

PASF Work Session  
Held in Washington DC  
April 15,1999

Members of the Gittinger Assessment Center, the GAC Advisory Board, and the PASF met on April 15, 1999 for a PASF work session. This work group included: Roxanne DuVivier, Kathleen Kutsko, Christine David, Chuck Kalinski, Bill Rook, Mike Heyman, and Bob MacLachlan.

**Purpose of the work session:** The group met to follow-up on the January work session. In particular to discuss 1) Proposed Pasf Training Initiatives, 2) PASU, 3) WEB site development and management, 4) Mentoring Opportunities, 5) Database development, and 6) Grants.

### **Proposed PASF Training Initiatives**

Chuck Kalinski reported that he has contacted the Massachusetts School of Professional Psychologists to inquire about making a presentation at their annual conference. The organization was willing to entertain a training proposal. Chuck received an application and is willing to work on this over the weekend. Bob agreed to help. A 500 word proposal is due on May 1st. Once PAS is accepted and on their agenda, it is likely to become a yearly event.

Chuck also reported that the school psychologist association in New Hampshire are not very receptive to the PAS. He will ask Donna to check into the receptivity of the Massachusetts School Psychologists.

Roxanne reported that she will explore the receptivity to a PAS presentation at the Ohio School Psychologists Association.

Bob MacLachlan volunteered to develop a one day training curriculum for school psychologists geared towards developmental issues using the WISC and WAIS. He will do this in June and is requesting a phone call to be reminded. Kathleen will call him. An abbreviation of this training will be done at the Massachusetts School of Professional Psychologists when our application is approved. The day long training will be for those school psychologists who request further training. The tentative time for the training is September, 1999.

Mike will design a curriculum for non-Wechsler users (from a reference level standpoint). He will have this completed by June 28th, 1999. A discussion of who to market this training to needs to take place.

The plan is to develop a conference to be held in September, 1999. The audience will be school psychologists, the idea being to market it in terms of what school psychologists want to know. Emphasize the use of the Wechsler Data and how Personality Assessment is a way of getting a global picture. A brief discussion of marketing techniques included announcements on the PAS

web page, and other pertinent web pages, that school psychologists would be checking. Also network with psychologists. Announce the training at the presentation to the Massachusetts School of Professional Psychologists conference.

A suggestion was made to have more structure at the Cape conference.

## **PASU**

Tabled this discussion until web site is further developed, trainings are established, and we build up a strong reputation.

## **PASF Web Site**

Chuck Kalinski reported on the need for funding to develop and maintain a high quality web site. He is currently accepted into a Masters program in computers and will have more and more skills to contribute to this project as time goes on.

Some comments made in regard to an audience are that no one has a site on IQ testing, and that there is a larger crowd of school psychologists and others who are interested in behavioral prediction, so that might want to be emphasized in promotion.

Bill Rook volunteered to work closely with Chuck on the web site. He said that he would donate a website, write the code, and provide a server. He suggested voice conferencing for everyone at the meeting. This would mean that everyone would have to have Windows 98 and for an extra \$78.00 a camera can be purchase so that we could even see each other as we speak.

## **Mentor Opportunities**

A suggestion was made that Pete Shea would be an excellent person to develop a Mentoring program.. Bob MacLachlin volunteered to speak to Pete about this. Bob asked for a phone call to remind him after his daughters wedding.

## **Grants**

Discussion clearly indicated that grant opportunities need to be explored and that grant coordinator would be a valuable asset to the PASF. Kathleen volunteered to begin to research grant opportunities over the summer. The decision about finding and hiring a grant coordinator will take place later.

## **Other**

The importance of encouraging further research in PAS was briefly discussed. Mention was made of the type of research that Pete Shea has been doing as a good example.

APA approval for CEU's was tabled to a later date.

### **Items still needing discussion**

Defining the role of the Training Committee (establishing markets, appointing trainers, handling conference fees and compensation to trainers, etc.)

### **PASU**

Who to develop and maintain web site for PASU.

Who to review, grade, and certify student work.

How to acquire any needed start -up funds.

### **Database Development**

Need to acquire David Saunders' database for future use/integration with the IAS.

(Interpret, translate, pull essential info from data.)

Time lines for completion.

Need to set the next meeting, preferably through video/audio conferencing over the Internet.

Notes submitted by Kathleen Kutsko 6/99

**Subject:** pas

**Date:** Wed, 09 Dec 1998 12:05:27 -0800

**From:** Kellie Abele <abele\_k@hocking.edu>

**Organization:** Hocking College

**To:** Chuck Krauskopf <krauskopf.2@osu.edu>

**CC:** charjo@northlink.com

Hi Chuck,

Just wanted you to know that I am putting some stuff in the mail today for you. It will include an overview of what we're trying to achieve with the Indirect Assessment System (a computerized way to get into PAS profiles), and:

- \* A copy of the Self-Assessment Inventory that Mike designed to help sort subjects into reference groups > ①
- \* A copy of Al's work - full descriptions and learning applications for the subjects who "live" in each of the reference groups > ②
- \* A list of the exemplars that Al and Mike believe exist within each reference group > ③
- \* A brief overview of reference group descriptors that will be viewed by the subject as they navigate through the system > ④
- \* Copies of Mike's core profiles > ⑤

Here are a couple of things to keep in mind...Al's work is in draft form, and is certainly open for discussion, change, etc. Some of the stuff is a deviation/change from Dave Saunders' work and Mike's work. For the most part, Mike has been in agreement with Al's changes. We need your input as well.

In terms of editing functions, Roxanne is working on that, but your input is welcome there, too. Many of the core profiles need to have new (and improved) titles, text editing for appropriate/positive language, and specific teaching/learning applications for each. > per # 5 above

⑥ The steps in completing the Integrated Assessment System are outlined on the work task sheet, so you can see how we're putting this all together.

Please look over the information and call me if you have questions. I will be working throughout December. My only days/times out will be the afternoon of 12/16 and all day 12/24. My phone number is 740-753-3591, ext 5113.

We hope to have a system up and running by April. Think we'll make it?

Happy Holidays,

Kellie

6

## **Work Tasks Related to the Integrated Assessment System December 12, 1998**

The goal of the Integrated Assessment System will be to enable an individual to access information regarding his/her PAS profile and it's related applications (education, career, personal, etc.). Ultimately the IAS will include these steps:

1. Subject completes the Self-Assessment Inventory (a valid and reliable version of what Mike has initiated). This data will "sort through" the subject's responses and provide the subject with 1-2 possible reference groups to which they may belong.\*
2. Subject reads the Ref Group descriptors (i.e., Leader/Aide or Organizer/Manager), and selects the Ref Group that seems most like them.
3. Subject answers a series of more survey questions, which will sort them into 1-3 of the most likely Core Profiles and display this information for the subject.
4. The subject then selects an application area (i.e., learning, hospitality, management), and find applications that describe the characteristics of people who live in their reference group (refer to AI's work).

*\* In cases where WAIS scores are available, these will be inputted and will take the person directly to the core profile and applications area.*

In order to complete preparation of the IAS for **applications in learning**, the following tasks need to be completed:

1. Add more questions to the survey Mike started and test for reliability and validity.
2. Edit the following for appropriate text:
  - (1) Ref Group descriptions, as developed by Kellie and Roxanne.
  - (2) Core Profile Titles, as developed by Mike.
  - (3) Core Profile Text, as developed by Mike.
3. Review AI's work and develop specific teaching/learning style applications for each, using the chart, book excerpts, cross-referencing table, and CDM career applications booklet, as provided by Kellie.

Materials needed for this project:

- Per #1 above - Copy of the Self-Assessment Inventory  
Copy of True/False questions Kellie generated
  
- Per #2 above - Ref Group Descriptions  
Core Profiles (you have these already)
  
- Per #3 above - Table cross-referencing PAS ref groups, temperaments, and  
Multiple Intelligences information  
Excerpts from *Effective Teaching, Effective Learning*  
Chart for cross-referencing ref groups and teaching/learning styles  
CDM interpretive profile for use in thinking about specific career  
applications
  
- Also needed - New ref group table with exemplar profiles