under PL94-142 when the original parents or guardian is unknown or unavailable might be just such a person. What better way to find out about the child so one can act knowledgeably for the child than to become one of Werner's substitute parents?

School psychologists can assist in this informal process by even so simple a step as encouraging a child to, and telling him that it is acceptable to seek out and trust such a surrogate support person. They may be able to assist in the process of changing a vulnerable child into a happy, successful, resilient adult.

J.F. Killory, Ph.D.  
Consultant, Adjunct faculty, psychology  
Farmingham State College  
Babson College  
Reference: Werner, E.E. (1989). Children of the Garden Island. *Scientific American*, 260(4), 106-111.

*Reprinted from Fall 1990 MSPA Newsletter*

## **KEEPING AT-RISK STUDENTS IN SCHOOL**

Jack McCurdy, Contributing Editor

The new push toward collaboration between schools and social service agencies promises big pay-offs in saving at-risk students from academic failure and dropping out, but, with few exceptions, the results so far are largely theoretical. One exception is the Los Angeles school district where a joint effort between schools, the private sector and community agencies has produced stunning reductions in dropouts at 16 elementary, junior and senior high schools in low-income, minority areas.

A four-year evaluation of the demonstration program, called Focus on Youth, showed the dropout rate of its students was cut to about 10 percent compared to the district's overall 35 percent dropout rate. Over the period, for example, students at Manual Arts High School in south-central Los Angeles left school at a 66 percent rate compared to 13 percent of students in the program. At two junior high schools, the dropout rate during 1986-87 was 22 percent overall and 17 percent among Focus program students.

School staff "feel that these figures are extraordinary because Focus was assigned to a particularly high risk group of students," said the report, prepared by an outside consultant. The academic achievement and attendance of students in the program also improved more

rapidly than that of other students. All this happens, the report said, when principals are "aggressively supportive" of the program and multidisciplinary teams, which coordinate school and community services, help targeted students stay in school.

The teams are the backbone of the Focus program, usually composed of teachers, principals, school psychologists, counselors, parents and social service agency representatives. Coordinators help set up the program and train team members in "case management" techniques. They are funded at about \$40,000 each by the Whittier and Stuart Foundations through the Los Angeles Educational Partnership, a private business group working for school reform. Students are identified by teachers and others as candidates for dropping out, and school counselors usually set up the teams and meetings with students on an individual basis. A wide variety of public and private social service agencies are available to provide family and pregnancy counseling, crisis intervention, job training and placement, tutoring, gang diversion, health and child care, recreation and other assistance.

The meetings are concentrated on student strengths, said Jose Colon, Focus program director. Colon thinks the program's biggest effect occurs in junior high where he believes the seed of school failure often begins. Colon said he discovered from a review of student files with excellent attendance records in elementary school, their truancy rates often shot up in the first two months of junior high. "They are faced with many teachers, many classes for the first time and new peers. It is a stressful situation, and they try to avoid it," Colon said. "Most come from single parent families, they're poor, the parent is poorly educated, and they have few options in life. When they come before the teams, they often react emotionally -- it is the first time they feel supported by anyone." At the high school level, teams achieved their best success in discouraging dropouts by securing part-time jobs for students.

Although it appears unlikely the district will expand Focus on Youth because of budget shortages and pending cutbacks, the evaluation report said its "new direction...promises to provide an important new model among national efforts to provide services for at-risk youth."

*Reprinted from Spring 1991 WSPA Newsletter*

## **DISCIPLINE WITH DIGNITY: LEADING PRINCIPLES**

Allen N. Mendler, Ph.D.

I felt honored to have the opportunity to present an overview of my work on DISCIPLINE WITH DIGNITY at the October, 1990 NYASP conference. As a practicing School Psychologist who has worked with "regular" school populations as well as many with special needs at private facilities, problem behavior has always been a leading focus of referral. I found that traditional behavior modification methods, while effective at changing a myriad of problem behaviors in controlled settings, were either less effective or less likely to be implemented in a consistent manner in the "real world" of the classroom. In addition, there are many children who are unresponsive to techniques such as positive reinforcement and extinction. It troubles me at a philosophical level

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*It is frightening to think that by the first grade there are children who are concluding that school is okay but that they are bad.*

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that in a democratic society, in which the essence of our culture is for each individual to make choices, the leading Discipline methods in most classrooms is for the teacher to autocratically set the rules and "manipulate" children into following them through either reward, punishment or some combination of the two. It occurred to me some time ago that if children's basic needs are unmet, then discipline strategies which don't move beyond the "target" behavior will at best be only short term effective. Worse, such methods are likely to either foster "praise" dependency or reinforce a poor self-concept. I was recently told by a colleague who is also a grandmother, that she got to talking about school with her six year old grandson. He told her that school was good but that he was bad. He went on to say that he got "tension." Thinking this language to be a bit precocious for a six year old, grandma asked more questions. What the child meant was that he was sometimes getting "detention" because his name with check marks was put on the board when he couldn't sit still. It is frightening to think that by first grade there are children who are concluding that school is okay but that they are bad. It has been experiences like this which led my colleague, Dr. Rick Curwin and me to develop a systematic yet flexible program for effective school and classroom discipline that teaches cooperation, mutual respect, responsible thinking and shared decision-making.

Most teachers or parents who are struggling with children ask us for specific techniques to use. "What should I do when" questions are prevalent. An effective discipline consultation must offer specific strategies or "lines" which are likely to work short-term when a student pushes a teacher's visceral buttons. Alternatives to the power struggle provide appreciated relief among many teachers and parents. We can help by reminding staff that disciplinary moments provide high drama in the classroom. Here is a room filled with 20-30 people when one or more make a bid for attention, power, belonging, fun or to get even. This is certainly much more interesting to most than working on times tables. The teacher, feeling challenged, looks at a classroom full of inquisitive faces who are often non-verbally but clearly saying to her "What are you going to do about it!" Being a human and feeling stressed, the fight or flight response kicks in. She either humiliates the kid to show everybody that she means business (scolds, removes privileges, writes a name on the board, threatens, kicks out) or she ignores and tries to pretend that it didn't happen. DISCIPLINE WITH DIGNITY attempts to prevent the occurrence of these moments and attempts to deal effectively with them when they occur by offering strategies and techniques based upon four principles.

### **1. DEALING WITH STUDENT BEHAVIOR IS PART OF THE JOB AND TAKES TIME.**

There are increasing numbers of children who come to school lacking basic social skills and unaware of ways to solve conflict peacefully. They may need training in learning how to stand in line, walk down the hall, talk instead of hit, learn what to say if someone says a put-down, etc. Many kids feel uncared about, disaffected and disconnected. They need a classroom which makes them feel welcome. A handshake, hi-how are you?, asking for an opinion, listening, giving and integrating the results from interest surveys into the school day are all ways to signal kids that they are viewed as more than their brains. Being visible in the hallways or on the playground signals kids that we care about their safety and are prepared to invest some of our time to show it.

Preventing discipline problems requires that instruction be provided at levels at which success is reachable. Many kids become discipline problems because they feel stupid in the classroom. Everyone needs to perceive himself as competent, or a viable alternative becomes hate, resentment and acting-out. Cooperative learning processes offer kids of mixed abilities opportunities to engage in academic tasks in an interdependent manner. We encourage educators and parents to take the time necessary to do the job. In that sense, we advise people to fight against prevailing social winds of immediate gratification. Discipline takes times.

## **2. ALWAYS TREAT STUDENTS WITH DIGNITY.**

Educators have acknowledged this need for centuries. Some call it dignity, others call it self-concept or self-esteem. The need to protect and enhance individual dignity is by now unquestionable. It is the maintenance of dignity which leads to many power struggles in the classroom. If students or teachers feel attacked they will protect their dignity by fighting back. Dignity in discipline can best be maintained when corrective feedback is offered with privacy, eye contact and proximity. We advise teachers to keep their comments private even during class time, which can be accomplished by cruising throughout the room and by making periodic comments to several students each day that would be a mixture of corrective and appreciative feedback. For those students who are uncomfortable with eye contact, we advise teachers to respect that. Educators and parents must discipline with dignity to prevent alienation, loss of love for learning and to keep hope alive.

## **3. RESPONSIBILITY IS AT LEAST AS IMPORTANT AS OBEDIENCE.**

Most discipline models focus on obedience where students are told what to do. Such models have as their goals minimal or no violations and students following orders. Reward or punishment are the main interventions. The result if successful is that students obey orders but they learn little about responsibility. Responsibility is taught by giving kids opportunities to make choices. They are invited to become decision-making partners in determining rules in the classroom. When problems occur, the teacher looks for opportunities to involve either the children with the conflict or the class as a whole in solving "our" problem. Students have responsible jobs in such classrooms such as answering the door, writing assignments on the board, or mediating conflict. Rules are based upon sound principles that make sense and when they are broken consequences designed to teach better future behavior are implemented. The Responsibility Model of Discipline shifts the focus from an external locus of control where the teacher makes and enforces all of the rules to an internal locus of control where students "cause" the rules to happen and learn to make better choices if and when they are broken.

## **4. DISCIPLINE WORKS BEST WHEN INTEGRATED WITH MOTIVATION.**

Discipline is neither discrete nor separate from motivation. They work together both in theory and in practical application. One of the best examples of how to integrate motivation and discipline can be seen in the area of "critical thinking." The processes of awareness, planning, making choices and evaluating through analysis of

the results are all components of a critical thinking system. These same procedures can be used as consequences when a child breaks a rule. By combining critical thinking with a plan for discipline, the students live what they learn, giving real life experience to academics. Both behavior and mastery of content improve.

Our most recent book, *Am I in Trouble? Using Discipline to Teach Young Children Responsibility* sounds these and related themes for parents. We share in that book that discipline doesn't start when a child breaks a rule. It starts with a smile, a hug or when we tuck a child in bed. It starts when we act silly together or share a special song. It starts when we help a child learn to walk and talk and read. Discipline starts with love. We do not think of children as broken who need fixing. We view violations as a consequence of poor choices. These choices can be improved with increased skill in decision making and greater awareness of the relationship between what children do and what happens when they do it. When discipline is viewed as a teaching opportunity rather than as a repair, much of the stress of helping children grow and learn is reduced. Many of the battles are minimized, because our challenge isn't to win or to change the child. Our focus is to help the child become better at being who he or she is.

### REFERENCES

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Curwin, R. and Mendler, A. *Discipline with Dignity* Alexandria, VA; Association for Supervision and Curriculum Development, 1988

Mendler, A. *Smiling at Yourself: Educating Young Children about Stress and Self-Esteem*, Santa Cruz, CA: Network Publications, 1990.

Reprinted from *The NYASP School Psychologist*, Spring, 1991. Vol IX, No. 2.

## STATE CONSULTANT REPORT

Lesla Billings

In my winter report I stated that I would include finalized KERA information in the spring report...WRONG. Although much work has been accomplished, there is still very little confirmed information available. Currently, Family Resource and Youth Service Center proposals are being accepted. The Council on Performance Standards has identified 68 "valued outcomes" to be addressed in the testing process. They address skills in communication and math, core concepts from all disciplines, personal attributes and thinking strategies. The Department of Education's organizational chart has been separated into the following divisions:

Media Services (TV)

Public Information

Awards and Recognition

Legal Services

Finance/Purchasing (Internal)

Personnel

Printing Services

Finance (Local District)

Facilities Management (Local District)

School Food Services

Pupil Transportation

Computer Mainframe Operations

Computer Systems Support/Training

Computer Applications Development

Language Arts/Arts/Humanities

Math/Science

Practical Living/Vocational Education

Instructional Technology/Library/Media

Early Childhood

Special Needs Learners (Prog. Develop.)

Professional Development

Student Support Services

Program Resources (Federal Programs)

Exceptional Child Services (Monitoring)

Vocational Services (Monitoring)

Teacher Education

Testing and Internship

Certification

Certification Processing and Automation

Assessment

KIRIS (Student Testing Program)

The KDE Unit for Health and Psychological Services has joined with KAPS and the Office for the Education of Exceptional Children to collect information from local districts regarding psychological assessment services. Currently, the survey has had a response rate of 86%. Soon the KAPS Regional Representatives will be calling on the 14% of districts who have not responded. With their assistance a 100% response rate is expected. The result of the survey should be available by mid-summer.

The Unit for Health and Psychological Services has also appointed a committee to revise the Comprehensive School Psychological Services Handbook. The group has met twice and is well on the way to having the first draft completed. Your help is also needed. If you have ideas for changes or additions, please contact me at (502) 564-3678. We would also appreciate volunteers to review this document before it goes to print.

It seems that corporal punishment may be rearing its ugly head once more! Gary Steinhilber reported in his article "You were there..." (KAPS Review, Winter ed.), that the State School Board had abolished corporal punishment (704 KAR 7:055). However, a letter has been placed on the regulation. This is an Administrative Regulations Review Committee maneuver which requires the regulation to be voted on by the next General Assembly. If the 1992 Legislature adjourns without voting, the regulation will no longer be in effect. Therefore, corporal punishment would again be legal. Do your legislators know your opinion concerning this issue?! The legislative message line phone number is 1-800-372-7181.

## LEGISLATIVE COMMITTEE REPORT

Karen Collier

KAPS members are encouraged to take a leadership role in their school district's effort to implement components of KERA in order to take advantage of the opportunity for role expansion and to become more informed of KERA-related legislative issues which may arise. Examples of this involvement include: school psychologists are currently chairing local committees addressing performance-based assessment; serving on advisory councils developing plans for Family Resource Centers; assisting in program planning and development for nongraded primary problems; and assisting in the implementation of school-based decision making. A survey will be developed and sent to KAPS members to determine current levels of involvement in KERA and the need for additional training (such as the recent workshop on performance-based assessment) to be offered in the summer



# KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

## TENTH ANNUAL CONVENTION 1991

### CALL FOR PRESENTATIONS

THEME: HOME-SCHOOL COLLABORATION  
SITE OF CONVENTION: EASTERN KENTUCKY UNIVERSITY, CARL D. PERKINS BUILDING, RICHMOND, KY

**DATES: SEPTEMBER 26-27**

You and your colleagues are invited to attend the 1991 KAPS Convention. The convention theme will be "Home-School Collaboration", a timely topic as we move forward with educational reform in Kentucky.

Presentations of KAPS members and other interested professionals will ensure that the convention is an outstanding professional event. If you are engaged in a research project or experienced in a specific practice of school psychology, please consider making a presentation at the 1991 convention. The Program Committee enthusiastically encourages you to share ideas, experiences, and newly learned skills with your colleagues.

Presentations in the following categories are welcome:

1. Skill Development Workshops - providing training in a set of skills or procedures related to the practice of school psychology
2. Symposia - providing a narrative detailing a program or service concerning school psychology or a related discipline
3. Research Presentations - summarizing the salient elements and results of a current study in an area relevant to school psychology
4. Discussion Sessions of Professional Concerns - providing a discussion forum to explore and articulate a current issue in school psychology

If you wish to present, please complete the attached form and include an abstract (100-200 words) summarizing the purpose and content of the presentation. The Program Committee will review all proposals and send notification of acceptances. Proposals are due by August 1, 1991, and

should be sent to:  
Connie Adams/Sue Hoagland  
KAPS Program Committee  
125 Shale Drive  
Richmond, KY 40475

## KAPS CONVENTION 1991

HOME-SCHOOL COLLABORATION

Title of Presentation:

\_\_\_\_\_

Name of Presenter(s):

\_\_\_\_\_

Position: \_\_\_\_\_

\_\_\_\_\_

Affiliation: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Office Phone: \_\_\_\_\_

\_\_\_\_\_

Home Phone: \_\_\_\_\_

\_\_\_\_\_

Time Needed: \_\_\_\_\_ 45 minutes  
\_\_\_\_\_ 75 minutes

Equipment Needed:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please Attach Abstract (100-200 Words)



tion.

committee will continue to address issues such as working to ensure the Experimental School Psychology the 1992 Legislature to vote on punishment in order to continue the abolishment, and supporting in-service delivery initiatives such as Resource Centers. KAPS members who are on this committee should contact

QUESTION: Will I receive any kind of recognition by KAPS for my accrual of CPD hours?

ANSWER: You will receive a Provisional certificate for up to 25 hours earned in a year at the annual KAPS conference. You will receive an Outstanding certificate for over 25 hours earned in a year at the annual KAPS Conference. You will receive a Standard certificate for 75 or more hours at the end of your three year certification cycle at the annual KAPS Conference.

## **G GENERAL INFORMATION (CPD)**

adfathered in. When do I begin and when should I send it to the

begin keeping documentation as of you should have already sent your January 1988 to August 1990 to the January 1, to August 15, accompanying check for at least \$5.00. However, if you have not sent your CPD Committee please send it im-

check for \$20.00.

CPD documentation to the KAPS amount of 75 contact hours. I received notice from NASP. What do I do?

Sharon Kieta that you have been advised you are now due for recertification. Please send notice as soon as possible. The committee will forward your pre-approved documentation for you.

due for recertification until 1993. Please send CPD documentation to the KAPS

your CPD documentation to Sharon by August 15, of each year with which you will send your 1993 CPD documentation for recertification or notification.

# **REGIONAL REPORTS**

## **NORTHERN REGION REPORT**

Cookie Cahill Flower

Members of the Northern Region of KAPS continue their tradition of monthly meetings devoted to professional development. The January meeting was hosted by Bruce Wess, who described an in-service on effective school discipline which he had presented in his district. Bruce's ideas sparked much discussion among the group, particularly considering the ban on corporal punishment which is to take effect this summer. As school psychologists we have much to offer in planning effective alternatives to corporal punishment, and it was the consensus of the group that we need to begin offering our input now, as opposed to waiting for the ban to take effect.

Louise Adams served as presenter for the February meeting. Louise had reviewed thoroughly Section 4 (Evaluation) of the new legal obligations and standards related to special education. She led the group in a discussion of these new standards and their implications for practicing school psychologists. The group decided that the new standards demand more of our attention, and the final two NKAPS meetings of the school year consequently will deal with additional sections. Cathy Harden will present on Section 5 (Eligibility) and Cookie Cahill Flower will present on Section 7 (Least Restrictive Environment) at

the meeting on April 26. It is certainly worthwhile for all of us to familiarize ourselves with the new legal obligations and standards, as they impact directly upon our daily practice in the schools.

The northern Kentucky group also will devote time on April 26 to writing letters in support of the school psychology consultant position within the state Department of Education. As this position may be in jeopardy with the reorganization of the state department, we want to make our views regarding its essential nature known. We are hopeful that others throughout the state will respond similarly.

## **CENTRAL REGION REPORT**

Jennifer Elam

Several members of the Central Region recently attended the Performance Based Assessment workshop at the KAPS professional day. Good fellowship was enjoyed at lunch time. Several suggestions were made for possible professional development activities related to KERA for the coming school year. At present, several training activities are being planned by the State Department. We will attempt to identify needs, disseminate information, and arrange for speakers as the needs suggest.

## **WEST CENTRAL REGION REPORT**

Stacy L. Heck

The West Central Region was well represented at the KAPS Spring Meeting, with 16 of its members in attendance. Topics discussed at lunch included alternatives to corporal punishment, "cutting-edge" curriculum materials for primary programs, and "best practices" of school psychologists in the region. It was decided that a summer meeting in early August in or around Elizabethtown would be held, with the topic/presentation being "Trauma response." I am presently working with the RESPOND Program personnel at the University of Louisville's Expressive Therapy Department to work out a definite date for the regional meeting and presentation. Members of other regions are also invited to attend. You can receive further information by contacting me. West Central regional members will be mailed information regarding the August meeting as soon as details are finalized. Have a great summer everyone!

## **WESTERN REGION REPORT**

Skip Cleavinger

The Western Region met in Paducah on March 1st and listened to Dr. Tom Ballowe describe the proposed Emotional Behavioral Disability (EBD) assessment and eligibility guidelines. Forty-three psychometrists from the Western part of the state joined us for the presentation. Twenty KAPS members were in attendance. In addition to the EBD guidelines, we discussed the social competence construct. Specifically, some of those present were interested in how the literature uses the terms "social competence" and "adaptive behavior". Are they one and the same or are they different, one encompassing the other? Literature presenting both points of view was offered. Thanks to our excellent hosts Tom Ballowe and Allen Mullins.

The Western Region will meet June 8th in Owensboro for an "end-of-the-year" bash! This gathering will be the last of the scheduled regional meetings for the 90-91 school year. It has been a productive year for the Western Region. Attendance at the meetings has been consistently good and we have had good presenters in to discuss timely, important issues. Thanks are extended to Nancy LaCount and Tom Ballowe, our presenters.



## **EXECUTIVE SECRETARY'S REPORT**

Lin Cook

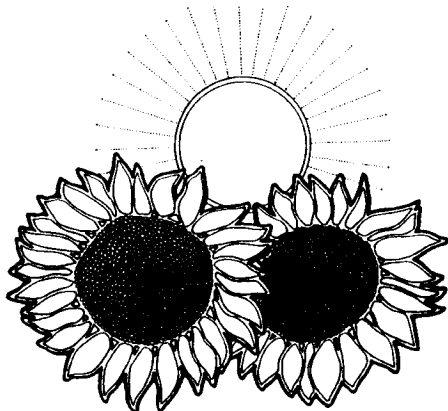
KAPS is growing by leaps and bounds. As the Association grows, the need for secretarial services has also increased. As I become more and more involved, I find myself meeting many people who are dedicated not only to the Association's goals but also genuinely concerned

for others. Their concern and support has made my work with KAPS productive and enjoyable. Every day promises new opportunities along with the prospect of encountering new names and places from across our state. I look forward to meeting and working with everyone involved with KAPS.

Let me mention some recent and upcoming items of note. On Saturday, April 13 a workshop was held in Elizabethtown on Performance Based Assessment. Dr. Pankratz, Dr. Redfield, and Dr. Craig were very informative on this topic. A workshop regarding KERA is forthcoming and we will get the information to you as soon as plans are definite.

The Call for Presentations for the Fall Convention as well as nominations and ballots for KAPS awards are just a few other areas that have kept me busy. Membership Directories are completed and everyone should have received a copy. For new members and those whose address has changed, please look in this issue for updated information. Anyone needing information on any of the above, please feel free to call me at 606-491-4745. If I am unavailable, leave a message on the answering machine and I will get back with you as soon as possible.

In closing, I would like to take this opportunity to thank the many people with whom I have worked with over the past several months. As the organization evolves I hope the enthusiasm continues. Your organization is one to be proud of and I will continue to strive to meet its needs as they are identified.



## SUMMER WORKSHOP

Psyc 501: Educational Psychology

This is information about a summer workshop course you might wish to announce to your members through your Association newsletter or journal. The following description provides the basic data people may wish to know about it.

Title: Workshop in Education Psychology  
Dates: July 8-12, 1991  
Place: James Madison Univ., Harrisonburg, VA  
Credit: 3 sh  
Purpose: Designed for professional development  
Features: 8 guest speakers  
Leader: David Hanson, Psychology Dept., JMU 22807  
Contact: Dr. Hanson for pre-registration, or call (703 568 6454 or 6288)  
Brochure: Available on request

The workshop is designed for persons seeking professional development. Its focus is on trends and issues in educational psychology. Speakers and their topics include:

Dr. David Waters  
Therapeutic Families, Adjusted Children

Dr. Lennis Echterling  
Helping Children Cope

Dr. Joanne Gabbin  
Recognizing Cultural Diversity; Approaches to Multicultural Education

Dr. William Hall  
Improving Motivation

Dr. Eileen Nelson  
Talks to Teachers on Gender

Dr. Alvin Pettus  
Issues in Science Education

Dr. Diane Wakat  
Health Issues in Schools

Dr. Violet Allain  
Future Studies and Education

Dr. David Hanson  
Resilience and Surviving: Valuing Schools, Valuing Children

Selected texts (Glasser's Control Theory and Quality Schools) must be completed before the workshop, and a final examination will be given.

Please feel free to contact me for further information. Your consideration is appreciated.

## **MEMBERSHIP**

Please add the following to your membership directory.

### **New Members:**

**Malessa (Lesa) Billings**

102 Mule Shed Lane

Richmond, KY 40475

(H) 606-624-9674

(W) 502-564-3678

Employer: Kentucky Dept. of Education

Position: School Psychologist Consultant

**Angie Chandler**

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(H) 502-349-6201

(W) 502-348-3958

Employer: Nelson County Board of Education

Position: School Psychologist

**Karen Clark**

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(W) 606-331-7742

Employer: Kenton County Board of Education

Position: School Psychologist

**Julie Hartgrove**

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(H) 502-842-0308

(W) 502-745-2695

Employer: Western Kentucky University

Position: Graduate Assistant

**Mary Ann Hutchison**

204 Hutchison Road

Col., KY 42728

(H) 502-384-4664

(W) 502-745-2698

Employer: Western Kentucky University

Position: Graduate Assistant

**Rebecca Jones**

3816 Greenwich Road

Louisville, KY 40218

(H) 502-459-7974

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Employer: Jefferson County Public Schools

Position: School Psychologist

**Andrea Kirby**

1406 Kenton Street

Bowling Green, KY 42101

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(W) 502-745-2698

Employer: Western Kentucky University

Position: Graduate Assistant

**Emanuel J. Mason**

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Lexington, KY 40504

(H) 606-277-2593

(W) 606-257-7875

Employer: University of Kentucky

Position: Professor

**Cynthia Mayfield**

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(W) 502-745-2698

Employer: Western Kentucky University

Position: Graduate Assistant

**John Maurelli**

2508 Canonero Loop

Owensboro, KY 42302

(H) 502-926-9904

(W) 502-685-3161

Employer: Daviess County Public Schools

Position: Director of Psychological Services

**Duane Miller**

2516 Lawrin Ct.

Owensboro, KY 42302

(H) 502-683-5934

(W) 502-686-1000

Employer: Owensboro Public Schools

Position: Special Assistant for Support Services

**Alan Lynn Mullins**

211 Colony Drive Apt. 4

Paducah, KY 42001

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Employer: Paducah Board of Education

Position: School Psychologist

**Judith Parkison**

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Employer: Fort Knox Community Schools

Position: Director of Student Services

Tony G. Pennington  
1137 Clay Street  
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Employer: Western Kentucky University  
Position: Graduate Teaching Assistant

Sheila Schuster, Ph.D.  
120 Sears Avenue #202  
Louisville, KY 40207  
(W) 502-894-0222  
Employer: self employed  
Position: Private practice

Nancy Stivers  
P.O. Box 248  
Manchester, KY 40962  
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(W) 598-2168  
Employer: Clay County Board of Education  
Position: School Psychologist

Ann Wannemuehler  
1612 Westen Avenue Apt. 79  
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Janice Wilkerson  
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Employer: St. Joseph School  
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Stacy Winstead  
559 W. Glenn #C201  
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Employer: Auburn University  
Position: Student - Ed.S. program

Elizabeth (Beth) Yates  
320 S. Seminary Street  
Madisonville, KY 42431  
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(W) 502-825-6067  
Employer: Hopkins County Board of Education  
Position: School Psychologist

**Change of Address, Etc.**

Debra Harris  
363 Hillwood Drive  
Bowling Green, KY 42101-7300

Stephen J. Moore  
758 Bancroft Circle Apt. C  
Clarksville, TN 37042

Robert B. Munroe  
Employer: Historic Spaulding Hall  
114 North Fifth Street  
Bardstown, KY 40004

Linda Vincent-Hill  
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Shelbyville, KY 40065

