
the

KAPS REVIEW

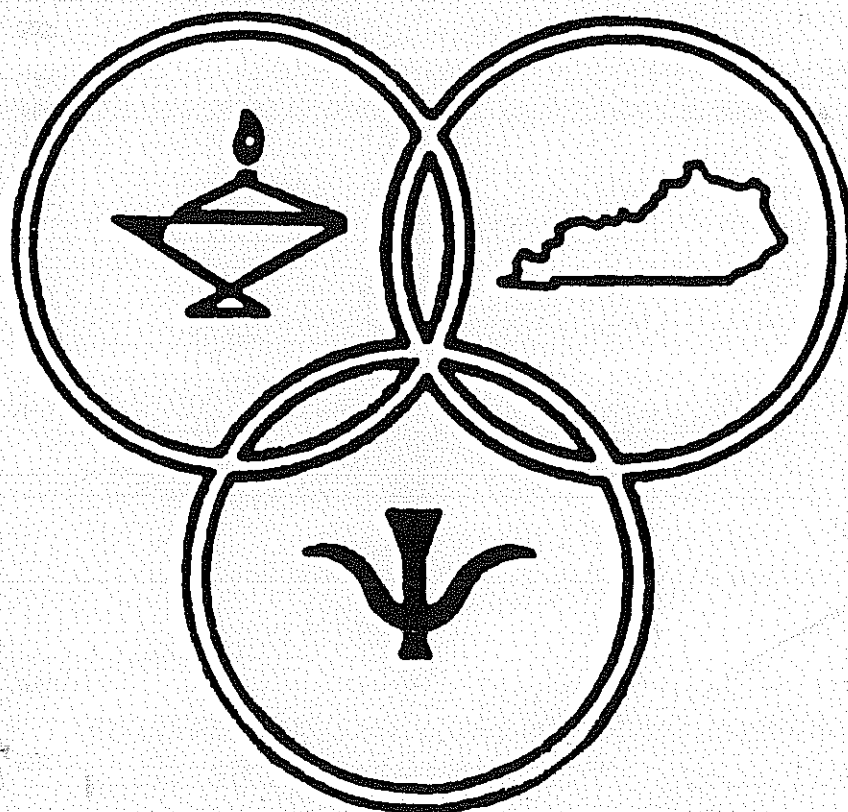
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EDITORS' NOTE

We want to say a very special "thank you" to all persons who responded to our request for articles for this issue of the newsletter. In the next issue, we would like to focus on innovative programs that are being implemented by school psychologists throughout Kentucky. If you have a program that you would like to highlight, please submit it for review no later than January 1, 1988.

Happy Holidays!

TABLE OF CONTENTS

President's Column	1
KAPS Executive Committee Meeting Minutes	3
KAPS Convention	5-13
Legislative Update	14
NASP Legislative Leadership Award	14
NASP Delegate Report	15
Mental Health Promotion Programs in Schools	16
By-Laws Changes	16
Ballot	17
KAPS Membership Needs Assessment Results	18
Special Recognition	19
Update on the Experimental School Psychology Program	19
Regional News	20
Special Announcements	22
Division 16 Membership	22
Leadership Training Proposals	24

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.

Submission of Articles for The KAPS REVIEW

The calendar for submitting articles for the Winter and Spring issues is as follows:

<u>Issue</u>	<u>Articles Due</u>
Winter Issue	January 8, 1988
Spring Issue	April 22, 1988

All materials should be submitted in a typed, double-spaced format. Material for publication should be sent to:

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

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PRESIDENT'S COLUMN

COOKIE CAHILL FLOWER

It is with great pride that I am writing my first column as KAPS President. Taking over the reigns of leadership from such a "dynamo" as Ronda Talley is not an easy task! Nonetheless, I plan to invest all my effort in an attempt to carry on the tradition of excellent leadership which KAPS has enjoyed during its first decade of existence.

Marking our tenth birthday the Executive Committee (EC) has designated 1987-88 as a year of self-study for KAPS. This process began with the Needs Assessment conducted by John Murphy and Lynn McCoy-Simandle during the summer, and received great impetus from the Convention workshop led by Dr. Mike Curtis. It was exciting on Saturday of the Convention to see KAPS members actively involved in redefining the mission of our organization and helping to set long-range goals. The importance of the planning process to the future of KAPS is not to be underestimated. I have established a Planning and Development Committee to facilitate this process, with Past-President Ronda Talley and President-Elect Jim Batts agreeing to act as co-chairpersons. Ronda, Jim, and their committee will plan and organize future activities related to our year of self-study, which likely will include regional meetings and further workshops with the EC. Please let either of the co-chairs know if you are interested in serving on the committee. You will be kept informed of developments.

I suspect that you feel, as I do, refreshed and rejuvenated following our Annual Conference. Karen Carey, Program Co-Chair, put together an outstanding three days of workshops, paper presentations, and social activities. The new format of presenting a Pre-Convention Workshop was highly successful, with more than 50 people attending the presentations on preschool services on Thursday. Friday's workshops also were well attended, and the one in which I participated was extremely informative and thought-provoking. The paper presentations on Friday afternoon provided us with an opportunity to learn from our colleagues and I was impressed with the variety and scope of projects in which KAPS members are engaged. If you missed the social "hour" at the Oldenberg Brewery, all I can say is that I'm sorry you had to pass up such a great time! We not only toured the new brewery, but were entertained by a lively group of singers/dancers/comedians as well. And the Convention then was crowned by Mike Curtis' leading us in a very valuable process of organizational planning on Saturday. In all, I feel confident that this Convention will be designated the "best ever" by many other KAPS members in addition to myself. It is wholly inadequate to offer a mere "thank you" to

Karen for her countless hours of effort and sacrifice in making the Convention such a success. KAPS is privileged indeed to have such an energetic, organized, and dedicated person at the helm of our Program Committee.

There was one rather disappointing aspect of the Convention, which deserves mention. Although over 60 of our members registered for the strategic planning workshop on Saturday, many fewer than that number actually attended. I found this to be so disappointing because the workshop provided you with an opportunity to influence the future of your professional organization. The Executive Committee decided on this workshop topic in response to your requests in the Summer needs assessment for greater involvement and representation in KAPS. I don't intend to assess your motivation in registering for the workshop and then failing to show up. Your leadership will continue to do its best to represent you and remains, as always, open to your input. It is nonetheless unfortunate that so many of you chose to pass up this opportunity to make your views known.

Thanks are due to a number of other KAPS members, in addition to Karen Carey, for Convention-related activities. Jim Batts, our State Consultant and President-Elect, took responsibility for many of the details related to the Thursday Pre-Convention workshop, and his efforts are greatly appreciated. Ronda Talley and Bob Illback took charge of the KAPS Awards for Innovative Practice, which required a great deal of personal time to carry out. Connie Valentine, Chair of the Liaison and Public Relations Committee, did a superb job of promoting School Psychology Week and the Convention. Connie was instrumental in having the week of September 28-October 3 proclaimed "School Psychology Week in Kentucky" by Governor Martha Layne Collins. She then went on to contact KAPS members in various regions, to promote the week and the convention locally. The myriad of "behind the scenes" activities which are involved in the work of this committee chairperson are astounding, and Connie has performed them with organization and finesse. On the level of local publicity, Bill Knauf led the charge! Bill contacted local mayors and judge executives to have School Psychology Week proclaimed in various counties and cities, organized photo sessions with these dignitaries, succeeded in having articles and photos printed in a variety of local publications, and set up a radio interview aired on a local station. As so frequently in the past, Bill once again rose to the occasion for KAPS, volunteering his time and talents for the benefit of the organization. He was assisted in the photography

aspect of his endeavors by our ever-ready cameraman, Bruce Hess, who also served as our official member of the Press for the entire Convention. We are certainly fortunate to have such a camera-happy and skilled photographer in our midst!

The multitude of details which had to be addressed in preparing for the Convention could not have been accomplished without the help of many members of the Kenton County School Psychologists Staff. Thanks are extended to Lin Cook, Kenton County Psychologists' Secretary, Katie Hamilton, Melinda Mastman, and others of the psychologists who helped with copying, collating, stuffing envelopes and packets, etc.

It is clear from the Convention's success that KAPS is alive and growing! As you will see in reading the reports of the Committee Chairs, many things are happening and your leaders are causing them to happen! Legislative action represents a priority in the coming months, with the General Assembly convening at the start of 1988. We are committed to promoting the continuation and hopefully also the expansion of the Experimental Program. This program has been a great leap forward for school psychology in Kentucky, and it is well worth all of our efforts to see it continue. Legislative Committee Co-Chairs Sue Hoagland and Peggy Rigsby are busily preparing for the legislative session and likely will be contacting many of you for support. Visits, telephone calls, and letters to your Senators and Representatives will be vital in assuring continued funding for this very worthwhile program. KAPS also will be looking at a number of other issues during the legislative session, including corporal punishment and the counselor bill.

The work of the Newsletter Committee is evident as you read this edition of The Kaps Review! The newsletter is a visible symbol of the vitality of our organization and it represents KAPS well throughout the state and across the nation. Newsletter Editors Betty White and Joyce Stevens are to be commended on another fine edition. Few people who have not personally experienced putting together a newsletter are aware of the countless hours which are invested in each publication.

The Continuing Professional Development (CPD) Committee has been revitalized! Under the leadership of Judy Brettschneider and Bill Knauf, the procedures for membership in the CPD program and attainment of certificates have been resurrected. I encourage you to become involved in the CPD program. It provides a means of demonstrating accountability for one's efforts toward professional growth and such accountability is appreciated in the employment setting.

I would remind you that KAPS has adopted a Code of Ethics and procedures for the adjudication of ethi-

cal complaints. Should a question of ethics arise, you can contact Lynn McCoy-Simandle for advice. Lynn also hopes to publish an ethics column in the newsletter...So send your ethical questions and dilemmas to her for an "official" response!

The Membership Committee, with Judi Hughes at its stern, also has been quite active in recent months. Plans for distribution of membership cards and a membership directory are in the offing. You are encouraged to invite your non-member colleagues to join KAPS, with all correspondence being directed to Judi.

I would call your attention to the description and ballot on the proposed By-Laws changes which is included in this newsletter. Please take the time to vote on these changes, primarily concerning Regional and Student Representatives to the EC. It is hoped that such new EC members might increase KAPS' representation of its membership across the state and encourage more individuals to become involved in KAPS affairs.

As a final note, I would like to encourage YOU to become a more active participant in your professional organization. KAPS has proven itself to be "small but mighty" and yet the continuation of this reputation depends on more and new members taking an active role. Involvement on a committee or as a committee chair, legislative action, acting as a KAPS liaison to another organization such as KPA, CEC, etc., and running for KAPS office represent a few of the ways you can become more involved. Further, if you have suggestions for the leadership of KAPS or for activities in which we should become involved, please feel free to contact me or any other member of the EC. Your input is greatly desired.

Best wishes for a successful and satisfying school year!

ATTENTION!

Start thinking now of KAPS members, including yourself, who you might like to nominate for KAPS offices! Nominations for the offices of President-Elect and Treasurer will be solicited in February. Here is a perfect opportunity to become more involved and influence the direction of school psychology in the Commonwealth of Kentucky.

KAPS EXECUTIVE COMMITTEE MEETING MINUTES

ROBERT KRUGER

The EC of KAPS met at the home of Cookie Cahill-Flower on 7/17/87 at 3:15 PM.

Members Present: Cookie Cahill-Flower, Ronda Talley, Robert Kruger, John Murphy, Jim Batts, Karen Carey, Lynn McCoy-Simandle, Judy Brettschneider, Betty White, Joyce Stevens, Judi Hughes, Carolyn Brown.

SECRETARY/KPA LIAISON (Bob Kruger)

*Submitted for approval the minutes from the March 28, 1987 EC Meeting

-four modifications were endorsed

*Received a consensus opinion that the KAPS stationery should be made more "generic" given the frequency of changes in officers and committee members

-Ronda Talley was to check into the possibility of having the office of KASA serve as the official mailing address of KAPS

*Reported that the names of several KAPS members had been suggested to APA as potential "state representatives" to Division 16 of that organization

-Two of those individuals present at the EC meeting (Ronda Talley and Carolyn Brown) acknowledged contact from APA and were agreeable to assuming these liaison positions

*Acknowledged difficulty in attending KPA meetings and suggested that a KAPS' member from Lexington or Louisville (the site of most of the KPA meetings) could better serve as liaison to KPA

-Cookie indicated that she would contact KAPS member, Connie Valentine, to determine her interest in replacing Bob in this capacity

PAST PRESIDENT/KASA LIAISON (Ronda Talley)

*Reminded the EC of the upcoming KASA convention (July 19-21)

-acknowledged her planned involvement in the pre-convention KASA legislative planning conference and indicated that the major goal would be to develop lobbying strategies for the KASA legislative platform

*Reminded the EC that additional school psychology positions were part of the adopted KASA platform

*Indicated that KAPS members were involved on several KASA committees during 1986-87, including "awards", "resolutions," nominations," and "political action"

*Announced the results of the election of KAPS officers—Jim Batts was elected president elect, Lois Biemrohr was elected secretary

*Discussion about the need for better standardized and more secure election procedures

*Discussion of the need to investigate better methods of promoting a broader field of nominees for KAPS officers

*Acknowledged the receipt of nominees in all areas of the "innovative practice awards"

TREASURER (John Murphy)

*Reported a balance of \$5,425.42 in the treasury

*Acknowledged inconsistent requests for travel reimbursement from EC members; reminded everyone of the legitimacy of such requests and encouraged those entitled to such reimbursement to file for it

*Initiated discussion of a requested payment for liaison membership to the Kentucky Mental Health Coalition

-Payment was to be held pending further discussion between Cookie and Pat McGinty, our liaison to this organization

*Acknowledged receipt of 30 needs assessment questionnaires solicited from the general KAPS membership

PRESIDENT (Cookie Cahill Flower)

*Acknowledged her enthusiasm in assuming the position of KAPS president for 1987-88

*Outlined some of the goals envisioned for KAPS in this "year of self study"

-Acting on the needs assessment recently received from membership

-Promote a conference theme to initiate ongoing "strategic planning" for the KAPS organization during 1987-88

-Promote regional organizations to more effectively address the concerns of membership

*Asked committee chairpersons to plan a committee budget and return to her within a couple of weeks

STATE CONSULTANT (Jim Batts)

*Update on the experimental program

-18 districts had persons committed to the awarded positions

-Only 5 districts acknowledged having difficulty finding candidates for the awarded positions

-Orientation and training programs for the recipients were set for August 13 and 14 and pre-KAPS convention, October 1

-Additional training in spring of 1988

-Charles Mahrer contracted to do the evaluation of the experimental program

Indicated that 20 people sat for the July school psychology exam

NASP DELEGATE (Jim Batts reporting for Bill Pfohl)

*Informed the EC of wish to have a display at the KAPS convention for the sale of NASP materials (to be secured on consignment)

*Offered a recommendation that we have student and regional representatives to the EC

-Motion passed to authorize the president to establish an ad hoc committee to investigate and submit the needed by-law changes to accommodate these recommendations

-Draft of ad hoc committee proposal was to be presented to the full EC for review and comment prior to submission for vote

*Recommended that KAPS consider purchasing the "School Psychologist" pamphlet developed for NASP

-Cookie was to ask Connie Valentine to contact Bill Pfohl and report back regarding costs

*Suggested that EC consider ways of better assuring that the university training programs are kept up to date on KAPS activities

*Decision was made to put each university training program on the KAPS mailing list

PROGRAM COMMITTEE (Karen Carey)

*Outlined a tentative schedule for the KAPS convention

*Asked for EC input on possible ways to celebrate KAPS' 10th anniversary at the convention

-Suggested that Bruce Wess be contacted to see if a pictorial history could be developed

Apprised EC of tentative cost estimates for convention

*Secured information from Ronda Talley about last year's awards and program printing

*Discussion of proclamations for "School Psychology Week" September 28-October 2

LEGISLATIVE (Cookie Cahill-Flower reporting for Sue Hoagland and Peggy Harrel Rigsby)

*Updated the EC on some of the legislative issues about which decisions need to be made

-How to align ourselves in the endorsement of additional student services for the next legislative biennium

-Development of our legislative platform for the expansion of the experimental school psychology program

+Appeared to be a consensus on Jim Batts' suggestion that we think in terms of 10 additional positions for 1988-89 (35 total) and 10 additional positions for 1989-90 (45 total)

+Secured agreement that districts receiving this year's grants be involved in the lobbying efforts for additional funding

-Whether or not to endorse the position statement of the Kentucky Division of Early Childhood Education pertaining to the pre-school handicap law

-EC asked the legislative committee to study this provision and make a recommendation to the EC at its next meeting

LIAISON AND PUBLIC RELATIONS (Ronda Talley reporting for Lois Beimrohr)

*Apprised EC of activities to be initiated for "School Psychology Week"

*Ronda expressed willingness to continue to serve as KAPS liaison to KASA

*Agreed to relay to Lois the need for more information about KAPS' liaison relationships with the Kentucky Mental Health Coalition and the Kentucky Coal-

tion for the Handicapped

*Agreed to ask Lois to investigate whether Alan Kite planned to continue as our representative to the Kentucky Council for Exceptional Children

ETHICS (Lynn McCoy-Simandle)

*Apprised the EC that all information has gone out to membership

*Received suggestion from John Murphy that a "question/answer column" on ethical concerns might be considered for the newsletter

NEWSLETTER (Betty White and Joyce Stevens)

*Discussed problems with the production of the last newsletter

*Received endorsement of EC to pursue other printing sources to alleviate the risk of continuing production problems

*Asked EC to provide a "VIP list" of individuals and organizations to receive the newsletter

*Received endorsement for the inclusion of a statement in the newsletter to address copyright protection

*Apprised EC that the next issue of the newsletter was targeted for mid-November

MEMBERSHIP (Judi Hughes)

*Apprised EC that KAPS membership now stands at 130

*Received endorsement for proposed changes in the membership form

*Has given a list of NASP members from Kentucky and a list of individuals assuming the experimental positions (to aid in membership campaigning)

*Received endorsement to have a set membership period to allow for publication of an updated membership directory in the fall of each year

*Apprised secretary of the need for membership certificates

*Agreed to investigate procurement of membership cards

CONTINUING PROFESSIONAL DEVELOPMENT (Judy Brettschneider)

*Announced that all CPD materials are now in her possession

*Announced plans to send a letter to membership encouraging renewed CPD activity

NEW BUSINESS

*Jim Batts and Ronda Talley reported on their attendance at the NASP-sponsored meeting of representatives from the southeastern states

-Indicated that sessions focused on the "how to" aspects of strategic planning

-Indicated that they had discussed some of the specifics with Cookie and that they had materials which may be helpful to KAPS in its future work in this area

-Suggested that our current needs assessment and declaration of a year of self study should serve well to focus our strategic planning efforts

*EC concurred with Cookie's expressed desire to document KAPS' history

Meeting adjourned at 6:45 p.m.

-EC consensus was to approach Bruce Wess to see if he would volunteer to be the first KAPS historian

KAPS CONVENTION

OCTOBER 1-3, 1987

FLORENCE, KENTUCKY

CHILDREN OF DIVORCE

SALLY BRUSH and DAVE BREWER

The Aring Institute

Reviewed by: Mary Beth Irvine

How we think about, feel toward, and behave with children whose parents are divorced depends on our early experiences of divorce and the related memories, thoughts, and feelings.

Sally Brush and Dave Brewer of Cincinnati's Aring Institute challenged participants in their workshop, "Children of Divorce--How to Help a New Generation," to examine their memories and beliefs as a first step to their helping children of divorce within a school setting.

The participants in this KAPS' Fall Convention workshop had the opportunity to re-create the complicated web of relationships and needs of children experiencing parental divorce through the story of Kelsey and the use of a String Exercise based on a model developed by Virginia Satir. A video tape of a local news series featuring two children of divorce and other experts in the field further illustrated the divorce experience for the participants.

Through research and work with families, the staff of the Aring Institute have found that the breakup of a family is accompanied by an ongoing disequilibrium. As each new stage of development is reached, parental divorce must be dealt with in a new way.

Those attending the presentation were presented with information on the themes of divorce, the emotional process of divorce, the psychological tasks of the children of divorce, guidelines for school personnel in working with children/families of divorce, and tips to help children survive parental fights.

In dealing with divorce, students need support groups in which to share their experiences. These children need facts, someone to listen, reassurance, helps in decision making, and people who can be real with them. School personnel need to be sensitive to both parents and student as they experience the crisis of separation and divorce. The school may be the one stable adult environment available to the student.

The Aring Institute provides educational programs for divorcing persons, support groups for adults and children, and training for leaders to allow them to facilitate group sessions within the school setting. Staff members are available as speakers for PTA meetings, church groups, and other organizations concerned with contemporary family life.

ED/BD STUDENTS : LOOKING AHEAD IN KENTUCKY

VICKI PORTER

Kentucky State Department of Education

Reviewed by: Gail Cannon

What are the long term changes and best practices needed in the identification, evaluation, and delivery of services for ED/BD students in Kentucky? In a packed session of the 6th Annual KAPS Convention, KAPS members listened as Ms. Vicki Porter, OEC Consultant, Kentucky State Department of Education, presented findings and proposals of an 8 month-old special Task Force appointed to address this question.

Initial efforts of this committee, headed by Ms. Porter and comprised of a "committed and cohesive" group of individuals from a wide range of professions, focused on a comparative study of the ED/BD situation in Kentucky vs. the one nationally. Their findings indicated that although Kentucky is not "behind" other states, it is nevertheless a microcosm of the national situation in which the underidentification of ED/BD students is extreme. According to Ms. Porter, 11,000 students in the U.S. are going without ED/BD services. In Kentucky, 87% of the school districts surveyed by the committee had identified 0% of its student population as ED/BD!

In beginning to distill the factors involved in Kentucky's problem, a survey was sent to 178 Kentucky school districts. With a record 63% return, the Task Force compared these responses to research and best practices for the identification and evaluation of these students in current literature.

Consistent with literature, disruptive students in Kentucky are referred with twice the frequency as students with academic or interpersonal problems. Also matching the literature was the finding that Kentucky educators and psychologists ranked classroom observations as a frequently used and highly valued assessment tool. Projective techniques were seldom used (agreeing with the literature), but a high percentage of respondents thought they should be used frequently!

However, peer ratings (i.e., sociometric tools), ranking high in the literature as helpful identification measures, were ranked low both in usage and valueableness in Kentucky. Achievement of IEP objectives, highly esteemed legally and in the literature as the major consideration in exiting an ED/BD student from a program, was ranked fourth behind psychological evaluation and classroom observation in the most frequently used considerations.

Good news to practitioners weary of trying to decode the obscure KAR ED/BD eligibility requirements was Ms. Porter's statement that the committee will be

writing a new and comprehensive set of KAR's for this population. The intent of federal regulations will be followed, but the new regulations will tighten and operationalize hazy terms such as "pervasive mood of unhappiness", "socially maladjusted", and "psychological evaluation." The scope of the new definition is planned to be broad enough to address perennial problems such as: discipline vs. ED/BD problems, students with significant social skill deficits but no severe academic lags, and the automatic exclusion/inclusion of specific populations.

However, Ms. Porter's announcement that five school districts in Kentucky will soon be participating in a process in which all students in regular education will be screened for mental health problems, brought waves of concern from the KAPS audience. Ms. Porter gave an overview of Hill-Walker Multiple Gate Screening process that will be used at various grade levels in the five schools selected from the districts for a replication study. In the Hill-Walker model, regular education students identified by their teachers as having externally or internally-directed problematic behaviors are siphoned through a sequence of "gates" (specific cutoff criteria based on local norms) in an attempt to target students most in need of pre-referral interventions. Concerns of KAPS members centered primarily around the process being perceived by school personnel as another means of automatically referring students for ED/BD classes. Ms. Porter emphasized that the selected schools will receive intensive training in understanding the process as simply a screening process, much like the school-wide ones conducted for vision and hearing. Kentucky's selection as one of the five national replication sites, she added, will give Kentucky much needed local norms and public recognition, and also give school personnel a chance to react to a process before it is implemented state-wide.

Lastly, she strongly urged all KAPS members to write their legislators in support of House Bill 241 which, if passed, will fund more ED/BD units in Kentucky.

For the present, school psychologists may still "see through a glass darkly" with the daily ED/BD situation in their individual schools. However, Vicki Porter's description of the Herculean, and commendable, efforts of this Task Force, did give assurance that the situation may soon be ameliorated.

PRESCHOOL SERVICES WORKSHOP

DR. LISA BARCLAY

University of Kentucky, Department of Family Studies

JIM O'BRIEN

Human Development Program at the University of Kentucky

Reviewed by: Claudia Schindler

Why are preschool assessment and intervention issues of current concern? Jim O'Brien began this session by listing the following reasons:

*The recent additions to P.L. 94-142

*A need for school psychologists to know more about preschools

*Greater expectation raised by the past implementation of P.L. 94-142

*The development of better assessment instruments

*The need for partnership with other professionals, such as pediatricians, occupational therapists, physical therapists, and speech therapists

O'Brien stated that children with low-incidence handicaps will be the first to be identified due to the severity of their handicaps, though school psychologists may have the least idea how to assess them, and what intervention goals should be set. However, such assessment opportunities will give school psychologists a chance for real input and programming. He stressed that any assessment needs to be for both identification and intervention.

O'Brien suggested that the following data should be obtained in the assessment of preschool children (methods of obtaining this data include direct assessment, interview, and observation):

A. Child

1. developmental history
2. developmental status—motor, cognitive, language, and social
3. motor/sensory status—including our judgments of hearing and vision
4. social/behavioral/concerns (e.g., problems, deficits, experiences)

B. Family

1. constellation/daily schedule
2. expectations
3. operating explanation of disability
4. experience/approach with professionals and agencies
5. neighborhood/community
6. integration of child
7. respite

C. School

1. orientation/philosophy
2. personnel/resources
3. classroom environment
4. how IEP is reflected in child's program
5. parent involvement

D. Related Services

1. availability
2. orientation
3. integrate therapy goals into daily program?
4. parent education/demonstration

In choosing psychoeducational assessment instruments for preschool children, O'Brien suggested that the following points should be considered:

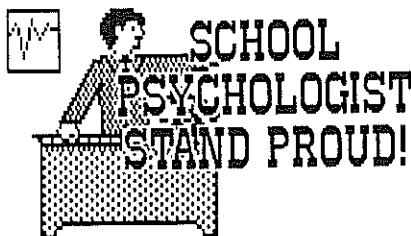
1. The school psychologist should choose instruments compatible with his/her training and experience, and those with which he/she is comfortable and enjoys.
2. The instrument has psychometric data available if it is to be used for norm-referenced decisions (differential diagnosis).
3. The instrument has varied response formats.
4. The instrument has an ample floor.
5. The instrument permits observation of the child's active construction/problem solving (process versus product).

Dr. Lisa Barclay then discussed assessment issues in general and as applied to 3, 4, and 5 year olds. Barclay defined "assessment" as a hypothesis generating activity broader than testing. Through assessment, school psychologists predict what will happen to the child if there are no interventions (usually a prediction of deficit) and then work to defeat that prediction by interventions. Useful assessments: (1) are based on reliable and valid observations (not necessarily just tests), (2) test out inferences on hypotheses generated earlier, and (3) should reach conclusions which help build strategies of interventions. Input from teachers and parents is critical, since young children behave and respond inconsistently, and an assessment needs to look at varieties of performance in a variety of situations over a range of time. Areas of assessment should include not only intelligence, but also language development, motor skills, interaction between the child and parent, social interaction with peers and siblings, to what extent the child can profit from instruction, and the child's sense of self-competency.

Barclay introduced PACE, a computer-based instrument for assessing and developing learning skills, developed by her and Dr. James Barclay. PACE is a behavioral rating instrument designed to identify learn-

ing skills deficits in preschool children and to provide objectives for interventions and remediations. There are 68 items which are grouped into six broad scales: (1) motor coordination skills, (2) sensory integration skills, (3) auditory memory skills, (4) discrimination skills, (5) attending/responding skills, and (6) social interaction skills. PACE can be completed by teachers, school psychologists, or other school personnel by direct individual assessment or through ongoing group classroom activities. Computer reports of results and objectives can be generated for individuals and groups (for more information contact Dr. Barclay or Metri-Tech, Inc., 111 North Market Street, Champaigne, Illinois 61820, or call 1-800-ALL-CALL and ask for Extension TEST).

O'Brien continued the program by re-emphasizing the importance of assessment for intervention purposes. He added that the selection of instructional goals and contexts should be directed toward active and increasing participation and integration of the child into the family, school, and community. He mentioned Lou Brown's concept of "partial participation," allowing for some degree of the child's participation in normal activities which can be brought about by adapting the task, adapting the student through use of prosthetic devices and equipment, and involving the student in part of the task. Intervention goals should focus on the development of functional activities, i.e., those relevant to the child's participation and independence in multiple environments.



ETHICS

With the adoption of the Ethical Guidelines and the Adjudication Procedures for Ethical Complaints, the Ethics Committee is no longer a frenzy of activity and the quiet, after the storm, is deafening. Thus, in an effort to expand our role and to respond to the membership's needs (as indicated in the latest KAPS survey), we would like to solicit from you questions which pose an ethical dilemma to be answered in future issues of the KAPS newsletter. Please ad-

O'Brien also detailed several non-symbolic behaviors (such as eye contact/touch, manipulating objects/person, extending hand) to watch for when assessing preschool children. Though they are usually below the 2 year basal on most tests, and therefore not "tested for," they are critical behaviors to be aware of and respond to so the child feels he/she has impact on his/her environment. O'Brien described settings he felt were optimal for useful assessments indicating that the child's home or familiar place would be best. He provided several handouts defining and prioritizing functional activities, presenting a cue/prompts hierarchy, and describing sample curricula utilizing a functional approach.

O'Brien recommended the following for further information:

School Psychology Review, No. 2, 1986, "Preschool Assessment."

Bailey, Jr., Donald and Woolery, Mark. Teaching Infants and Preschoolers with Handicaps. Merrill Publishers, 1984.

Falvey, May. Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps. Brookes Publishers, 1986.

Lidz, Carol. "Preschool Assessment: Where Have We Been and Where Are We Going?" Reprints available from Carol Lidz, Head Start Clinic Team, United Cerebral Palsy Association at Philadelphia, 4700 Wissahickon Avenue, Philadelphia, Pennsylvania 19144.

Ulrey, Gordon. "Influences of Preschoolers' Behavior on Assessment."



dress all questions to:

Lynn McCoy-Simandle
102 Spring Run
Versailles, Kentucky 40383

While we sincerely hope that all school psychologists maintain the highest standards of ethical behavior, should you have an ethical complaint also address those to Lynn.

KAPS LUNCHEON PRESENTATION

Reviewed by: Pat McGinty

Mike Curtis, President-elect of NASP, was the luncheon speaker at the 6th KAPS State Conference. He discussed the future of School Psychology with much optimism in terms of the changes that have occurred in our profession and the opportunity for us to effect change, especially in addressing the special needs of all children, not just those who are educationally handicapped. School psychologists are the professionals who can provide school personnel with the needed resources to address the problems children face today, i.e. the abused, suicidal, and

those living with divorce or alcohol abuse. Mike foresees a transition to a totally different role for school psychologists, particularly with more of them receiving an advanced level of professional training. School psychologists are contributing to solutions through their publications and legislative initiative. Mike urged us to become more visible and demonstrate our professional dedication on the local, state and federal level, because as he stated: "KAPS is you...NASP is you."



HAPPY 10TH
BIRTHDAY
KAPS

THANK YOU, THANK YOU, THANK YOU

KAREN T. CAREY

1987 KAPS Program Co-Chair

At the time of this writing it is impossible to determine the success of our sixth annual Fall Convention. By the time you receive this KAPS Newsletter all will be history and the convention committee will have gathered information and begun plans for the 1988 convention. We have made every effort to insure that the 1987 proceedings run smoothly. I hope you had time at the convention to fill out the evaluation form included in your packet. If not, we would appreciate it if you could take the time now to complete that form or jot your ideas down and send them to me.

I would like to thank all those that have assisted in the planning and preparation for the 1987 Convention. I never could have done it alone. First, to Cookie Cahill Flower, President, who did much of the leg work, phone calling, organization, and personal therapy I needed when things got rough. To Lin Cook, the secretary for psychological services in

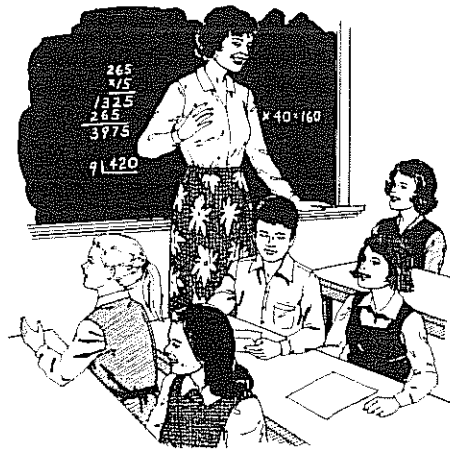
Kenton County, who took responsibility for the packets and last minute details of typing and copying. To Taffy Hebbeler, for designing the program brochure and packet cover. To Connie Valentine, for her public relations efforts, the KAPS booth, and her assistance with registration. To Bill Knauf, for getting School Psychology Week proclaimed in all of the Northern Kentucky Counties and his help with the visual equipment. To Judi Hughes, for checking every name to confirm membership and assisting with registration. To Mike Carr, Katie Hamilton, and Melinda Mastman, for their assistance with registration. To Carolyn Brown, for designing and obtaining the new KAPS mugs and for her willingness to help even from a long distance. To Bruce Wess, for his photographic genius, assistance with the visual equipment, and support. And finally, to Dr. Dan O'Brien and Dr. David Barnett for encouraging and supporting my professional growth activities. To all, THANK YOU!

INNOVATIVE PRACTICE IN ASSESSMENT

DR. DAVID BARNETT

Dr. David Barnett received the KAPS Award for Innovative Practice in Assessment. The award was based on the following manuscripts:

1. Personality Assessment: Critical Issues for Research and Practice. A chapter is to appear in: Handbook of Psychological and Educational Assessment of Children (Vol. 2): Personality, Behavior, and Context by C. R. Reynolds & R. W. Kamphaus (Eds.).
2. Implementing Alternative Service Delivery in Pre-school Settings: Concepts and Procedures. A chapter is to appear in: Alternative Educational Delivery Systems: Enhancing Instructional Options for all Students by J. Graden, J. Zins, & M. Curtis (Eds.).
3. Professional Judgment: A Critical Appraisal. This manuscript is based on presentations at APA and NASP (1986), and research accepted for presentation at APA (1987).



INNOVATIVE PRACTICE IN CONSULTATION

The KAPS award for Innovative Practice in Consultation was based on the implementation of the "Counseling and Consultation Options for Psychological Effectiveness" (C2OPES) program at Noe Middle School, Jefferson County Public Schools. The focus of the two year project funded by a state incentive grant and JCPS was to proactively address the identified mental health needs of students and staff and to facilitate a healthy learning environment through services of a full-time, building-based school psychologist. Ms. Beimrohr endeavored to increase intervention options for local school staff and to bridge the gap between the educational environment and student mental health needs. A continuum of psychological service options involved direct services available to students, educational staff, and parents. Services included psychological counseling, intervention with individuals or groups, testing, parent training and inservice activities, as well as participation on the Support Services Team and the Leadership Team within the building.



LOIS BEIMROHR

INNOVATIVE PRACTICE IN ORGANIZATIONAL DEVELOPMENT

Judy received the KAPS award in Organizational Development for her work in the development of a Crisis Model and Social Skills Curriculum. The Crisis model included an overview and rationale, proposed model and two memoranda indicating plans for interim implementation and plans for a grant proposal. Along with two of her superiors, Judy met with the superintendent's cabinets for model presentation during the 1986-87 school year. She attended agency coalition meetings discussing suicide prevention, intervention, postvention, and school-agency interaction throughout the year.

The social skills curriculum will be implemented for the 1987-88 school year in selected pilot sites throughout the Jefferson County Public Schools. Local school staff and JCPS Mental Health Intervention Project school psychological services staff will work together to develop school based social skills groups.



JUDY BRETTSCHEIDER

INNOVATIVE PRACTICE IN PSYCHOLOGICAL COUNSELING

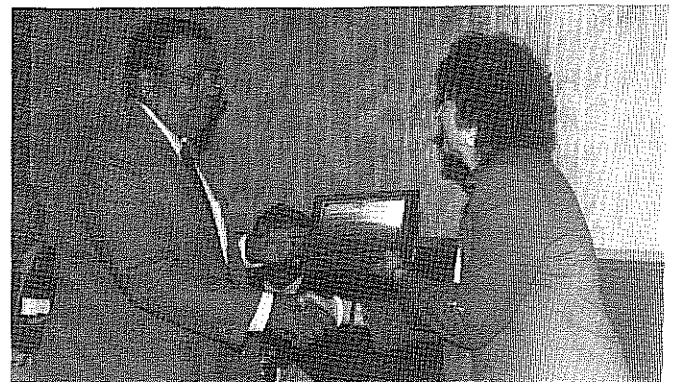
JOYCE STEVENS and BETTY WHITE

Joyce and Betty received the KAPS award for Innovative Practice in Psychological Counseling. During the 1986-87 school year, they offered counseling programs in the areas of Divorce and Grief at two middle schools. They also co-lead a social skills training group with a counselor from a local mental health facility. Joyce and Betty co-sponsored a parent program with a local middle school and community agencies at night on special topics: The Exploited Child, Parent/Child Communication, Drug Education,

The Latch Key Kid, and Teenage Suicide. They were also directly involved, either individually or collectively, with several students who had threatened suicide. Interventions included conferences with school counselors, clinical interviews with students, and contact with parents and community agencies. In addition, Joyce and Betty developed a comprehensive curriculum guide for divorce counseling and a suicide handbook.

INNOVATIVE PRACTICE IN RESEARCH & PROGRAM EVALUATION

Dr. Barclay, Professor of Educational and Counseling Psychology, University of Kentucky, received the KAPS award in Research and Program Evaluation. He has served as editor of the Personnel and Guidance Journal. Professional publications include 86 research articles and 4 monographs. Dr. Barclay has served in numerous organizations relating to psychology in and out of the state of Kentucky. He has been instrumental in obtaining research grants in excess of \$3,000,000.



DR. JAMES BARCLAY

KAPS PHOTOS



LET ME EXPLAIN . . .



SMILING FACES

AS
PRESIDENT
I . . .



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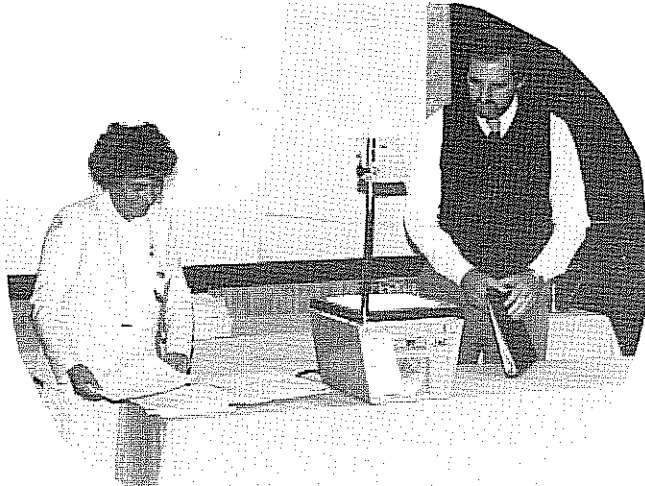
THE FAITHFUL FEW

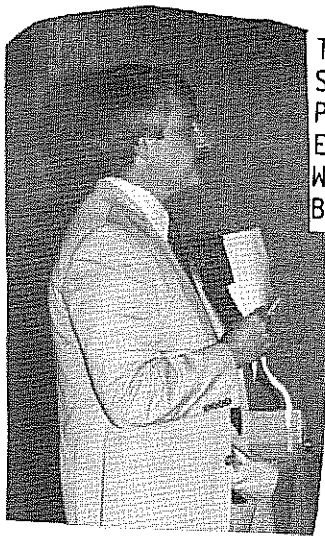


HAVE I GOT A
PROGRAM FOR YOU!



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THE
SCHOOL
PSYCH.
EXAM
WILL
BE . .



ARE YOU KIDDING??



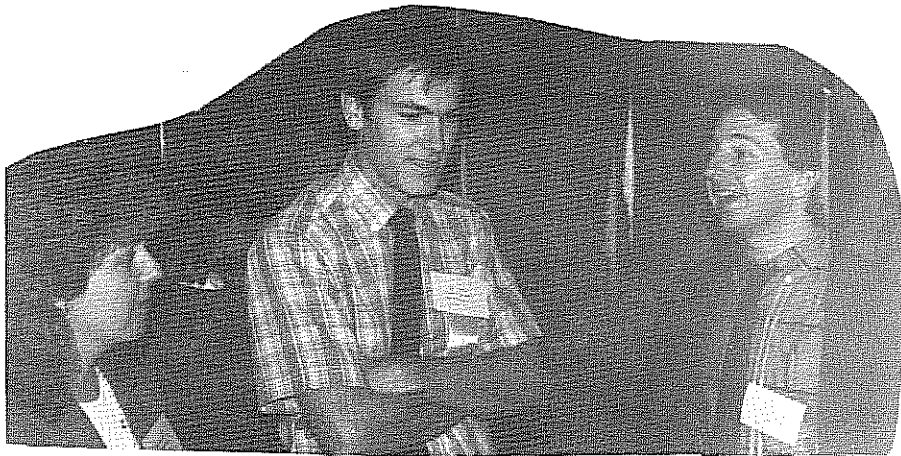
AND THAT'S THE TRUTH



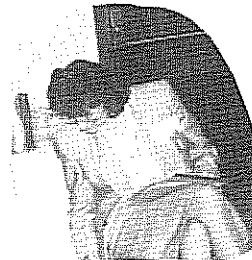
OH, MY!



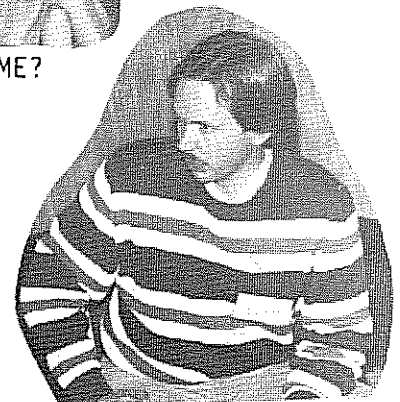
WHO? ME?



THAT'S, WHAT I THINK



WHY ME?



YOU DON'T SAY!!



NOW, NOW



LEGISLATION UPDATE

SUE HOAGLAND
and
PEGGY HARRELL RIGSBY

The General Assembly funded the Experimental School Psychological Service Program for the 1987-88 school year. This program provided matching funds to twenty-five districts to employ school psychologists. Our future request includes that the present program

continue and be expanded to thirty-five positions the first year and forty-five the second year. Please contact your legislative representative, especially those who are participating in the experimental program, to express appreciation and continued support.

NASP LEGISLATIVE LEADERSHIP AWARD



HARRY MOBERLY, JR.

Representative Harry Moberly, Jr. was presented with a Legislative Leadership Award by the National Association of School Psychologists, in recognition of his leadership in legislation benefitting Kentucky's children. Representative Moberly is chairman of the Education Budget Review Subcommittee and the Higher Education Subcommittee of the House.

Representative Moberly was instrumental in getting funded the School Psychology Consortium during the 1986 General Assembly. This is the legislation

which provided \$400,000 for the establishment of 25 new school psychology positions throughout the state, along with training for districts and the new psychologists, and evaluation of their services and of the program generally. The profession of school psychology in Kentucky has taken a great leap forward with the implementation of this program, with the ultimate beneficiaries being Kentucky's children. All of us are extremely grateful to Representative Moberly for his efforts and leadership in advancing this very worthwhile program.

NASP DELEGATE REPORT - FALL 1987

BILL PFOHL

I have just returned from the Delegate Assembly in Washington, D.C. which was quite rewarding to me. First, I am starting to understand much better the processes which go on and secondly, many projects which have been undertaken over the past few years were completed. The sense of closure that was felt by many is something all school psychologists look forward to. The brief highlights included the NASP support for a national exam in school psychology, a move for a national registry of school psychologists; a motion to include school psychologists in state accreditation procedures (in the North Central states), and a continuation of the regional meetings. I feel KAPS benefitted from the last one. Some other less encouraging news is that APA has dropped malpractice insurance for masters level providers. NASP will be helping formulate a resource book on alternative delivery systems. We will be soliciting your ideas and projects over the next year. Time was spent talking about the convention arrangements for NASP. It has been recommended that NASP plan five years ahead on conventions to obtain the most favorable arrangements. The Delegate Assembly will vote on future sites next spring in Chicago. The 1989 meeting was approved for BOSTON, time and dates will be forthcoming in the near future. Please mark your calendars for CHICAGO APRIL 5-10. The facilities are beautiful and NOT at the airport as rumored; it is half way between downtown and the airport. Parking for cars will be free. It is an easy day's drive from most of Kentucky. I hope to see you there. The Special Interest Groups are alive and well. The Communique (isn't the new format fabulous?!) will be publishing the names and addresses for the contact people. This is a new and exciting benefit from your membership. If you have any research ideas, NASP is willing to provide grants for you. Janet Graden and Dave Barnett just received a nice one; you can, too. Just contact me for the information. NASP also initiated a Certificate of Appreciation which any NASP member can request for important person(s) in your life, who provide extras for you in your practice (eg. principals, teachers, local legislator). It is suitable for framing. Please contact me for an application.

Elections for our region are coming up. You must elect a state delegate and a Regional Director. I plan on running again and would appreciate your vote. Kathy Durbin from North Carolina and Beth Loman from South Carolina have expressed interest in the Regional Director's position. I think both are very capable and would be quite sensitive to Kentucky's interests. Our membership enrollment continues to amaze me and the rest of the country.

Our percentage of practitioners who are members exceed those certified by the state?! NASP in Kentucky also has more members than KAPS. I want to encourage all the NASP members who work in Kentucky and are members of KAPS but are listed as NASP members in Ohio, Indiana or Tennessee, to please change NASP to your work address. We are losing voting power to other states. This involves over a dozen people at this time. Please support NASP from Kentucky. Your mailing address for NASP is used to determine your vote for all NASP activities. You cannot vote for your Kentucky delegate or Regional Director if you are receiving your mailings in these other states. Please contact the Washington office as soon as possible to correct this situation. Please feel free to contact me on NASP matters. It has been a great year representing you. I hope to see you in Chicago in April!

A goal of mine as delegate for this year was to try to have regional representation of school psychologists in Kentucky through the state organization, KAPS. I have spoken to many of you and received strong support for this idea. KAPS at their recent conference moved to have five regional representatives with more possible as the number of school psychologists grows (see other articles in this newsletter). I am most pleased and excited about this, and feel all school psychologists from throughout the state will benefit from this change. It will give all of you a more active involvement in your state organization. Please vote for the By-Law change, and later for your regional rep.

International
SCHOOL PSYCHOLOGY ASSOCIATION
Summer Study Tour 1988

July 17 - August 4, 1988

The XI International
School Psychology Colloquium
Bamberg, Germany, July 22 - 26, 1988

SCHOOL PSYCHOLOGY IN HOLLAND, GERMANY,
SWITZERLAND AND FRANCE

Participate in a 19-day School Psychology Traveling Seminar in Europe - visiting AMSTERDAM, KASSEL, FRANKFURT, BASEL, PARIS, BRUSSELS - with participation in the XIth INTERNATIONAL SCHOOL PSYCHOLOGY COLLOQUIUM in Bamberg, Germany. Cost from New York: \$2095. For more information contact: Dr. Liam K. Grimley, ISPA Traveling Seminar Coordinator, School of Education, Indiana State University, Terre Haute, Indiana 47809

MENTAL HEALTH PROMOTION PROGRAMS IN SCHOOLS

The National Mental Health Association, through its Office of Prevention, wants to learn about school-based programs in mental health promotion. NMHA is gathering information about such programs and plans to organize and produce a resource package that identifies and describes programs. Of interest are: a) curriculum programs or classroom activities; b) professional development for educators; c) school-wide procedural changes; and d) parent education, aimed at one or more of the following objectives:

1. to improve and develop an effective school climate;
2. to improve the understanding of cause and effect of human behavior, thought, and emotions;
3. to increase skills in interpersonal problem-solving;
4. to increase pupil skills in specific areas related to mental health:
 - expressing emotion
 - making decisions (critical thinking skills)
 - increased understanding of similarities and

differences among people

- managing stress
 - developing/maintaining positive interpersonal relationships, and
 - utilization of social support networks;
5. to increase student self-esteem through improved self-concept and constructive student-teacher, peer-peer, and parent-child interaction.

School psychologists should be prime sources of information on mental health promotion programs in schools. A school program information survey has been developed by NMHA and sent to affiliates and other individuals and organizations, including NASP and KAPS for the purpose of gathering this information. If you currently are involved in or know of a mental health promotion program in a school, your contribution to the NMHA project would be very valuable. Please contact Cookie Cahill Flower (513-474-0647) for a copy of the information survey. Your information is desired by NMHA at the earliest possible date, so please call today!

BY-LAWS CHANGES

COOKIE CAHILL FLOWER

The KAPS By-Laws changes which previously were sent in proposal form to the membership were discussed at the General Business Meeting on 10-2-87. A number of revisions resulted from that discussion. The final version of the By-Laws changes is printed on the attached pull-out ballot. Please vote on each change and return your ballot to me by DECEMBER 7, 1987. A change requires agreement of two-thirds of those voting in order to be ratified.

The proposals for regional and student representatives to the Executive Council (EC) are designed to enhance KAPS' representation of its membership. The EC tentatively divided the state into five regions for this purpose: Western, West-Central, Central, Eastern, and Northern. (The precise delineation of regional composition will be determined after the By-Laws voting is completed.) It was decided that regional representatives should be elected by KAPS members in each particular region. The duties of the regional representative would include:

- attendance at all EC meetings (which occur 3 to 4 times per year)
- acting as a communication link between the EC and KAPS members in that region
- organization of at least one and preferably two regional meetings per year. These meetings might

include regional professional development opportunities.

- acting as The KAPS Review reporter for the region
- serving as the regional contact person for KAPS committee business
- recruiting KAPS members in the region.

Each regional representative would serve a two-year term. Election as a regional representative would not preclude an individual from serving as a Committee Chair or other officer of KAPS. In fact, such dual roles are encouraged.

It was decided that the student representative should be appointed rather than elected. This decision reflects the temporary nature of student status and the lack of familiarity of students from different programs in the state with one another. The KAPS President would confer with the university trainers in making this appointment. The student representative would serve for one year. Representatives would be chosen from each of the three state training programs on a rotating basis.

Please take the time to mark your ballot and send it today! Note that your signature is necessary on the ballot in order to verify that only KAPS members participate in the vote.

BY-LAWS CHANGES

BALLOT

Underlined portions represent changes discussed at the General Business Meeting on 10-2-87. Below each change, please indicate whether you are in favor of or opposed to that change.

Article III. Officers and Executive Council

Section 2.

The Executive Council shall consist of the President, President-Elect, Secretary, Treasurer, Chairpersons of all Standing Committees, and Regional and Student Representatives, all as voting members. The Past-President, NASP Delegate (if a member of KAPS), and State Consultant for School Psychological Services (if a member of KAPS) also are included on the Executive Council as non-voting members.

_____ In Favor

_____ Opposed

Article IV. Committees and Liaison Representatives

Section 9.

There shall be a Continuing Professional Development Committee for the purpose of encouraging, monitoring, and recommending for recognition the efforts of members to promote their own professional growth.

_____ In Favor

_____ Opposed

Article V. Regional and Student Representatives

Section 1.

The state shall be subdivided into geographical regions for the purpose of enhancing communication and involvement of the membership. Regional representatives to the Executive Council shall be elected by a majority vote of members in each region.

_____ In Favor

_____ Opposed

Section 2.

The number and composition of state regions shall be determined by the Executive Council.

_____ In Favor

_____ Opposed

Section 3.

One student representative to the Executive Council shall be appointed by the President with the approval of the majority of the Officers. The student representative shall be enrolled in one of the state approved training programs in school psychology.

_____ In Favor

_____ Opposed

Please send your marked
and signed ballot to:

Signature _____

Cookie Cahill Flower
801 Nordyke Road
Cincinnati, OH 45255

KAPS MEMBERSHIP NEEDS ASSESSMENT RESULTS

YNN McCOY-SIMANDLE and JOHN MURPHY

Your feedback on this survey was greatly appreciated and will play an important role in shaping future KAPS activities and planning. A total of 31 surveys were returned. The results reported below were discussed at the recent Executive Committee meeting in October.

Please feel free to provide additional feedback any time in the future by contacting any of the KAPS officers or appropriate committee chairs (refer to the back page of this newsletter for their names). We also welcome your suggestions regarding ways in which KAPS might effectively meet these needs.

Results

Following is a list of prioritized needs summarized from your responses to the item requesting you to prioritize based on your needs as a school psychological service provider. #1 represents the most important need, #2 represents the next most important need, and so forth. Two needs listed within the same number indicates a "tie" in the rankings.

1. More school psychologists
2. Increased involvement with students in the regular education program; reduced evaluation caseloads
3. Increased knowledge about psychological services on the part of teachers, administrators, and parents
4. Increased administrative support at local level; higher salary
5. Increased administrative support at state level
6. Increased professional development opportunities
7. Increased knowledge about psychological services on the part of psychological service providers
8. Increased contact and cooperation with community resource agencies
9. Better working conditions (e.g., phone access, adequate room to work, etc.)

Below is a summary of your rankings regarding needs addressed by specific committees.

Liaison and Public Relations Committee

1. Greater visibility with regular education personnel and associations (NEA, KEA)
2. Increased newspaper exposure
3. Greater visibility with special education personnel and associations (CEC)
4. More tangible symbols for PR (KAPS pins, t-shirts, etc.)

Legislative Committee

1. Lobby for unit funding for school psychologists separate from Part B (special education) monies
2. Lobby for continuation of Experimental School Psychologist Program for 1988-89
3. Lobby for House Bill 241 relating to related service units per 500 handicapped students

4. Increased political action with legislators
5. Develop platform on child-related issues; increased political action with KASA

Program Committee

Important topics or themes to consider for future programs:

1. Alternative Service Delivery Models
2. Assessment/Intervention for ED/BD and Preschool students

Other: assessment of low-functioning students; biological aspects of psychological intervention; being and surviving as a school psychologist; curriculum-based assessment; environmental issues as related to incidence of learning/developmental problems; approaches local school-based research; legislative awareness of membership.

Preferred program (convention) sites:

1. Central location
2. Regional locations on a rotating basis

Ethics and Professional Standards Committee

1. Question and answer section in KAPS Review concerning ethical issues
2. Increasing members' awareness of litigation regarding ethical issues

Continuing Professional Development Committee

1. More awareness of CPD requirements
2. Recognition of CPD recipients

Membership Committee

1. Recruitment of new members
2. Increased membership services
3. Fairness of annual fees

Newsletter Committee

1. More content/topical articles rather than committee reports.
2. Timely distribution
3. Methods of soliciting more material
4. Better copy

State School Psychology Consultant

1. Representation on state committees; updating members on Experimental School Psychology Program
2. Feedback on state exam

NASP Delegate

1. Column in KAPS Review; increased contact/communication with membership

Additional comments regarding future needs included the following: increased and more balanced regional involvement in KAPS leadership (e.g., regional representation on Executive Committee); increased communications to membership; increased political action of membership; more centrally located meetings at rotating sites; periodic regional membership meetings.

We again thank you for your interest in KAPS and, more importantly, in the students of Kentucky schools.

SPECIAL RECOGNITION

WARREN COUNTY RECEIVES COMMENDATION

During Warren County's scheduled accreditation visit in the Spring of 1987, the Special Education and School Psychology Program received commendation from the Kentucky Department of Education. The recognition was based on the following exemplary features:

- *Written plan for service delivery including an annotated bibliography of all assessments utilized in the district.

- *Two school psychologists in the district that are provided direct supervision by a certified school psychologist who is a full-time director of special education

- *Weekly staffings are held with psychologists, teacher consultants, and Director of Special Education

- *School psychologist is present at all initial placement SBARC meetings to interpret assessment results and participate in the determination of interventions and/or IEP development.

- *A process is in place for school psychological consultation with regular and special education teachers.

ers.

- *Weekly reports are utilized for an on-going evaluation of referral process timelines.

Districts wishing to be considered for commendation may wish to follow a process similar to Warren County. (1) Review KDE's Comprehensive School Psychological Services handbook for appropriate model (Special Education or Student Services), (2) Write a one page request to Division of Accreditation summarizing how LEA program exceeds minimum requirements of the model utilized in the district, (3) Send a copy of the request to the accreditation team leader (make sure someone is assigned the responsibility for reviewing the program and making a recommendation to the team regarding the commendation), and (4) Send a copy to Jim Batts, School Psychology Consultant, Division of Student Services. Commendations must be requested of the Division of Accreditation according to KDE timelines for the district..

Congratulations to the staff of Warren County Schools, particularly Pat Guthrie, Director of Special Education.

UPDATE ON THE EXPERIMENTAL SCHOOL

PSYCHOLOGY PROGRAM

The Experimental School Psychology Program is in full swing. As of date of this article, nineteen (19) of the twenty-five (25) grant positions have been filled. It is anticipated that many of the remaining positions will be filled following the November 14th examination.

The new school psychologists and personnel from their districts went through a two day training and orientation session in August. The topics included the application of instructional psychology, system entry strategies, and service delivery models. The KAPS pre-conference workshop on pre-school assessment served as the second training experience. Two additional training workshops are scheduled, one in December and one in the Spring. University of Kentucky, under the direction of Dr. Emanuel Mason, is coordinating the training component of the program.

Arrangements have been made, with Eastern Kentucky University, for Dr. Charles Maher from Rutgers University to design and conduct the evaluation of the Experimental School Psychological Services Program. The evaluation will include quantitative aspects such as number served but also will consider quality of services, outcomes, school personnel and parent satisfaction, and program implementation.

Western Kentucky University, under the direction of Dr. William Pfohl, is coordinating the supervision of the psychologists. A doctoral level supervisor is available to each experimental program school psychologist. The supervisors duties include providing support, technical assistance, and consultation to the school psychologist and their district. The supervisors will not monitor the implementation of the programs since this is built into the evaluation procedures.

KAPS members will be kept informed of the statue of the experimental program through KAPS Review.

School Psychologist position for 87-88 school year. Salary range from mid 20's (210 days) for Rank I and no experience, upward.

Contact: Duane Miller, Ph.D.
Owensboro Board of Education
Box 746
Owensboro, KY 42302

REGIONAL NEWS



BLUEGRASS NEWS

With the start-up of the fall semester at U.K. and the opening of school, KAPS members have been busy in the Bluegrass. Two such members are delighted to be a little less busy, having recently earned their Ph.D.s: Garland Biquette graduated this past spring and Ruth Bewley this past summer. Ruth has achieved a second but more significant degree, her M.O.H. (motherhood). We in the Bluegrass congratulate Ruth, Mike and baby Matthew.

Several Bluegrass school districts are recipients of Experimental School Psychology Grants, and happily, the number of practicing school psychologists in the area has increased. One such New-Kid-on-the-Block is Cathy Fiorello, who has joined Alan Kite in Franklin County. Cathy is a doctoral student at the University of Kentucky. She is responsible for three elementary schools, one middle school and one high school in the county's consultation model of service delivery. She has re-vamped the behavioral observation form previously used, and has made greater use of the office computer. Cathy apparently projects a very professional image since she reports that already one can hear "What do you mean he doesn't quality!?!?" echoing in the schools. The district has also employed a new Educational Diagnostician, Haureen Hall, who has an expertise in vocational evaluation. The employment of these two women has brought many different skills and viewpoints to the Franklin County assessment team. With them, we in the Bluegrass are looking forward to a very productive and enriching school year.

JEFFERSON COUNTY NEWS

In Jefferson County this year, school psychologists will be assigned the responsibility of implementing the social skills portion of a pilot instructional program for students in Emotionally Disturbed/Behavior Disordered (ED/BD) classes. Psychologists will also be receiving training for implementing Teacher Assistance Teams (TAT) and then assisting local schools in setting up these teams. National trainers will be coming in on October 23rd to work with the school psychologists and local school personnel. Pat McGinty has been assigned to Cabinet for Human Resources (CHR) facilities to provide comprehensive school psychological services. On the personal side, Ruth Bewley delivered a 7 pound, 9½ ounce, 20½ inch baby boy named William Matthew on September 23rd. Ruth reported that things went beautifully and, in true psychometric style, noted that he passed the Apgar with flying colors. In addition, two staff members, Mike Norris and Marty Tate (now Marty Tate Kent), were married over the summer.

Bob Illback of Fort Knox Community Schools reported that they have hired a new school psychologist this year. Her name is Connie Valentine and she is taking Gail Cannon's place, who left to pursue her doctorate in clinical psychology at Spaulding University. Connie formerly worked for the School for the Deaf. In addition, Dr. Tessie Fields has been hired part-time and is working mostly at the secondary level.

Greater Clark County Schools promised a full report on their activities in the next newsletter.



NORTHERN KENTUCKY

"What's the thing to do if a psychologist much smaller than yourself starts to fight with you?"

"Tell Bruce so he can mention it in the KAPS Review."

School psychological services in Northern Kentucky continue to expand with the addition of new staff in Boone County, Kenton County, and Covington Independent Schools, thanks to funding from the Experimental School Psychological Services Program. Michael Walters is the new school psychologist with the Boone County Schools. Michael is a graduate of the training program at James Madison University and previously worked for four years with the Nicholas County Schools in Summersville, West Virginia. The addition of Michael will allow the expansion of school psychological services in Boone County, emphasizing consultation and individual and group counseling. Welcome also to Mary Ann Sarmir who is employed in Covington. Mary Ann is a recent graduate of the University of Cincinnati training program and is looking forward to her first "real job" as a school psychologist. Another U.C. alum is Melinda Mastman who took the grant-funded position in Kenton County where she joins "ABD buddies" Bill Knauf and Bruce Wess along with Louise Adams, Katie Hamilton, Mike Carr, and Karen Carey. Melinda is working on developing prevention and intervention programs in the secondary schools to deal with drug abuse, pregnancy, and suicide.

Free associating to "new faces" leads to "new places," of which we have two. Dave Feldman has left the halcyon environs of Newport for the school psychological wilds of Campbell County. In a move of even greater breadth, Marcia McEvoy has forsaken the area altogether to return to her home turf of Michigan where is now employed in Grand Rapids work-in with preschoolers. We in Northern Kentucky have fond memories of Marcia in that her recent series of job changes provided occasions for accompanying goodbye parties. Tangentially, Marcia is one of the "mystery mamas" mentioned in the last installment by the present scribe as she ushered daughter Kara into the world on April 25. Congratulations to Marcia and husband Terry and best wishes in their new setting. It can finally be revealed that the other set of proud parents alluded to in the last issue is none other than former KAPS President, current NASP Secretary, professor extraordinaire, author supreme - Joe Zins, and the lovely and talented Charlene Ponti! Joe is now learning about the joys of parenthood from his daughter, Lauren, born in early June. Having made a recent attempt to woo the young lass, I found that Joe and Charlene have instituted a rigorous screening procedure for prospective suitors, requiring a vita (minimum of 30 scholarly articles and/or presentations) and five letters of

recommendation. Anyway, congratulations to our friends, Joe and Charlene.

From the quills of Northern Kentucky authors - it appears that convention planning is not Karen Carey's only forte. Witness the article on retention/promotion practices (coauthored with Mary Ann Rafoth) which appeared in the September Communique. Congratulations to authoritative author Cookie "Janette" Cahill Flower whose article "The Behavior Disordered Child in the Classroom" consumed almost the entire July issue of The Schools' Advocate. Also, Joe Zins, John Murphy, and yours truly have learned that their manuscript "The Peer Support Group: A Means to Facilitate Professional Development" has been accepted for publication in the School Psychology Review. The article details the workings of a peer support group which has been operating in Northern Kentucky since 1978 and discusses this means to professional development in general. Available in your bookstores soon!

While on the topic of knowledge enhancement, continuing professional development remains a high priority in Northern Kentucky. Eight locals attended the recent workshop on "Cognitive Behavioral Interventions with Children" presented in Richmond by Phillip Kendall. As a result, there have been reports of recent attempts to reduce impulsivity through cognitive behavioral techniques by John Murphy, Carol Dunham, Mike Carr, Melinda Mastman, Katie Hamilton, Bill Knauf, Bruce Wess, and Karen Carey. Bill Knauf and Bruce Wess are also said to have attended the Bluegrass Special Education Conference although the rumor regarding the 3:00 A.M. "therapy session" in the Hospitality Room remains unfounded. Unrelatedly, by the time this script is in the hands of our faithful readers, the KAPS Fall Convention will be history. Therefore, the presentations by Bill Knauf, Karen Carey, Bob Kruger, and Louise Adams (fully half of the paper sessions) are hereby acknowledged and accorded the accolades they no doubt deserve.

And speaking conventionally one final time, I would personally like to acknowledge the monumental labors on behalf of KAPS by Lin Cook, Kenton County School Psychological Services secretary. I stand also in awe of the herculean efforts and nervous energy expended by Cookie Cahill Flower and Karen Carey. Thanks also to Bill "Media Hog" Knauf for the advance publicity work. I admit that the scope of the kudos contained herein is limited by the data to which I have direct access - that is, observation of the labors of my fellow Northern Kentuckians. To all others in our fair Commonwealth who contributed time and effort to the cause - thanks also. Be good to yourselves; you deserve it!

SPECIAL ANNOUNCEMENTS

LEARNING DISABILITIES

"Educating Students With Learning Disabilities—A Shared Responsibility" is a report advocating mainstreaming by Madeleine Will, assistant secretary for the Office of Special Education and Rehabilitative Services in the U.S. Department of Education.

For a free copy, write Clearinghouse on the Handicapped, Education Department, Room 3132, Switzer Building, 330 C St. S.W., Washington, D.C. 20202, or call (202) 732-1245 or 732-1250.

NATIONAL SCHOOL PSYCHOLOGY EXAMINATION:

The Educational Testing Service (ETS) has developed a national competency test for school psychologists. Two norming tests will be given in all 50 states beginning June, 1988. All of those who participate in the norming will be "grandfathered in" and will have their names placed in the first National Register of School Psychologists. Advertising should begin soon. (*Quoted from Oregon School Psychologists Association Newsletter—NASP Delegate Report)

AUTONOMOUS FUNCTIONING: Certified Psychologists desiring to make application for the oral examination may request an application form by writing to:

Shirley Jones, Secretary
State Board of Psychology
Box 456
Frankfort, KY 40602

SCHOOL PSYCHOLOGY EXAMINATION: The next administration of the Kentucky Department of Education School Psychology Examination is scheduled for Saturday, November 14th at the Kentucky School Boards Association Office in Frankfort, Kentucky. This will be the third examination this year. Seventeen (17) individuals took the exam in April and twenty (20) took it in July.

Individuals interested in taking the examination should make application to the Kentucky Department of Education, Division of Teacher Education and Certification, 18th Floor Capitol Plaza Tower, Frankfort, KY. Eligibility to sit for the examination includes having complete or being in the last semester of course work from an approved sixty (60) semester hour school psychology program.

OOPS! WE GOOFED



In our rush to publish the last issue of the KAPS REVIEW, we inadvertently omitted a name in the Regional News for Jefferson County. Our apology to Claudia Schindler for failing to include the information about her involvement in the Mental Health Project in Jefferson County.

DIVISION 16 MEMBERSHIP

Why join APA's Division 16? There are some material benefits. APA membership provides the APA Monitor, the American Psychologist, discounts on journals and convention fees. Membership in Division 16 provides you with a subscription to Professional School Psychology and The School Psychologist. There are some advantages in addition to these, however. School psychologists can't exist in isolation from other psychologists. Division 16 allows the voice of school psychology to be heard by other psychologists. Without a strong Division 16, decisions about the practice of psychology in the schools may be made without the input of school psychologists, psychologists untrained in school psychology but serving schools may continue naive practices, and the stream of ideas flowing into school practice from other areas of psychology may be impeded. You can

prevent these events from happening by joining and becoming active in Division 16, as well as other APA divisions affecting school psychology practice.

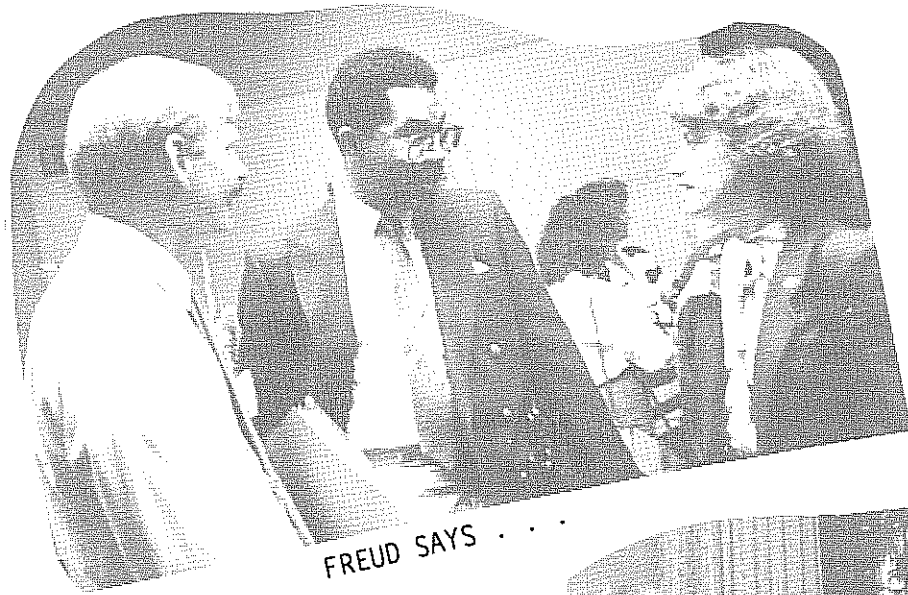
For additional information/application contact:

Krista Stewart, Secretary
Division 16
Department of Psychology
Tulane University
New Orleans, LA 70118

For membership as a student affiliate contact:

Randy Kamphaus, Chairperson
Membership Committee
Department of Educational Psychology
325 Aderhold Hall
University of Georgia
Athens, GA 30602

MORE KAPS PHOTOS



FREUD SAYS . . .



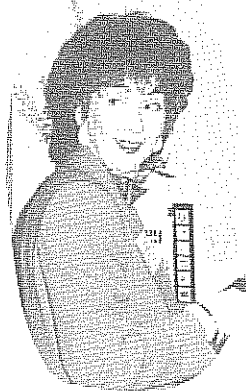
CHEESE . . .



MY I'M HAVING
A GOOD TIME!!



THE BOILER ROOM



I'VE GOT MY
EYE
ON YOU



WHICH WORKSHOP



PSYCH LOTTO

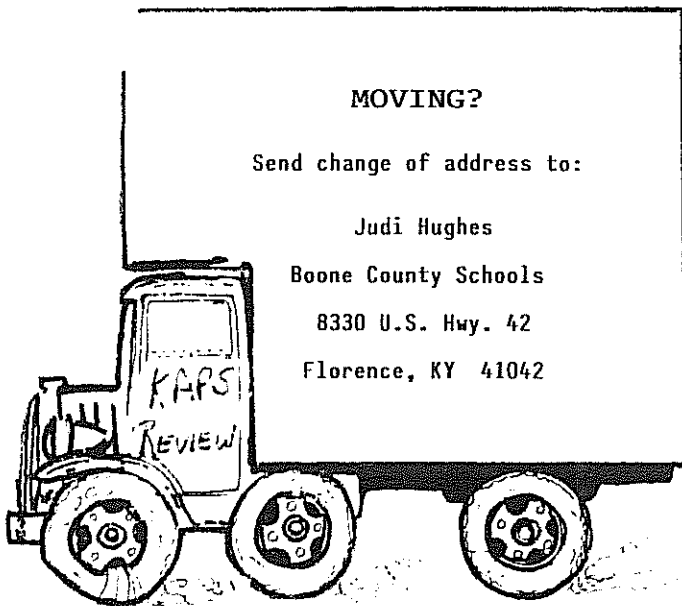
LEADERSHIP TRAINING PROPOSALS

A Chapter 2 grant has been approved by Superintendent McDonald to promote program awareness and training related to Contemporary Issues, Life Skills and "At-risk" student programming. The State Department of Education is requesting Leadership Training Proposals in this regard, of a trainer-of-trainer nature and consisting of twelve or more hours. The categories and topics of the grant include:

1. Character Education, which may include ethical reasoning skills; critical thinking skills; values education/clarification; moral education; media education; use of leisure time; global and multicultural education; and citizenship education;
2. Health and Safety, which may include crime and crime prevention; street/city safety; wellness programs; disease information (AIDS, etc.); stress and eating disorders; health care; sight, hearing, speech, psycho-motor, emotional disorders; dealing with strangers; rape and sex abuse; environmental issues;

3. At Risk Children, which may include dropout prevention; truancy; absenteeism; identification and intervention regarding emotional problems; suicide prevention; delinquent behavior; school discipline problems; drug and alcohol abuse; child exploitation;
4. Family Life and Planning, which may include day care; parenting skills; family planning; teenage pregnancy; domestic violence (substance abuse, abuse of parents); dealing with divorce; custody; latch-key children; child abuse; home instruction; parent-school relations; pre-school education;
5. Social and Interpersonal Skills, which may include dealing with anger and conflict; communication skills; building self-esteem and motivation.

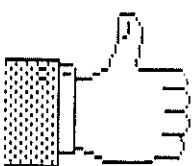
For more information regarding the grant and the procedures for making application, contact Hank Marks at (502) 564-3678 or write, care of Curriculum Services; 1729 Capital Plaza Tower, Frankfort, Kentucky 40601.



ELECTION RESULTS	
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Secretary:	Lois Beimrohr
CONGRATULATIONS!	



**PARTICIPATE IN
YOUR
PROFESSIONAL
ORGANIZATION**



**K
A
P
S**

Please send me a KAPS membership application

NAME _____

ADDRESS _____

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

EXECUTIVE COUNCIL 1987 - 88

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