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PRESIDENT'S MESSAGE

Ronda C. Talley

School Psychology in the state of Kentucky is on the move! This legislative year has brought many positive benefits for the role of the School Psychologist as an administrator who works with all students within the Commonwealth of Kentucky.

First, due to the efforts of our Legislative Chairpersons, Randy Kamphaus and Cookie Cahill-Flower, the legislature passed as part of its budget bill a proposal to develop a school psychology consortium in 1986-87. The consortium, funded for \$400,000, will allow a group of districts to come together in a cooperative fashion to provide model school psychological services as presented in the Kentucky Department of Education Handbook, *Comprehensive School Psychological Services*. Students will be served at the ratio of one school psychologist for every 2,000 students in the general school population; a total of 25 school psychologists will be employed. This piece of legislation is truly a landmark effort on behalf of children. Our legislators, particularly Representative Harry Moberly, are to be strongly commended for their advocacy for students.

Additionally, House Bill 24I, which provides a new method for funding exceptional child education and related services units was also passed. The Coalition for the Handicapped, chaired by Dr. Gregory Corr, and the Kentucky Federation of the Council for Exceptional Children, represented by president Betty Cox, worked earnestly in order to get this piece of legislation passed. House Bill 24I provides for unit funding for exceptional child education classes on a continuing basis based on child count. More importantly for school psychologists, the legislation also provides for related services units at the rate of one related service person for every 500 handicapped students identified by a school district. Since School Psychologists in Kentucky are often funded under related services money, House Bill 24I will provide monies for those districts wishing to employ School Psychologists under its provisions. Each related service person hired under House Bill 24I will be paid through state funding.

Third, changes in the Psychology Licensing Law (House Bill 143) were also made due to the tremen-

dous efforts of Dr. Sheila Schuster, President of the Kentucky Psychological Association. I would encourage those of you who may wish to engage in private practice with autonomous functioning to arrange to sit for the psychology licensing exam under the provisions of the newly revised law while its grandfathering period is in effect. Please contact the Kentucky Board of Psychology at (502) 564-3296 for additional details.

Let me assure you that school psychologists are being well represented throughout our Commonwealth. We are visible on many committees such as the Committee on Over/Under Identification of Handicapped Children, and the Learning Disabilities Field-Test Steering Committee, as well as in gifted education. Additionally, strides have been made in forming a liaison with vocational education and in articulating the role of the school psychologist in the vocational assessment process. Your executive committee, a truly outstanding group, is working hard to represent your advocacy for appropriate services for children, including school psychological services, throughout our Commonwealth.

All in all, it has been a very successful winter for School Psychologists in Kentucky. I look forward to seeing you during "School Psychology Week in Kentucky" at the KAPS convention on September 26-27!

Editor's Comments

Marcia McEvoy

In keeping with the NASP priority of advocating for new alternative service delivery systems that maximize educational attainment for all children, the June, 1986 issue of the *KAPS Review* presents a number of articles which emphasize this central theme. Janet Graden describes the Adaptive Learning Environments Model (ALEM) developed by Margaret Wang and colleagues; Ronda Talley and Rose Kauffman describe the Crossroads Project in Jefferson County Schools which serves "at risk"

elementary school children without special education placement; Kathie Lodholz and Peg Dawson delineate how the Children's Services Committee of NASP is addressing the need for new service delivery systems; and Marcia McEvoy and Bill Knauf describe Kenton County's implementation of Curriculum Based Assessment (CBA), an alternative to current assessment and classification practices.

The editors of the *Review* are interested in publishing descriptions of other alternative service delivery systems presently being developed in the state of Kentucky. If any KAPS members are involved in establishing innovative programs for children, please consider submitting an article to the *Review*. We guarantee your name in print!

NASP DELEGATE REPORT

Pat McGinty

The NASP Executive Board met in Baltimore in January. Professional liability insurance was discussed. NASP is still unable to secure private practice coverage. Presently James Company charges \$148 for in-school coverage only. NASP continues to look for less expensive in-school and private practice coverages.

Public Information and Public Relations continue to be of major interest at the state level, according to a poll by the Assistance to States Committee. NASP is planning to make available to state presidents a "Leadership Handbook" to assist them.

The Child Services Committee has developed a Corporal Punishment Position Paper. In connection with this, a pre-convention workshop, with Irwin Hyman as the major speaker, was held Tuesday prior to the NASP convention. The Child Services Committee is also working on a handbook concerning legislative initiatives and children's needs. Their recent survey indicates that states are interested in the development of position statements on educational topics such as promotion and retention, preschool issues, a resource directory of national advocacy groups, alternative services delivery models, and brochures for parents on advocacy issues.

NASP is presently developing a document on self-evaluation of school psychological services that can be fitted to the uniqueness of individual service units and does not necessarily require an outside consultant. The Professional Standards and Employment Rela-

tions Committee will be seeking field test sites once the document is finalized.

The Wingspread Conference held in December was an important conference addressing many of the problems for children with special learning needs. Look for publication of the proceedings which suggests alternatives to the present special education model.

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Position on Corporal Punishment

(Editor's Note: The following position was adopted by the Executive Committee of KAPS on May 8, 1986).

As the purpose of the Kentucky Association for Psychology in the Schools is to serve the mental health and educational needs of all children and youth; and

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

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

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

Research indicates that punishment is ineffective in teaching new behaviors, that a variety of positive and effective alternatives are available to maintain school discipline, and that children learn more appropriate problem solving behaviors when provided with the necessary models;

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

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

Children At Risk: Meeting the Need

Kathie Lodholz and Peg Dawson

Every practicing school psychologist knows that many children referred for evaluations are not educationally handicapped, nor do their problems fit neatly into the categories of handicapping condition defined by Public Law 94-142. Yet they are troubled children, experiencing difficulty in school for a host of reasons. They may be children from broken homes and single parent families, victims of family violence or alcoholism, pregnant teenagers, or children born to teenagers. They may be struggling with the stress that poverty brings: one child in three in this country lives in a home receiving some kind of government assistance.

For most of these children, special education is not the solution to their problems. Yet clearly, we as school psychologists have a responsibility to the thousands of at-risk children in our schools. If we believe that our role in the schools is to serve the mental health and educational needs of all children, we must help schools and communities identify ways to help children at risk for failure.

When the National Association of School Psychologists (NASP) completed its long-range planning process last spring, the final report identified children's service issues as an important priority for NASP. In particular, the long-range planning committee charged NASP with advocating "for new educational service delivery systems that will maximize measurable educational attainment for all children." A Children's Services Committee was formed to respond to these goals and to address the needs of children such as those described above.

As a first step in identifying children's service priorities and to recruit committee members, the committee co-chairs conducted a survey of NASP state delegates and state association presidents. Given a list to choose from, respondents were asked to choose the educational and mental health issues that were of

greatest concern to them. They were also asked to choose committee activities which might best address those concerns. Over 70 leaders in school psychology from around the country responded.

The issues and activities chosen most often were:

Social/Mental Health Issues

Changing family patterns

Child abuse/family violence prevention

Suicide prevention

Educational Issues

Alternative service delivery models

Teaching critical thinking skills

Effective teaching research

Committee Activities

Develop workshops to improve service delivery

Write position statements

Develop legislative handbook

Liaison with advocacy groups

The Children's Services Committee has begun to address many of these issues. For instance, we developed a position statement on corporal punishment which was presented to the NASP Delegate Assembly in April. A handbook for states promoting legislation to prohibit corporal punishment will soon be available. Another legislative handbook to aid the promotion of child advocacy issues is being prepared by a committee sub-group chaired by Gary Myrah from Wisconsin. We are in the process of developing brochures and fact sheets on children's issues which will be made available to school psychologists and the general public. And through liaison work with other NASP committees and with other advocacy organizations, we are working hard to promote alternative service delivery models, child health promotion activities, and alternatives to corporal punishment.

The Children's Services Committee is now responding to NASP members who have indicated an interest in the committee and a willingness to invest time, energy, and enthusiasm to develop materials which can be disseminated to school psychologists around the country. We are excited that through this committee, school psychologists will have the opportunity to make valuable contributions to our profession, and, more importantly, to the children we serve.

If you would like to find out how you can become involved with a Children's Services Committee activity, please write either committee co-chair:

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A Noncategorical Service Delivery System: The Adaptive Learning Environments Model

Janet L. Graden
University of Cincinnati

Depending on one's perspective, these are either troubling times or challenging times in special education. The situation can appear troubling in that special education is besieged by problems including overidentification of students as handicapped, funding constraints, unclear and unreliable categories for service, and lack of demonstrated effectiveness of its programs (Copeland, 1983; Glass, 1983). Yet, the situation also can be viewed as a challenge and an opportunity to advocate for needed change in making special and regular education effective for all students by implementing principles of effective instruction, regardless of the setting (see Algozzine & Maheady, 1986; Reynolds & Lakin, in press).

Noncategorical service delivery systems are viewed by many proponents in special education as an alternative to the current problems with categorical service delivery systems. NASP has placed a priority on promoting the development and implementation of alternative service delivery systems, and KAPS is among the state associations endorsing this position. Therefore, it is important for school psychologists to be familiar with research on alternative delivery systems. This article briefly presents information on one model for a noncategorical service delivery system -- The Adaptive Learning Environments Model (ALEM) developed by Margaret Wang and colleagues at the University of Pittsburgh, Learning Research and Development Center. The ALEM approach and data supporting its effectiveness are described in Wang and Birch (1984a, 1984b) and are highlighted here.

The ALEM is an approach to systematically apply demonstrated principles of effective instruction to teach students labeled as mildly handicapped (LD, EMR, ED, BD) in regular education settings. There are several important features of ALEM that are based on instructional theory and research on instructional effectiveness. The critical instructional design features of the ALEM include: (1) **Early identification of learning problems through diagnostic-prescriptive monitoring.** To be effective, instruction must be appropriate to the learner's needs. Teachers

must diagnose where to begin instruction and must monitor the student's progress toward attaining goals so that instruction may be modified as needed. The ALEM provides for this diagnostic-prescriptive aspect of instruction through a structured, hierarchical curriculum incorporating principles of on-going instructional monitoring. (2) **Delabeling of students according to categories.** Research has not been able to demonstrate that there are meaningful, valid, and reliable ways to diagnose and serve students in categorical programs for the mildly handicapped. In addition, there are other concerns with labeling such as altered (lowered) expectations, low self concept, and negative attributions made both by the student about him or herself, and by others about the students' capabilities. Because of these problems in categorical labeling, the ALEM is designed to serve students in regular education settings regardless of any previous categorical label. Students are given instruction according to diagnosed instructional needs, not presumed categorical needs. (3) **Individualized educational plans.** While we're all familiar with the concept of IEPs, we also know that often, these IEPs are not truly individualized plans. The ALEM delivery system is based on principles of instruction that are individualized through individual progress monitoring. Individualized instruction is achieved through direct teacher-guided instruction as appropriate, progress monitoring, immediate feedback, and high levels of student time on task. (4) **Teaching self-management skills to students.** A primary aspect of the educational philosophy underlying the ALEM is the importance of teaching students to take responsibility for their own learning. This responsibility should have important implications for students time on task, their self-concept, and involvement in their own learning. (5) **The role of specialists is to provide consultation and support to regular education.** In the ALEM, special services providers (reading specialists, special education teachers) support regular education teachers through consultation and team teaching. Regular and special educators are viewed as a team to serve the individual needs of *all* students. Specific training is provided to teachers to enable them to instruct according to this model. In other words, students are not just "thrown back" in traditional mainstream settings; rather, the regular education setting is modified to accommodate individual student differences. There are other important design features of the ALEM which are described in the previously cited articles and also in Wang (1981).

What is very promising about the ALEM is that research has been conducted to demonstrate its efficacy with regard to positive outcomes in classroom instructional processes, student attitudes, student achievement in basic skill areas, and school district costs of special education services. Outcome data were presented in Wang (1984a) and are summarized here. In one investigation, outcomes of the ALEM were assessed through a comparative study of 179 students in 2 groups: (1) special and regular education students in full-time ALEM classes and (2) special education students in non-ALEM resource room classes and their regular education peers in non-ALEM classes. It is important to note that the ratio of instructors to students was 15:1 for ALEM classes, and 5.5:1 for non-ALEM resource room classes.

First, important changes were observed in classroom instructional processes which are known from previous research to relate to effective instruction and enhanced student learning. Positive findings occurred in ALEM classes with respect to: (1) more student-initiated instructional interactions with the teacher and fewer teacher-initiated interactions, (2) more total interactions for instructional purposes, including both student-teacher interactions and student-student interactions, (3) more time on self-selected instructional activities and less time on teacher-prescribed activities, and (4) more student time on task than in either non-ALEM regular education classes or traditional special education resource rooms. This last finding is particularly important given the demonstrated importance of high levels of time on task for learning, and also given the fact that although special education resource rooms had lower teacher-student ratios, they had lower levels of time on task.

A second set of findings concerned student outcomes in the areas of attitudes and achievement in basic skills. Students in ALEM classes rated themselves higher than non-ALEM students in the areas of cognitive competence, social competence, and general self-esteem. Thus, students in these classes viewed themselves more favorably in the important area of feeling competent, and feelings of self-competence are very highly related to achievement outcomes for students. A very important finding revealed that for special education students in resource rooms who were mainstreamed in non-ALEM classes, there was a large gap in competence and self-esteem ratings between these students and

their regular education peers, but that in ALEM classes, there was *no gap* in competence or self-esteem ratings between special and regular education students. In the area of basic academic skills, ALEM special education students made significantly greater gains in reading than non-ALEM special education peers, while gains in math were similar for both groups. Finally, the ALEM was described as more cost-effective when compared to traditional services. Costs associated with the ALEM included initial teacher training costs, but it was reported that these initial start-up costs were more than offset by later reductions of up to 50% in special education delivery costs.

From these findings, the ALEM appears to be a very promising example of effective noncategorical services to students, and continued research is being conducted on the model. As NASP and state organizations such as KAPS advocate for alternative service delivery systems, ALEM is a model deserving attention because of its theoretical and research base. School psychologists also need to become familiar with alternative frameworks for referral (such as prereferral, consultative service delivery frameworks), assessment (such as curriculum-based assessment and assessment for instruction), and intervention (including effective interventions for individual students and groups of students). School psychologists also need to be aware of the barriers against implementing any of these alternative frameworks, including prevailing attitudes, beliefs, and practices; current skills and knowledge of practitioners to implement alternative models; and systems-level constraints such as existing categorical regulations and current funding practices. In dealing with these barriers and constraints, it is important that school psychologists, individually and collectively, advocate for changing ineffective and empirically unsupportable practices and for implementing effective educational service delivery systems for all students.

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Kenton County Project to Implement Curriculum-Based Assessment

Marcia McEvoy and Bill Knauf
Kenton County Schools

Psychologists and educators nationally have become increasingly dissatisfied with the pervasive use of psychoeducational tests to identify children with specific learning disabilities. Myriad research studies have indicated that serious technical and legal problems are associated with the use of these standardized tests to make classification and placement decisions about children experiencing difficulties in regular education (i.e., Graden, Casey, & Christenson, 1985; Ysseldyke, Thurlow, Graden, Wesson, Deno, & Algozzine, 1982). These tests are (a) biased with regard to social and cultural subgroups, (b) not designed to evaluate learning disabilities and therefore are unreliable and invalid for this purpose, and (c) of little use in formulating instructional programs (Galagan, 1985).

In Kentucky, these test deficiencies have resulted in a number of predictable, deleterious outcomes such as (a) large variability among school districts in the numbers of children identified and placed in LD programs, (b) team evaluation and decision-making which tends only to validate the referral problem when determining eligibility, (c) overplacement of minorities, male children, and low socioeconomic status children, (d) steadily increasing numbers of children identified and placed in LD programs, and

(e) the lack of an appropriate data-base to evaluate the effectiveness of individual education programs (IEP) as required by state and federal regulations. Use of these inadequate measurement technologies has created a climate in Kentucky in which low achieving elementary-aged students are increasingly labeled as LD and excluded or restricted from access to mainstream classroom experiences.

In response to the serious concerns for the LD evaluation - identification - placement process, the school psychology staff of the Kenton County Schools has begun experimenting with an alternative evaluation and decision-making methodology based on direct, repeated measurement of student performance in the elementary school curriculum. Curriculum Based Assessment (CBA) uses the school curriculum to measure student performance and uses curriculum-based peer norms for helping to make discrepancy determinations for LD program eligibility.

The CBA methodology provides an alternative data-based system with a number of advantages over standardized testing. The reliability and criterion validity of CBA for measuring the skill levels of elementary-aged students in reading, spelling, and written expression have been established through a number of research studies where the curriculum-based measures have been correlated with standardized achievement tests. It has been demonstrated that one-minute oral reading samples from the reading text, two-minute samples from dictated spelling word lists from the spelling text, and three-minute writing samples in response to story starters correlated highly (coefficients of .80 to .90) with student performance on standardized, norm-referenced achievement tests including the *Woodcock Reading Mastery Test*, *Stanford Diagnostic Reading Test*, *Peabody Individual Achievement Test*, *Test of Written Spelling*, and *Test of Written Language* (Deno, Mirkin & Chiang, 1982; Deno, Mirkin, Lowry, & Kuehnle, 1980; Deno, Marston, & Mirkin, 1982).

Normative and classification studies have also demonstrated the reliability and validity of CBA for educational decision-making. The measures consistently show achievement growth trends for elementary school children during the course of the school year within grade levels and between grade levels, and consistently discriminate among students in regular, LD, and Chapter I samples (Deno, Marston, Lowry, Sindelar, & Jenkins, 1982; Marston & Magnusson, 1985; Marston, Mirkin, & Deno, 1984; Marston,

Tindal, & Deno, 1984; Marston, Tindal, & Deno, 1982).

Concurrent research has indicated that CBA is technically adequate for planning and evaluating individual educational program (IEP) goals and objectives once elementary-aged children are placed in an LD program. Wesson, Deno, & Mirkin (1982) found that the effectiveness of IEPs for LD students was increased by (a) writing measurable curriculum-based goals and objectives, (b) systematically measuring student progress on a weekly basis with CBA, and (c) applying specific data utilization rules to interpret student progress and make significant instructional changes in response to the data. In addition, these researchers found that because CBA was very sensitive to small increments in growth in basic skill areas, the need for instructional modifications could be determined quickly with the result that student achievement was higher when CBA was used.

The Kenton County Project to implement CBA began during the 1984-85 school year on an experimental basis. After reviewing the research on CBA carried out at the Minnesota Institute for Research on Learning Disabilities (IRLD) and engaging Dr. Janet Graden from the University of Cincinnati as a consultant, the school psychology staff began training a small group of volunteer elementary LD teachers to use CBA for weekly monitoring of their students' progress toward IEP goals in reading. The teachers were trained to use specific data utilization rules to make decisions about when instructional changes were necessary (i.e., if students were not making adequate progress based on predetermined weekly goals).

Also during the 1984-85 school year, school-based norms in reading were derived using the performance of average (middle reading group) peers at each grade level in three of the district's twelve elementary schools. In these schools, the CBA norms thus derived were used to make decisions about the severity of targeted children's reading difficulties in the curriculum when compared to their classroom peers. This information was then used at a prereferral team meeting to decide what kind of interventions would be appropriate for closing the gap between expected and actual performance. If the discrepancy between average peers and the targeted child was severe, it was often decided to conduct a complete psychoeducational evaluation to further diagnose the problem and to determine eligibility for special education services (as mandated by Kentucky regulations).

At the end of the 1984-85 school year, the pilot teachers using the system were enthusiastic about CBA for two reasons. First, they felt that the weekly monitoring and the specific data utilization rules led to more effective teaching and greater achievement for their students. Secondly, the weekly graphing was highly motivating for students as it provided a visual representation of their progress. It also made students more aware of their short and long term IEP goals.

During the 1985-86 school year, a number of inservice presentations were conducted for all LD teachers in Kenton County to teach them how to monitor their students' progress using CBA, and how to utilize the information for instructional planning and decision-making. LD teachers from half the elementary schools in the county volunteered to use CBA with their LD students for IEP development and monitoring progress in reading. The original pilot teachers from 1984-85 expanded CBA monitoring to include spelling and written language as well. School-based norms were obtained in six of the twelve elementary schools, and again this information was used to determine the discrepancy between actual and expected performance of students experiencing academic difficulties in the classroom.

During 1985-86, CBA was also used in determining the effectiveness of prereferral interventions. The targeted student's reading progress was monitored three times a week over a six week period. The weekly assessments were usually conducted by the KEST remediation teachers or the LD teachers. If, after a number of interventions had been attempted and the student was still not making adequate progress, a complete evaluation was then initiated. Using CBA to monitor the success of prereferral interventions resulted in more children being served in the regular classroom without the need for labeling as "handicapped".

During the 1986-87 school year, the school psychology staff plans to (1) implement CBA in all 12 elementary schools, (2) expand the use of CBA for monitoring progress in spelling and written language, and (3) obtain school-based norms in all elementary schools for reading, spelling, and written language. Additional staff time has been requested from district administrators to coordinate and supervise the expansion efforts. The psychology staff is presently in the process of writing a federal grant to obtain funding to conduct replication research on the effectiveness of CBA for improving student achievement and motivation.

If any KAPS members are interested in obtaining more specific information about how to conduct CBA, please write Marcia McEvoy or Bill Knauf at the following address:

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Services
501 Farrell Drive
Covington, KY 41011
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CHILDREN AT THE CROSSROADS

Ronda C. Talley and Rose Kauffman
Jefferson County School District

In January 1986, the Jefferson County Public Schools (JCPS) entered into an exciting, innovative venture in order to help district administrators meet the needs of "at risk" students. Historically, special education and Chapter I programs have been the only services available for students who are experiencing difficulty in general education programs. However, with more comprehensive state guidelines which result in fewer children being placed in special education, the Jefferson County Public Schools felt that appropriate programming for these children was a critical issue which deserved action.

The project formally began on January 22 and 23 when Ms. Patricia Russell, a nationally known orator and attorney from Atlanta, Georgia, spoke to all key central office administrative staff, as well as all principals and counselors. The title of Ms. Russell's speech was "Children at the Crossroads." By using national as well as local statistics, Ms. Russell focused on the need to provide appropriate programming, preventive, and early intervention services for children in the general education program. After elementary school administrators heard Ms. Russell's kickoff speech, they attended one intensive three-hour

workshop which provided information on the scope of the problem nationally and locally, and stimulated thinking on school-based options which might be implemented to address this issue. At each session, an elementary principal, his/her counselor, the school psychologist, and resource teacher formed a team which collaborated to write an individual school-specific plan to address the problem. Each team listed strategies which could be implemented immediately and outlined programs which the school would like to implement, but would need more resources to do so. Each team (principal, counselor, school psychologist, and resource teacher) attended one three-hour training session; no more than 25 persons were trained at any one time. Additionally, while the district provided monies for Pat Russell's speech, no additional district funds were allocated for the project.

The feedback and enthusiasm from participants in the project speaks highly of the building-level professionals involved in implementing innovative programs. Even though the project was designed to address concerns at the elementary school level, middle and high school administrators have also expressed interest in its activities. As part of the follow-up efforts, the Crossroads Steering Committee has reviewed and discussed each school plan which was submitted at the end of the three-hour planning session. The committee divided responsibility for contacting and assisting schools to implement their plans. The School Psychological Services Unit asked for and was given the responsibility of assisting in the implementation of teacher assistance and mental health intervention teams, and instructional strategies for general education classroom teachers.

Jefferson County Public Schools' administrative staff look upon this project as just the start of an intensive district-wide effort to address the challenge of providing appropriate programs for children without having to label them to provide support services. Since some professionals speculate that in the future, special education programs for high incidence programs (LD, EMH, BD/ED) will be totally integrated into general education classroom settings, the Crossroads Project speaks to a very pertinent and timely issue. Based on this initial effort through the Crossroads Project, the Jefferson County Public Schools is well on its way to implementing appropriate programming options to help all children achieve at their maximum potential.

ANNOUNCEMENT

NASP BEST PRACTICES MANUAL, VOL. II ALTERNATIVE EDUCATIONAL DELIVERY SYSTEMS

CALL FOR CHAPTER PROPOSALS

The editors of the upcoming NASP publication focusing on alternative services for students are seeking proposals by persons interested in authoring chapters for the volume. **ALTERNATIVE EDUCATIONAL DELIVERY SYSTEMS: ENHANCING INSTRUCTIONAL OPTIONS FOR ALL STUDENTS** (Janet L. Graden, Joseph E. Zins, & Michael J. Curtis, Eds.) will include chapters consistent with NASP's priority area of promoting alternative services for children.

Specific sections of the volume will focus on:

- the need for alternative delivery systems
- alternative frameworks for referral, assessment, interventions, and service delivery
- the process of how to facilitate change toward alternative delivery systems

Individuals are invited to submit proposals to author a chapter consistent with the focus of any of these areas. Proposals specifically are sought for chapters presenting case illustrations by school psychologists of district-wide implementation of alternative service delivery systems.

Persons interested in submitting a proposal to author a chapter should request a copy of the complete book prospectus from the editors. Chapter proposals should include a one-page abstract of the proposed chapter and a summary of professional qualifications relative to authoring the chapter.

For more information contact:

Janet L. Graden
School Psychology Program
526 Teachers College
University of Cincinnati
Cincinnati, OH 45221-0002

Deadline for proposals: September 1, 1986

ANNOUNCEMENTS

George Peabody College of Vanderbilt University in collaboration with the Western Center for Cognitive Education announces a summer institute on cognitive education July 27 - August 1, 1986 at Vanderbilt University in Nashville Tennessee. Workshops include: (1) dynamic assessment using the **Learning Potential Assessment Device** with older children and adolescents, and new dynamic instruments for use with younger and handicapped children; and (2) cognitive education including Feuerstein's **Instrumental Enrichment** and the **Cognitive Curriculum for Young Children**. For details and application information, write to:

Summer Institute
Box 10 Peabody Station
Vanderbilt University
Nashville, TN 37203

July 7 - 11, 1986 at James Madison University: five day institute on Psychology in the Schools; 3 credits; featuring Herbert Walberg on Educational Productivity, Beverly Bancroft on Effective Schools Research and School Improvement, Carl Swanson on Group Techniques, Dave Herr on Classroom Management, Jerry Minskoff on Special Education Trends and Issues, Jerry Benson and Jack Presbury on Ways of Knowing, and Dave Hanson on Educational Psychology and School Improvement.

For information, contact: Dave Hanson, Psychology Department, JMU, Harrisonburg, VA 22807.

July 14 - 18, 1986: Five day institute at James Madison University on Human Sexuality; 3 credits; will focus on family counseling, involving sexuality presented by Lennie Echterling, abuse and incest presented by Joann Grayson, deviants and homosexuality by Kathleen Brehony, and dysfunction and treatments with Mary Linda Sara and Brian Campden-Main. For information contact: Jackie Driver, Psychology Department, James Madison University, Harrisonburg, VA 22807.

July 21 - 25, 1986; Five day institute at James Madison University on Psychological Assessment; 3 credits; focus will be on the Stanford Binet-4th revision, K-ABC, and computerized assessment, with Judy Kaufman providing a State of the Art overview, George Harris from Riverside Press presenting on the Stanford-Binet 4, Clarence Ney from AGS on the K-ABC, including a peek at K-TEA, K-SOS and the new Vineland, and Douglas Brown on Computerized Assessment.

For further information, contact Dave Hanson, Psychology Department, James Madison University, Harrisonburg, VA 22807.

The Department of Psychology at Central Michigan University, in cooperation with the Michigan Association of School Psychologists (MASP), and the National Association of School Psychologists (NASP) will be distributing an employment bulletin for school psychologists. Job openings are gathered from all states, and last year the bulletin listed over 300 openings throughout the nation. This year the first issue was mailed May 2, 1986, and updated issues will be mailed until September 5, 1986. Updated bulletins are printed every two weeks. Each subscriber also receives a list of state contacts, certification requirements, and employment outlooks for each state. Subscription rates are presented below, with member rates for NASP members.

Rates		
	Members	After June 13th
Single	\$ 7.50	
Bi-weekly	30.00	\$20.00
Monthly	20.00	15.00
	Non-Members	After June 13th
Single	\$15.00	
Bi-weekly	60.00	\$40.00
Monthly	40.00	30.00

For more information or subscription forms, psychologists can contact:

Sharon Bradley-Johnson
Department of Psychology
Central Michigan University
Mt. Pleasant, MI 48859

COMMITTEE REPORTS

Treasurer's Report

Alan Kite, Treasurer

Current account balance: \$4,052.14
Membership dues received in this quarter: \$1,650.00
Profit on M-Mac workshop: \$195.00
Amount disbursed for Executive Committee (EC) travel expenses: \$114.00

There are two items that will be goals for the Treasurer this year:

1. To have the checking account set up by a bookkeeper.
2. To apply for non-profit status at the state and federal levels.

Legislative Report

Randy Kamphaus and Cookie Cahill

We did it! Thanks to KAPS members and others, our experimental program passed. It reads as follows:

"The above appropriation includes \$400,000 in fiscal year 1987-88 for an Experimental School Psychological Services Program designed upon the guidelines established in the Kentucky Department of Education Comprehensive School Psychological Services handbook. Of this amount, \$300,000 is provided for the employment of twenty-five (25) school psychologists for a period of one year. Local school districts will match these funds on a 50-50 basis. Remaining funds will be used for training school psychologists and school district personnel participating in the program and for administrative costs required to implement and evaluate the program. Districts selected to participate in the program shall compose a representative sampling of county school districts, independent school districts, and education cooperatives in both rural and metropolitan areas."

This program could be a crucial turning point for school psychology in Kentucky. We will keep you abreast of our progress with this important issue. It's now time to begin working toward the next legislative session.

Public Relations Committee Report

Lois Beimrohr

The Public Relations Committee encourages KAPS members to use the Member Recognition Form reprinted in this issue of the *KAPS Review* to report activities throughout the state. After you complete the form, send it to Lois Beimrohr who will then send out a press release to your hometown newspaper, radio station or TV station if the information received is timely enough. We hope in this way to begin getting some recognition for individual KAPS members as well as for KAPS as an organization.

KAPS had an exhibit at the CEC Annual Convention, March 21 - 22 at the Galt House in Louisville. Alan Kite, CEC liaison person for KAPS helped organize the activity and Jefferson County psychologists/psychometrists helped staff it. We gathered a mailing list of persons interested in psychological services in schools.

The KAPS exhibit was also displayed at the Mental Health Wellfest sponsored by the Mental Health Coalition. The event took place at the Belvedere in Louisville on May 10. We will also be represented at the KASA Conference, July 20 - 21 at the Executive Inn West, Louisville. KAPS members who will be attending the meeting are encouraged to help staff the booth for a short time. Please contact the committee if you are interested.

Program Committee Report

Carolyn Brown and Sue Hoagland

Plans are currently underway for the KAPS Fall Conference which is tentatively scheduled for September 26-27 at the Seelbach Hotel in Louisville (pending formal approval by the Executive Committee). Two ideas have been posed for a theme: 1) Assessment, Identification, and Programming for

Emotionally Handicapped Children, and 2) Mental Health Interventions in the Schools. The latter would address the continuum of services, ranging from prevention to programming in a self-contained classroom and would have relevance for professionals other than school psychologists, e.g., school counselors, clinical child psychologists, etc.

Following selection of a theme, a keynote speaker will be selected, and a call for papers will be sent out in late May or early June. Be thinking of programs you would like to present!

Membership Report

Patsy Thompson

Thanks for your response to the 1985-86 membership drive. Although the mailings were delayed, the response was good. KAPS currently has 103 active members. An updated membership directory has been printed and was mailed to each member in May. With the 1985-86 school year nearly completed, we are now looking at ways to make next year's membership drive more convenient. Plans are now being made to coordinate the 1986-87 membership drive and the Fall Conference to allow members to pay both fees at the same time. If you have any other suggestions for the membership committee, please let us know.

Jefferson County Regional News

Ruth Bewley

Jefferson County Public Schools (JCPS) school psychologists do not discuss role expansion anymore. They are too busy acting on it out in the field. Under the direction of Ronda Talley, Coordinator of Assessment/Placement Services for the district, school psychologists have served in numerous roles and worked on various committees both within the unit and district-wide.

School psychologists were invited to participate in the Crossroads Project initiated by the JCPS department of instruction. The purpose of the project was to encourage local schools to affect change by brainstorming methods to reduce the number of minority students referred for special education. School

psychologists were part of each school's local "team" which also consisted of principals, counselors and special education resource teachers. From this introduction to intervention rather than referral, several school psychologists such as Claudia Schindler and Ruth Bewley conducted in-services at their respective schools. The in-service agenda consisted of introducing expanded role models for school psychologists, new methodology for assessments and delineating potential special education students from non-handicapped students. The in-service was well received and subsequently several teachers requested consultation time for specific cases rather than referral.

The magic number is seven for this next project. Seven school psychologists have worked in seven schools this year utilizing limited assistance from Seven Counties Services in conducting a Mental Health Intervention Project. The school psychologists/psychometrists, coordinated by Judy Brettschnieder, are: Barbara Armstrong, Lois Beimrohr, Doris Campbell, Joan Jones, Claudia Schindler, Joyce Stevens and Betty White. Goals, objectives and methods of evaluation were set for each group but will not be discussed here due to their length.

Barbara conducted self-concept and social skills training with multiply handicapped students. Lois used Goldstein's pro-social skills material with elementary students. Doris also used Goldstein material with ten middle school students. Students were taught socialization skills with much of the tasks completed through role playing. Joan is beginning work with seven fifth grade boys described as acting-out. She is also working with girls who have a poor self-image due to such variables as thick glasses or obesity. Claudia and the local school counselor have drawn from Gardner's *Boys and Girls Book About Divorce* to work with children whose parents have divorced.

Last but certainly not least, Joyce and Betty have had extraordinary success with two middle school groups. They won the respect and commitment of the local school staff and worked in coordination with counselors in running various group sessions. Developing all their own materials as well as calling on outside experts, Joyce and Betty led groups of approximately ten children in (1) grief and loss and (2) test-taking and study skill habits. During one test-taking session, fifty-six children participated when they invited the director of testing for JCPS to speak on how to prepare for standardized testing. In addition, Joyce and Betty ran eight sessions for parents on

effective parent training using the STEP Teen program. The parent training sessions were well attended, evaluation forms were positive and parents expressed the desire for sessions to continue beyond the designated weeks.

The school psychological services staff has continued or formed new committees to work on various needs for the unit. The reporting format committee will continue revising the methods used to report assessment results and incorporate assessment standards which directly reflect state and federal guidelines.

Judy, Joan and Bill Greenlee are coordinating their efforts toward development of a comprehensive district school psychological services handbook. It will include such areas as school psychology organization, assessment standards and reporting, continuing professional development requirements, research and program evaluation, consultation, counseling and organizational development, standard operating procedures and record keeping.

The research and evaluation committee is working on two goals for next year. Ruth is developing a methodology for studying the "reason for referral" issue. The wealth of data gathered noting trends or patterns in referrals will aid the staff in development of intervention and prevention strategies perhaps by school or by curricular needs. Pat McGinty is preparing a needs assessment of the staff in order to develop an in-house library and research network.

JCPS was represented at the state CEC meeting held March 21 and 22 in Louisville. On Friday, The Mental Health Project staff presented their program. Saturday, Bill and Pat offered a workshop in interpretation and classroom teaching techniques derived from assessment with the K-ABC. Likewise, Ronda represented JCPS school psychologists by speaking to a group of high school juniors and seniors at a workshop sponsored by the Institute for Creative Learning directed by Bonnie Roth. The topic was dealing with the emotions of being a gifted girl.

The public relations committee is developing a brochure about school psychological services in our district. Betty is overseeing this project which includes providing a "tip sheet" for anyone involved in child care or instruction. Kevin Stevenson has met with the director of public relations in JCPS to discuss further ways to publicize our services. Kevin, Ruth and Jenny Nirmaier represented school psychologists/psychometrists in the local Channel 15 television fund drive. It proved a good time to mingle with other ad-

ministrative role groups and advertise school psychology.

Joyce has been elected President of our role group for the Jefferson County Association of School Administrators (JCASA). This is the first year school psychologists/psychometrists have been represented as a separate role group. Those on the staff who are JCASA members will be asked to serve on various district sub-committees for the 86-87 school year including the all-important budgeting and staffing sub-committee.

Finally, JCPS is sorry to report that Zelma McGaha is retiring at the end of this year. Her experience and dependability will be missed.

Fort Knox Independent Schools held their Golden Field Day, a special olympics for all categories of exceptionality, including speech students. Several hundred handicapped children participated on May 17 at Fort Knox Air Field. Several thousand friends, relatives, and sponsors attended. Bob and a Fort Knox Colonel who has a handicapped child originated the event last year. This year Hardin, Bullitt and Meade Counties were added. All children were sponsored by soldiers and an army unit. They received full army outfits and experienced a day with an army unit. Events included various running, jumping and throwing skills.

Gail Cannon of Fort Knox Independent Schools has developed, along with one of the district's BD teachers, a workshop on classroom management techniques for teachers. *Classroom Management for Elementary Teachers* by Evertson et. al (1984), was used as the main source. The two day workshop presented an overview of behavioral principles and intervention designs, and presented classroom management systems which have been effectively used within the district. Teachers at all levels were interviewed and a best practices module was developed. Gail stated that she as well as the teachers in the workshop learned more from other teachers than a whole year of coursework in intervention could provide.

Fort Knox was also ably assisted this year by Teesue Fields who did assessments and consultations with middle and high school students on a part-time basis. Patsy Thompson was sponsored by Meade County and worked in Fort Knox one day a week for the Spring semester. Most importantly, Bob and his wife had a baby girl (Anne) on March 20th. Congratulations, Bob!

Greater Clark County in southern Indiana recently held a workshop sponsored by the Indiana Depart-

ment of Education for all Indiana regions. The round table discussions provided in-service to administrators who must deal with the needs of emotionally disturbed students. The Keynote Address was given by Ron Leneve of Rockville, Md. who is associated with the

Mark Twain School. Bob Illback also served as a guest speaker discussing administrative interventions which can be implemented when emotionally disturbed students are part or the majority of a school's enrollment.

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN SCHOOLS (KAPS)
MEMBER RECOGNITION FORM
(for release to the news media)

NAME _____
ORGANIZATION: _____
ADDRESS: _____
CITY _____ STATE _____ ZIP CODE _____
HONOR/AWARD/PRESENTATION: _____

GIVEN WHEN? _____

GIVEN WHERE? _____

GIVEN BY WHOM? _____

GIVEN WHY? _____

HOMETOWN NEWSPAPER: _____ CITY: _____

HOMETOWN T.V. STATION: _____ CITY: _____

HOMETOWN RADIO: _____ CITY: _____

OTHER PERTINENT INFORMATION: _____

PLEASE ENCLOSE BLACK AND WHITE 8' x 10' PHOTOGRAPHS IF AVAILABLE.