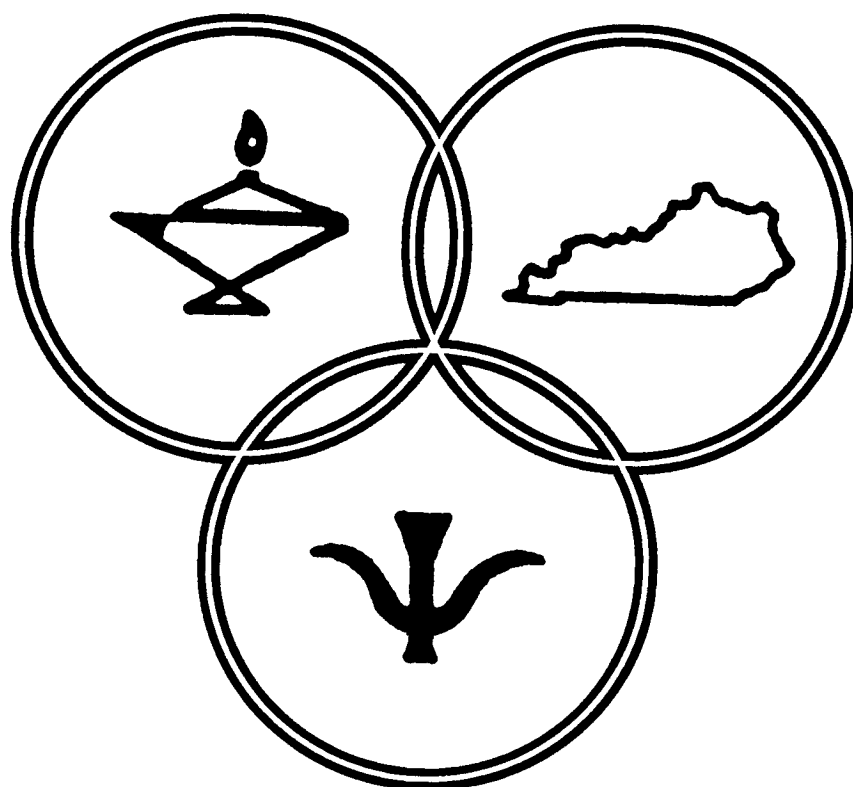

the
KAPS REVIEW

*A PUBLICATION OF THE
**KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS**
FOUNDED 1977*

VOLUME 12

NUMBER 2

SPRING 1992



CONTENTS

President's Message.....	2
KERA Preschool Evaluation	2
School Psychologist As An Organizational Change Agent.....	3
Law Dialogue.....	3
School Psychological Services	5
NASP Position On Children With Attention Deficits	7
Continuing Professional Development.....	8
KERA and School Psychology	9
Committee Reports.....	11
Secretary Reports.....	11
Regional Reports.....	12
Convention Information.....	13
Requiem for the WISC-R.....	14

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.

REPRINT PERMISSION

Permission to reproduce or use only uncopyrighted articles is granted to all state newsletter editors providing that original source and author are cited. Permission to reprint copyrighted articles must be obtained directly from the copyright holder.

PRESIDENT'S MESSAGE: TOOTING YOUR OWN HORN

Bill Pfohl

It feels like a typical Dicken's novel recently, as I watch and listen to the news reports about the status of the Kentucky economy. It appears that Governor Jones is intent on keeping KERA's goals and initiatives intact for the next two years. School psychology did not escape some cuts. The Experimental School Psychology Program, which provides half funding for 35 positions state wide, was cut from the Education Department's budget. There was little we could do to get it re-established. It became apparent that school psychologists are well respected, but lack political "clout". The real intent of KERA is to have local decision making. We, known as school psychologists, do not contribute to campaigns, or "blow our own horns" enough. Before you say "I can't do that or don't have enough time", you need to consider this as an important opportunity to tell others what you have been doing. It is apparent to me that it will take the whole KAPS membership - a grass roots effort - to help promote school psychology in each district. It is difficult to have others now what you do, if you do not tell them what you do. Some school psychologists will always say "I just test". We have more skills than this and can be a valuable resource to the school. In a time where we are seeing an increase in contract services, it is in school psychology's and your own best interest to tell others what a wide range of services we provide. It is not easy to compete with contractual services financially, but if you provide diversified services, then let them do "re-evals", and you can provide more child-oriented comprehensive services. Do not let the "WISC and RUN" people infringe, but invite them to do the tasks you would rather not do.

I ask each KAPS member to make one building, one district, and one parent contact in the coming week to talk about the profession of school psychology and what you do for the district. Tell them what you will do, can do, and have done for them this year. It is important to obtain visibility within your district. When was the last time you made a presentation for the faculty, school board, principals, or parents? They are the ones who will decide if there are increases in school psychologists and their services in the district and state. It is easy to bemoan the fact that school psychology is being forced out by contractual services, and other "test givers". We have the best training and skills, but we need to broadcast it loud and clear. If we do not, we have only ourselves to blame. School psychology is a profession to be proud of. All good products use marketing and advertising to promote themselves. We do advocate for children, provide assistance to school personnel, and counsel parents. It is a hectic, stressful job, and most days you would not do anything different.

It is important to tell others what you do. Be visible. Be versatile. Be vocal. Be competent. Be knowledgeable. Be proud to be a school psychologist. As a good friend of mine says "He (she) who does not tooteth his own horn, does not have his horn tootethed". There is much we can learn from this. I hope to "hear" you soon. It is the responsibility of each of us to try.

Kentucky (KAPS) will have a party at NASP. I hope you will plan on attending the conference. It will be a long time before you have such an opportunity so close. I look forward to seeing you there.

KAPS is strongly supporting Commissioner Boysen's efforts to continue the ban on corporal punishment. Please call your state representative and tell them to vote AGAINST House Bills 68 & 70, which re-establish corporal punishment in the schools. There is a desperate effort to get a sponsor for renewing the ban, but we are not able to find one. If you know of a legislator who may be interested, let Connie Adams or me know. Connie is keeping up with this topic as Legislation Chair. There is more in this newsletter on this topic. See you in Nashville.

UK SCHOOL PSYCH STUDENTS PARTICIPATE IN KERA PRESCHOOL EVALUATION

*Suzanne Guilliom, Kera Preschool Programs Evaluation
Research Assistant*

Five School Psychology graduate students from the University of Kentucky will be participating in an evaluation of the KERA Preschool Programs. The University of Kentucky, in cooperation with the State Department of Education, will be evaluating the first year of the KERA Preschool Program for at-risk four year olds and preschool children with disabilities. Sherri Ballard, Mileva Gavrilidou, Suzanne Guilliom, Caroline Fahrney and Jennifer Rosenthal, along with other graduate students from related fields will be traveling to approximately 30 preschool sites across the state to gather information about the effects of the Preschool Program regarding children's developmental levels, perceived competence, and social acceptance and classroom adjustment. The assessment instruments being administered by these graduate students include the Battelle Developmental Screening Test and the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children. In addition to assessing children and interviewing teachers, the School Psychology students will be participating in focus groups of parents, in which parents share their perceptions about changes in their children as a result of their participation in the program. Dr. Paul de Mesquita, a member of the School Psychology faculty at the University of Kentucky, is a member of the evaluation project's Research Team.

A SCHOOL PSYCHOLOGIST AS AN ORGANIZATIONAL CHANGE AGENT: THE EMERGING ROLE OF THE 90'S

Larry Glowacki, Director Of Special Education Crystal Lake School District #47 Crystal Lake, Illinois

The last 25 years has demonstrated the evolving role of the school psychologist. Although the mission has been to access appropriate services to meet the needs of children in an educational setting, the profession continues to experience a transition in accomplishing that result. The 1960's saw the introduction of school psychology to the field of education: the 70's coupled school psychology with special education in the identification of handicapped children. In the 1980's, school psychologist marketed an expanded role moving from the specialist in handicapped diagnosis to team member, consultant and facilitator within the school setting. As the field of education changes, so will the role of the school psychologist. The decade of the 1990's will see an even more expanded role that involves the school psychologist as a change agent. This role will emerge for two reasons: 1. it is consistent with the original mission of school psychology to assess appropriate services to meet the needs of children in an educational setting, and 2. the school psychologist possesses the training and skills to assume this role within the schools.

How many times has a school psychologist conducted an extensive evaluation, provided specific recommendations, and participated in the program planning, only to discover that the system is unable to carry out the plan? If the mission is to access the appropriate services, the school psychologist has the responsibility to become involved on a systems level in facilitating change. Organizational change can involve everything from behavior management inservice for the third grade team, to long range strategic planning for the entire school system. All are examples of organizational changes that are necessary in providing appropriate services to children.

The dynamics within an organization are not unlike those of an individual or a family. All experience functional aspects where communication, decision making, problem solving and task involvement/completion occur efficiently and effectively. Similarly, organizations, facilities and individuals experience dysfunction where these elements become distorted, impaired or nonexistent. It is during these times that the system fails to take the required steps to conduct its business.

The school psychologist receives training to evaluate the strengths and problem areas within an individual or family. Information from these assessment are integrated and assimilated in the development of an intervention plan:

this is called the "diagnostic process." Organizational consultants use a similar process in the assessment of an organization or system, identifying strengths and problem areas and recommending an intervention plan; this is called "action research". Both require the throughout examination of "client" generated data from a diagnostic-remediation framework. A school system can employ an outside organizational consultant to begin the process of initiating changes within the system. A logical alternative can be to utilize the skills of the school psychologist as an internal consultant. This makes more sense as the school psychologist is already a part of a building/district team and possesses knowledge of how the system or organization operates.

Organizational assessment involves observation, interviews, rating scales and questionnaires which school psychologists are very familiar with. Organizational processes such as communication, problem solving, goal setting/planning, task involvement/completion and authority/responsibility are examined as parts of the assessment process. School psychologist examine many of the same processes in how children learn and how families function. An intervention plan is developed with specific recommendations for how an organization can improve. Again, for the school psychologist this is familiar territory.

Facilitating change on an organizational level presents an opportunity to improve the accessibility of appropriate services to entire groups of children. But with the opportunities for success also come notes of caution. As with the individual or family, change in the organization will only occur when the organization perceives the need for change, or the organization experiences enough distress that it is forced to change. In either case, the organization will look toward someone to facilitate this change process. In the field of education, it is clear that the school psychologist can assume this emerging role of the 90's; the role of an organizational change agent.

Reprint from *School Psychology in Illinois*, Vol. 13 No. 1, October 1991.

LAW DIALOGUE

Patrick W. Mckee, Esq. Richard H. Barbe, Esq.

Section 504 Visited Once Again

Section 504 of the Rehabilitation Act continues to grow in significance in the minds of both special and "regular" education persons. Some of the larger systems have recently published explanation sheets and guidelines to help their people understand just how this legislation affects them. We have tried here to pull together a survivor's kit of useful information about this law; we have tried not to be exhausting and, as a result, have not been exhaustive of the

topic. We want merely to bring perspective to Section 504 as a law which constraints educators.

First of all, it's important to know that Section 504 is an antidiscrimination statute; it doesn't tell you what to do so much as it tells you what you may not do. Second, the Act is not a funding statute like the IDEA; 504 brings your system no money. If violated, though, the Act threatens the loss of federal funds the district is already getting. And last, the law is enforced by the Office of Civil Rights within the Department of Education. This office takes complaints and deals directly with the individual school systems; it does not work through the State Department of Education as does the Office of Special Education and Rehabilitation Services when that branch enforces the IDEA. If you can remember these three facts, almost every other important characteristic of Section 504 is derivable.

Section 504 requires that schools make their programs accessible to handicapped and nonhandicapped persons alike. As with the IDEA, for pupils this means that the school is to provide a free and appropriate public education for every handicapped person in the least restrictive environment. But, as an antidiscrimination statute, this Act deals with all handicapped persons, not just students and not just with those persons whose exceptionalities qualify the school for special funding under the IDEA. Thus, students and teachers and other employees are all covered by Section 504. Also, students with handicaps other than those which are IDEA-eligible are included under 504's protections.

For purposes of this Act, a person is handicapped if he or she has a mental or physical condition, or is regarded by others as having such a condition, which interferes with one of life's major processes - like learning and earning, for two examples relevant to schools. The federal government can afford a very broad definition in this non-spending Act because no money flows; it's easy for Congress to be generous when it doesn't have to help pay for such inclusiveness. A school's programs, taken as a whole, must be made as accessible to people meeting this definition of handicapped as the programs are to anyone else, provided that the handicapped person is otherwise qualified to participate. For most school activities, age is the only qualification. So any handicapped child of school age must find programs equally accessible. But where additional, truly relevant (not a pretext designed to keep handicapped persons out) qualifications are added for all kids, handicapped kids would have to meet them as well. In short, no discrimination, no violation.

Parents and teachers are also included. School programs must be made accessible to handicapped parents - honors day ceremonies, graduation exercises, etc. Hearing, vi-

sion, and mobility impaired parents require accommodation. Teachers who are otherwise qualified - certified in that area, for example, also may not be discriminated against.

The school is not required, however, to lower academic standards or otherwise dramatically alter its expectations in attempts to make programs accessible. Making something accessible doesn't mean guaranteeing success; it only assures the right to try.

To the point, how are Section 504 kids to be treated? Just like IDEA-eligible students - only the eligible group is larger. Think about it. The IDEA is restricted to concern for students who meet one or a combination of very specific disability definitions. Section 504 applies to persons with any interfering condition. There are many examples of handicaps which fall under 504 but aren't eligible for funding under the IDEA, but the one receiving the most attention right now is ADD/ADHD.

Persons fitting the 504 definition of handicapped are to be 1) identified, 2) evaluated, and 3) accommodated. The regulations call for 504 students to receive essentially the same procedural treatment as IDEA kids. They must be identified - by teacher, parent, or other professional referral, just like under the IDEA. They must be evaluated. Here there might be a difference. It would be silly to give a full psychological evaluation to a child whose handicap is a broken leg. But the school must examine the ways in which the handicap limits or interferes with the child's access to all school programs - academic, cocurricular, etc. Then, the same sort of group that meets to plan an IEP under the IDEA, including the parents, is to use that information to design a plan by which the 504 handicapped child may gain access to the affected areas of the school program.

Parents have the same rights under 504 as they have under the IDEA. They must receive notice of initial evaluation. They have the right to participate in the adaptation planning process. And they have the right to object to the school's proposals and seek a review by an administrative hearing officer. Complaints about process or program go directly to the OCR which comes directly to the school system to investigate and make its findings. In principle, a violation could cause the U.S. Department of Education to withhold all federal funds being received by the district.

Because teachers and parents, too, fit under the protections of 504, schools are expected to have a designated 504 compliance officer - similar to the affirmative action officer required by other legislation - whose task is to see that the school continues to follow through on its 504 antidiscrimination requirements.

The procedural similarities between the two pieces of legislation make it seem that the same teams and committees could serve both groups. And in general this would work. But many 504 handicapped kids can and will be served in the regular classrooms without any involvement of the special education department at all. This difference may create a referral process glitch that systems need to address and smooth out.

Parent and advocates appear to be making increasing use of the provisions of this statute. Four points seem absolutely essential. First, identify, assess and accommodate all handicaps - not just those which bring IDEA funds to the system. Second, employ essentially the same procedures, keep the same paper trail record, and seek the same educational goals for 504 kids as for IDEA-eligible students. Third, provide parents the same opportunities for involvement and the same procedural rights they enjoy under the IDEA. And last, remember that the school needs to be alert to the accommodations needed by teachers and parents - the ACT applies to them as well.

Excerpted from: Georgia Association of School Psychologists *Dialogue*, Vol. 21, No. 3 Winter, 1992.

SCHOOL PSYCHOLOGICAL SERVICES: CAN WE PROVE THEIR WORTH?

George Batche, Nasp President

School psychologists provide a wide range of valuable services. The services provided daily in the schools throughout this country and abroad make a significant contribution to the schooling process, provide direct support for teachers and parents and make a significant difference in the lives of the students we touch. Why is it then, that we are the ones who recognize the value of our services more than anyone else? It is because the outcomes of our services are not as valuable as we believe, or is it because we have not demonstrated and disseminated the value of school psychological services? The future of our profession may lie in our ability to demonstrate, at a convincing level, what we already know: School psychologists make a significant contribution to the schooling of America's children and youth and do so in a way that contributes to the mission and goals of individual school districts.

The recent crisis in funding of public education across the United States has placed many educators in the position of "defending" the value of their activities and services. I use the word "defending" because I believe that we "advocate" for service value during times when funding for programs is more readily available. Many educators, including school psychologists, feel that their services are being scrutinized for possible cuts or they are fighting for

existing cuts to be re-funded. School psychology is, by no means, being singled out in this process. However, the threat of reduction or elimination of school psychological services in some areas of the country (while, interestingly, other areas are experiencing a severe shortage) has resulted in school psychologists, supervisors, superintendents and boards of education asking, "What is the value of school psychological services to our district?" When the question is asked during times of economic crisis, the answers sought may be different than when the question is asked during more "affluent" times.

I have had the opportunity to attend many meetings across the country with supervisors of school psychological services. At these meetings I asked how the supervisors typically reported the activities of school psychologists to their superintendents. Almost without exception, I was told that information was given in one or more of the following areas: 1) Number of student referrals processed; 2) Number of tests (consultations, inservice sessions, counseling, etc.) administered; 3) Number of students placed in special education; and 4) Number of re-evaluations conducted.

During times when money is not an issue, evaluating services based upon process productivity results in "numbers" and superintendents are satisfied with descriptive statistics. However, when those who make decisions about allocation of funds must relate outcomes to expenditures, other outcome measures are sought. The recent reduction in educational funding is occurring at the same time as the national focus on the effectiveness of our nation's schools. President Bush's recently published plan, American 2000, emphasizes outcomes, not process. The National Assessment of Educational Progress (NAEP) and the National Education Goals Panel (NEGP) all emphasize outcome measures. Although we might disagree with particular methods of achieving these goals (e.g., national achievement testing), the focus is shifting, nonetheless, to different types of performance measures. What implications does this have for school psychology and how can school psychologists respond to this type of accountability paradigm?

I believe that school psychologists must begin to provide efficacy data in three primary areas. First, data that documents the effectiveness (not activities) of school psychologists must be provided to superintendents and boards of education. The following types of questions must be answered through the efficacy data: 1) If a student referral is handled through the use of consultation (prevention, intervention), is that student likely to improve in academic or social areas addressed as a function of the intervention or does the student remain the same or worsen and ultimately arrive in special education? 2) If a student is placed in a special education program, does he or she

make more, less or similar progress compared to pre-placement progress? 3) If a student receives consultation-intervention services, what percent of the time does this intervention result in student improvement?

Second, data that documents teacher, administrator, and parent satisfaction with services must be provided to the appropriate decision makers. The questions asked must reflect outcome criteria as well as process factors. Some of these questions might include: 1) Do teachers feel that the psychological services delivered provide support and effective interventions for referred students? 2) Do parents feel that the services and programs provide support for their concerns about their children? 3) Do teachers feel that assessments conducted on referred students provide information for intervention as well as providing information for eligibility?

Third, data must be provided documenting that school psychological services are fiscally efficient as well as programmatically effective. At the present time, school (unfortunately, but realistically) are making decisions based upon finances available. Everyone feels that his/her programs and services are necessary. It will be those services that result in both fiscal efficiency as well as programmatic effectiveness which survive. Fortunately, school psychologists can address both of these issues directly. At issue for school psychologists is whether or not they are willing to collect the data and ask the hard questions regarding these efficacy criteria. We don't like to reduce our services to a "cost" value. However, the hard reality of the times dictates that we respond to this unpleasant criterion. Emphasis on alternative service delivery, including consultation, early intervention, and systems change as well as alternative practices in assessment and decision making comes at a time when the outcomes of these services (lower cost to the districts, fewer students placed in special education, assessment leading to intervention rather than labels) results in lower cost to districts. The timing provides a perfect opportunity for school psychologists to come to the attention of superintendents and boards of education in a very positive way. The following efficacy questions should be addressed through data collection: 1) What is the cost to the district (after state and federal reimbursement) for each student placed in special education (resource and self-contained) compared to the cost of educating a general education student? 2) How many students were referred and placed during the last three years? 3) What percentage of students who receive early intervention, consultation services remain in the general education setting compared to those who undergo a test-staff- placed model? 4) How much actual dollar savings to a district occurs as a result of prevention, consultation-based school psychological service delivery compared to a test-staff- place model?

Note that the answers to the above questions provide information that initially establishes a baseline if a test-staff-place model has been used. In this way, the cost of educating students with this model can be compared to the cost of educating students in a consultation-intervention model. This is one method of providing efficiency data for superintendents and boards of education.

Recent research has indicated that teachers prefer consultation services to assessment-only services. In addition, it has been demonstrated that consultation/intervention services can reduce special education placements by up to 50% without adversely affecting progress of individual students. The problem is that superintendents and boards of education are not being made aware of these data. In many states, funding for school psychologists is provided through special education dollars. In those instances, we find that the role of school psychologists is tied heavily to assessment necessary to find students eligible for special education. However, role description and funding courses under these circumstances are narrow in scope. The role and funding for school psychologists, therefore, is subject to rapid change should changes occur in federal, state and local regulations. Given the recent emphasis on educational reform and financial difficulties, the role of school psychologist may be vulnerable. Just as school districts do not invest all of their retirement money in one source (diversified portfolios are always preferable), school psychology should not trust all of its support to one type of delivery system. We must diversify our portfolio through demonstrating efficacy in a number of related, but different areas. In this way, the services we provide will be a hedge against dramatic changes in regulations and funding patterns. School psychology must demonstrate that it is essential to the school process, not simply required by regulations that could change tomorrow.

If you are a supervisor of school psychological services or a school psychologist in a district hard hit by financial difficulties, ask yourself whether or not you are providing information that convinces superintendents and boards of education of the worth of school psychological services. The areas of accountability cited above, social and academic progress, teacher, parent and administrator satisfaction, and cost efficiency are three areas to explore. There are certainly others. The main objective in demonstrating efficacy is to convince those who make decisions about funding that the students in their district are significantly better off as a result of having school psychologists than not having them. The educational and mental health needs of students cannot be separated—we know that. However, others do not. It is up to us to set up the system, collect the data and provide answers to the types of questions posed in this article. School psychologists must take the lead-and leadership-in educating

supervisors and administrators about what questions to ask. This will not be done for us. If we wish to remain strong as a profession and considered essential to the schooling of America's children and youth, we must do this ourselves. Advocacy begins at home!

Reprinted from the *Idaho School Psychologist Association Newsletter*, Vol. 15 No. 2, December 1991.

NASP POSITION STATEMENT ON CHILDREN WITH ATTENTION DEFICITS

The National Association of School Psychologists advocates appropriate educational and mental health services for all children and youth. NASP further advocates noncategorical models of service delivery within the least restrictive environment for students with disabilities and students at risk for school failure.

NASP recognizes that there are students in schools with academic and adjustment problems who exhibit a constellation of behaviors commonly associated with ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder). NASP believes that attention deficits are not a unitary condition, that they are not reliably diagnosed, and that it is difficult to distinguish attention deficits so severe as to require special education from the normal range of temperament and fluctuations in attention to which all students are susceptible.

Longitudinal data suggest that the problems associated with attention deficits present at an early age, may change over time, and that they may persist into adulthood. Therefore, NASP believes that interventions must be designed within a developmental framework. Furthermore, recognizing that these students are at particular risk for developing social-emotional and learning difficulties, NASP believes problems should be addressed early to reduce the need for long-term special education.

NASP believes that students with attention deficits can be provided special education services as appropriate under disability categories currently existing in EHA/IDEA. While concern has been expressed that students with attention deficits served in existing categories will not receive the most appropriate instruction for their unique needs, research indicates that disability categories or area of teacher certification have no significant effect on instructional methods or on effectiveness of service.

NASP believes that excessive emphasis on assessment and diagnosis at the expense of developing and monitoring effective interventions is not in the best interests of children. Assessment of youngsters with possible attention deficits should include intervention assistance to students

and their teachers as pre-requisites to a formal assessment process.

NASP believes that effective interventions should be tailored to the unique learning strengths and needs of every student. For children with attention deficits, such interventions will often include the following: 1. Classroom modifications to enhance attending, work production, and social adjustment; 2. Behavior management systems to reduce problems in arenas most likely to be affected by attention deficits (e.g., unstructured situations, large group instruction, transitions, etc.); 3. Direct instruction in studying strategies and social skills, with the classroom setting whenever possible to increase generalization; 4. Consultation with families to assist in behavior management in the home setting and to facilitate home-school cooperation and collaboration; 5. Monitoring by a case manager to ensure effective implementation of interventions, and to assess progress in meeting behavioral and academic goals; 6. Education of school staff in characteristics and management of attention deficits to enhance appropriate instructional modifications and behavior management; 7. Access to special education services when attention deficits significantly impact school performance; 8. Working collaboratively with community agencies providing medical and related services to students and their families.

NASP believes appropriate treatment may or may not include medical intervention. When medication is considered, NASP strongly recommends: 1. That instructional and behavioral interventions be implemented before medication trials are begun; 2. That behavioral data be collected before and during medication trials to assess baseline conditions and the efficacy of medication; and 3. That communication between school, home, and medical personnel emphasize mutual problem solving and cooperation.

NASP believes that school psychologists have a vital role to play in developing, implementing, and monitoring effective interventions for students with attention deficits. As an association, NASP is committed to publishing current research on attention deficits and to providing continuing professional development opportunities to enhance the skills of school psychologists to meet the diverse needs of students with attention deficits.

ARGUMENTS AGAINST CORPORAL PUNISHMENT

1. Injuries occur. Bruises are common. Broken tailbones, fingers, and other injuries are not unusual. There have now been seven deaths in this country as a result of school-inflicted corporal punishment. Two deaths occurred in 1986; one, a kindergarten girl, in 1985.

2. It perpetuates a cycle of child abuse.
3. It teaches children to hit someone smaller and weaker when angry.
4. Schools are the only institutions in America in which striking another person is allowed and condoned. It is not allowed in prison, the military, nor in mental hospitals.
5. If a person uses a board to hit a cow, horse, or full-grown German shepherd, he can be prosecuted under most state laws for cruelty to animals. Yet the same person can take the same board and hit a 5-year-old kindergarten child with it, and, if the person is a teacher, the law allows it. We need to treat children at least as well as we treat animals.
6. All research in education and psychology shows no benefit in the use of corporal punishment, but much long-term harm is evident.
7. A study in Portland, Oregon showed a dramatic reduction in school vandalism following abolition of corporal punishment, saving the school board thousands of dollars and reducing insurance costs.
8. Educators and Boards open themselves to civil or criminal charges when corporal punishment is used in their schools.
9. Of all the countries that have abolished corporal punishment over the last two centuries, only one felt it necessary to reinstate its use - Nazi Germany! The Federal Republic of Germany has once again eliminated corporal punishment in schools. Once it is abolished, no one misses it, and problems do not occur sufficient to call for its use again.
10. Better alternatives exist. 90% of the corporal punishment is inflicted by only 5% of the educators. Most teachers never use it. They employ alternative methods of discipline, which could be used by the few who prefer the paddle.

From: National Coalition to Abolish Corporal Punishment in Schools, Courtesy of Nadine Block.

CONTINUING PROFESSIONAL DEVELOPMENT COMMITTEE REPORT

Libby Jones, Co-chair

As we enter a new year, make a resolution to start documenting your participation in professional development activities. As a service to KAPS members the CPD com-

mittee reviews activity documentation yearly, awards certificates of recognition at the annual KAPS conference, and submits the documentation necessary for renewal to the National School Psychology Certification Board. Activity documentation must be submitted between August 1 and August 15 of each year. There is an annual fee of \$5.00 to cover expenses. The KAPS' CPD program is designed to be in accordance with the NASP/NCSP standards. As a pre-approved state CPD program, only the summary sheets (appropriately approved by the CPD committee) are needed for NCSP renewal, and KAPS' CPD program submits them for you once you have submitted the documentation to the committee. If your documentation is submitted yearly, then NCSP renewal is as easy as forwarding your completed renewal form and renewal fees to the appropriate Co-Chair. Copies of all documentation is retained in your CPD file. At present 54 members are utilizing this service.

Members who are anxiously awaiting to hear about NCSP renewal will have to keep on waiting. Sharon Kieta contact NASP concerning this and it appears that they are flooded with certification renewals. It may take quite a while for them to get processed.

It appears that those participating in the CPD documentation program are participating in a large number of worthwhile activities. At the Fall conference 27 Standard Certificates (75 contact hours within three years), 6 Outstanding Certificates (more than 25 contact hours within one year) and 2 Provisional Certificates (25 contact hours within one year) were awarded. Keep up the good work!

As of January, 1992, the KAPS membership has been divided between the Co-Chairs for the purpose of CPD processing. For members with last initials A through J please refer all your correspondence to: Sharon Kieta P.O. Box 148 Breckinridge Co. Board of Education Hardinsburg, KY 40143

Members with last names beginning with K through Z please refer your correspondence to: Libby Jones Psychology Department Western Kentucky University Bowling Green, KY 42101

Notification of this change was mailed to each member in December. In addition each member received a survey form. Please complete and return these surveys to Sharon Kieta at the above address as soon as possible. The results will be used for committee planning and will be reported in an upcoming newsletter.

KERA AND SCHOOL PSYCHOLOGY: ARE WE PART OF THE PROBLEM OR PART OF THE SOLUTION?

*Paul De Mesquita, University Of Kentucky,
Kaps/keras Committee Chair*

Educational reform is no longer just wishful thinking. School improvement plans of the 80's are realities of the 90's to which school psychologists must respond. Since the Kentucky Educational Reform Act (KERA), House Bill 940, was enacted in 1990, many programmatic reforms authorized by the legislation have been initiated and currently are being implemented. The Kentucky Department of Education has recently released information regarding the progress made toward KERA goals. In the (KY Department of Education, 1992) the impressive accomplishments of the last 18 months are highlighted. This article presents a KERA update with suggestions for how school psychologists can integrate psychological services within the various reform initiatives.

Preschool programs have been created for disabled and income-eligible 3 and 4 year old children across the state. This year 14,700 children are enrolled in such programs, including 6,600 children with disabilities. While psychology recognizes the benefits of early identification and early intervention, to what extent have school psychologists been involved in these efforts and what should we be doing to ensure that developmentally appropriate programs sufficiently address the psychological needs of these at-risk children? Screening, assessment, intervention, and consultation services are urgently needed for preschool children, their parents, and their teachers. Preschool programs present psychologists with numerous opportunities for the delivery of prevention-oriented services.

By September of 1992, implementation of the K-3 continuous progress Primary School Program will begin officially in all elementary schools. Many schools have undertaken initiatives this year in order to get a headstart and to try out new instructional arrangements. Thousands of teachers have participated in training institutes to prepare them for the new programs that will advocate a philosophy that no child will experience failure. Education of the whole child will be emphasized and instruction will broaden to include curricular experiences that promote cognitive, emotional, social, aesthetic, and physical development. School psychologists will be needed to provide alternatives to retention and develop methods of psychological education that can be integrated into instruction. Teachers will request more assistance from school psychologist with integrating social skills programs and problem solving and decision making skills ap-

proaches into the curriculum. School psychologists should be establishing pre-referral consultation and intervention mechanisms that can effectively meet these increased requests for services. Simultaneously, we must begin to educate teachers and schools and change perceptions of what school psychologists do.

The first phase of grants have been awarded for the establishment of 73 Family Resource Centers, 34 Youth Service Centers, and 26 Combined Family Resource and Youth Service Centers funded through the first phase of grants. Many additional centers have been developed at the initiative of local districts. The mission of these centers is to identify and coordinate the delivery of the services necessary to support and improve the family environment of economically disadvantaged children at-risk for school difficulties. These centers and service sites offer excellent opportunities for school psychologists to assist families and to provide intervention and consultation services, as well as act as an advocate and liaison with inter-agency community efforts.

KERA requires that schools will provide extended school services to children needing additional instructional time to achieve learning outcomes. These programs can include longer school days, before or after school tutoring, extra school days, and summer programs. The type of extended school services is left up to the discretion of the local schools. A state-wide evaluation project is underway to assess the impact of these services. Last year during the first year of funding for such services, 6,000 students received assistance during the regular school year. During the summer, 25,000 students in 165 districts participated in some form of extended school services. Tutoring services were received by 46,200 students and study skills were taught to 4,200. Preliminary evaluation results suggest that many of these children have motivational and self-esteem problems that lead to their learning difficulties. School psychologists can address needs of these children by offering psychological services that support extended school program efforts. Indirect consultation services to teachers as well as direct services to individual students and groups can encourage motivation and help create a positive belief in their own ability to learn, breaking the cycle of failure for these children.

During the 1991-92 academic year, one school in each district was participating in school-based decision making. Local school councils were formed, procedures and policies were adopted and members attended a three day training institute. Plans are to enroll 250 new school-based decision making councils in the Spring of 1992.

These school-based councils consist of administrator, parent, and teacher representatives. It is imperative that school psychologists establish a strong line of communication with these council members, inform them of the nature of services needed and services available, and develop a close working relationship with school councils. These councils can benefit from consultation with school psychologists concerning the developmental and psychological needs of students. School psychologists should make an effort to learn more about school-based decision making processes and to serve as a resource to their council members.

An important aspect of KERA is the performance assessment component by which the school are held accountable and student progress throughout the state will be measured. Recently the Council on School Performance Standards reported on the final definitions of 75 goals and expectations that will serve as the basis for assessing students and schools. The initiation of the interim testing program will take place during the Spring of 1992. This interim testing program will establish the baseline data that will serve as the benchmark against which school success will be measured during the 1993-94 testing. During the next few months, approximately 50,000 students in each of the grades 4, 8 and 12 will participate in assessments in reading, math, writing, science, and social studies. Writing skills will be assessed using portfolio assessment methods. In contrast to traditional pencil and paper multiple choice methods, testing in math, science, and social studies will include activities called performance events. Curriculum-based measurement approaches to student assessments have been recognized as a more meaningful method of evaluating students academic skills that leads directly to classroom intervention. School psychologists can integrate curriculum based measures into their assessment procedures. Consultation with teachers can be instructionally as well as behaviorally oriented. Finally, because school psychologists are knowledgeable of testing and measurement principles, they can serve to educate and inform teachers and parents about the difference between the new performance assessment methods and previous standardized achievement testing.

For better or for worse, school psychologists were overlooked or omitted from specific mention in the reform law. Unlike P.L. 94-142, where school psychologists were not only mentioned but our evaluation role and gate-keeping functions were largely predetermined, under KERA school psychologists can determine their roles and functions in ways that best meet the psychological service needs of Kentucky children. Within the context of reform, school psychologists are challenged to reexamine the ef-

fectiveness of their current approaches to service delivery and to take advantage of the unique opportunities provided through KERA to expand services and broaden roles.

Several major goals of KERA pertain directly to the responsibilities of school psychologists. These include: removing the mental health barriers to learning, development of students' self-sufficiency and self-esteem, problem solving and decision making skills, encouraging responsible social group membership skills, increasing attendance and reducing dropout rates. These goals and others provide a powerful agenda for school psychologists to enact. KAPS has established a committee to study KERA and to advise the membership on issues related to reform. Through formal and informal contacts, committee members have sought views and opinions from state representatives, Department of Education staff, local school district administrators, and school psychologists across the state regarding the role of school psychologists in KERA. Based on the information gathered, it appears that the educational reform train has left the station and it's questionable whether school psychologists are on board or have been left behind.

We can contribute to reform efforts in ways that only school psychology can be translating best practices in psychology into classrooms and schools. We can not only participate but can offer leadership. Collectively and individually, school psychologists must take the initiative in creating psychological service roles that are contributing to KERA goals and programs. As school accountability issues are examined, school psychologists will be asked to demonstrate the value and efficacy of their services related to OKRA. New service delivery ideas related to the structures of reform are needed now. Now is the time to propose psychological services and programs that overcome present constraints on school psychologists. If successful, school psychology can increase its positive impact, multiply its beneficial effect, reach more children with more meaningful services, and shift from routine bureaucratic activities to needed intervention and prevention assistance.

The future of school psychology in Kentucky will depend to a large degree on how closely aligned school psychological services are with KERA programs. If school psychologists are recognized as valuable and considered essential to the implementation of educational reforms, then Kentucky children will continue to benefit from school psychological services. School psychology can be part of the problem or part of the solution. We can join the educational reform train by choosing to help drive the engine or just ride in the caboose. Below are specific suggestions to help become part of the solution.

1. Become more knowledgeable, Educate yourself about KERA and what is being implemented in your district. 2. Use public relations and public information strategies to educate others about what school psychology is and can be related to KERA. 3. Get involved in local school KERA implementation efforts. 4. Talk to the superintendent, your supervisor, and principals and propose new roles and services related to KERA programs and goals. 5. Provide more preventive services to preschool program children and teachers. 6. Offer your services to after school or summer extended school programs. 7. Become involved in the Family Resource/Youth Service Centers. Assist with local grant proposals and program development and include psychological services as a service component. 8. Write a letter introducing yourself and offering resource assistance and consultation to school-based decision making councils. 9. Communicate with KAPS and colleagues about KERA issues.

LEGISLATIVE COMMENT

Connie Adams Legislative Chair

Please use the materials provided to all KAPS members in the special February legislative mailing. Now is our opportunity to move beyond guild issues, and to become involved in substantive legislation to advocate for young people. Establish contact with your legislators. Share your views. Your efforts can make a difference!

PLANNING AND DEVELOPMENT COMMITTEE REPORT

Bob Kruger, PDC Chairperson

The first working session of the PDC will be held on 2/22/1992 at Eastern Kentucky University. Members of the committee are: Jim Batts, Lesa Billings, Pat McGinty, Stacy Heck, Michelle Ashton, Dan Miller, and Sharla Fasko, co-chairperson. The purpose of this meeting will be to assist one another in refining the action plans which are associated with the future goals of KAPS. The goals are those which were retained and/or modified from our original "Five Year Plan" following discussion at the fall Executive Committee Meeting. The goals include: a) To expand the provision of quality school psychological services to meet the needs of all of Kentucky's children; b) To develop a review procedure to assist in evaluating the quality of school psychological services at the school district level; c) To assure that KAPS is an effective organization for those representing school psychology throughout Kentucky; d) To improve the staffing needs for school psychological services through recruitment and training; e) To promote more awareness of school psychology among the public policy makers and other influential groups.

In future Newsletter reports, updates will be provided as to the specific action plans completed relative to these goals. In some cases the implementation of the goals will need to involve many of you, whether in the form of providing information to us or in accepting some delegated responsibilities. Please be prepared to offer your support.

PUBLIC RELATIONS COMMITTEE REPORT

Daniel A. Miller, Public Relations Committee Co-chair

The Public Relations Committee continues to work on goals and strategies to promote the visibility and image of school psychologists in Kentucky. We have received information from NASP regarding national PR goals and action plans. Our intent is to coordinate KAPS PR strategic planning with NASP. Please contact Dan Miller or Michelle Ashton if you have questions or suggestions regarding the KAPS effort.

KAPS SECRETARY REPORT

Skip Cleavinger

The KAPS Executive Committee has met twice since the Fall Conference, the first meeting taking place on November 16th in Bardstown and the second in Louisville on January 17th. Each of the meetings followed professional development activities. In November, Dr. James Barclay of the University of Kentucky presented on the Barclay Classroom Assessment System (BCAS). The BCAS is a screening system designed to assess a broad range of skills, feelings, and attitudes displayed by the children in the classroom. The BCAS uses teacher, peer, and individual student ratings. At the January meeting, Nadine Block presented on alternatives to corporal punishment.

Several major topics have been discussed at the Executive Committee meetings. One of the topics which has demanded a great deal of attention from the EC is the monies from the Experimental School Psychologist Program. The monies have made the hiring of many of the School Psychologist positions in the state possible. This past fall, the monies were cut from the budget. The EC has been considering strategies to get the money put back in.

The EC proposed at the Fall Conference that an Associate Membership status for KAPS be created. Associates would pay reduced rate for membership dues (\$20). They would receive a year's subscription to the as well as member rates to all workshops and the conference. They would not be allowed a vote. This proposal requires a bylaws change, so the general membership was asked to vote on the proposal. The results of the vote were provided at the January meeting, and the proposal passed. We now have

an Associate Member status.

The plans for the next KAPS Conference are well underway. The conference will take place at the Greenwood Executive Inn in Bowling Green on September 24th and 25th. The topic for the conference will be "Assessment 2000: Beyond Eligibility." This topic will encompass assessment alternatives. The planned keynote speaker will be Dr. Doris Redfield, and she will address Dynamic Assessment. Other topics will include CBA, Behavioral Assessment, Assessment of Learning Styles, etc.

The EC continues to develop and refine five year goals for KAPS. The "Goal Czar", Bob Kruger, has taken on this huge task and is overseeing persons who are responsible for each goal. A highly discussed topic at the last EC meeting was the fact that Guidance Counselors are seeking licensure for autonomous functioning. Discussion followed on whether or not to take a stand on the issue. Many other important topics have been addressed by the EC. Please be reminded that all KAPS members are welcome to attend EC meetings. The next will occur on March 6th at the Kentucky Horse Park in Lexington. The morning professional development workshop will address the impact of legal issues in education (i.e. IDEA, Section 504) on our professional practice.

STATE CONSULTANT REPORT

Lesa Billings

On Thursday, February 6, 1992, Governor Brereton Jones presented his 1992-94 budget. Unfortunately, the Experimental School Psychology Program was not included. Therefore, the Department of Education will no longer sponsor the Experimental School Psychology Program.

In keeping with the philosophy of KERA, these monies have been integrated into the SEEK Program to allow all districts equal access. Districts can continue services by utilizing the SEEK funds. It is hoped that the districts will choose this option since one of the primary criteria for approval of grants was "the potential for continuation of the position" should these monies be discontinued.

In the fall issue of the I reported that if the 1992 Legislature adjourns without voting on the corporal punishment question, the regulation will no longer be in effect. Therefore, corporal punishment would again be legal. It now appears that the ban on corporal punishment may not be supported by the Kentucky General Assembly.

It is more important than ever that each of us advocate for more effective and humanitarian forms of discipline in our respective localities. The Counseling and Psychological Services Branch of the Kentucky Department of

Education is currently working in cooperation with other interested groups to develop resources to facilitate the achievement of this goal. We would appreciate your input and expertise. Any suggestions or material can be addressed to Angela Wilkins at: Kentucky Department of Education Capital Plaza Tower 500 Mero Street, Room 1727 Frankfort, KY 40601

Upon collection of this information, a directory will be distributed throughout the state.

I have recently been contacted by the Kentucky Chapter of the Tourette's Syndrome Association. They will be sponsoring a conference on May 16-17 in Louisville. The meeting will be held at the Executive Inn West. You should be receiving registration information soon. If you would like additional information, call Tina Smith at 502-863-6336.

CENTRAL REGION REPORT

Lesa Billings

The Central Kentucky Region will be holding a meeting on February 28, 1992 at the Campbell House in Lexington. It will be held in conjunction with the Diagnosis and Treatment of Stress Disorders Workshop sponsored by University of Kentucky and the Experimental School Psychology Program. The regional meeting will begin at 5 p.m. in the Camelot room. A representative from the Division of Exceptional Children's Services will provide information concerning the *Kentucky Emotional-Behavioral Disability Technical Assistance Manual*. Other topics for discussion will be the development of a telephone tree, a speakers bureau, and a regional resource guide.

EASTERN REGION REPORT

M. Susan Burgan

The 1991-1992 school year has offered members of the Eastern Region many opportunities for professional development. Six of our nine members received training from Cheryl Ferguson in August on Non-Aggressive Physical Intervention. Little did we know what was in store for us when Cheryl advised us to wear sweatsuits "to prevent bruising" to the 3-day training. Most of us attended the KAPS conference and enjoyed the chance to visit with each other and compare notes.

Since the New Year, several of us have attended a 6-hour workshop on ADHD presented by Richard Welch of the University of Kentucky. We plan to share this information at our next regional meeting scheduled for February 7th at Pine Mountain State Park. On that date we will be sharing materials on counseling and classroom interventions, and compiling a resource list to be distrib-

uted to all members of the Eastern Region. As a last note, I would like to encourage you to make your reservations for the NASP Convention if you haven't already done this. So far there are 6 of us definitely going (that is 2/3 of our region).

NORTHERN REGION REPORT

Cookie Cahill Flower

The 1991-92 school year has witnessed a resurgence of interest among members of the Northern region of KAPS in monthly meetings for purposes of continuing professional development. Each of our meetings this school year has been attended by between 15 and 20 Northern members, each of whom has contributed actively to the knowledge base of the group. The topic for our October meeting was student assistance teams. Members who have experience in organizing such teams in their schools shared their expertise, and the group brainstormed strategies for overcoming resistance and other problems related to the initiation and functioning of these teams. At our November meeting, we discussed preschool programs, beginning with an overview of federal and state laws in this area. We then shared our experiences with how preschool laws and regulations are being carried out in our own districts. One of our members investigated preschool programs in the districts not represented by school psychologists, and shared this information as well.

December witnessed the traditional NKAPS Christmas party, hosted this year by John and Deb Murphy. A further testimony to the cohesiveness of our group was the large number in attendance, with spouses/friends and even a few children enjoying the activities too. It was at this event that Bruce Wess, our beloved newsletter editor and avid outdoorsman, announced that he was planning to go "snow camping" in Minnesota over Christmas break! Few were envious of this vacation of Bruce's (although we certainly have been of others!). Bruce returned safe and sound(?), and claims that he actually had a good time. It was the consensus of those attending the Christmas party that such social activities should occur more frequently, as we genuinely like each other!

We met again in January, this time to discuss Crisis Response Plans. Michael Walters, Bill Hay, and Michelle Tagher of Boone County shared with the group their experiences in developing an extensive district-wide crisis plan. These three psychologists were actively involved in putting this plan into action earlier in the school year, when they assisted an elementary school in dealing with the death of a student during the school day. The plan which they helped develop and the report of their experiences was very valuable to members of the Northern group.

Plans are in the offing for future meetings. Topics which have been suggested include our responses to ADHD, the Kentucky Systems Change Project, and networking with other members of the local mental community. It is a privilege to be a member of such an interested and interesting group of school psychologists.

WESTERN REGION REPORT

Skip Cleavinger, Western Region Representative

The Western Region met in Owensboro, KY on December 13, 1991, and 13 were in attendance. In the morning, Dr. Ernie Owen of Western Kentucky University talked about stress management. Dr. Owen was invited because many of us in the region are concerned about the KERA-related stress which is so pervasive at every level in the schools now. The purpose of his presentation seemed two-fold: 1) to provide us with some knowledge that could be taken back to our respective districts, and 2) to provide direct service to 13 tired, stressed out school psychologists!! Ernie's presentation was informative and effective in both areas. All agreed that his talk was not what they'd expected, but that it was just what they needed. Many thanks to Cathy Ramsey for taking care of the "particulars" in Owensboro and, of course, to Dr. Owen.

In the afternoon, a roundtable discussion took place addressing preschool assessment techniques. Each of the districts in the region appears to be doing something different, so we figured we could learn something from each other. We were right. Several ideas regarding instruments and procedures were shared.

The region will meet again in March to discuss how ADHD, Section 504, and IDEA combine to affect us. We hope to have some speakers who are up on the most recent changes; we've heard so many different things!! Tom Ballowe (I hope you're reading this Tom!) was suggested as a possible presenter.

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS ELEVENTH ANNUAL CONVENTION 1992

**ASSESSMENT 2000 - BEYOND ELIGIBILITY
EXECUTIVE INN,
BOWLING GREEN, KENTUCKY
SEPTEMBER 24-25, 1992**

You and your colleagues are invited to attend the 1992 KAPS Convention. The convention theme will be "Assessment 2000 -Beyond Eligibility."

Presentations of KAPS members and other interested pro-

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 1992 convention. The Program Committee enthusiastically encourages you to share ideas, experiences, and newly learned skills with your colleagues.

Presentations in the following categories are encouraged and welcome: Program Evaluation, Behavioral Assessment, Preschool Assessment, Assessment of ADHD, Learning Styles Assessment, Personality Assessment, Process Assessment, New Assessment Instruments, Curriculum-Based Assessment.

If you wish to present, please complete the enclosed 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 notifications of acceptance. Proposals are due by July 1, 1992 and should be sent to: Lynne Croxton, Program Chair 716 Hampton Road Bowling Green, KY 42103

KAPS CONVENTION 1992
ASSESSMENT 2000-BEYOND ELIGIBILITY

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)

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 be eligible for Kentucky School Psychologist certification. Excellent administrative salary based on education and experience. Comprehensive benefits package. Positions are available for immediate staffing. Call Patricia Ernst, Coordinator ECE Placement and Pupil Assessment, at 502-473-3170 with inquires. Send letters of interest, current resume and names and addresses of six (6) professional references to Dr. Richard Kirkpatrick, Personnel Services, Jefferson County Public Schools, P.O. 34020, Louisville, KY 40232-4020.

REQUIEM FOR THE WISC-R

Greg Jenks, President Elect

It was late October when the WISC- III was delivered to my district. With the excitement of a young child at Christmas, I ripped open the box to experience what would undoubtedly become my intelligence test of choice through the turn of the century. While disappointed to learn that the carrying case would not arrive for another month, I was quite impressed with the "look" of the newest Wechsler scale. After administering a few subtests to myself and copying with the shock of my measured Borderline Performance abilities, it was time to put my new toy away.

Lacking its case, I searched the office for another container until my gaze fell upon my old friend: the WISC-R. It stood proudly in the corner, like a ragged and weary boxer facing the bell to the 15th round. It was full of scratches and tears and all of its corners were a little droopy. One end of its handle was ripped out. The faded WISC-R insignia was barely recognizable through the oil stains. Riding in my trunk all these years had clearly taken its toll.

After struggling with the long-rusted zipper, the tattered contents sent me on a nostalgic trip through my psychometric career. Paging through the once green covered manual I was required to purchase in graduate school, I chuckled at the yellow highlighted instructions and brief notes in the margins. "Tell me more" and "explain what you mean" were found scribbled on the directions of each verbal subtest: I guess I lacked the confidence in being able to remember those lengthy key phrases. I wondered how many other school psychologists didn't know

that turpentine came from fir tress or how far it was from New York to Los Angeles. I thought about all the students who lied to me when explaining what they would do if someone much smaller than them started to fight with them. I also pondered possible reasons for few students completely grasping the concept of postage stamps.

I couldn't help but remember some of the delightful children who had the opportunity to spend an hour with the WISC-R and me. The arrogant little second grader with the 148 Verbal IQ who should have been testing me. "Mr. Average", the fifth grade boy who earned a ten on every subtest. The third grade girl who struggled to a 90 on one of the two scales and is now doing very well in the learning disabilities program. I suspect I'll have a great deal of contact in the future with the last child I administered the WISC-R to. Her Full Scale abilities were measured at 75. It's always been very painful to work with a student who scores in the "grey area." I meet with her parents next week.

While some teachers had a rudimentary understanding of the WISC-R, most were more mystified by it. They'd tease me when I entered the school with it under my arm asking "who's head are you going to shrink today?" They had no idea about what happened with I took their students with me for an evaluation but they desperate wanted to know the resulting score. Knowing a child's IQ score seemed to provide them with a sense of security, a point of reference to guide their expectations. I often times wanted to lie and inflate the score by 15 points and see how their attitude and instruction would change. Of course I did not and, often times, little would change for the child. Sometimes I resented the WISC-R.

While I will admit to a sense of power knowing that I was the only person in the school qualified to administer and interpret the WISC-R, lately it has become more of a curse. The test and I were inexorably bound. In the eyes of some teachers, I know I am viewed as little more than the guy who gives intelligence tests. Forget consultation, what's his IQ? This singular role that created a demand for my services and subsequent job security is actually beginning to threaten my existence.

At the fall convention, NASP president George Batsch informed us about a school district in Connecticut that fired all of their school psychologists and hired privately contracted psychometrists. Their rationale for this decision was based on the fact that they could save approximately \$100 on every evaluation by hiring outsiders to test. Since testing is all that school psychologists do, they reasoned, why not cut costs in this area.

School districts facing tough economic times coupled with the regular education initiative and the push to do

away with exceptional education may soon reduce the utility districts place on psychoeducational evaluations. School psychologists will be forced to sever their symbiotic ties with tests and become more proficient with intervention strategies. As George Batsch stated, school psychology is at an exciting crossroads. If we can recognize the growing trends and carve out a more marketable and, dare I say, more important niche, school psychology will continue to flourish. If not, we may be soon going the way of the WISC-R.

As I finished packing the WISC-III into the WISC-R case, I was filled with conflicting sadness and glee. Laying to rest my old companion seemed to symbolize the potential for a new beginning. The WISC-III and I would probably never have that same special relationship that the WISC-R and I shared. At least, I hope we won't.

Reprinted from *The Wisconsin School Psychologist*, Winter 1991

EXECUTIVE COUNCIL 1991-1992

Officers

PRESIDENT

William Pfohl
1111 Homestead Ct.
Bowling Green, KY 42104
(H) 502-782-9319
(W) 502-745-2695

PRESIDENT-ELECT

Michael Kiota
122 W. Main St.
Clarkson, KY 42726
(H) 502-242-7499
(W) 502-624-5153

SECRETARY

Skip Cleavinger
1257 Chestnut St.
Bowling Green, KY 42101
(H) 502-781-3988
(W) 502-781-5150

TREASURER

Robert B. Munroe
113 S. Third St.
Bardstown, KY 40004
(H) 502-348-1149
(W) 502-348-2886

Voting Members

ETHICS

Cookie Cahill Flower
837 Shawnee Trace
Cincinnati, OH 45255
(H) 513-624-9304
(W) 606-331-7742

Tessue Fields
3204 Chipaway Ct.
Floyds Knobs, IN 47119
(H) 812-923-3503
(W) 812-288-4840

PLANNING AND DEVELOPMENT

Robert Kruger
2356 Memorial Parkway
Ft. Thomas, KY 41075
(H) 513-891-4109
(W) 606-781-3333

Sharla Faske
509 Dare Dr.
Mt. Sterling, KY 40353
(H) 606-498-4609
(W) 606-784-8928

ADHOC-KERA COMMITTEE

Paul B. deMesquita
245 Dickey Hall
Lexington, KY 40506-0017
(H) 606-223-2767
(W) 606-257-5445

Mike Norris
3506 Hanover Rd.
Louisville, KY 40207
(H) 502-895-8495
(W) 502-473-3546

CONTINUING PROFESSIONAL DEVELOPEMNT

Sharon Kieta
122 W. Main St.
Clarkson, KY 42726
(H) 502-242-7499
(W) 502-756-2186

Elizabeth L. Jones
2907 Sarah Drive
Bowling Green, KY 42104
(H) 502-843-4230
(W) 502-745-4414

LEGISLATIVE

Cynthia Burris Matherly
3816 Bay Meadow Court
Lexington, KY 40514
(H) 606-228-2906
(W) 502-695-6700

Catherine A. Fiorello
1800 Grier's Creek Rd.
Versailles, Ky 40383
(H) 606-873-6920
(W) 502-695-2460

Constance E. Adams
125 Shale Drive
Richmond, Ky 40475
(H) 606-624-2644
(W) 606-623-2799

PUBLIC RELATIONS

Michelle Ashton
39 Brockenridge Square
Louisville, KY 40220
(H) 502-458-8677
(W) 502-473-3263

Dan Miller
7021 Chippenham Road
Louisville, KY 40222
(H) 502-425-5489
(W) 502-473-3232

NEWSLETTER

Bruce Wess
2953 Bullitsburg-Church Rd.
burlington, KY 41005
(H) 606-586-5982
(W) 606-292-5820

Michael B. Carr
3114 Auten Avenue
Cincinnati, OH 45213
(H) 6513-351-8020
(W) 606-331-7742

MEMBERSHIP

Michael Walters
1769 Stephenson Mill Road
Verona, KY 41092
(H) 606-485-7645
(W) 606-283-1003

PROGRAM

Lynne F. Croxton
716 Hampton
Bowling Green, KY 42103
(H) 502-843-6385
(W) 502-842-1960

Vickie Embry
250 Atlantis Way
Bowling Green, Ky 42104
(H) 502-782-6976
(W) 502-781-5150

Regional Representatives

STUDENT

Joanna Hale
Keri Ann Drive #17B
Richmond, KY 40475
(H) 606-624-9374

CENTRAL

Lesla Billings
102 Mule Shed Lane
Richmond, KY 40475
(H) 606-624-9674
(W) 502-564-3678

EASTERN

M. Susan Burgan
106 Ball Avenue
Corbin, KY 40701
(H) 606-528-7001
(W) 606-598-2168

NORTHERN

Cookie Cahill Flower
837 Shawnee Trace
Cincinnati, OH 45255
(H) 513-624-9304
(W) 606-331-7742

WEST CENTRAL

Stacy L. Hock
312 Norris Court
Glasgow, KY 42141
(H) 502-651-9413
(W) 502-651-2256 Ext. 5

WESTERN

Skip Cleavinger
1257 Chestnut Street
BowlingGreen, KY 42101
(H) 502-781-3988
(W) 502-781-5150

Non-Voting Members

PAST PRESIDENT

Pat McGinty
10407 Sterling Springs Rd.
Louisville, KY 40223
(H) 502-244-1476
(W) 502-425-2573

NASP DELEGATE

Jim Batts
120 Laurel Way
Versailles, KY 40383
(H) 606-873-7158
(W) 606-622-1115

EXECUTIVE SECRETARY

Lin Cook
303 View Place
Covington, KY 41011
(H) 606-491-4745
(W) 606-331-7742