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KAPS REVIEW

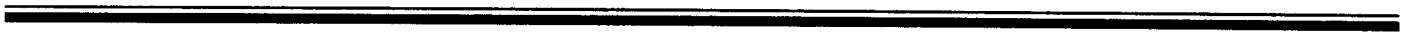
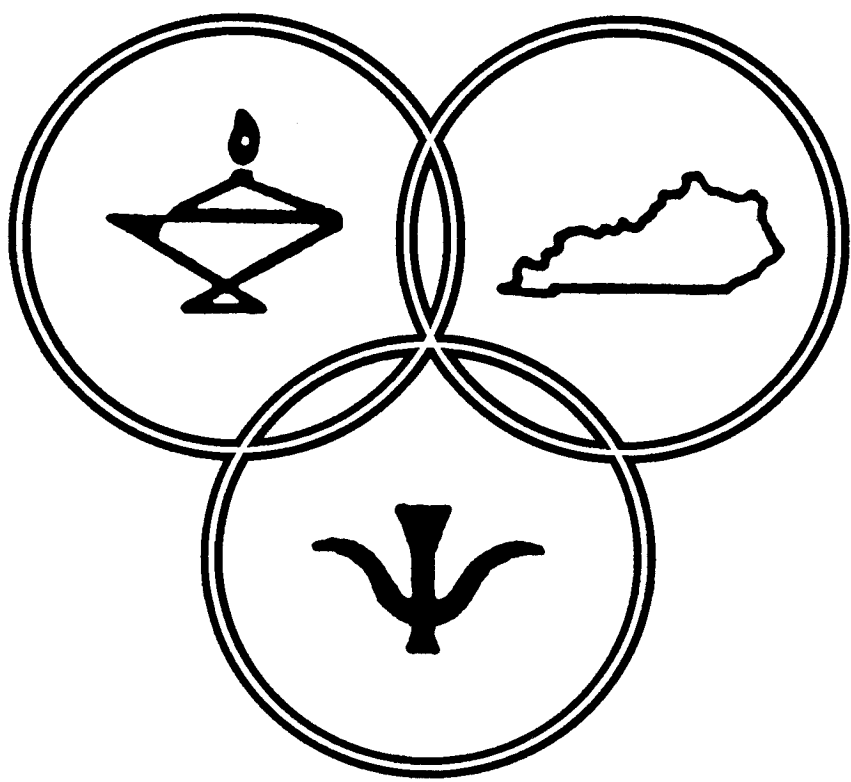
*A PUBLICATION OF THE
**KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS***

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THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

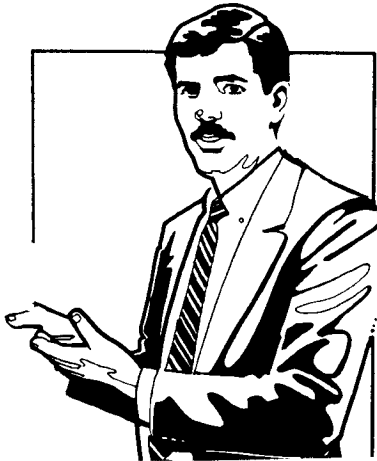
The KAPS Review is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS), and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily those of the executive committee. Editors reserve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

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Editor's Comments

Bruce Wess



Welcome to the Winter issue of the *KAPS Review*. I trust that the professional profundities contained herein will prove to be fertile seeds which, when cast upon the fallow fields of your mind, shall burst forth into glorious bloom in response to coaxing by the warming sun of Spring. Whatever.

The more astute readers amongst you will recall that I proposed that this edition be devoted to the topic of effective school discipline. In light of the ban on corporal punishment, KERA, and the ever-present public consciousness of student discipline as a concern in schools, I believe this to be a timely topic. However, in spite of my open invitation (which I will repeat) and somewhat aggressive solicitation efforts (for articles, that is), the response was of high quality but low quantity.

In this regard, I would like to call your attention to two articles in particular in the present issue. The first is by Cookie Cahill Flower, an esteemed (and frequent) contributor to the *KAPS Review*. We greatly appreciate Cookie's efforts to detail a variety of ways to respond to student behavior that are effective and nonpunitive.

With the abolishment of the use of corporal punishment in Kentucky's schools in mind, I also call your attention to the article by Gary Steinhilber of the Kentucky Department of Education. In his remarks Mr. Steinhilber recognizes the stance that school psychologists took against the use of corporal punishment and credits our position with helping to sway the "powers that be" in reaching their decision. Those of you who have been around "for a while" will recall the days when Joe Zins was working with other NASP members to draft the NASP Position

Statement on corporal punishment and when KAPS adopted a like stance. I found Mr. Steinhilber's article extremely gratifying and believe that all school psychologists in Kentucky should be rightfully proud of the role we had achieving this end. As he so aptly put it - "You were there". Moreover, as both Mr. Steinhilber and Pat McGinty, KAPS President, note, as school psychologists we are in perfect position to lend our expertise in helping our administrators, schools, and school districts to develop positive and humane ways to discipline children. It behooves each of us to seek our opportunities to consult with school personnel in this regard. In recognition of this fact and of the fact that creative and innovative discipline plans and programs are being developed and implemented by YOU, the KAPS membership, I again encourage anyone who has such information to submit it for publication in the *KAPS Review*. The deadline for submitting material for the Spring issue is April 19.

President's Message

Pat McGinty

It is midway through the school year and the Kentucky Educational Reform Act (KERA) continues to be a major topic of discussion at all levels of the educational continuum. KAPS, as your representative organization, is actively involved in promoting KERA. For example, KAPS EC members, Bob Kruger and Lesa Billings, along with Fort Thomas Superintendent, Dr. Fred Williams, participated in the Restructuring Education Conference hosted by NASP in Minneapolis in November. Of the 5 states actively involved in educational reform, the Kentucky Reform Act is broader and more extensive. NASP will be sharing the information gained with the membership in the near future.

Bob Kruger took part in a Kentucky Association of School Administrators (KASA) planning conference to address reform issues in January. In February I have been invited to participate in an educational coalition formed by the Principals' Institute to address issues vital to the success of KERA. In addition, on February 16, at the state conference of the Kentucky School Boards Association, the Division of Student Services and a panel of school psychol-

ogists, school social workers, school nurses and counselors will present a session on students' mental and physical needs that are tied to the reform law.

Another major change will take place in July when corporal punishment is banned in Kentucky schools. NASP initiated a position paper on the abolishment of corporal punishment several years ago and KAPS, under Joe Zins' direction, likewise endorsed this position. As you see in this issue, we are now able to foster alternative and more effective discipline procedures in our respective districts. Corporal punishment has been a longstanding policy in many schools and the underlying philosophy will not be altered easily. There is a need for school psychologists to be active in either consulting with or providing inservice training to school personnel to implement positive behavior management procedures. We must act to prevent the adoption of alternative punitive methods that have similar aversive effects on children's mental health and educational functioning.

As you may know, NASP Media Day is March 7, 1991. I hope you are considering some way to promote school psychology in your area. Let me, or the PR/PI Chairs listed on the back of this Review, know of anything planned in your area. If you are interested, contact either Michelle or Lynn with ideas that could be circulated to other school psychologists.

We continue to look for ways to provide services to you, our membership. If you have special interests or needs, let us know. One suggestion made earlier was that we have a Professional Development Day in the Spring. The EC has set Saturday, April 13 as that day. We will have a program addressing critical aspects of educational reform. The Regional Representatives are planning to have lunch with their respective regional members. More information will be coming soon. Plan to attend.

Effective Strategies For Managing Problem Behaviors

Cookie Cahill Flower

School psychologists are frequently confronted with requests for assistance in dealing with problematic behaviors in the classroom. As consultants, school psychologists work cooperatively with classroom teachers to devise strategies for attempting to ameliorate these concerns. This article describes examples of several such strategies which were the outcomes of consultation between a practicing school psychologist and teachers at various grade levels. The strategies represent applications of research-based techniques of change which were modified and tailored to meet the needs of the specific situation. None of the described strategies should be considered a standard "solution" for a presenting problem. Rather, creative problem-solving utilizing the results of research and practice as well as understanding of the particular child and situation, is the key to effective behavior management.

STRATEGY: Cognitive-Behavior Modification

Jimmy was a seven-year-old first grader whose teacher requested consultation with me. The teacher described Jimmy as exhibiting a variety of behavior problems, both in the classroom and elsewhere in the school environment. These problems included: difficulty remaining in his seat during class, including falling out of his chair and leaving his desk to walk around the room; calling out without permission; pushing, hitting, and shoving other children while in line and in the restroom; fighting on the playground; and failing to complete assigned tasks. Jimmy was a very active child and much of his behavior seemed to be impulsive, rather than planned in advance.

The teacher and I devised a cognitive-behavioral strategy for assisting Jimmy in controlling his behavior. We decided to focus initially on classroom behaviors, since these seemed to be interfering most with Jimmy's academic progress. Three behavioral goals were identified:

(1) remaining in seat; (2) not "bothering" other people, which was defined as keeping his hands to himself and not talking to or otherwise disturbing other students during class; and (3) completing assigned tasks. These three goals were written as rules on a half sheet of paper (e.g., "I must do my work!") and beneath each were drawn five to ten symbols, representing the rule. A new sheet was taped to Jimmy's desk at the beginning of each day. Whenever Jimmy broke a rule, the teacher went to his desk, crossed out the appropriate symbol and pointed to the rule. Jimmy then was to whisper this rule to himself. In this way, it was hoped that Jimmy would recognize when he was breaking rules and begin to exert cognitive self-control over his behavior. In addition, a reward system was established, whereby Jimmy would receive a reward if a criterion number of symbols remained on his sheet by lunchtime. In addition, Jimmy's parents, who received the sheet daily, chose to remove five minutes time from playing his favorite video game at home for each symbol crossed out. Thus, the fewer instances of rule violation, the greater the rewards at school and at home.

The strategy exerted a powerful influence over Jimmy's behavior. He accumulated very few checks on his paper and was heard to recite the rules to himself spontaneously. The school psychologist also met with Jimmy weekly, to chart his progress and discuss his behavior. The system eventually was extended to the entire school day and gradually to situations outside of the regular classroom (library, restroom, etc.).

STRATEGY: Classroom Good Behavior Game

A kindergarten teacher approached me regarding what she termed the aggressive behaviors of one of her students. The teacher reported that Megan hit, pushed, and kicked other children; deliberately disrupted or stole other children's work; refused to follow directions; lied to the teacher; and left the classroom without permission. Further consultation made it apparent that Megan was not the only child in the classroom exhibiting behavior problems, although hers were most troublesome. This was an "open" classroom setting and its relatively unstructured nature seemed to make monitoring and control of in-

appropriate behaviors difficult for the teacher. Consequently, there were frequent complaints from the children of being hit, pushed by others, etc.

Consultation resulted in the teacher's decision to target aggressive behaviors within the class as a whole and use a variation of the good behavior game (Barrish, Saunders, & Wols, 1969) as a means of decreasing these behaviors. The good behavior game involves team competition for increasing appropriate behaviors, and peer pressure to avoid negative behaviors. The class was divided into two teams, balanced with regard to the number of "troublemakers" on each team. The teacher met with the class as a group and discussed with them things they liked and disliked about the classroom. The discussion led to three classroom rules being identified. These rules were written on posterboard. The mechanics of the game were then explained to the children and these were as follows:

Each team would begin the day with ten points, symbolized by numbers in a stack on the blackboard. Each time one member of the team broke a rule, that team would lose one point and the teacher would remove one number from that team. If both teams had five or more points at the end of the day, they each would receive a reward; if one team fell below the five-point criterion, only the other team would be rewarded. The teacher and children devised a reinforcement menu, from which the daily reward would be chosen.

The game was quite effective in reducing negative behaviors (hitting, pushing, taking other's possessions, etc.) and increasing clean-up following activities, which were the classroom rules suggested by the children. Only once did either team fall below the five-point criterion for a reward. The children were observed to remind one another of the rules and to criticize teammates who broke rules. Megan's behavior also was influenced dramatically by the game, insofar as she rarely caused her team to lose a point. The entire classroom atmosphere also was effected: Since children broke rules less frequently, the teacher gave less negative feedback and had more time to notice and comment on positive behaviors.

STRATEGY: Behavioral Contracting

Mark was a fifth grader who was constantly "in trouble." He was reported by his classroom teachers to talk-out and make strange noises during class, get into fights on the playground and in the bathroom, use foul language, leave his desk and occasionally the room, irritate other students who were attempting to do their work, and refuse to follow teacher directives. Taking away recess, putting him outside the classroom, sending him to the principal's office, and contacting his mother seemed to have little effect. Mark's grades had fallen substantially since the first quarter of school, and he was completing little to no work when his teachers began expressing their concerns to me. They indicated quite clearly that Mark was "disturbed" and should not be enrolled in a regular class.

A conference was convened with Mark's mother, his two teachers, the school principal, Mark, and the school psychologist. Mark's behavior problems and difficulties in the home situation were discussed at length. A contracting strategy then was decided upon. A written contract specified that Mark would be given a checklist daily by his teacher. Listed on this sheet were each of Mark's subject areas, a space to note if the assignment in that area had been completed to a "C" level of quality (of which Mark was perfectly capable), and a space to check whether his behavior had been appropriate during that subject. "Good" behavior would be checked if Mark stayed in his seat, did not talk-out, bother other students, use foul language, or make noises. Combining the spaces for assignment completion and behavior, Mark could earn a total of 14 points in one day. If he achieved 12 of these 14 points, he would be permitted to go to the principal's and perform odd jobs (which he enjoyed) at the end of the day. This reward also allowed the principal to form a new and different relationship with Mark. The sheet also went home daily for mother's signature, and if Mark met the goal, he was permitted to stay up until 10:00 p.m. that evening. If he failed to meet the goal, he was required to go to bed at 9:00. The logic behind this arrangement was that, if he had had a bad day at school, he must not have gotten enough rest the night before.

The contract also specified that Mark would be given two

warnings in the classroom for misbehavior. If he continued to misbehave thereafter, he would be sent, with an appropriate amount of schoolwork, to an isolated place in another teacher's classroom for 30 minutes. This supervised removal from the classroom was thought to eliminate any reinforcing attention Mark might receive for his misbehavior.

The school psychologist agreed to meet weekly with Mark in order to discuss his progress and behavior. Further, Mark was referred to a local private psychologist for counseling regarding his family situation.

All parties at the conference signed the contract. Mark appeared to be quite negative about the contract during the meeting, but his response to it in the subsequent week was extremely positive. He had four "perfect" 14-point days during that week, and only one day when he achieved fewer points than the criterion for the rewards. However, his teachers noted Mark continued to misbehave in the halls, cafeteria and at recess, since he was well aware that these areas were not specified in the contract. When the school psychologist met with Mark at the end of the first week, this was discussed and Mark suggested that the contract be modified. It was specified that one point would be removed for each instance of misbehavior in these other settings. The result was that Mark accumulated fewer points during the second week of the strategy, but still attained the reward on three days. His teachers nonetheless reported that the contract had made a dramatic difference in Mark's classroom behavior and that his grades were rapidly on the rise.

STRATEGY: Time-out

Brief periods of time away from the reinforcing stimuli of the classroom and ones peers can be quite effective in decreasing children's negative attention-seeking behaviors. The time-out strategy, however, also has potential negative effects, such as removing the child from the opportunity for learning, and consequently should be utilized cautiously. Time-out was used effectively in combination with a reward strategy with a five-year-old kindergarten student. Robert was described by his teacher

as exhibiting a variety of behavior problems in the classroom. He left his seat and wandered around the classroom; kicked and bit other students; chose not to respond to questions, preferring to say "yes" or "what?" to every inquiry; cried and complained he was sick when he didn't want to participate in activities; and when reprimanded or denied his way, engaged in tantrums, including such behaviors as screaming loudly, throwing himself on the floor, kicking, and hitting anyone who came near him. Robert's pre-academic skills also were poor. His teacher was convinced that he was handicapped, possibly mentally retarded, and if not, certainly emotionally disturbed.

Conferences with Robert's mother revealed that his problems had been recognized earlier. An evaluation at a local hospital clinic at age three-and-one-half described him as having average intelligence, but with delays in receptive and expressive language and with a great deal of distractibility and impulsivity. The parents had been told that Robert was manipulative and controlling of adults and that firm behavioral limits needed to be set for him.

A strategy was devised to deal with Robert's classroom behaviors, which built upon his love of attention and his favorite cartoon show. His temper tantrums were targeted initially, since these were extremely disruptive to the classroom routine. Robert was informed that, if he began screaming, hitting, throwing himself on the floor, etc., he would be given one warning to stop. If his behavior continued following this warning, he would be removed to the classroom next door and stood in a study carrel (time-out) for five minutes. This was a classroom with a small number of children, all older than Robert, and the teacher there would set a timer to ring after five minutes. If Robert was quiet at the end of that interval, he returned to his own classroom. If he made noises, screamed, etc. while in time-out, the timer would be set for another five minutes. In addition, the regular classroom teacher would send home a note daily with a "happy" or "sad" face, indicating the kind of day Robert had experienced. One or fewer instances of time-out resulted in the positive note, which then permitted Robert to watch his favorite TV cartoon at home. A sad face re-

sulted in his being sent to his room during that half hour period.

On the first day of the strategy's implementation, Robert was sent to time-out once. He reportedly disliked being removed from the room and told his teacher so. The following week witnessed no temper tantrums, and the second week was similarly positive. As the strategy gained in effectiveness, other of Robert's behaviors also were addressed. He made marked gains, both behaviorally and academically, during the remainder of the school year. While his behavior was by no means "perfect" when school recessed for the summer, all of the concerned adults reported that it had improved significantly and to the point of being manageable.

STRATEGY: Behavioral Checklist

Doug was a 13-year-old seventh grader when his teachers began expressing concerns about his academic and behavioral difficulties to the school psychologist. Complaints included the fact that Doug talked without permission during class; chewed gum, candy, tobacco, pencils, etc.; created disturbances by moving his desk or walking around; refused to complete assignments; insisted on leaving the room to go to the bathroom; and came to class unprepared. Conferencing with Doug's mother revealed family problems for which the family was referred for private counseling, while the school psychologist initiated steps to address Doug's school behavior.

Since Doug was being taught by six different adults, it was first necessary to ascertain specific negative behaviors which were being witnessed in various classes. Written reports from his teachers indicated five behaviors of common concern in at least two classes: (1) talking without permission; (2) not following instructions; (3) creating a disturbance (out of seat, moving seat around, not following school rules); (4) not having or using materials appropriately (playing with pen or pencil, not having books or paper, etc.); and (5) chewing gum or other substances. These five target behaviors were listed at the top of a sheet entitled "Classroom Behavior Checklist." A grid was

drawn beneath the list, with the days of the week at the top and the numbers one through five, for the target behaviors, on the vertical axis. There also were provided spaces for parent and teacher initials on the grid. It was decided that Doug would be provided with six behavior checklists, which he picked up from his guidance counselor, every Monday. He was to give one checklist to each of his teachers when he entered that class for the day. The teacher would place a checkmark on the grid for each instance of the specified target behavior and would return the sheet to Doug at the end of the class. It was Doug's responsibility to keep track of the sheets and be sure his teachers got them daily. He also took all six sheets home daily for his mother's review and signature. Specific consequences were identified at home for school behavior and for failure to bring the sheets home.

The system resulted in Doug demonstrating improved behavior in all classes, although it was somewhat more effective in some classes than in others. Doug's continuing difficulties in reading and language arts classes prompted academic screening, which revealed below grade level achievement in reading. A full psychoeducational evaluation was conducted and indicated that Doug qualified by state guidelines as being learning disabled in reading and written expression. It seemed likely that Doug's history of behavior problems and academic underachievement were factors which contributed to and fed upon each other. The behavior checklist system continued to be utilized when Doug was placed into LD resource classes for reading and language arts, with a good degree of success.

STRATEGY: Individual Counseling

Carol was a 16-year-old junior who seemed very depressed to her school counselor. Due to her own busy schedule, the counselor referred Carol to me. In an individual interview, Carol expressed her feelings that no one, including her parents and siblings, cared about her. She had no friends at school, had never been on a date, and engaged in no social activities. During the previous school year, some members of the school band, in which she did participate, had started a rumor that she was a homosexual. This was devastating to Carol, who tried to

deny the rumor but found that her efforts only resulted in it becoming more widespread. She wanted desperately to hurt the people who were causing her so much pain, but knew of no way to do so. Instead, she felt that the only way of expressing her anger and misery was to turn on herself. She had thought of a number of ways to kill herself, including pills, walking in front of a car, hanging, and impaling herself on a sword. Carol clearly was serious about her threat to end her own life.

You Were There

William G. Steinhilber
Assistant Director
Division of Student Services, KDE

On November 13, 1990 at 4:PM in the State Board Room, 1st Floor, Capital Plaza Tower, Frankfort, the Kentucky State Board for Elementary and Secondary Education made history when it voted unanimously to abolish the use of corporal punishment in all Kentucky Public Schools. In doing so, the Board overcame hundreds of years of tradition strongly rooted in a belief that "sparing the rod will spoil the child", and made Kentucky the 21st state to prohibit the use of corporal punishment by law or regulation. By virtue of school psychologists' early recognition of the inappropriateness of corporal punishment and the stance that they took in opposing its continued use --- you were there!

The State Board acted, using its authority to "promulgate regulations deemed necessary or advisable for the protection of the physical welfare and safety of school children", at the urging of the Kentucky Task Force on Corporal Punishment, and with the support of State Superintendent of Public Instruction, Dr. John H. Brock.

The New Regulation (704 KAR 7:055) defines corporal punishment as the "deliberate infliction of physical pain by any means upon the whole or any part of a student's body as a penalty or punishment for student misbehavior". The regulation does not prevent school officials from acting to defend themselves, others, or property. Section Three calls for the State Department For Elementary and Secondary Education to provide as-

sistance to local school districts in identifying and implementing alternatives to the use of corporal punishment.

For many schools, implementing the new regulation will pose few problems, as eight local school districts had already discontinued corporal punishment, prior to the enactment of the regulation, and others were beginning to move away from its use. For others, it may be extremely difficult, requiring modifications up to and including a significant change in thinking about discipline and student behavior. Some school staffs may be helped by merely presenting practical alternatives while others may wish to adopt a completely new system such as assertive discipline. As a school psychologist, you are in a unique position to help your district at whatever level of difficulty they face.

It is generally believed that the simple elimination of corporal punishment is a positive step in improving discipline, but it is also known that to achieve more significant reductions in discipline problems positive alternatives must be in place. You can help your district make needed improvements. If you need a copy of the Regulation, a list of alternatives to corporal punishment, reasons for not using corporal punishment, or other related materials, please specify what information you need and direct your request to: Lesa Billings or Wm. Gary Steinhilber, Kentucky Department of Education, 17th Floor Capital Plaza Tower, Frankfort, Kentucky 40601, (502) 564-3678.

Join your colleagues in congratulating the members of the State Board and Superintendent Brock for making November 13, 1990 such a great day for Kentucky's children and parents, and remember, you were there!

State Consultant's Report

The most significant change in the status of Kentucky's education reform efforts is that Dr. Boysen has assumed his responsibilities as Commissioner of Education. Although there is much work being done to finalize future plans, most have not yet been confirmed or made public.

The new State Board of Secondary and Elementary Education is in the process of being confirmed. Between February 12-14, a strategic plan will be developed to establish the new Department of Education's priorities and goals. At present or in the next couple of weeks the following Task Forces will have drafts or proposals for future program development:

- Technology CouncilMary Grace Jaeger
- School Performance Standards Harry Owens
- Family Resource and Youth Service Center
..... Gippy Graham

The Spring 1991 KAPS Review should contain much information concerning finalized details regarding KERA.

On February 16, the Division of Student Services will present a session for the Kentucky School Board Association Convention, meeting in Louisville, to publicize the need for Student Services. Dr. Fred Williams, Superintendent of Fort Thomas Independent Schools, has graciously agreed to be an advocate for School Psychological Services. He will share a school superintendent's view of the need for and usefulness of comprehensive psychological services in schools.

Postvention crisis planning guides are currently available from the Unit for Health and Psychological Services. Information has been collected to facilitate and encourage school districts in the development of action plans prior to the possible occurrence of crisis situations, thereby reducing the level of confusion during this stressful period of time. This includes a general crisis reaction summary, ideas for policy preparation, suggestions for working with the media, guides for teachers and parents, a step-by-step activities list, a sample school plan, a sample parent notification letter, a crisis assessment survey, etc. Ideas for addressing needs of students and staff experiencing trauma as a result of the Gulf War are also available. This will include general considerations, a sample plan, curriculum support information, sample activities, etc. For copies of these materials call Lesa Billings, (502) 564-3678.

Dropout Prevention Success-sharing Conference

The Division for Dropout Prevention and Alternative Education is sponsoring a statewide success-sharing conference on April 22-24, 1991 in Louisville. This annual conference showcases some of the most innovative and successful strategies/practices and programs related to dropout prevention and alternative education. Look for details on registration in the March edition of EdNews or contact Robin Whitaker at (502) 564-3678.

Secretary Report

Mary Ann Sarmir

The most recent Executive Committee meeting was held on February 19, 1991 at Pat McGinty's home in Louisville. Sixteen members were in attendance. The major topics under discussion included the following: (1) The Treasurer reported that the total assets as of 12/30/90 were \$9,679.76. (2) Bob Kruger, Lesa Billings and Fred Williams, Superintendent of the Ft. Thomas school district, attended the NASP conference on leadership reform held in Minneapolis in November. Following state group presentations and work sessions, the group generated suggestions including the possible role of KAPS in taking an active role in issues related to the educational reform. (3) A discussion was held on possible activities to commemorate NASP media day on March 7, 1991. Members were reminded to act soon to insure scheduled media coverage. (4) Nominations for secretary and president are due at the end of the month. The election takes place at the end of March and the tenure begins July 1. (5) A discussion was held on having a "Professional Day" on Saturday, April 13 which would consist of a morning workshop, regional luncheons and an afternoon Executive Committee meeting. Ideas were generated on possible locations, topics and speakers. (6) The Membership chair reported that there are currently 119 members of KAPS. The renewal letters would be sent out soon and the membership application now has Lin Cook's (Ex-

ecutive Secretary) address. (7) The Program Committee reported that the fall KAPS convention will be held in Richmond, Kentucky on September 26-27. The theme is Home-School Collaboration. Sandy Christenson from the University of Minnesota has agreed to provide an all day presentation of this theme.

All KAPS members are welcome to attend the next Executive Committee meeting on April 13 and to contact Ex-Com members for further information.

Public Relations Committee Report

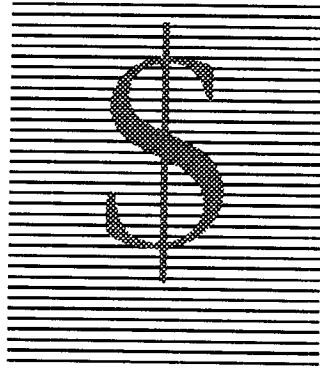
Michelle Ashton

The last two issues of the 1990 Communique provided NASP members with special pull-out sections addressing NASP's National School Psychology Media Day, March 7, 1991. Our national association is encouraging each school psychologist to establish media contacts to promote school psychology's "interest in and advocacy of early childhood prevention programs." For example, each district (or region) may wish to appoint a local contact person to reach local newspapers, television stations, radio talk shows, Chambers of Commerce, or parent/teacher organizations. Topics of newspaper articles or interviews can also focus on other child-related issues (e.g., retention, corporal punishment). If you have any questions or would like to inform NASP about your promotional efforts and activities, contact Howie Knoff, NASP PI/PR Committee Chair, at 3701 Kalewood Place, Valrico, FL 33594 (H: 813-685-4349, W: 813-974-3246).

The KAPS Public Relations Committee plans to establish stronger communication links with other education-related state organizations. In addition, we are focusing on rejuvenating efforts to design a display easel/table to be exhibited at statewide conferences and/or conventions. If you are interested in participating in the distribution of publicity materials at future display sites (in your area), please call Michelle or Lynn.

Treasurer's Report

Bob Munroe



As we enter a new calendar year (1991), we close the books on yet another tax year (1990), and are at the mid-point of our fiscal year (1991). All of you closet accountants, finance officers, and budget directors (and you know who you are) please feel free to inform me that mixing my financial years in a one report is tantamount to mingling tenses in a thesis or dissertation. That's okay, because while you are trying to figure out my jumbled figures, I will be lounging on a beach in Rio with my ill-gotten KAPS gains and a tall cool one (perhaps even with a drink).

Thanks to a strong membership year and a highly successful convention (not to mention skilled financial planning and management), the KAPS treasury is in better shape than at any time in our long and storied history. A hearty round of applause to Membership Chair Michael Walters and Convention Chair Stacy Heck for jobs well done. As of December 31, 1990 (the close of tax year '90 and the close of 2nd quarter of fiscal year '91) we had received \$2,545.00 in membership due and \$6,060.00 in convention fees. As our convention costs were \$4,482.00, that means we made a modest profit of \$1,578.00 to help defray operating expenses for the coming year (calendar, fiscal, and tax). We began this fiscal year with total assets of \$7,187.32 and at the mid-point (12/31/90) showed a balance of \$9,679.76. Total assets at this time a year ago were \$9,308.83. Gross receipts during the first half of fiscal year '91 total \$8,909.83, as compared to gross receipts of \$7,972.50 for our most recent tax year. Looks like we are holding our own for now.

That's good news because, as you know, we have now hired an Executive Secretary and have purchased (and will likely continue to purchase) office equipment and supplies in order to be a more efficient and professional

organization. Those of you out there with assets or debts ratios which remain fixed in the negative range (despite the legislature's generous 10% increase in salary apportionments) will quickly recognize this as increased costs or enhanced asset reduction activity (which, if we were a federal institution, could quickly become part of an aggressive deficit spending plan). Lin Cook is doing a great job and we on the Executive Committee are becoming very dependent on her, so we need to be sure we can keep her around.

In other news, the Cats and Colonels keep winning, the Cards and Hilltoppers keep struggling, the Executive Committee raised the mileage allotment to 20 cents per mile, Jane Bryant Quinn is predicting falling oil prices and interest rates and an end to the recession, a new standard invoice form for reimbursement of KAPS expenses has been approved and is in use, Martha Wilkinson really did formally announce and file her candidacy for Governor, the "D" word (dues increase) was again discussed and was (for now) defeated in the Executive Committee, and the NASP convention will be held in Dallas as scheduled. For those of you who like to look at numbers (and I worry about you) an account summary is available on request. Onward and, perhaps, upward!

Membership Report

Michael Walters

KAPS membership has reached 159 since renewal notices were mailed in January. This is exactly where we were last year at this time and reflects the continuing strong commitment to KAPS from Kentucky school psychologists. Thanks to all our members for your support. The Membership Directory is nearing completion and will be mailed to members soon. New member packets have also been assembled and mailed by KAPS secretary Lin Cook. Any new member who does not receive a certificate or packet, please notify Lin at the KAPS address. To improve member services we will be requesting that members identify the KAPS region with which they are affiliated on future membership applications. This will allow us to produce regional membership lists and mailing labels to facilitate regional meetings and communications.

Eastern Region Report

Debbie Grubb

In the Eastern Region, Rowan County has implemented several new programs involving school psychologists. Sharla Fasko, school psychologist intern from the University of Cincinnati, recently conducted a training session for Chapter I aides and elementary counselors from all county elementary schools. The professionals were trained in tutoring interventions for improving oral reading fluency, sight-word recognition, and math fact fluency. The goal of this training session was for the trainees to implement peer tutoring programs using these techniques in their home schools. In addition, classroom teachers are being encouraged to take advantage of the tutoring programs as a remediation technique before referring for special education assessment. The program was first implemented during the Fall at Clearfield Elementary, and results to date have been very positive.

Clearfield Elementary will also be piloting an Intervention Assistance Team this Spring. The team was proposed by Sharla Fasko and Pam Eklund, EBH teacher at Clearfield. A major goal of the team is to improve the quality of pre-screening interventions presently used by teachers, thereby reducing the number of unnecessary special education referrals. The team will be chaired by principal Judy Ramsey.

If any school psychologist in Eastern Kentucky would like to have their programs mentioned in the *KAPS REVIEW*, please contact your Eastern Kentucky Regional Representative: Dr. Debbie Grubb, Rowan County Schools, 121 East 2nd St., Morehead, KY 40351.

Northern Region Report

Cookie Cahill Flower

Members of the Northern region of KAPS continue to meet regularly for purposes of professional development and collegial sharing. A social gathering held in August to kick off the new school year was well attended. The September meeting featured Michael Walters who de-

scribed the peer tutoring programs which he has developed and put into operation in the Boone County Schools. These enterprises won Michael the KAPS 1990 Regional Best Practices Award. Congratulations are extended to Michael on his award, as are thanks for his sharing of these interesting projects with our group.

At the September meeting plans were also made to investigate more thoroughly local community mental health providers which might serve as resources for school psychologists. A list of agencies and private psychologists was compiled along with an interview format to be used as a guide for personal interviews. At the October meeting of NKAPS, members of our group volunteered to interview various individuals using the common list of questions.

The featured speaker at the October meeting was Dr. Kathy Charvat, a developmental pediatrician practicing at St. Elizabeth Medical Center. Dr. Charvat shared with us her views concerning medical aspects of children's learning problems, ADD, and means by which school psychologists and pediatricians could better collaborate to assist children. Dr. Charvat is involved in forming a new interdisciplinary evaluation team in Northern Kentucky which has recently begun conducting comprehensive evaluations of referred children. Our exchange with Dr. Charvat was lively and led to the promise of close collaboration as we work to serve children in the future.

Our November meeting was devoted to sharing the results of our investigations into community resources. Oral reports from members were supplemented with their written notes from their interviews, and these are in the process of being compiled. A "Community Resources Directory" will be the product and will be distributed to all NKAPS members as well as to other interested parties. The Directory will contain information concerning types of services offered by various agencies and private psychologists, background and qualifications of practitioners, philosophical orientation, fees charged, policies concerning missed appointments, etc. It is hoped that the Directory will fill a frequently voiced need among local school psychologists and will be updated annually.

December set the stage for the traditional NKAPS Christmas party. Bob Kruger hosted this gala affair for 1990. A good time was had by all, although due to recently completed remodeling at Bob's home, wrestling was prohibited this year (Sorry, Bruce!).

Plans are in the offing for future NKAPS gatherings. A date and time for our January meeting have been set and Bruce Wess has agreed to lead a discussion on effective school discipline. As in the past, members of the Northern region of KAPS continue to demonstrate the value which they place upon consultation with colleagues and their commitment to continuing professional development.

Central Region Report

Jennifer Elam

The Central region met at the Fall convention and decided to repeat last year's get-together for dinner at Joe Bologna's in Lexington. This event was held on November 6th and was well attended. Information was shared through handouts and articles of interest. This time of fellowship and professional sharing was enjoyable and productive and will likely become an annual event. The region will meet again in the Spring at the professional day on April 13th.

Western Central Region Report

Stacy L. Heck

As planned, a copy of KAPS' Five-Year Plan Goals and a cover letter were sent to each West Central Regional member before Thanksgiving. In the letter, each member was encouraged to make suggestions or recommendations for attaining these goals, and to volunteer for committee work on these goals. It was noted that chairs for Goals 5, 7, and 8, were West Central Region members. There were no responses to this mailing.

A Spring meeting is planned to coincide with the April 13th Professional Development Day. West Central Region

members will gather at lunch to discuss issues and concerns, and to get to know one another. Another mailing is planned to provide information about the activity planned for April 13, and to remind members about the planned lunch meeting.

I plan to develop and send out to each regional member a copy of a radio spot and news release to assist them in publicizing National School Psychology Media Day on March 7th. This mailing will be sent by February 15, 1991.

Western Region Report

Skip Cleavinger

The Western region was well represented at this year's conference. While in our regional meeting, the members completed a needs assessment concerning the meetings for the coming year. As a result, three meetings were planned for the present school year. We decided that it would be best to hold the meetings in Bowling Green, Owensboro, and Paducah, thereby assuring that no one would have to make three long drives! I stated at this meeting that my goals for the region in the next two years are to increase meeting frequency and to generally strengthen the cohesiveness of the region. I think regional meetings can be a powerful means of support and perhaps a catalyst for change. I suggested that "we" begin to think about where we would like to see school psychological services in the Western region in five years.

The first meeting was held in Bowling Green on December 7th. Nineteen members were present with a large representation from the Western portion of the state. Thanks a lot everyone for making the trip. I know it was a long haul for some. Nancy Lacount addressed the new standards for assessment and eligibility. It was an active though relaxed discussion. Many thanks to Nancy.

The region will meet next in the home of Chief Paduke on March 1st. We will address the new EBH guidelines and the assessment and nature of adaptive behavior.

A big hello to Jenny Ewald and best wishes from all of us

in the Western region. In closing, I want to say that I am excited about the opportunity to represent this region.

Publication Available

The Miami University Center for Human Development, Learning, and Teaching, a non-profit, university affiliated organization, is pleased to announce the limited availability of **Resources for Practitioners**, edited and assembled by Alex Thomas, Editor of the *Communique*. This publication includes all of the handouts contained in Volumes 16-18 of the *Communique*, all Performance Monitoring Information sheets, and a sampling of ten By-line School Psychology articles. All together, **Resources for Practitioners** contains 183 pages bound in a sturdy loose-leaf binder with pages constructed for easy removal and duplication.

The cost for **Resources for Practitioners** is \$15 and includes postage and handling. The limited publication of this book represents a non-profit venture for editor, contributors and the Center and is offered as a service for school psychologists and other professionals. Copies will be available beginning January, 1991. People wishing to order the volume should use the order form below.

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