

# the KAPS Review

A Publication of the KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 20, Issue 2

Winter 2000

## *President's Message* *Ray Roth*

Greetings to all. I hope everyone had a good break and the new millennium is off to a great start for you all. Much is happening at the state level and I hope I can help inform you all of some of the most critical issues. First, the state regulations for special education are being completed and we hope to have the first draft soon. Joe Bargione and Barb Kibler will be discussing these issues in detail at our spring training on March 10 in Elizabethtown, Ky. I hope many of the questions we all have now will at least partially be answered then.

Many of you may be aware of a new organization which is being formed and using an acronym similar to ours. The group is the Kentucky Association of Psychological Services-Providers (KAPS-P). This group is interested in addressing the issues involved with autonomous functioning of Master's level clinical psychology folks. The founders of this group sent a letter out to all persons who hold either a license or certificate by the Kentucky Board of Psychology stating their position and inviting people to join. Basically, this group is advocating for changes in the law which governs the practice of psychologists to allow Master's

level practitioners to use the title psychologist (not psychological associate) and, after a period of time of practicing with supervision, to be allowed to practice autonomously. They cite changes made in several other states and hope to create similar changes in Kentucky. The main reason I bring this up is that there has been some confusion between our organization and this new one. I have sent a letter to the founders of this organization officially requesting that they consider changing their name. Our position is that to have another organization with such a similar name as ours, and representing a similar constituency, may present problems for both organizations. I have talked to members of this group personally and they are going to look into our concerns. If anyone gets any questions concerning this issue you may want to clear up the confusion and be sure that the person asking understands that we are not affiliated with KAPS-P.

In my last address I mentioned that the Executive Committee (EC) is in the process of looking into improving our organization by doing a thorough evaluation of our current structure. We continue to work on this and I anticipate that this will be a lengthy process. I hope to investigate ways to be more responsive to the needs of individual members through the

regional representative positions. If you have any strong feelings on this issue feel free to contact your regional representative or me. We also are continuing to work on getting our mailing lists current and all of you should have received your KAPS Directory in January. If you did not receive one and your membership is current, please contact Beth Edmonson at [bedmonson@owensboro.k12.ky.us](mailto:bedmonson@owensboro.k12.ky.us). Also let your colleagues know that if they are not current on their membership and would like to renew, Beth can assist them.

My final message is somewhat personal. Recently Owensboro experienced a devastating tornado. Many families were displaced and over 100 homes were destroyed and over 1000 were damaged. We initiated the crisis response procedures that so many of us had been involved in developing with great success. I would like to thank Dr. Bill Pfohl for coming up on a Sunday and training our staff in the NOVA materials and assisting us in preparing for our response. I also want to thank the school psychologists and staff of Henderson County schools for coming over and assisting us in meeting with students and staff. I am more confident now than ever that as school psychologists we have a tremendous ability to positively impact the lives of students and staff. Many people in

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Owensboro are better able to cope with the stress of this tragedy because of the hard work of school psychologists. This is just one small example of the impact we are making in communities across the state. I am proud to be a member of such a fine profession.

## *NASP Delegate Report* *Joe Bargione*

Greetings from NASP. I hope everyone is having a good school year. Let me first invite everyone to our NASP convention. It will be in the Big Easy (New Orleans) from 3/28/2000 to 4/1/2000. The convention program I recently received has a lot of interesting sessions. I'm sure there will also be a lot of fun activities to do at night. You can learn more about the convention at [NASPWEB.ORG](http://NASPWEB.ORG).

Closer to home, I just wanted to thank everyone for the opportunity to represent you as the delegate for the last four years. I have learned a lot about educational issues at the federal level and how they impact local schools and school psychologists. I represented Kentucky's interests to the best of my ability. Kentucky is fortunate to have two well-qualified candidates running for its delegate. Both previously served in the position. I encourage all NASP members when they receive their ballots to

take a few minutes to fill them out and return them.

Although I'm a "lame duck" at this point, if there is anything I or NASP can do for you please contact me at (502)485-6052 or [JBARGIO1@Jefferson.k12.ky.us](mailto:JBARGIO1@Jefferson.k12.ky.us)

I hope to see many of you in New Orleans.

**Editor's Note:** The following review of a KAPS Conference session was received too late to include in the fall issue so is published here in full.

## *Writing and Math Difficulties: Current Research and Effective Interventions Reviewed by Marilyn Hagenseker*

Dr. Deborah Bott-Slayton has had a great deal of experience in teaching students of all school ages who have learning disabilities. Currently, she is a professor at the University of Kentucky in Special Education and specializes in teaching students having learning and behavioral problems. All of her information that she presented during this session is based on well-grounded research, and is appropriate for all students having learning and behavioral problems, whether special education students or not.

During this session the focus centered on different age levels, in particular the subjects of writing portfolios in Written Language and Algebra in math.

According to the conclusion Dr. Bott-Slayton has drawn after much research and study, she believes that utilizing a combination of interventions that include both Direct Instruction and Strategy Instruction appears the most successful approach in teaching students with learning difficulties. Some specific suggestions relating to the combined model were as follows:

1. Sequencing - Really task analysis. Teaching - then fading. Not withdrawing support, but lessening it.
2. Drill, practice, review. Some may never achieve mastery because of low ability level. However, they may benefit from numerous repetitions.
3. Segmentation - Break down the whole into small parts, and then build back up.
4. Direct questioning and response - Teacher directed. A word of advice was to use unison response. Otherwise, only the high ability students will respond.
5. Technology - Such as flow charts, picture illustrations, web process for writing.
6. Small group instruction. Co-teaching regular and special ed students. A practical

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suggestion might be to use heterogeneous groups for ideas and homogeneous ones for skills.  
7. Supplements such as homework or parent assistance.  
8. Strategy clues. Use 'think-alouds.'

Some specific suggestions for Written Language include having the student dictate while the teacher transcribes (which is only used short term), pre-cueing of spelling of words related to the topic, having a word book (personal picture dictionary), encouraging "invented" spelling, promoting peer collaboration and using a spell check. A practical idea proposed was teaching a self-check strategy (COPS) - "Capitals, Overall Appearance, Punctuation and Spelling."

Specific math interventions included the use of manipulatives and drawings, both direct and strategy instruction, lecture and pause, goal structure and self regulation. In many ways math needs phonemic awareness as much as reading does. Children need to be involved with the everyday uses of numbers. They need to have a sense of what numbers mean as well as the relationship between numbers. Dr. Bott-Slayton advises practice doing mental math. Students should be taught to verbalize what it means as they are performing mathematical computational

problems. While they can often do a process, they may not be able to explain what they are doing.

The session was very informative and gave many ideas, both new and old, for specific interventions to be put in place for those students having learning problems in the areas of Written Language and Math. Dr. Bott-Slayton appeared enthusiastic about her findings and attempted to have her audience catch this enthusiasm.

**Editor's Note:** The following article was submitted by Angela Wilkins too late for the spring 1999 issue. It was postponed until this issue as a reminder to us all as we enter the new millenium of the importance of violence prevention. To paraphrase Angela, "Let's ensure school shootings end with the 20th century."

## *When Hate Kills* Angela R. Wilkins, Ed.D.

The 1997-98 school year in America saw five states, including Kentucky, deal with the horror of school shootings and student deaths. After the fifth shooting in May 1998 in Oregon, Kentucky and other states experienced a wave of copycat situations-death threats, bomb threats, and other

scary school disruptions. Only the school year's end brought calm nationwide, along with a vow that such nightmares must stop immediately.

The U.S. Dept. of Education and Justice sponsored the Early Warning, Timely Response: A Guide to Safe Schools mailed to schools in September, 1998. Kentucky's School Safety Act (HB 330) required schools/districts to do safety assessments/plans, funded 40 grants for 71 districts, and birthed the Ky. Center for School Safety at Eastern Ky. University. The Ky. Community Crisis Response Board (the nation's only legislated, funded statewide crisis team) provided crisis response information/training. Hope abounded for safer schools.

With a month left in the 1998-99 school year, Colorado's Columbine High School experienced the worst ever school shooting. Fourteen students and a beloved teacher died; over two thousand students and staff had their lives forever scarred, with their community in abject grief. A wave of copycat actions-bomb and death threats-again occurred

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nationally. Once again, we vowed this insanity with our children must end... NOW.

Countless theories exist about the causes and solutions for this violence. *No one theory* has all the causes/solutions; school violence is as *complex* as those doing the shootings. Consider these statistics (Children's Defense Fund) for America's youth: 25% live with one parent; 4% live with NEITHER parent; 13% have teen moms; one in 680 is killed by gunfire before age 20. Every mental health professional is needed, along with total community involvement, to ensure school shootings end with the 20th century.

Here are observations and recommendations from several sources, including the author's crisis work/consultation with education departments of four states with school shootings.

1. Hate Kills (and wounds, destroys, and breeds more hate). The common thread among school shooters was a culture of hate. They perceived dislike or hatred from fellow students, so they "returned" the hate with bullets. In

today's 'put down society' where barbs, taunts, and zingers are heard ceaselessly, rivalries form and flourish. Cliques are cool; tolerance is less so. Today's youth face the greatest peer pressure yet to look a certain way, think a certain way, and reject those who are different. Brand names rule, even with preschoolers. Over a year ago, secondary students who experienced a school shooting spoke at a Ky. middle school. The older students were asked, "What changed at your school after the shootings?" They replied, "For a month, there were no cliques in school (they commented their faculty had cliques also). Everyone took turns hanging out with each other, sharing lunch, no teasing, no put-downs." Slowly cliques returned, along with old behaviors.

## 2. Our society-especially the youth-need "connections."

Today's American society is a busy one, evidenced by pagers, cell phones, and voice mail. Electronic connecting devices are profuse; family/community ties are waning. (Ret.) General Colin Powell recalls his childhood "Aunt Net" in South Bronx. Neighborhood women (his "aunts") watched him from their

tenement windows, and informed his parents when he misbehaved. He notes the "Aunt Net" is faster than the Internet! Such community involvement with its children is infrequent in transient America. Since communities "own" the destruction done by youth, they must become 'creators and owners' of local solutions to violence.

3. Youth today are polarized into "haves" and "have nots," with few connecting links. Other cultures believe American youth have the most money, luxuries, best education, etc. of all time. True—for some youth. However, a record number of youth work part-time to pay for all this. Today's classrooms have students with new cars and students living in cars. Students are judged by the brand names they wear and use. Gen. Powell warns of a coming "digital apartheid" unless all students receive the technical, computerized skills necessary for survival in the 21st century...skills needed to pay for all the "haves."

What are possible actions to reverse these probable causes of youth violence? Consider these,

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and please share your ideas on causes, actions, and solutions.

**1. Stop the Hate.** Right now, wherever we are, we must take individual and group actions to stop hatred. School boards/councils must pass no-hate policies with severe consequences for violators. School clubs can promote 'acceptance activities.' Athletic events must stress good sportsmanship. Character education, social studies curricula, and other academic initiatives help students respect one another. Community leaders may host forums on hate issues. National, state, local, and media leaders must make public statements on ending hate. How about a national campaign to promote 'getting along and caring about others?'

**2. Strengthen family/community ties to its children.** Families are a child's first source for optimal development—but not all children have empowering families. These children benefit from programs with caring adult mentors. Communities need to create 'safe places' to counter abuse. Also, after-school activities keep youth

positively engaged. Communities can sponsor programs for all families to promote physical and mental wellness.

**3. Teach students to care about others, including peers.** Socio-economic differences always exist. *But a poverty of spirit cannot be tolerated.* All students can be 'rich' in ways to help others—a chance to serve, to give back to one's community. Service learning, peer tutoring, volunteer organizations, etc. teach this. Schools and communities must advertise *high expectations* for youth that include acceptance, respect, and service to others.

The famous peacemaker Mahatma Gandhi suggested all relationships be based on four principles: *respect, understanding, acceptance, and appreciation.* These principles can be crucial in a world where youth are murdered at school. Each mental health professional can contribute by example and involvement, alone and together. Let's start TODAY!

## *A Call to Action from Kevin Dwyer*

NASP President Kevin Dwyer requests that school psychologists, i.e., you, and others write short letters to Time, Inc. to express your thoughts about their "exclusive" publication of the tapes and photos of the Columbine High School shootings. Their cover story in the 12/20/99 issue of *Time* could increase the chance of copycat behavior by providing the publicity youth (and adults) with complex problems would love for their potential homicidal/suicidal actions. Furthermore, the children, youth and families who have personally suffered are only more painfully reminded of their helplessness and pain through such "glorification" of the shooters. The goals of the shooters included getting even by destroying both lives and the image of their school and community. While the story in the magazine tells about the heroic lives of the victims, it also describes their long lasting physical and psychological scars, thereby confirming the long lasting and far reaching impact of the shooters' acts. This, too, can stimulate and give motivation to the rejected, confused, negative thinking of some of our youth.

Kevin states, "We have a responsibility to convey ethical

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principles to the media. Find the time to write".

Send letters to:  
Time, Inc.  
Time and Life Building  
Rockefeller Center  
New York, NY 10020-1393

**Editor's Note:** The following letter was written by Jefferson County school psychologists Mike Norris and Frank Williams in response to a column by George Will. Both were printed in the Louisville *Courier Journal*. Space does not allow for the reprinting of George Will's column; however, the column concerned Mr. Will's negative perception of the use of medication to treat ADHD conditions. My thanks to Mike for submitting this letter for reprint.

December 17, 1999

Editor:

George Will's column of December 3, "The Ritalin Explosion" is short of fact and long on supposition. He contends that many children are overmedicated with Ritalin for ADHD. His claims are not research based, but seem snatched from unfounded notions that Americans drug children into behavioral compliance as a quick fix for the *blitzkrieg* of modern society. Since Will is known for his baseball writing, let us throw him a few pitches.

**Strike One:** Ritalin is addictive. Long term research over the past twenty years has not identified individual cases of addiction or serious drug dependence because of stimulant medications. Children on these drugs are no more likely to abuse other substances than children who do not take stimulants.

**Strike Two:** Psychotropic drugs can cause school violence. Current research reveals that stimulant drugs do not cause an increase in violent and aggressive behavior. To the contrary, Ritalin can reduce aggression in many social situations.

**Strike Three:** Ritalin is overprescribed. Several recent epidemiological surveys, and a local survey of some elementary schools, confirm research estimates that about 5% of children have ADHD and many of these are underprescribed for medication.

While the success rate of medical treatment for the neurological condition of ADHD is very favorable, this response to Will is not a pitch for "medication first". Any medical decision that affects a child's life performance should be taken very seriously by all parties involved. This is not a simplistic case of "boys will be boys". Perhaps Will should stick to

baseball writing. He has struck out here.

## Regional Reports

### Region 5 Angie Chandler

A regional meeting was held December 13, 1999 at the Kentucky School for the Deaf in Danville. The focus of the day was Functional Behavioral Assessment. Psychologists and interested staff from eight districts attended the day. Dr. David Reber presented information in the morning and the afternoon was dedicated to reviewing the new KDE Functional Behavioral Assessment CD-ROM. Topics discussed during the regional meeting included maintaining communication throughout the region and a new procedure for awards nominations. Please send any regional award nominations to the Region 5 Representative Angie Chandler, at [achandle@nelson.k12.ky.us](mailto:achandle@nelson.k12.ky.us). (Please note that the email address for Angie listed in the new KAPS Directory is incorrect. Please make the correction.) Congratulations go out to Robin Pope Santa-Teresa, school psychologist at KSD on her recent marriage.

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## *The Governor's Early Childhood Task Force: Putting Early Brain Development Research into Practice* Laura McGrail

Recent advances in brain research have alerted many parents, professionals, and community members to the importance of providing nurturing, stimulating experiences to young children. New scientific discoveries have confirmed that a child's earliest experiences affect the way his/her brain is organized and functions in later life. Some of these discoveries include:

- A baby is born with 100 billion brain cells not yet connected in networks. The networks formed by brain cells allow thinking and learning to occur. Experiences shape the way these networks and connections are formed.
- By a child's third birthday, the brain has formed 1000 trillion connections, which is about twice as many as are found in the adult brain. Beginning around age 11, a child's brain begins to lose extra connections to become a more efficient system.
- Connections in the brain become permanent through repeated use. A connection that is rarely used will most likely be lost. Thus, children

with limited literacy experiences in early life may have difficulty mastering language and reading skills. Children with limited early play experiences may have difficulty acquiring age-appropriate social skills.

- In stressful situations, children who have experienced secure attachments produce less cortisol, a stress hormone, and demonstrate better adaptive skills. Thus, nurturing experiences strengthen the biological systems.

These findings have implications for the ways in which our society cares for and educates young children. The early years must now be viewed as crucial "prime time" periods for providing enriched learning and play experiences for all children. As a result, high quality child care is extremely important since child care providers help shape the experiences which will affect children's brain development.

Unfortunately for many families, access to high quality child care is a significant problem in this nation and in this state. In December 1999, the *Louisville Courier Journal* conducted a random survey of 330 of the 2000 licensed day care centers in the state. Among their findings:

- 73% of the centers had violated state regulations at

least once in the last two years. Many had multiple violations; nearly 30% had six or more.

- 25% of the centers had been cited for violating staff training standards. One of every four centers had at least one employee who had not met required training regulations.
- 11% of the centers had been cited for not meeting state ratio requirements (staff to children).
- 39% of the centers had been cited for violations of health, safety or sanitation standards.
- The number of state inspectors is far below that recommended by the National Association for the Education of Young Children (NAEYC), the national accrediting organization.
- Kentucky child care workers earn an average of \$6.37 an hour (and few receive benefits) which results in high levels of staff turnover. 38 states have higher average wages.
- Kentucky's staff to children ratio requirements are higher than those recommended by NAEYC. For example, one child care worker in Kentucky can supervise up to 10 two-year-olds; NAEYC recommends a 1:4 ratio.
- Kentucky also has some of the lowest standards for training and education of child care directors and workers. 34

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states have higher standards than Kentucky.

In addition to the problem of finding high quality child care, access to *any* child care is a significant issue for many families. A recent report indicates that 64% of Kentucky women with children under age 6 currently work full time or part time and that more than 187,000 Kentucky children ages 5 and under (including 22,800 babies) need child care every day. The availability of child care slots is significantly lower than the need and lengthy waiting lists are common in all parts of the state.

In recognition of the gap between the need for high quality early life experiences and the realities of the child care profession, Kentucky Governor Paul Patton established the Office of Early Childhood Development, headed by Dr. Kim Townley, and in March 1999, formed *The Governor's Early Childhood Task Force*. The Task Force included representatives from all parts of the state and was charged with developing a long-term strategy (i.e., a 20-year plan) for improving the quality of life for Kentucky's youngest citizens.

In November 1999, the Task Force published its recommendations in the report entitled *Kids NOW (Kentucky Invests in Developing Success)*. The recommendations

were developed around desired outcomes in four areas: Assuring Maternal and Child Health, Supporting Families, Enhancing Early Care and Education, and Establishing the Support Structure. The report was submitted to the Governor's office for consideration as possible legislation.

In January 2000, Governor Patton announced his legislative initiative. Among the legislation that the Governor is requesting, it is recommended that: a ranking system of child care centers be established, the number of child care inspectors be increased, two boards be established to oversee the early childhood initiative, and fifteen of the lowest income counties be targeted to receive initial monies for improving child care and children's health care services. Other counties may apply for funds, as well. The Governor is recommending that the initiative be funded with twenty-five percent of the tobacco settlement funds the state will be receiving.

Citizens who support this initiative need to contact their legislators as soon as possible. Our legislators need to know that there is support for the initiative and for the recommendation that tobacco settlement funds be allocated toward early childhood. In addition, if this legislation passes, funding may also go to those

counties that have an established community partnership dedicated to early childhood issues, such as a local chapter of the state *I Am Your Kentucky Child* organization. The Governor's Early Childhood Initiative is a bold commitment to improving the quality of life for young children and their families. As child and family advocates, school psychologists need to be involved in this exciting, once-in-a-lifetime opportunity.

## *Legislative Notes*

*Jim Batts and Connie Adams  
Legislative Co-Chairs*

We continue to monitor state and national legislative issues. State concerns are followed through our affiliates with lobbyists, KASA and KPA. The KASA Legislative Alerts cover educationally relevant bills. For national issues, NASP Legislative Updates by Libby Kuffner are a great resource for those interested:

<http://www.naspweb.org/advocacy/index.html>, or join the SPAN listserv by email to [lkuffner@naspweb.org](mailto:lkuffner@naspweb.org).

Please note that KAPS is not KAPS-P (Kentucky Association of Psychological Services-Providers), should there be confusion about KAPS in your communications with policy makers.



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Jim Batts will serve as the NASP contact in KY for Medicaid issues. Connie Adams will continue to serve as the NASP SPAN Coordinator for KY.

The eleven proposed special education regulations are available at [www.kde.state.ky.us/legal/regs/idefault.asp](http://www.kde.state.ky.us/legal/regs/idefault.asp). Please communicate your personal concerns to KY Dept. of Education, Office of Legal Services, 500 Mero Street, 1st Floor, Capitol Plaza Tower, Frankfort, KY, 40601 or to [tdrury@kde.state.ky.us](mailto:tdrury@kde.state.ky.us). You may address specific questions to Johnnie Grissom or Mike Armstrong, 502 564-4970, email [jgrissom@kde.state.ky.us](mailto:jgrissom@kde.state.ky.us) or [marmstro@kde.stat4e.ky.us](mailto:marmstro@kde.stat4e.ky.us)

*Kudos to Dorothy and Walter Brock*  
*Reported by Mike Norris*

Remember when Dorothy Brock (Region 3 Rep) presented her husband Walter's film about a disabled man's fight for his civil rights at the 1998 KAPS conference in Louisville? The film "If I Can't Do It" was a finalist for an Emmy award, and it has just won a coveted Silver Baton at the prestigious DuPont-Columbia University Awards for broadcast journalism. (Among other awards winners were Diane Sawyer, 60 Minutes, and Bill Moyers.) Dorothy was

assistant producer of the film. Congratulations to Walter and Dorothy!

*School Psychologists Assist Districts in Obtaining Federal Grants*  
*Reported by Laura McGrail*

In response to violence in schools in recent years, Congress has appropriated grant funds for violence prevention projects through the Safe Schools/Healthy Students initiative and the 21st Century Community Learning Centers initiative. Jefferson County Schools was one of 54 districts in the nation awarded a Safe Schools/Healthy Students grant in fall 1999 during the first round of funding.

Five Kentucky districts were recently notified of being 21st Century Community Learning Center grants recipients for Fiscal Year 2000. These districts were: Corbin Independent, Dayton Independent, Henderson County, Rockcastle County, and Owensboro Public Schools.

Additional funding and new rounds of applications for both grant programs should occur in the next few months. The 21st CCLC deadline is 3/20/00. The deadline for the next SS/HS funding has not yet been announced.

School psychologists were involved in planning and preparing a number of these grant applications. Congratulations to these colleagues and their districts!

*Donation to NASP Children's Fund Auction*  
*Reported by Mike Norris*

Tabitha McCutcheon, custom sales manager of Louisville Stoneware, provided KAPS with a gift donation of a very attractive chip and dip platter set for the NASP Children's Auction. In the past we have obtained knitted afghans from Churchill Weavers in Berea at some cost to us, but Stoneware agreed to a donation because they have supplied our awards plaques for the past two years. I have written a thank you letter to Tabitha and indicated that KAPS would like to continue our relationship with one of the finest pottery makers in the nation. KAPS award winners have told me how much they like the plaques. Please let me know if any members do not like the Kentucky shaped award and we can look for something else if there is a lot of dissatisfaction. The plaques are attractive, reasonably priced, and easy to produce. I plan to use them again this year, as it is my "turn" (duty) as Past President to procure the awards. However, the next Past

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Presidents may want to look at something else. You will find the nomination form for KAPS awards in this issue of the Review. Now is the time to consider nominating a colleague for one of the plaque awards...they may become "collector's items" if things change in the future.

## Job Openings

The Fort Knox Community Schools is seeking to employ two school psychologists for next school year. Student ratio of 1:1000. Full range of services for all students. 190-day calendar. Responsibilities include: assessment, consultation, training, TAT activities, and involvement in professional development. Kentucky certification required. Experience a preference. Salary range \$41,130 - \$77,232 (Rank I - Doctorate).

Fort Knox Schools serve students of military parents living on post and are funded by the Department of Defense Education Activity. The military installation is located approximately 45 miles south of Louisville. For further information, contact Judy Parkison, Director of Student Services, at (502) 624-5153 x 36. E-mail addresses are: [www.jparkison@odedodea.edu](mailto:www.jparkison@odedodea.edu) or [jparkison@yahoo.com](mailto:jparkison@yahoo.com).

Applications will not be mailed until late March/early April.

The Kentucky School for the Blind has an immediate opening for a full-time school psychologist. This position will provide opportunities for a full range of school psychological services. For further information, contact Dr. Bill Greenlee, (502) 897-1583, ext. 276.

## Web Sites of Interest

(from the NH school psychology newsletter, NHASP Protocol, winter '98)

<http://www.edlaw.net/public/contents.htm>  
Special ed laws and regulations

<http://www.lrp.com>  
Special Ed law, IDEA2

<http://www.gen.emory.edu/medweb/medweb.mental-health.html>  
MedWeb: Mental Health/Psychiatry/Psychology

[http://www.ama-assn.org/insight/gen\\_hlth/atlas/newatlas/brain.htm](http://www.ama-assn.org/insight/gen_hlth/atlas/newatlas/brain.htm)  
AMA page - includes atlas of the brain.

<http://weber.u.washington.edu/~chudler/functional.html>  
Functional divisions of the cerebral cortex.

<http://weber.u.washington.edu/~chudler/nsdivide.html>  
Brain structures

<http://search.ed.gov/csi/>  
Searchable index of government education information

<http://www.natd.org/grants.htm>  
Grants listed by NATD

Mark Your Calendar for  
NASP's 32nd Annual  
Convention!



NASP 2000 Convention  
March 28-April 1, 2000  
Sheraton New Orleans  
New Orleans, Louisiana  
Theme: Celebrating our Success

For more information, call (301)  
657-0270 ext 216

P.S. for Runners:  
NASP's 4th Annual 5K Walk/Run  
will be held Saturday April 1, 2000  
6:30 a.m. at Audubon Park  
New Orleans, LA

Register early for Special Event  
SE02

Before 2/28/2000 - \$20.00  
After 2/28/2000 - \$25.00

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## ***State Professional Development Opportunities***

The Kentucky Autism Training Center will sponsor *Autism Institute 2000* at the Galt House Hotel, Louisville, KY July 20-23, 2000. Specialization sessions will be organized around five content areas: communication, inclusion and involvement in group activities, extending behavioral gains across environments, identification and assessment, and clinical and medical treatments. For more information, contact KATC at 1-800-334-8635 ext. 7277 or (502) 852-7277 or by email at [katc@louisville.edu](mailto:katc@louisville.edu).

The Kentucky Parent Resource Centers and the Kentucky Department of Education will be sponsoring the 14th Annual Parent Professional Conference February 4-6, 2000 at the Hyatt Regency in Lexington, KY. A limited number of scholarships are available for parents. Contact Chris Harbeck at 800-374-9146 or Dana Anderson at 800-369-0533 for scholarship information. To register for the conference, contact the Jessamine County Parent Resource Center at 606-885-1851. The number for the Hyatt is 1-800-233-1234.

The Kentucky Teaching and Learning Conference (formerly known as the Kentucky Education Technology Conference) will be held March 2-4, 2000 at the

Commonwealth Convention Center and Hyatt Regency Hotel, Louisville, KY. Contact Roseanne Wise, 502-564-7168, [rwise@kde.state.ky.us](mailto:rwise@kde.state.ky.us) for more information or register online at [www.kde.state.ky.us/oet/customer/KyTLC2000](http://www.kde.state.ky.us/oet/customer/KyTLC2000).

## ***The NASP Children's Fund Call for Funding Applications***

The NASP CHILDREN'S FUND BOARD encourages full-time school psychologists as well as graduate students, academicians and interdisciplinary teams to apply for funding. Successful applications will be unique in the service provided. Research is considered when it directly interacts with children.

The NASP CHILDREN'S FUND is affiliated with, but an independent charitable organization of NASP. As a tax-exempt, nonprofit charity, the Children's Fund can accept and disburse monies for charitable purposes. We invite you to submit an application for funding for the 2000-2001 school year. THE DEADLINE FOR APPLICATIONS IS JUNE 1, 2000. For information write to: Dr. R. I. Olley c/o Pupil Services, Chatsworth Elementary, 222 New Avenue, Reisterstown, MD 21136; call 410-887-6915 or fax: 410-526-9263.

## ***KAPS' New Website***

Thanks to President-Elect Sharla Fasko, KAPS has a webpage. Check it out!

[www.psychology.edu.edu/kapsaps/](http://www.psychology.edu.edu/kapsaps/)

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## ***The KAPS Review***

Laura McGrail, Editor