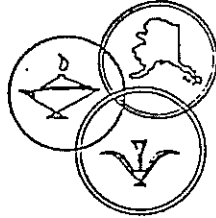


THE ASPA REVIEW

A PUBLICATION OF THE



Founded 1976

ALASKA SCHOOL PSYCHOLOGISTS ASSOCIATION

P.O. Box 4-1302
Anchorage, Alaska 99509

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News Editor	Stan McKnight

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EDITOR IN CHIEF'S MESSAGE

You have in your hands the Alaska School Psychologists Association Review, Volume One., Number One — the first issue of what I hope is to be a vital, thought-provoking and informative addition to school psychology in Alaska. This edition is the first of the newsletters which, with the support of all ASPA members, will be printed and distributed quarterly.

It seems appropriate here to outline in this first editorial the purposes that it is hoped this newsletter will serve. One very important intent is that these pages provide a means of communication among people serving as school psychologists in all areas of our large state. It is especially urgent that those of us in town be able to share in the news of our colleagues in the bush and vice versa.

In addition to sharing news of interest, the ASPA Review should also serve as a forum for new ideas and a vehicle for the critical examination of these ideas. It's a chance for us all to benefit from the knowledge and skills of others in the field. We all have areas of expertise, and it's a real service, if not a responsibility, to aid each other in becoming more aware of the good and bad practices and ideas available to us.

Finally, it is hoped that this newsletter will serve as a voice to other professionals in the state involved in education and psychology. We hope to represent ideas and opinions of school psychologists in Alaska and show what we stand for. In turn, it is hoped that those of you reading this who are not members of ASPA but have something to say to the group will feel free to use this newsletter to do so.

I'd like to briefly describe a few of the sections we plan to include as regular features in future newsletters. Of course, the bulk of the newsletter will be devoted to news and views of items relating to school psychology. We'll deal primarily with Alaskan issues but also with national news of importance to school psychology. Members will be encouraged to submit summaries of information gleaned from conferences attended throughout the nation.

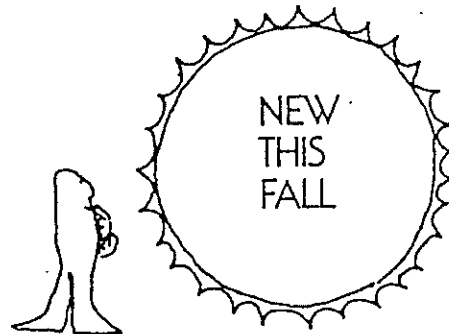
Additional space will be devoted to editorials and opinions on critical and controversial issues. It is hoped that letters to the editor and guest editorials as well as regular editorials and an "Issues" column will serve this purpose.

Other features being planned are reviews of relevant books and articles, a calendar of events, a listing of job openings in the state, and reviews of educational and psychological tests currently in use. Another plan is to present in each issue a personal sketch of an ASPA member as a means of helping us get to know one another.

Above all else, I want to emphasize how crucial it is that every ASPA member be a contributor to this endeavor. It can only work if everyone takes that responsibility. Although based in Anchorage, we don't want this to become an Anchorage newsletter, so it's up to the membership to keep the editors informed on happenings around the state. Neither do we want the newsletter to represent one single point of view, so again it's up to you to make your views known. Please send articles, ideas,

and suggestions to Jackie Schakel at Whaley Center, 2220 Nichols, Anchorage, Alaska 99504. We hope to have Volume One, Number Two coming out in February. Please contribute! Thank you, and here's to a good year.

Jackie Schakel
Editor-in-Chief



THE ALASKA STATE PLAN FOR EXCEPTIONAL STUDENTS for fiscal year 1978 states on page -17d- that 93 School Psychologists will be needed during the 1978-79 school year for services to the 0 through 19 age population. The STATE PLAN also states on page -17 - that there are only 16 psychologists employed during the 1976-77 school year to provide services to the 0 through 19 age population.

THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT OF 1975 (PL 94-142), ALASKA STATE REGULATIONS AND TESTING STUDENTS FOR SPECIAL EDUCATION

The newly proposed State Special Education Handbook states on page A-10 that "All tests and other evaluation materials must be.... (4) administered by personnel who meet applicable certification or licensure requirements under state law [121a 432(a) (1),(2),(3),(4)]."

This state regulation as proposed by the Dept. of Education Office of Exceptional Children appears to be in conflict with the Final Regulations Under Public Law 94-142 (Federal Register, August 23, 1977) which specifically states: "State and local education agencies shall insure at a minimum that:

- (a) Tests and other evaluation materials:
- (3) Are administered by trained personnel in conformance with the instructions provided by their providers" [121a, 532 (a)(3)].

Almost all test publishers sell their test materials in accordance with the principles adapted by the American Psychological Association (APA). Standards for Educational and Psychological Tests and Manuals has been approved as policy by the governing bodies of the American Psychological

Association, the American Educational Research Association and the National Council on Measurement in Education. Standards for Educational and Psychological Tests and Manuals states:

"The following categorization of tests has been found useful by the American Psychological Association.

Level A: Tests or aids that can adequately be administered, scored and interpreted with the aid of the manual and a general orientation to the kind of institution or organization in which one is working (e.g., achievement or proficiency tests.)

Level B: Tests or aids that require some technical knowledge of test construction and use and of supporting psychological and educational fields such as statistics, individual differences, psychology of adjustment, personnel psychology and guidance (e.g., aptitude tests, adjustment inventories applicable to normal populations).

Level C: Tests and aids that require substantial understanding of testing and supporting psychological fields together with supervised experience in the use of these devices (e.g., projective tests, individual mental tests.)"

Examples of Level C tests typically used in the schools include the following: (Psychological Corporation 1977 Catalog of Educational Tests and Services, etc.)

Weschler Intelligence Scale for Children-Revised
Weschler Adult Intelligence Scale
Weschler Preschool and Primary Scale of Intelligence
Stanford-Binet Intelligence Scales
Leter International Performance Scale
Columbia Mental Maturity Scale
Bayley Scales of Infant Development
Arthur Point Scale of Performance
Cattell Infant Intelligence Scale
Gesell Developmental Schedules
Goodenough-Harris Drawing Test
Bender Visual Motor Gestalt Test
Vineland Social Maturity Scale

The tests listed above plus many others then are recommended by test publishers in accordance with the American Psychological Association to be administered, scored and interpreted only by individuals who meet the standards listed for Level B plus C tests.

Paul Janowicz
President Elect

Spring ASPA Conference

Date: The tentative date for the Spring ASPA Conference will coincide with the NEA Conference, during the first week in March. Both conferences will be held in Anchorage.

Topics: Topics for presentation at the ASPA Conference are currently being developed by the Planning and Development Committee. Richard Stillman, chairman of the committee, has tentatively proposed presentations on the topics of adaptive behavior scales and their use, neuropsychological screening, and appropriate methods for evaluating emotional disturbed children. In addition, ASPA business includes: reports from the various committees and the election of ASPA officers.

Accommodations: ASPA members from the bush may secure accommodations while in Anchorage by staying at local members' homes. Contact Stan McKnight at the following address:

Stan McKnight
Whaley Center
2220 Nichols
Anchorage, Alaska 99504

For Display At The Spring Conference

For display at the Spring Conference, we are trying to assemble a potpourri of materials which are relevant to school psychologists in their work. Please contact Laura Vincent if you have developed aids which you would provide for display or distribute at cost. These aids could include interpreting, graphing, and administering tests, along with articles, diagnostic indicators, or related materials. Laura can be contacted in c/o Whaley Center, 2220 Nichols, Anchorage, 99504.

Distribution Of The ASPA Review

The ASPA REVIEW will be mailed to the following members of the listed groups:

State Legislators and Education

State Board of Education Members	9
University Faculty Members	7
Educational Professional Organizations	8
Department of Education Personnel	14
Regional Resource Center Administrators	6
LEA Central Administrators	84
Attorneys	2
Mental Health Practitioners	30
School Psychologists	37

It is also expected that ASPA members in the Anchorage Borough School District will be provided copies of the REVIEW to distribute to their principals.



THE ROLE OF SCHOOL PSYCHOLOGY AS A RELATED SERVICE UNDER PL 94-142

The Final Regulation Under Public Law 94-142 published in the August 23, 1977, Federal Register indicates that "the term free appropriate public education means special education and related services (121a.1)."

Since under PL 94-142 related services are as integral a part of service delivery as is special education it is important to know what related services are and when they are necessary.

In general, related services are services other than special education instruction which must be necessary for a child to benefit from special education.

By way of definition then, Section 121a.13 related services states "As used in this part, the term related services means transportation and such developmental corrective and other supportive services as are required to assist a handicapped child to benefit from special education and includes speech pathology, audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools and parent counseling and training."

Since providing related services is often difficult in isolated areas, it is advisable that personnel who can provide the greatest number of related services be hired initially. The Final Regulations comment on this when they say, "There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual states. For example, counseling services might be provided by social workers, psychologists or guidance counselors, and psychological testing might be done by qualified psychological examiners, psychiatrists or psychologists depending upon State standards." (Senate Report No. 94-168 p. 12 [1975]).

It is easily conceivable then that school psychologists could provide the following related services as described in the Final Regulations and would constitute areas in the job description of a school psychologist.

- A. "Psychological services (including)
 - (i) Administering psychological and educational tests and other assessment procedures;
 - (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating and interpreting information about child behavior and conditions relating to learning;
 - (iv) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews and behavioral evaluations, and:

- (v) Planning and managing a program of psychological services including psychological counseling for children and parents."
- B. "Counseling services (meaning) services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel."
- C. "Early identification (meaning) the implementation of a formal plan for identifying a disability as early as possible in a child's life."
- D. "Parent counseling and training (meaning) assisting parents in understanding the special needs of their child and providing parents with information about child development."
- E. "Social work services in schools (including)
 - (i) Preparing a social or developmental history on a handicapped child;
 - (ii) Group and individual counseling with the child and family;
 - (iii) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and;
 - (iv) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program." (Section 121a13)

- 3) Has been a school psychologist in the past, and
- 4) Has paid current membership dues.
- B. Severance of Membership
 - 1) Membership shall be terminated for nonpayment of dues.
 - 2) A member may be expelled from the Association for violation of the written code of ethics.
 - 3) Expulsion from membership may be recommended by any member but must be ratified by two-thirds of the active membership. Members shall be protected by the right of appeal at all stages of this procedure.

Section IV Officers

- A. The officers shall consist of the President, President-Elect, Secretary and Treasurer.
- B. Committees - The standing committees will be appointed by the President and shall consist of:
 - 1) Legislative
 - 2) Membership
 - 3) Nomination and Election
 - 4) Planning and Development
 - 5) Professional Standards
 - 6) Committee for the Establishment of a Professional School of Psychology in Alaska
 - 7) Ad Hoc committees will be formed as needed by the President.
- C. The executive board will consist of all officers and chairpersons of the standing committees. Those elected at the formation meeting will serve from November 1976 until May 31, 1977. There will be no president-elect in this first body of officers until the Spring voting.

Section V Meetings

- A. The annual meeting shall take place in conjunction with the annual teacher's conference in the Spring. Other meetings will be called with a 30 day notice to the membership. Special meetings may be called at the discretion of the Executive Board. Place shall be designated by notification. A quorum will consist of one-half the voting membership.

Section VI Duties of Officers

- A. The President will preside at all meetings. In case of absence, the President-Elect will preside.
- B. The President and President-Elect will be in charge of program development.
- C. All officers shall serve 1 year.
- D. In the event the President shall not serve out his full term for any reason, the President-Elect shall succeed to the unexpired term thereof and continue as President through the following year. If the President-Elect is unable to succeed the Presidency, both the President and President-Elect shall be elected by the membership at the time of the next election.
- E. The executive board by majority vote shall fill any vacancy created in an elected or unexpired office except for the President-Elect. Any member so chosen shall serve until the term of the vacated office is expired and a successor duly elected.
- F. The secretary will keep minutes of the Association, handle correspondence and mail pertaining to the balloting for the Association.
- G. The Treasurer will handle the funds in a manner deemed expedient by the Association. The Treasurer's report will be subject to review by the executive board.

Section VII Dues

- A. Dues shall be payable upon the receipt of annual dues statement from the Association. The amount of dues will be set by the board and approved by two-thirds of the active membership. The fiscal and operational year will be from June 1 to May 31.

Section VIII Election of Officers

- A. Election of officers shall take place prior to the annual meeting. A call for nominations shall be sent no later than January 15th. The slate of officer nominations shall be sent by February 15th. The ballots should be returned by the annual meeting.

Section IX Parliamentary Procedures

- A. The rules contained in Robert's Rules of Order Revised shall govern the Association in all cases where they are applicable and are not inconsistent with the By Laws or special rules of the Association. These By Laws shall become effective immediately upon ratification by the formation meeting.

Section X By Law Amendments

- A. These By Laws can be amended by two-thirds of those present at a meeting.
- B. A quorum will consist of 50% of the active membership.
- C. These By Laws shall become effective immediately upon ratification by the formation meeting.

DIAGNOSTIC REQUIREMENTS FOR MENTAL RETARDATION FROM PL 94-142

The Final Regulations Under Public Law 94-142 describe in detail provisions of PL 94-142.

Section 121a532 describes Evaluation procedures and Section 121a533 describes placement procedures inclusive of the following statements:

"In interpreting evaluation data and in making placement decisions, each public agency shall:

- (1) Draw upon information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;"

A comment regarding this section is printed below the regulation. This comment states:

"Paragraph (a)(1) includes a list of examples of sources that may be used by a public agency in making placement decisions. The agency would not have to use all the sources in every instance. The point of the requirement is to insure that more than one source is used in interpreting evaluation data and in making placement decisions. For example, while all of the named sources would have to be used for a child whose suspected disability is mental retardation, they would not be necessary for certain other handicapped children such as a child who has a severe articulation disorder as his primary handicap."

It is therefore clear from these statements that the special education file of a mentally retarded child must contain at minimum the following evaluation information:

- (A) Aptitude re: intelligence test data
- (B) Achievement test data
- (C) Teacher recommendations
- (D) Physical condition data
- (E) Social and/or cultural background data
- (F) Adaptive behavior data

BY LAWS OF THE ALASKA SCHOOL PSYCHOLOGISTS ASSOCIATION

Section I Name

The name of the organization shall be Alaska School Psychologists Association.

Section II Purposes and Limitations

A. The purposes of this association shall be through research and educational activities:

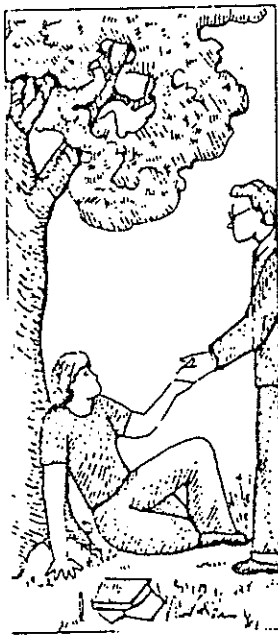
- 1) To serve the mental health and educational needs of all children and youth.
- 2) To advance the standards of professional school psychology.
- 3) To promote actively the interest of school psychology.
- 4) To help secure the conditions necessary to the greatest effectiveness in the practice of psychology in the schools.

B. Limitations - The Association shall be nonprofit, nonpartisan and nonsectarian in it's purposes and activities. No officers will be salaried.

Section III Membership

A. The organization shall consist of individual memberships. A regular member is one who is:

- 1) Currently functioning as a school psychologist, or
- 2) Trained as a school psychologist but currently functioning as a consultant or supervisor. or



THE ASPA DEFINITION OF THE SCHOOL PSYCHOLOGIST

A School Psychologist is a psychologist with training and experience in the behavioral sciences and education. His objective is to ameliorate school related problems and to facilitate the learning and development of children in the public schools.

PRIMARY ROLE AND FUNCTION

1. The primary responsibility of the school psychologist shall be to assist the school in improving the achievement and adjustment of children, including those with physical, mental and emotional handicaps.
2. The primary function of the school psychologist shall be the intensive, individual psychological and educational evaluation of children referred to him because of learning and/or adjustment problems and the provision of necessary consultative services to those who work directly with them.
 - a. A minimum of 70%, or an average of 3 1/2 days per week, should be spent in individual child study, scheduled parent and teacher conferences and preparing psychological reports.
 - b. The case load for comprehensive evaluation should range from 100 to 350 children per year, including problems related to placement, learning difficulties, behavior problems, adjustment difficulties, developmental disabilities and parent and family relations.
3. The school psychologist shall consult, collaborate and counsel with teachers, parents and other professional workers in the school and the community to assist them in improving the learning and adjustment of the child referred.
4. The school psychologist shall cooperate in the referral of children needing therapy or treatment to appropriate community agencies, medical or psychiatric facilities.
5. The school psychologist shall participate actively in the identification of exceptional children, and may participate in the organization and operation of special education programs.

SECONDARY ROLE AND FUNCTION

1. The school psychologist may participate with curriculum committees where a specialized knowledge of child growth and development, learning theory, personality dynamics and motivation is involved.
2. The school psychologist may participate with staff and administrative committees as a consultant in the development of in-service activities and personnel policies and practices.
3. The school psychologist may participate with committees in pupil services as a consultant on problems concerning individual children with learning and/or behavior problems.
4. The school psychologist may serve as a consultant to the professional school staff on mental health problems in the classroom.
5. The school psychologist may participate in the

6. The school psychologist may provide services for the academically gifted children.
7. The school psychologist may be involved in pertinent school-oriented research activities as a consultant, expeditor, investigator or interpreter.
8. The school psychologist may serve as a resource person to the school staff, parents and the community in developing better understanding and applications of the principles of child development, learning, mental health, and individual differences to assure continued community planning for children.

GENERAL ORGANIZATION OF SERVICES

1. The school psychologist shall be assigned as a staff person and consultant in an advisory and leadership role, and shall not assume authority or responsibility for the operation of the school program.
2. A bulletin describing role, function and referral procedures shall be prepared to structure psychological services for the school staff and community.
3. The school psychologist shall be provided with adequate clerical services.
4. The majority of the school psychologist's time with children, teachers and parents shall be conducted within the local school buildings. Provisions should be made to provide space free from interruptions for consultation and testing.

ORGANIZATION OF INDIVIDUAL CHILD-STUDY SERVICES

1. The school psychologist shall effectively utilize individual child-study techniques, including:
 - a. A variety of recognized individual tests of ability.
 - b. Tests of academic performance.
 - c. Individual educational, achievement and social maturity scales.
 - d. Projective procedures.
 - e. Observational and interview techniques.
2. The school psychologist shall maintain an organized child-study file containing all pertinent data relating to the children referred.
3. All individual studies shall be accompanied by written reports indicating identifying data, reason for referral, report of test results and pertinent recommendations.
4. The psychological findings shall be treated as confidential information by all professional personnel.
5. Written reports on comprehensive evaluations shall include appropriate practical and pertinent recommendations developed in cooperation with school staff.
6. Written reports on comprehensive evaluations shall include a summary of pertinent agency reports as well as a summary or parent, agency and school staff conferences.



U.A.A. SCHOOL PSYCHOLOGY PROGRAM

A meeting was held on November 10, 1977, at the U.A.A. Department of Education concerning the creation of a School Psychology Program. In attendance were U.A.A. faculty members James Hotchkiss, Marilyn Johnson, Marie Doyle, Clifford Hunt, Roberta Morgan, Marilyn Wilson, A.B.S.D. Psychology Dept. Head, and Paul Janowiec, ASPA President Elect.

for the development of a School Psychology Program at U.A.A. Anchorage.

- The initial concerns of the group were as follows:
- The apparent need for numbers of trained school psychologists in Alaska.
 - The possibility of providing a joint program through the existing programs in Education, Special Education and Counseling Psychology.
 - Obtaining departmental certification standards from the National Association of School Psychologists of which ASPA is an affiliate.
 - The need to provide extensive internship opportunities for school psychology students.
 - The need for school psychologists to have intensive clinical training in the diagnosis and remediation of all exceptionalities.
 - Clarification of the role of the school psychologist as a functioning member of a school staff.

Continued on right in next column

It is anticipated that this group will meet again to delineate specifics regarding a School Psychology Program, and it is anticipated that a presentation regarding the program would be made at the Spring ASPA Conference.

- It is also anticipated by ASPA that uncertainties may occur regarding the role of the psychologist in the schools as well as the training of school psychologist so all ASPA members are requested to write James Hotchkiss at U.A.A. Anchorage, 3211 Providence Drive, Anchorage, Alaska 99504, to provide input regarding the following concerns:
- 1.0 Role delineations and tasks of the school psychologist.
 - 1.1 In relation to regular education
 - 1.2 In relation to special education
 - 1.3 In relation to students, administrators, teachers, parents and the community
 - 1.4 In relation to the school counselor
 - 2.0 Training requirements of school psychologists.
 - 3.0 Exemplary programs in the U.S.

Please also send courtesy copies of your correspondence with Dr. Hotchkiss to Paul Janowicz, c/o Hope Cottages, 2805 Bering Street, Anchorage, Alaska 99503.

NOTICE: CONFERENCE CONTRIBUTIONS WANTED

Persons who are interested in presenting educational papers, or research as a session at the March, 1978 ASPA Conference should submit a brief description of the topic to: Richard Stillman, Southcentral Regional Resource Center, 650 International Airport Rd., Anchorage, Alaska 99502.

The deadline for submission of topics will be January 1, 1978. The selection of presentations and notification to applicants will be made on January 15, 1978.

PLANNING YOUR PRIORITIES

There is an agreement among educators that one of the school's primary objectives is to create an environment wherein a student can learn specific skills. For students who have exceptional educational needs, special teaching techniques, materials and environmental alterations may be required in order to facilitate this process.

A primary, preparatory step in this process is the psycho-educational diagnostic evaluation. This evaluation is the cornerstone of all else which is to follow.

It has become increasingly apparent that many children in Alaska are not receiving an appropriate diagnostic evaluation for either placement, or program planning.

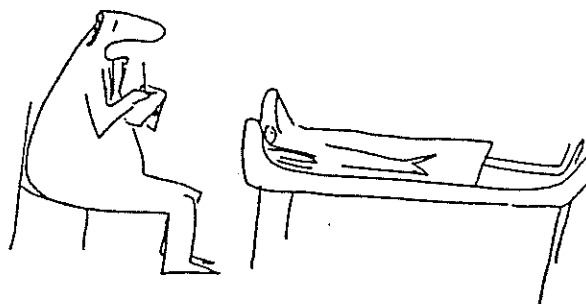
The most frequent reasons given for condoning this practice are as follows:

1. A lack of qualified personnel to administer the most appropriate diagnostic instruments.
2. Inadequate funds to hire qualified personnel.
3. Time constraints which require that expediency be substituted for adequacy through all phases of the diagnostic process.
4. Rapidly changing regulations require that additional or alternative testing be performed.
5. Recognition that inadequate diagnostic procedures have preceded placement.

Present conditions have created an environment where tacit approval of inadequate procedures may be acceptable from an administrative perspective.

But . . . what about the children?

Hopefully, plans are being made to address these critical issues, so that in the near future special education can be accomplished in a more meaningful fashion.



"Your feelings of insecurity seem to have started when Mary Lou Gurnblatt said, 'Maybe I don't have a learning disability - maybe you have a teaching disability.'"