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# KAPS REVIEW

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A PUBLICATION OF THE  
KENTUCKY ASSOCIATION FOR  
PSYCHOLOGY IN THE  
SCHOOLS

FOUNDED 1977

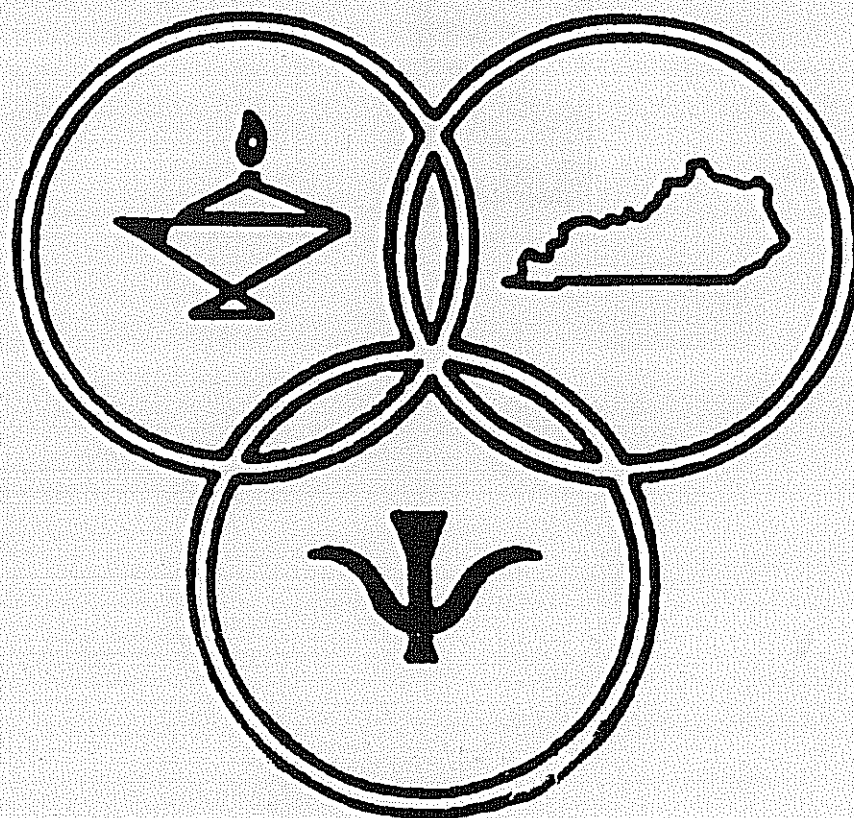
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**VOLUME 8**

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## **EDITORS' NOTE** JOYCE STEVENS and BETTY WHITE

It's hard to believe another year has passed and as editors, we have survived. We appreciated the contributions and support that Cookie provided throughout the year. Kudo's to Ruth, Garland, Bruce, Connie and Bill for having served as Regional Reporters. This issue focuses on the Experimental School Psychology program and a special thanks to those persons who contributed.

We hope you all have a great summer!!!

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## **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.

### **SUBMISSION OF ARTICLES FOR THE KAPS REVIEW**

#### **Articles Due**

Fall Issue: October 17, 1988  
Articles must be submitted in  
typed, doubled spaced format.

#### **Submit Articles to:**

Betty White/Joyce Stevens  
3024 Bank Street  
Louisville, KY 40212

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# PRESIDENT'S MESSAGE

## COOKIE CAHILL FLOWER

The flowers are blooming and so is school psychology in the Commonwealth of Kentucky! KAPS is thriving, having stimulated some very notable advancements for the organization and the profession of school psychology during the past few months. Let me update you on several recent developments.

First and perhaps foremost, the 1988 Kentucky General Assembly approved the continuation and expansion of the Experimental School Psychology Program! The 25 positions funded by the 1986 General Assembly will be continued and 10 additional school psychology positions will be seeded with state funds. This is a remarkable accomplishment, considering the much publicized budget crunch and the fact that so many programs, positions, and proposals were cut if not eliminated entirely during this legislative session. The funding of school psychology positions, and the funding of a very similar proposal for guidance counselors, demonstrates our legislators' recognition of children's needs and the value and importance of psychological services to meet those needs. We extend our deepest appreciation once again to Representative Harry Moberly, Jr. of Richmond who almost singlehandedly acted to get the Experimental Program into the budget. Representative Moberly has been the champion of school psychological services in the legislature and merits the recognition and thanks of all school psychologists in the state. Our legislative committee, and most notably Peggy Harrell, Sue Hoagland, and Jim Batts also are to be commended for their hard work and vigilance in accomplishing such a notable success for school psychology in Kentucky.

On another front, steady progress is being made with the process of long-range planning initiated last

Fall. Committees have been formed to address each of the nine KAPS Long-Range Goals published in the last edition of The KAPS Review. These committees are charged with developing action plans for moving KAPS toward the identified goal. This is an exciting and challenging process, and would very much benefit from the contributions of more KAPS members in actualizing it. Anyone interested in working on one of the goals is encouraged to contact the committee chairperson. The goals and their respective chairpersons are:

1. Expand the provision of quality school psychological services to meet the needs of Kentucky's children and youth.  
Chairperson: Bill Pfohl
2. Reduce the school psychologist to student ratio in Kentucky to match the recommended NASP ratio.  
Chairperson: Jim Batts
3. Work toward more effective district review procedures by the State.  
Chairperson being sought
4. Provide school psychologists with access to administrative certification by the State Department of Education  
Chairperson being sought
5. Develop a working familiarity and liaisons with government and community agencies and organizations.  
Chairpersons: Peggy Harrell, Sue Hoagland, Connie Valentine
6. Promote awareness of school psychology among the public, policy-makers, and other influential groups.  
Chairperson: Connie Valentine
7. Provide a continuing professional development program which is responsive to the differing needs of school psychologists

## PRESIDENT'S MESSAGE continued

throughout Kentucky

Chairpersons: Mike and Sharon Kieta

8. Establish KAPS as an effective organization for representations of school psychologists across Kentucky.

Chairpersons: Cookie Cahill-Flower, Jim Batts, Ronda Talley

9. Recruit/train more school psychologists to work in Kentucky.

Chairpersons: John MacDonald and other university trainers

Another recent accomplishment is the election and installment on the Executive Committee of one student and five regional representatives. The recent election witnessed the highest voter return of any in KAPS history. A total of 87 members, representing more than 57% of the membership returned election ballots. Such a high voter return indicates to me that the regionalization process stimulated a great deal of interest among KAPS members. The slate of candidates for these posts as well as for the offices of President-Elect and Treasurer was outstanding, demonstrating the leadership potential within our organization. I am optimistic that regionalization will make KAPS more representative of and responsive to the needs of its membership. Congratulations to all of our newly elected officers!

KAPS sponsored a successful workshop on Curriculum-Based Assessment (CBA) on April 21 in Lexington. This workshop was the outgrowth of the NASP Advanced Professional Training (APT) which took place during the Chicago convention. Kentucky's APT team, composed of Karen Carey, Bill Pfohl, and Jim Batts, shared their new knowledge of CBA with the workshop attendees on the 21st, and plan to repeat the workshop in Paducah,

at the Bluegrass Conference, and at the KAPS convention in October.

KAPS committees have continued their active involvement on behalf of the organization. Garland Niquette of the Program Committee has been enmeshed in preparations for the 1988 Fall Convention. Mark your calendars now for the dates of October 6 - 8 at the Radisson in Lexington for an exciting and enriching convention program. The Continuing Professional Development (CPD) Committee, under the leadership of Mike and Sharon Kieta, has been revamping the CPD process and will work with the regional representatives in making the process more effective. Betty White and Joyce Stevens have succeeded in putting together another excellent edition of the newsletter. Judi Hughes mailed each of us a newly styled and very attractive Membership Directory. And the recent activities of Peggy Harrell and Sue Hoagland, as Legislative Committee co-chairs, are fairly obvious. I continue to be impressed by the energy and commitment of the committee chairpersons and am very grateful for their involvement.

KAPS has been involved in a variety of additional issues at the state and federal levels, from recommending individuals to serve on the Council for Teacher Education and Certification to taking a position on regulations for the evaluation of preschoolers. School psychologists have much to contribute to discussions related to the mental health and well-being of children and youth. KAPS, as your professional organization, will continue to serve as the active voice for school psychology in the state of Kentucky.

# EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM

## EXPERIMENTAL SCHOOL PSYCHOLOGICAL SERVICES PROGRAM GROWS

JIM BATTS

The Experimental School Psychological Service program was both extended and expanded by the 1988 General Assembly. The program has been expanded from 25 positions to 35 positions. The twenty-three districts/agencies with grants during the 1987-88 school year will have their grants continued with the successful completion of a renewal application.

The remaining grants will be awarded on a competitive basis. The

application process will be very similar to the process used to award the original grants. The applications will be sent out in early May with the application deadline and awards in early June.

The Program is funded for the next two years of the biennium. For additional information related to the Experimental School Psychological Program contact Jim Batts, 502-564-3678.

## EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM OVERVIEW

JEANNE SCARTON

The Henderson County School District, located in Western Kentucky, has long recognized the need for a comprehensive program of school psychological services to promote mental health and facilitate learning in our schools. With a district enrollment of 7700 and two psychologists on staff the need for comprehensive services was not being effectively met. The addition of the third school psychologist through the Experimental Program created a relatively low student/psychologist ratio and enabled the development of a consultation-based service delivery system. Each psychologist visits 5 to 6 assigned schools on a weekly basis which facilitates a continuity of service and permits consultation with teachers and other school staff on a regular basis. The obvious advantages of such regular service are that the psychologists are recognized as part of the staff, they develop a much more intimate knowledge of each school and its unique problems, and are more available to provide crisis intervention when necessary.

In addition to services involving consultation and evaluation, the school psychologists have provided a variety of expanded services. These services include: the development of individual and group counseling programs, presentation of inservice to school staff, collaboration with community agencies and professionals, and serving on district-wide program planning and evaluation committees, including those involving drug/alcohol and AIDS policy and curriculum, special education curricular guide and materials, and planning/evaluating district inservices. Another major innovative activity has been the participation in a pilot program, Systematic Screening for Behavior Disorders, which is a multigate screening method for the identification of children at risk for emotional/behavioral problems. The district volunteered and was selected to participate in this program in an effort to address a locally identified need for services/programs for Emotionally Disturbed/Behavior Disordered students. Five district schools are in-



## EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM continued

volved in the process. It has involved more time than would have been possible without the grant position having been awarded since the psychologists have played an integral part in both training the team members and implementing the actual program.

The reponse of the district to the increase psychological services

following the awarding of the grant has been very positive. Some future goals that we hope to implement include: the strengthening of the consultation model, focus more emphasis on pre-referral interventions thus, hopefully, reduce the number of evaluations, and expand the counseling programs.

## PARENTS ASSISTING LEARNING (PAL) PROGRAM IN SCOTT COUNTY SCHOOLS

### GARLAND NIQUETTE

Following a pilot program in the 1986-87 school year, Scott County Psychological Services, in conjunction with the Georgetown Comprehensive Care Center and a local pediatrician, launched a series of programs for parents of school-age pupils. The purpose of the program was to enhance parent knowledge in child development and educational processes to facilitate student adjustment and learning. The planning committee consisted of two parents, a clinical psychologist, a pediatrician, a state level consultant and ourselves (two weary school psychologists). PAL or Parents Assisting Learning was adopted as the name for the project. Our group chose this name so as to emphasize the key role of parents in impacting student competencies.

Encouraged by the response of last year's participants, the fortuitous funding of school psychology experimental position has enabled not only the program's continuation but further expansion. This year, monthly programs have been held at the Scott County Public Library. We selected this site (rather than a school or the Comprehensive Care Center) because it is perceived as a shared community facility. To date, program topics have included the following:

Emotional, Intellectual and Medical Factors Influencing Learning

Getting Your Kindergarten Child Off to a Successful School Year

What Teachers Really Want from Parents

Helping Your Child's Grades Improve

Effective, Nonviolent Discipline

Behavior Management in the Home

Coping with (and Maybe Even Enjoying) Your Child Over the Summer Vacation

We have been lucky to have had additional brainpower provided this year by two psychology interns from Eastern Kentucky University, local teachers, and area specialists.

We have publicized the program through local and district newspapers, posters, and individual notices home to parents. While parent response has been quite favorable, attendance has been variable (at one point we found ourselves presenting to an audience of three!). We nonetheless remain optimistic about the potential impact of such programs as a community outreach service. Let us know of similar efforts in your districts... we will be happy to share ideas and materials. Your pals in Toyotaville ... Garland Niquette and Lynn McCoy-Simandle.

## EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM OVERVIEW

KAYE LANGER

This particular position was created to address the needs of the private agencies and preschools in the county who needed assistance with the transition of their children into the public school system. Part of my job is to handle the referral process for private agencies who refer their students for special education services. The population of children served range from typical students who are having difficulties learning to children with severe and profound mentally handicapping conditions.

The most unique and personally rewarding aspect of this position for me has been the contact with the preschool agencies. As a member of the Lexington Preschool Interagency Planning Council (PIPC), composed of representatives from seven preschool agencies that serve typical, physically handicapped, developmentally delayed and "at risk" preschool children, I have been responsible for assisting with the transition of their eligible children into the public school system. In this capacity, my duties have included providing agencies with assistance with the paperwork necessary to implement the pre-screening data collection process, assessment of the children, and serving as a team member when placement decisions are made. The experience of working as one member of a multi-disciplinary team that at any one time may include a speech and language therapist, physical therapist, occupational therapist, teacher, school-based consultant, school psychologist, among others, has greatly increased my awareness of the multiple needs of handicapped preschool children as well as the realization that there is still much to be learned in terms of choosing the most appropriate assessment methods, determining relevant goals for remediation and developing

strategies to meet specific educational objectives.

Since the preschool assessment and intervention is still a relatively new phenomenon, I was overwhelmed at first with the responsibility of labeling children "handicapped" at this age. However, while I am still not comfortable with the necessity to "label for services", I have become a firm believer in the concept of early identification of potential problems that can seriously impact a child's capacity to learn. With the implementation of P.L.99-457, we as school psychologists are going to be required to provide services for which we may not have been adequately trained, namely the valid assessment of preschool children with special needs and the subsequent development of relevant Individualized Education Plans, and potentially, Individual Family Service Plans for children ages 0 through 2.

As a relatively new school psychologist who was used to working independently, I have been impressed with the amount of knowledge that the various therapists, early childhood teachers and parents of preschool children with special needs have about the children with whom they are involved. I had to get used to the startling (frightening) idea that I did not have the answer much of the time, and that I had to rely on others who were much more familiar with the child than I was to "help" me complete assessments. While my school psychology training has been excellent, the real "experts" in this field are the people who work daily with developmentally delayed preschool children and are aware of the functional learning needs, the subtle changes that represent learning, and practical ways of assessing those needs and changes.

For those of us who have become

## EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM OVERVIEW continued

accustomed to being the "expert" in the field of psychoeducational assessment of children with special needs, whose assessment results and intervention strategies have usually determined the "treatment" of the child, working closely with a "team of experts" may be a new experience. My own sense is that becoming adept at providing services to preschool children and families will require a certain amount of retraining or training of new skills. It is my hope that KAPS will closely align themselves with the early childcare organizations at the state level in coordinating training possibilities, developing systems for networking within and across disciplines, and providing additional information within our own organization as to the latest resources available. In particular, it would be helpful to be aware of recent research into the most appropriate assessment strategies for those children who fall into that deep abyss between the Bayley Scales and the old Stanford-Binet; for those who show evidence of average intelligence but whose communication skills are so delayed that they are unable to express what they know, even on the Columbia Mental Maturity

or the Kaufman Assessment Battery for Children; and for those whose inability to interact with another individual prohibits them from indicating what they know about the world around them. It's difficult to feel the need to "come up with an I.Q. score" for placement purposes, and to know that your assessment results do not necessarily represent the true abilities of the child to learn. This is where support and input from other school psychologists have been most helpful.

I am excited about what we as school psychologists can offer this new area of preschool education, and I am hungry to increase my skills so that when I speak, it is with a sense of confidence that I am as knowledgeable as anyone else in this area rather than the rather disconcerting feeling that I am participating in the "flying by the seat of my pants" practice of school psychology. I would be interested in networking with others in the state who are particularly interested in preschool assessment, concentrating upon practical considerations of the assessment process, sharing knowledge of report writing, and serving as resources for each other.

Please send me a KAPS membership application

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

Mail to: Judi Hughes  
Boone County Schools  
8330 U.S. Hwy. 42  
Florence, KY 41042



## FAMILY SYSTEMS SCHOOL-BASED INTERVENTIONS WORKSHOP

ANNE F. McCALL

The importance of the school psychologist's indirect involvement with family systems and dynamics was the topic of a training workshop held January 29, 1988 for 30 Experimental School psychologists. Presentations were made by Dr. Marvin Fine, Ph.D. of Kansas University and Dr. Beth Doll, Ph.D. of the University of Wisconsin-Madison.

Emphasis of parental involvement as a critical factor in a child's adjustment and the school psychologist's role in encouraging this involvement was the focus of the workshop. Because the child often is the identified patient, the child could be an appropriate avenue to parental intervention. The role of the school psychologist may address this need through parent education programs.

According to Fine, goals of parenting programs include information-giving, skill-building, problem-solving, and self-awareness. He considers program outcomes to include consumer satisfaction, problem solution, and new parental insight and information which may lead to generalizations. Problem solution, which in itself may be too ambitious a goal, might be addressed by having the problem in a state of resolution, with a sense of direction and available resources.

Critical to parent education programs is accurate problem identification. In her Parent Training Program, Doll emphasizes the match between needs assessment of parental skills, which is relative to a particular child's behavior and management, and appropriate teaching strategies. It is the initial mismatch of a parent's self-selected strategy in dealing with problem behavior which often leads to the need for interventions later. Though few strategies which address parenting skills appear in the literature, Doll's Program considers strategies of parent-training which include Adlerian, Cli-

ent-centered, and Behavioral perspectives.

In order to bring about what Fine refers to as second-order change there is a need for a family orientation and parental involvement. Compared to a first-order change which involves a child's behavior modification, a second-order change involves parental redefinitions of child/parent relationships and perspectives.

Fine presented a problem-solving model for use in encouraging parental collaboration. This model features the technique of reframing behavior - giving a more positive definition and direction to an old definition of a problem.

The framework for the workshop was structured around a family background processing and systems-ecological perspective. This perspective considers the interactions of a child with all the subsystems of his environment. Between the child and these environmental influences exists a reciprocal dynamism and circularity. Therefore, a child's behavior is seen as being systematically influenced by external factors, rather than emerging solely from an internal source within the child.

The systems-ecological approach has been the basis for various school-based interventions. Likewise, the role and need for parent education and training is an intervention which stems from this system-ecological perspective.

Because of the importance of collaborative parent involvement and the need for a family orientation in considering the "problems" of the identified child-parent, the role of parental training as an intervention, is an appropriate one for school psychologists.

See photos on pages 9 and 20.

# STUDENT ASSISTANCE PROGRAM

## SCOTT COUNTY SCHOOLS

Ten Kentucky school systems were selected to create full-time alcohol and drug abuse prevention programs with the aid of more than \$380,000 in grants from the Department for Mental Health and Mental Retardation Services. Each Student Assistance Program has hired a full-time coordinator to work with youth who have alcohol or drug abuse problems and also those who might be experiencing other troubles which could lead to substance abuse.

Scott County Schools, one of the grant recipients, has selected Lynn McCoy-Simandle as their coordinator. Lynn, chair of KAPS Ethical and Professional Standards Committee, is the only school psychologist among the ten coordinators employed by the districts.

Lynn, as coordinator, will be working closely with each school in the district, the mental health facilities, community organizations, and other agencies in the development of this program. High risk students, such as potential dropouts, pregnant teenagers, children of substance abusers, victims of physical, sexual or psychological abuse, or children with mental or emotional problems, will be the target population for prevention activities. She will also work with students who voluntarily seek support for personal problems as well as those who are referred by staff or through disciplinary action of the school. Lynn will assist parents in obtaining evaluation and treatment for substance abusers and will work with local school officials in the development of school policies which support rather than penalize students grappling with drug or alcohol problems.

"I am very excited that this position enables me to be proactive rather than reactive to children's problems," says Lynn. "It is also especially gratifying that Scott County now employs three full-time school psychologists. This creates a mental health team in our district whose combined expertise can more adequately address the comprehensive needs of our students."

## KAPS ELECTION RESULTS

The following individuals were elected to KAPS' offices in the recent election. Congratulations to each of them!!!

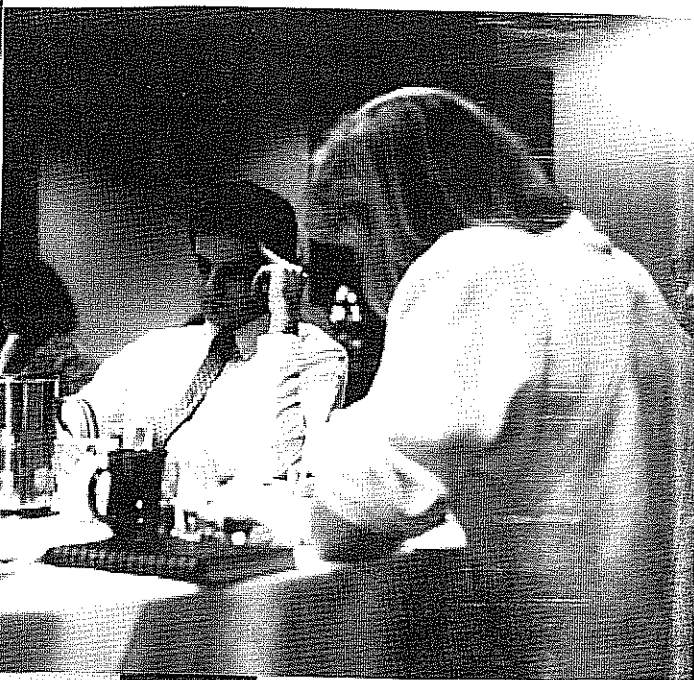
### OFFICERS

PRESIDENT-ELECT . . BOB KRUGER  
TREASURER . . . KATIE HAMILTON

### REGIONAL REPRESENTATIVES

CENTRAL . . . . JOHN MacDONALD  
EASTERN . . . . . DEBBIE GRUBB  
NORTHERN . . . . . BRUCE WESS  
WEST CENTRAL . . . .PAT McGINTY  
WESTERN . . . . .LYNNE CROXTON  
STUDENT . . . . . DEBRA HARRIS

FAMILY SYSTEMS SCHOOL-BASED INTERVENTION WORKSHOP



# NATIONAL SCHOOL PSYCHOLOGY EXAMINATION QUESTIONS AND ANSWERS

Communique 16(7): May 1988

GEORGE BATSCHE

The following responses to anticipated questions are the result of the Delegate Assembly approving the National Certification System (and the national school psychology examination) at the meeting during the National Convention in Chicago.

## **What is the National Certification System?**

The National Certification System is a System developed by NASP for the purpose of certifying, at a national level, individuals who meet the training and field experience standards of NASP. The purposes are: to provide consumers of school psychological services with a consistent level of training and experience in service providers who are nationally certified; to facilitate credentialing of school psychologists across states through the use of reciprocity; to promote continuing professional development activities of school psychologists; to promote uniform credentialing standards across states; to allow NASP to set standards for the profession of school psychology at a national level.

## **What title will be used for the System?**

"National Certified School Psychologist-NCSP"

## **What are the requirements for Nationally Certified School Psychologists?**

-6th year/Specialist level degree (Specialist Degree or Masters degree plus 30 semester hours of graduate credit) in school psychology\*\*

-Successful completion of an internship in school psychology (1200 hours, at least 600 hours of which is in a school setting).

-Current credentialing by a state credentialing agency as a school psychologist (or equivalent) to deliver school psychological services.

-Successful completion of the national school psychology examination.

\*\*Graduates of a NASP/NCATE approved program automatically meet this re-

quirement. All others must meet the "Standards for Training and Field Placement Programs in School Psychology" (1984).

## **Will there be a grandparenting clause?**

Yes. Individuals who hold a masters degree (or higher) and are certified or licensed by their state to provide school psychological services as of December 31, 1988 will be grandparented into the National Certification System for a period of three years. As of December 31, 1991, these individuals must meet NASP standards of 48 semester hours (or equivalent through continuing education units) of credit and a full year internship (or 2 years experience). As well, all individuals wishing to be grandparented must take the national school psychology examination, preferably on July 9, 1988.

## **Will I have to take the national school psychology examination?**

Yes. All applicants will have to take the national examination administered by Educational Testing Service. Individuals applying under the "Grandparenting" clause must take the examination by April 15, 1989. There will be no "passing score" for individuals who take the exam under "Grandparenting" but they must take the exam. For all others, a passing score will be set following national standardization.

## **When and where will the exam be offered?**

The exam will be offered on July 9th and November 12th of 1988, and April 1st of 1989. It will be offered nationally through Educational Testing Service (ETS) testing centers in all 50 states. It is preferable to take the exam on July 9th as the test data from this date will be used for the national standardization data. As a matter of convenience, additional testing centers will be opened for the July 9th administration. This information will be contained in the

## NSPE QUESTIONS and ANSWERS continued

application packet sent by NASP.

### **Will a Directory be published?**

Yes. A one-time application fee will be set and a triennial renewal fee will be determined by the Delegate Assembly. Fees will cover review of credentials, computer and correspondence, publication of the Directory and file maintenance. Educational Testing Service will charge a fee for the national examination (currently \$40.00).

### **Will continuing professional development be required?**

Yes, 25 contact hours per year has been set as the criteria for continuing professional development. This

is the equivalent of 2.5 Continuing Education Units. Renewal of the certificate will occur triennially, contingent upon continuing professional development units. NASP is working with state associations to facilitate these credits with minimum problems for members.

### **How do I find out more information?**

All NASP members will receive an application packet by the end of May. This packet will contain all information as well as application forms for the national examination. Non-members must contact their state association or NASP directly (National Association of School Psychologists, 808 17th Street N.W., Washington, D.C 20006).

## REGIONAL NEWS

### BLUEGRASS REGIONAL NEWS

#### GARLAND NIQUETTE

Despite inviting diversions presented by a beautiful spring, Keeneland's opening and the lure of far-away places (for some of us warm beaches and others the Windy City), folks in the Bluegrass have been busy. While some of us have been conducting training for teachers, school psychologists or parents, others have enjoyed our roles as participants in training efforts.

In Woodford County, school psychologists Peggy Harrell and Susie Marsh have been providing training to the parents of children in both regular and special education classes. As Coordinator of Woodford County's Early Childhood Special Education Program, Peggy has conducted workshops for parents on a monthly basis. Topics have included: stimulating cognitive growth, reading readiness activities for parents, and preparation for initial school entry. Peggy and Susie have also presented information on test interpretation

to a special education parent advisory group as well as featuring a program for the parents of students at Huntertown Elementary School. The latter presentation focused on the services offered by Woodford's school psychologists in addition to providing tips for parents on how they could best help their children thrive in school.

Jane Ellen Myers and her associates at the Anderson County Regional Training Center for Early Childhood Special Education have also been active in providing training. The Anderson County Regional Training Center has recently offered training on the DIAL-R Screening Instrument in Florence and Frankfort, and will be providing training this summer on the Battelle Developmental Inventory. Jane Ellen urges anyone who has questions or concerns relative to Early Childhood Special Education to contact your regional training center. The training centers were established

**REGIONAL NEWS continued**

to offer training and technical assistance to the districts in their region. Districts in central Kentucky are encouraged to contact either Jane Ellen Myers, Coordinator, or Phyllis Hall, Early Childhood Specialist.

On April 11nd, the University of Kentucky in conjunction with the State's Experimental School psychology Program offered a workshop on "School-Based Interventions" which featured the topics of vocational assessment and the self-as-model technique. Those of us who attended the meeting found the information to be useful and the day enjoyable. Individuals who are funded by the Experimental School Psychology grant but were unable to attend the workshop may obtain written materials covered that day by contacting Lou Ann Kruse at (606) 257-7870.

**JEFFERSON COUNTY REGIONAL NEWS**

**RUTH BEWLEY**

The school psychologists of Jefferson County Public Schools (JCPS) are completing a year of diversified assessment, consultation and mental health intervention. Mike Norris and Eugene Kelly are presently conducting an evaluation of the Social Skills Training Project highlighted in the last issue. Psychologists trained each other and teachers on the use of materials in remediating social skills deficits. Groups have met throughout the spring semester. The evaluation consists of a Likert scale questionnaire which is to be completed by teachers. A similar one will be completed by the psychologists. Dr. Arnold Goldstein, author of Skillstreaming the Elementary School Child among other books will conduct a two day social skills workshop for JCPS this August.

School psychologists at selected sites have been participating as members of local school Teacher Assistance Teams (TAT). An additional TAT workshop (as follow-up to fall train-

ing) will be conducted for our district this spring. The teams have been successful in developing interventions and preventing unnecessary referrals.

JCPS in-house news: We are proud of Barbara Armstrong who passed the oral portion of the Kentucky Board of Psychology's certification exam for autonomous functioning. In addition, Barbara has conducted crisis counseling groups dealing with youth at risk for suicide. Pat McGinty recently participated in a WHAS radio panel discussion on Suicide Prevention. Pat has also done several parent workshops around the county on various topics from study skills to the warning signs of drug abuse. Ruth Bewley has conducted parent sessions on helping your child prepare for school academically and emotionally. Congratulations are in order for Claudia Schindler. She has been accepted into the school psychology doctoral program at the University of Kentucky. Warmest congratulations to Mike Norris and his wife Rosie who had a 7 lb. 3 oz. baby girl named Kristin Joan on April 4.

In other regional news, Marcia Hubert of Greater Clark County Schools (southern Indiana) is the first president of the newly formed Indiana School Psychology Association.

Bob Illback, Ft. Knox Independent Schools, will be resigning as Director of Student Services. Bob began Golden Field Day which occurs annually. The daylong event involves participation of children with a variety of handicapping conditions in noncompetitive athletic endeavors. The event occurs each May and is a popular community activity. Bob is Executive Director of REACH Inc., a private organization that develops comprehensive community treatment plans for children with dual handicaps (i.e., EMH/BD). Bob is also teacher at Spalding College part-time and consulting in Bullitt County on ED/BD issues among other projects.



## REGIONAL NEWS continued

His many talents will be missed at Ft. Knox.

Finally, this is my swan song as regional reporter. It's about time, isn't it? I've been doing this for years ... literally. I pass the magic quill to our new regional representative, Pat McGinty. Have fun, Pat!

### NORTHERN KENTUCKY REGIONAL NEWS

BRUCE WESS

I trust that everyone's spring break provided respite, repose, and refreshing reprieve from psychological responsibilities.

I have learned a valuable lesson recently - if you want the dirt you have to take your shovel where the digging's good. Case in point - due to my inability to attend the recent NASP Convention in Chicago I was not privy to the antics of Northern Kentucky KAPS members. My inquiries to date have elicited only vague references to green tunnels, a mutual female friend of Mike and Michael, and the correct pronunciation of Greek restaurants. You would think all these people had to do was attend the convention. Relatedly, was the significant increase in the number of wives attending related to significant nonoccurrences in New Orleans? Just curious. On the busy side of convention business - Kudos to those Northern Kentucky KAPS members who presented: Judi Hughes, Karen Carey, Dave Barnett (seen scrambling to no fewer than four presentations), Joe Zins, Charlene Ponti, and Janet Graden. Slightly tangentially, Karen Carey is also to be commended for her participation in the recent workshop regarding Curriculum Based Assessment (CBA) held in Lexington.

Congratulations to Bob Kruger and Katie Hamilton for their realization of long-held political ambitions - being KAPS officers! Bob is the President-elect while Katie will serve as Treasurer, following the

able example of generations of Northern Kentuckians before them. The identity of the regional representative will not be disclosed so that he can continue to pen this column with impunity.

The NKAPS group has continued its continuing professional development activities since the last installment. The March meeting was held at the local Vocational Rehabilitation office where the process of vocational rehabilitation and issues relevant to school psychologists were discussed. The April meeting featured Ed Lentz who described several projects with which he has been involved (including one in Ohio County, KY) which involved training school personnel in applying problem-solving and direct assessment techniques in developing and monitoring classroom interventions. (I'm losing it, folks, too many redundant words and prepositional phrases in the aforewritten. Before you know it I'll be writing like a trainer.)

The social event of the fledgling spring season was the Derby party held at yours truly's old Kentucky home. Since this is being composed two weeks prior to the event, the following report of party antics is actually based on probabilistic anticipation of behavior. (But isn't that what horse racing and psychology have in common?) They came. They saw. They felt good. They felt real good. They felt bad.

#### MOVING?

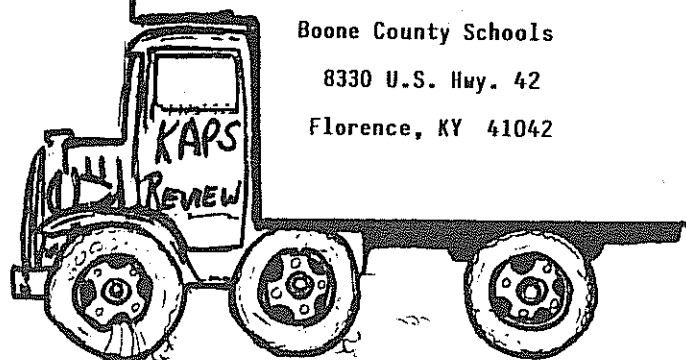
Send change of address to:

Judi Hughes

Boone County Schools

8330 U.S. Hwy. 42

Florence, KY 41042



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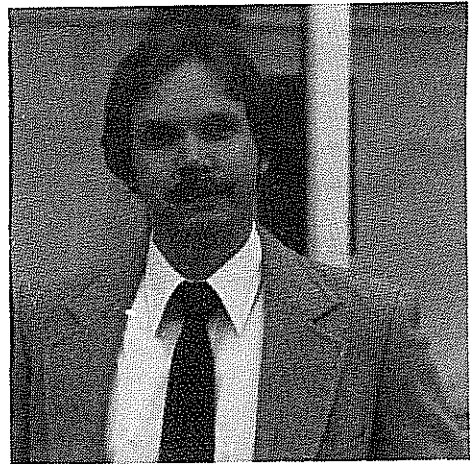
## BIDDING GOODBYE TO BILL KNAUF

BRUCE WESS

I join my Northern Kentucky colleagues as well as all of KAPS in bidding goodbye to Bill Knauf. Bill and his family will be moving to Atlanta this summer and I would like to use this column to help meet my own need for anticipatory grieving. For now, I have come to praise Bill, not to bury him. Bill's professional contributions to KAPS and to school psychology in Kentucky have been many. He has served as KAPS Treasurer and put in much time and effort as newsletter editor. He has served on the Kentucky School Psychology Examination Committee. I do not exaggerate when I say that his opinion has been valued and sought on professional matters locally and state-wide. He has been the driving force in the establishment and improvement of quality school psychological services in our area. He has been a pioneer, a visionary, an advocate who never lost sight of why we do what we do - for kids. School psychology in Kentucky is better for having had Bill around and will be poorer for his absence. He takes with him our highest respect and heartfelt thanks.

I am in danger of waxing sentimental about the personal side, the times we shared that have nothing to do with school psychology but which

have a lot to do with life. I'll say only that I have a ceramic armadillo on my desk that I bought for \$2.99 at a roadside shop somewhere between San 'Tone and Houston while Bill and I were on one of our many odysseys. It serves to remind me of Bill. That is important to me.



To Bill, his wife Connie, and three daughters, Meredith, Julie, and Vanessa - we wish you the comfort of your family and friends, the satisfaction of your good deeds, and the courage of your dreams. Fare well and be well, my friend.



### SPECIAL ANNOUNCEMENTS

#### 1988 KAPS BEST PRACTICES AWARDS

Begin thinking of individuals/programs which you might like to nominate for a 1988 KAPS BEST PRACTICES AWARD. This year, awards again will be presented in the five innovative practice categories previously awarded (consultation, psychological coun-

seling, assessment, program evaluation and research, and organization development). In addition, a regional best practices award will be presented to one program in each region of the state. You will be receiving the call for nominations for these awards soon.

## SPECIAL ANNOUNCEMENTS continued

### SCHOOL PSYCHOLOGY EXAMINATION

The Kentucky Department of Education School Psychology examination was administered on Saturday, April 23. One of the largest groups ever took the examination. Twenty-four individuals from eight different states took the examination.

The next examination will be held in November of this year. Arrangements are being made to evaluate the appropriateness of the national licensing examination for the purpose of certification. Until the first piloting of the examination is completed in July, no recommendation can be made on its adoption.

\* \* \* \* \*

### KAPS 1988 FALL CONVENTION

DATE: October 6 - 8, 1988

LOCATION: Radisson Hotel  
Lexington, Kentucky

THEME: "Children of Value : Our Hope for the Future"

FOCUS: School-Age Population at Risk for Mental Health and  
Learning Problems

PRECONVENTION WORKSHOP:  
Thursday, October 6th  
Howard Knoff, Ph.D. - Presenter  
Topic - Personality Assessment

PRESENTATIONS/WORKSHOP:  
Depression in Children and Adolescents  
Attention Deficit - Hyperactivity Disorder  
Prevention of Drug Abuse

Identification of At-Risk Preschool Children  
Working With Siblings of Handicapped Children  
Children with AIDS

ENTERTAINMENT: Saturday Afternoon Excursion to Keeneland

\* \* \* \* \*

#### CALL FOR PAPERS

We would like to encourage KAPS members to share your expertise with us by presenting at the conference. Submit the enclosed Proposal Form (found on the last page of this newsletter) by June 27, 1988 to:

Garland Niquette  
626 Portland Drive  
Lexington, KY 40503

## SPECIAL ANNOUNCEMENTS continued

### BOOK

**"The Grieving Student in the Classroom. Guidelines and suggestions for classroom teachers and school personnel in grades (K-12).**

It provides guidelines and suggestions which would help teachers anticipate and respond to the needs of the grieving student in the classroom.

The guidelines are:

- a. Specific examples of appropriate ways to speak with and listen to grieving students.
- b. A bibliography of books and articles for consultation.

c. A section on children's reactions to death at different developmental stages.

d. A checklist for teachers with questions to enable them to focus on their own attitudes and experiences with death and grieving.

Copies of the booklet cost \$2.75 (postage and handling included) and are available by writing to:

Hospice of Lancaster County  
Attention: Booklet  
717 Fountain Avenue  
Lancaster, PA 17601

### THE NATIONAL SCHOOL PSYCHOLOGY CERTIFICATION SYSTEM

The National Board of Certified School Psychologists of the National Association of School Psychologists announces the initiation of the "Nationally Certified School Psychologist", N.C.S.P. certification program.

Non-NASP members are invited to apply for the N.C.S.P. by contacting NASP at the address and telephone listed below. A "grandparenting" period will be in effect until December 31, 1988 for individuals currently credentialled to provide school psychological services. Criteria for "grandparenting" are listed below.

#### CRITERIA:

- Currently hold (or will hold by December 31, 1988) a credential to provide school psychological services.
- Hold a Masters degree or higher from an accredited institution.

-Take the National School Psychology Examination administered by Educational Testing Service.

-Meet the NASP criteria for training (48 semester hours beyond BA) through coursework or continuing education by December 31, 1991.

-Have completed a one year internship or two years work experience by December 31, 1991.

For information write or call:

National Association of School Psychologists  
808 17th Street NW, Suite 200  
Washington, D.C. 20006

(202) 223-9498



## CONFERENCES

### SUMMER INSTITUTE

The First Annual Florida Association of School Psychologists/University of South Florida School Psychology Program Summer Institute will be held at the Trade Winds Resort on beautiful St. Petersburg Beach in Florida on August 5th through 8th (1988). The Institute will focus on "Consultation Based Problem Solving: Linking Assessment Procedures and Intervention Strategies" and will feature Drs. George Batsche and Howard Knoff. There will be 20 hours of contact time during the Institute (CEUs and University credit will be available) leaving plenty of time for relaxation on the oceanfront or visiting the nearby attractions (Busch Gardens, Disney World). This should be a great opportunity to meet colleagues from across the country in a relaxed, casual environment. The Institute will be offered for \$45 for NASP members and \$90 for Non-members. Single/double occupancy at the fabulous Trade Winds Resort will be \$59 room/night. For more information, contact: Tom Buchanan, FASP Profess-

ional Development Chair, 9344 Toby Lane, Orlando, FL 32817, (305) 423-9231.

### NATIONAL ACADEMY OF NEUROPSYCHOLOGISTS

The National Academy of Neuropsychologists will hold its Eighth Annual Meeting on November 3-5, 1988 at the Sheraton World Resort in Orlando, Florida. It will include several full-day and half-day workshops, special topics symposia, poster sessions and a keynote address. For further information and registration materials contact: Antonio E. Puente, Ph.D.; Program Chairperson; Department of Psychology; University of North Carolina at Wilmington; Wilmington, NC 28403; (919) 395-3812. Persons interested in presenting papers at the poster sessions should contact J. Michael Williams, Ph.D.; Department of Psychology; Memphis State University; Memphis, TN 31852 to receive submission forms. The deadline for submissions is July 1, 1988.

## JOB ADVERTISEMENTS

### LOUISVILLE

Large, urban School Psychological Services program seeks applicants for School Psychologist and School Psychology Internship positions. Progressive program desires staff to provide consultation and mental health services, conduct and report comprehensive psychoeducational assessments, participate in Teacher Assistance Teams, and assist with staff development and program evaluation activities. Supervision by Kentucky Board of Psychology licensed school psychologist. Must be graduate of an accredited college/university and have passed the Kentucky Dept. of Education School Psychologist exam prior to employment. Excellent administrative salary based on education and

experience. Comprehensive benefit package. Positions are available for immediate staffing as well as for the 1988-89 school year. Call Dr. Ronda Talley at (502) 456-3273 with inquiries. Send letters of interest to Mr. Ed Newman, Personnel Services, P.O. Box 34020, Louisville, KY 40232-4020.

### OWENSBORO

School Psychologist position to be filled as soon as possible. Salary range from mid 20's to upper 30's for 220 days. Contact:

Duane Miller, Ph.D.  
Owensboro Public Schools  
Box 74  
Owensboro, KY 42302  
(502) 686-1000

## MATERIALS

### NASP DIRECTORY OF ALTERNATIVE SERVICE DELIVERY MODELS AVAILABLE

Peg Dawson, Chair  
NASP Children's Services Committee

Over the past year, the NASP Children's Services Committee has been collecting model programs designed to increase regular classroom options for handicapped and at risk students and to promote collaboration between special education and regular education in making mainstreaming more successful. These model programs have been compiled into a Directory of Alternative Service Delivery Models.

The Directory is divided into four chapters containing four types of programs. Chapter 1 contains alternative consultation/referral systems and includes descriptions of pre-referral intervention models and consultation programs such as Project Re-Aim in Iowa, designed to enhance the consultation skills of school psychologists. Chapter 2 contains alternative instructional or classroom management systems designed to be implemented in the regular classroom. Examples include the Adaptive Learning Environments Model and progress-monitoring systems such as precision teaching. Chapter 3 contains a diverse collection of alternative interventions. Some address social skills deficits that impede classroom adjustment while others attempt to teach study skills that will enable handicapped learners to survive in the mainstream. Peer tutoring and peer counseling programs are examples of some of the interventions included in this chapter. Finally, Chapter 4 contains alternative preschool programs. Some are preventive in nature and others fully integrate handicapped preschoolers in mainstream settings. Others are consultation programs designed to assist the mainstreaming of handicapped preschoolers.

The Directory contains 44 pro-

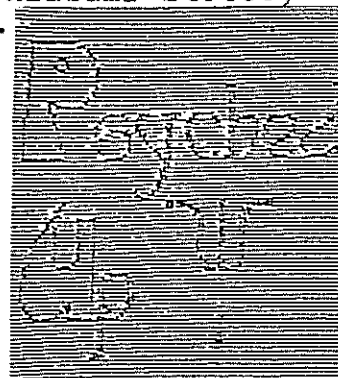
grams from around the country. Some programs are from rural settings, others from urban, and they address the needs of students of all ages from preschool through high school. While we think we have assembled a wide variety of alternative models, we know they represent only a small sample of the vast array of innovative programs in place in schools throughout the country. It is our intention to publish a second edition of this Directory next year which we hope will contain an expanded selection.

Copies of the Directory of Alternative Service Delivery Models are available from the NASP Office. The cost is \$10 for NASP members and \$15 for non-members. Copies can be obtained by writing: NASP, 808 17th St. NW, Washington, DC 20006.

People who would like to submit programs to next year's Directory can write and request a Nomination Form from Andrea Canter, 4438 Pillsbury Ave. South, Minneapolis, MN 55409.

### CROSS STITCH

Do you enjoy cross stitch and your job? Show your enthusiasm for both by cross stitching an upbeat sweater saying you are "Psyched Up." Done in bright colors, mine has gotten rave reviews at work! This design is perfect also for hanging in your office or as a gift for other "psyched up" health professionals! For pattern and complete instruction, send \$1.50 to Nancy Gielow, School Psychologist, 1401 Alabama Street, Hobart, Indiana 46342.





KAPS CONVENTION 1988

CALL FOR PAPERS

THEME: CHILDREN OF VALUE: OUR HOPE FOR THE FUTURE

SITE OF CONVENTION: Radisson Hotel, Lexington, Kentucky

DATES: October 7-8th

You are encouraged to share your ideas and expertise. Topics may include identification or high risk children, prevention-oriented programs or any mental health interventions appropriate to preschool and school-age children. Abstracts should be 100-200 words, summarizing the purpose and content of the presentation.

PROPOSAL DEADLINE: June 27, 1988 (Along with this page, attach an outline of your presentation).

PRESENTER \_\_\_\_\_ Position \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

PRESENTER \_\_\_\_\_ Position \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

TITLE OF PRESENTATION: \_\_\_\_\_

Time Needed (45 min, 1½ hrs.): \_\_\_\_\_

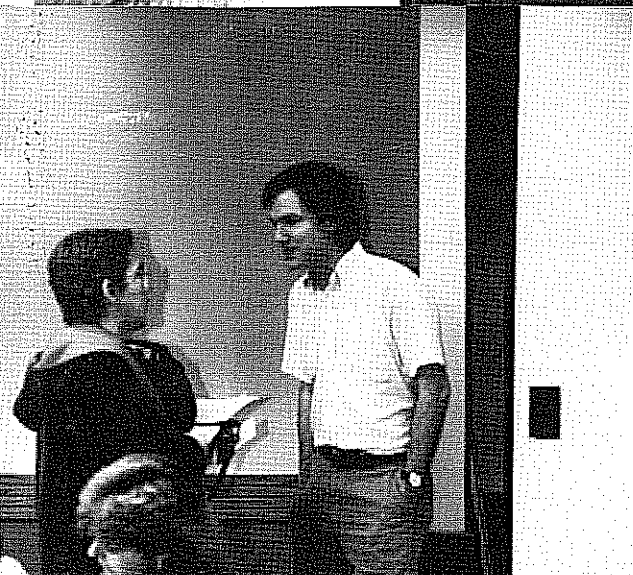
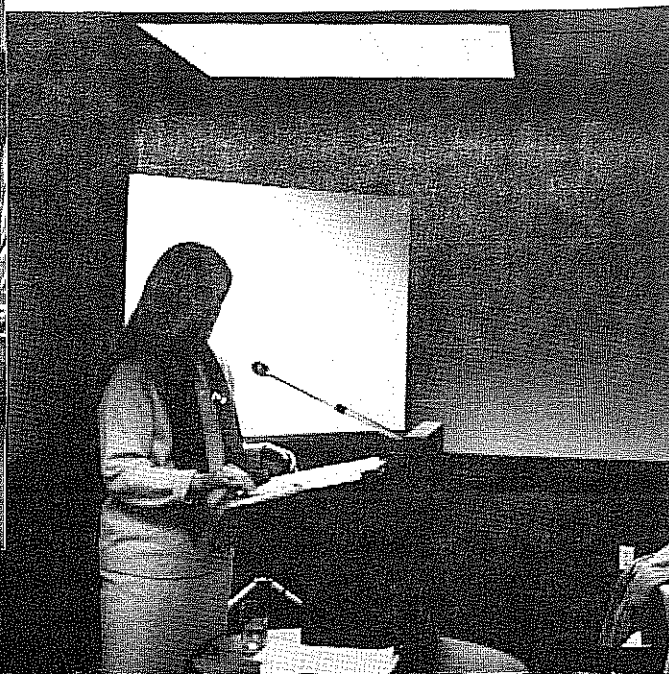
Equipment Needed: \_\_\_\_\_

ABSTRACT

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Please return proposal to Garland Niquette, 626 Portland Drive, Lexington, Ky.

FAMILY SYSTEMS SCHOOL-  
BASED INTERVENTION  
WORKSHOP



# EXECUTIVE COUNCIL 1987-1988

## OFFICERS

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Cookie Cahill Flower  
801 Nordyke Road  
Cincinnati, OH 45255  
(H) 513/474-0647  
(W) 606/331-7742

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1731 Capitol Plaza Tower  
Frankfort, KY 40601  
(H) 606/873-7156  
(W) 502/564-3678

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707 Roma Avenue  
Jeffersonville, IN 47140  
(H) 212/283-3917  
(W) 502/454-8307

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John Murphy  
1970 N. Lynndale Avenue  
Cincinnati, OH 45231  
(H) 513/522-6291  
(W) 606/292-5820

## VOTING MEMBERS

### CONTINUING PROFESSIONAL DEVELOPMENT

Michael Kieta  
Rt.3, Box 51  
Clarkson, KY 42726  
(H) 502/242-7499  
(W) 502/298-3240

Sharon Kieta  
Rt. 3, Box 51  
Clarkson, KY 42726  
(H) 502/242-7499  
(W) 502/756-2708

### ETHICS

Lynn McCoy-Simandle  
102 Spring Run  
Versailles, KY 40383  
(H) 606/873-3539  
(W) 502/863-3663

### MEMBERSHIP

Judi Hughes  
Boone County Schools  
8330 U.S. Hwy. 42  
Florence, KY 41042  
(H) 513/751-5655 (W) 606/283-1003

## LEGISLATIVE

Peggy Harrell  
257 B Fontaine Circle  
Lexington, KY 40502  
(H) 606/269-7308  
(W) 606/873-7901

Sue Hoagland  
110 Adam Court  
Richmond, KY 40475  
(H) 606/623-9296  
(W) 606/623-5200

## PROGRAM

Karen Carey  
4214 32nd Street  
Cincinnati, OH 45209  
(H) 513/731-5325  
(W) 606/331-7742

Garland Niquette  
626 Portland Drive  
Lexington, KY 40503  
(H) 606/277-8882  
(W) 502/863-3663

## LIAISON & PUBLIC RELATIONS

Connie Valentine  
1451 Lincoln Trail Blvd.,  
Apt. 10  
Radcliff, KY 40160  
(H) 502/352-0804  
(W) 502/624-5153

## NEWSLETTER

Joyce Stevens  
3033 Hendon Road  
Louisville, KY 40220  
(H) 502/456-4691  
(W) 502/456-3238

Betty White  
3024 Bank Street  
Louisville, KY 40212  
(H) 502/776-1190  
(W) 502/456-3542

## REGIONAL REPRESENTATIVES

### CENTRAL

John MacDonald  
201 Madison Hills  
Richmond, KY 40475  
(H) 606/623-7490  
(W) 606/622-1105

### EASTERN

Debbie Grubb  
212 East Second Street  
Morehead, KY 40351  
(H) 606/876-3321  
(W) 606/784-8928

### NORTHERN

Bruce Wess  
2983 Bullittsburg Church Road  
Burlington, KY 41005  
(H) 606/586-5982  
(W) 606/331-7742

### WEST CENTRAL

Pat McGinty  
2910 Falmouth Drive  
Louisville, KY 40205  
(H) 502/451-5302  
(W) 502/456-3237

### WESTERN

Lynne F. Croxton  
900 Josephone  
Bowling Green, KY 42101  
(H) 502/843-6385  
(W) 502/842-1960

### STUDENT

Debra Harris  
220 Clearview Avenue  
Bowling Green, KY 42101  
(H) 502/782-2589

## NON-VOTING MEMBERS

### PAST PRESIDENT

Ronda Talley  
9104 Hurstwood Court  
Louisville, KY 40222  
(H) 502/426-0658  
(W) 502/456-3273

### STATE CONSULTANT

Jim Batts  
1731 Capitol Plaza Tower  
Frankfort, KY 40601  
(H) 606/873-7156  
(W) 502/564-3678

### NASP DELEGATE

William Pfohl  
1111 Homestead Court  
Bowling Green, KY 42101  
(H) 502/782-9319  
(W) 502/745-2198