
the

KAPS REVIEW

A PUBLICATION OF THE

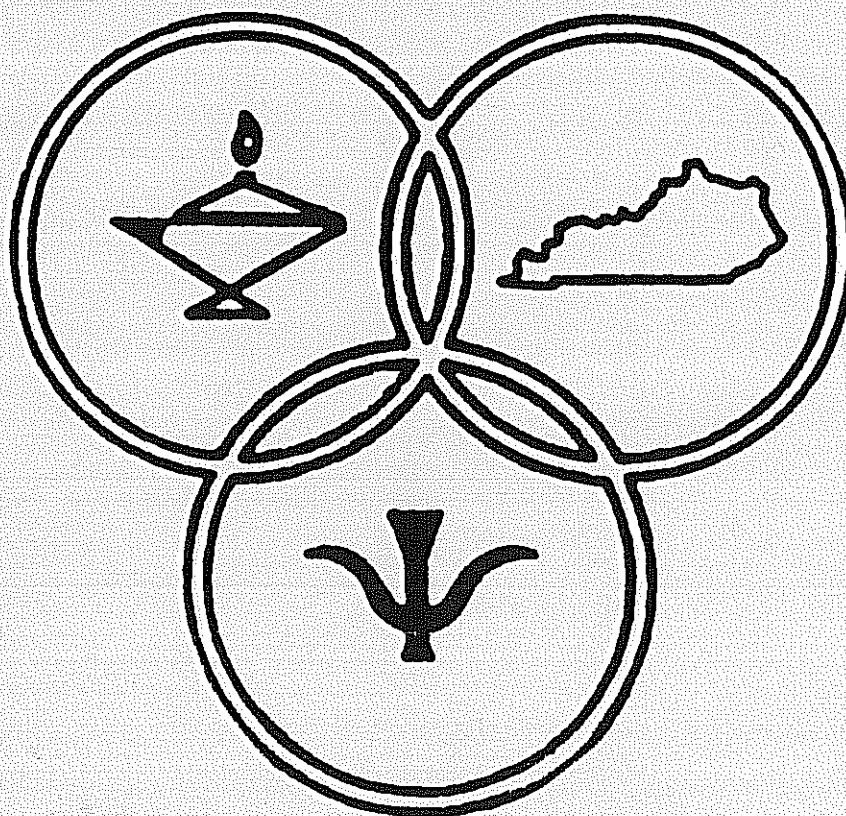
KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
SCHOOLS

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EDITORS' NOTE JOYCE STEVENS and BETTY WHITE

We want to say a special "thank you" to Lois Beimrohr, Michael Kieta, and Pat McGinty for the time and effort required on their part to submit articles for this issue. The Spring issue will focus on the Experimental School Psychology Program. We look forward to hearing about the exciting things that have taken place in this arena during the first year of implementation. We continue to encourage members to submit announcements and/or articles for publication. If you have any comments/suggestions relating to your professional newsletter, the editors would appreciate hearing from you.

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KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

The KAPS Review is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS) and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily those of the executive committee.

SUBMISSION OF ARTICLES FOR THE KAPS REVIEW

Articles Due

Spring Issue: April 22, 1988
Articles must be submitted in
typed, doubled spaced format.

Submit Articles to:

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

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PRESIDENT'S MESSAGE

COOKIE CAHILL FLOWER

While the doldrums of mid-winter may be curbing the enthusiasm of some, your professional organization has not been affected in the least! KAPS is as vibrant and active as ever in working toward its established purposes. Let me highlight for you just a few of the recent activities of your professional organization.

KAPS has formulated and formally adopted a Mission Statement and Elaboration of the Purposes of the organization, and has developed Five-Year Long Range Goals. This is the result of the long-range planning process to which the organization has committed itself during this school year. The process was initiated at our Fall Convention and followed-up with a full day workshop on December 12 at Butler State Park. The formulation of these documents, which are contained in this edition of The KAPS Review, was a difficult and painstaking process. However, they are invaluable in charting the course of the organization into the 1990's. The long-range goals which you see represent KAPS' priorities for the next five years. Your Executive Council (EC) now is in the process of developing Annual Goals related to these long-range goals and action plans for achieving them. The planning process which we have learned promises to allow the organization to become more efficient and effective in serving its purposes.

KAPS is highly involved in the activities of the 1988 Legislative Assembly. The Legislative Committee, with Peggy Harrell and Sue Hoagland at its helm, is lobbying hard for the continuation of the Experimental School Psychology Program. This program addresses our long-range goals of increasing the number of school psychologists and expanding the provision of quality school psychological services in Kentucky's schools. The corporal punishment issue is one which we also are addressing, and KAPS has taken a formal position against the use of corporal punishment in our schools. Please respond to Peggy and Sue's requests for your active involvement in working with our legislators. Legislative action represents one of the most effective means of serving the mental health and educational needs of Kentucky's children.

The By-Laws changes contained in the Fall issue of The KAPS Review were passed unanimously by the membership. By now, you

should have received the Call for Nominations for the election of regional representatives to the Executive Council. I feel confident that the inclusion of these persons on the EC will allow KAPS to better represent its membership and to become more responsive to its needs. This indeed represents a priority for the organization.

Big changes are in the offering for the Continuing Professional Development Committee! Mike and Sharon Kieta graciously have agreed to accept the appointment as co-chairpersons of this committee, replacing Bill Knauf and Judy Brettschneider. Some ideas which are being considered by the new co-chairs include the committee serving as a clearinghouse for CPD information and activities, connecting with the regionalization process to provide CPD, and forming a KAPS speakers bureau. Anyone interested in serving on this committee or who has additional ideas to offer should contact Mike and Sharon.

KAPS' membership currently stands at 140. You should have received recently the new Membership Directory of the organization. (Hats off to Judi Hughes for a job well done with the Directory!) Of KAPS' membership, approximately 20 to 25 people are actively involved in the work and activities of the organization. Serving on one of the KAPS committees or as an officer represents a very vital and interesting way of influencing school psychology in Kentucky, as well as furthering one's own professional growth. Consider it!



LONG-RANGE PLANNING

COOKIE CAHILL FLOWER

KAPS' FIVE-YEAR GOALS

1. Expand the provision of quality school psychological services to meet the needs of Kentucky's children and youth.
2. Reduce the school psychologist to student ratio in Kentucky to match the recommended NASP ratio.
3. Work toward more effective district review procedures by the State.
4. Provide school psychologists with access to administrative certification by the State Department.
5. Develop a working familiarity and liaisons with government and community agencies and organizations.
6. Promote awareness of school psychology among the public, policy-makers, and other influential groups.
7. Provide a continuing professional development program which is responsive to the differing needs of school psychologists throughout Kentucky.
8. Establish KAPS as an effective organization for representation of school psychologists across Kentucky.
9. Recruit/train more school psychologists to work in Kentucky.

THE MISSION OF THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

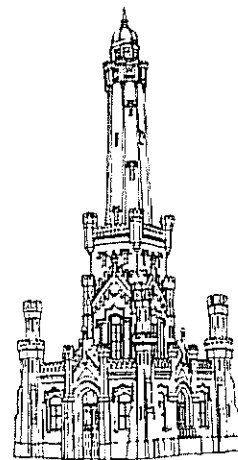
The mission of the Kentucky Association for Psychology in the Schools is to promote the educational and mental health interests of all children and youth and to promote and advance quality school psychological services in Kentucky and throughout the nation.

ELABORATION OF PURPOSES OF KAPS

1. Promote awareness of children's needs.
2. Increase awareness of school psychology.
3. Promote the availability and provision of quality school psychological services to all children and youth.
4. Provide leadership, direction, and networking for school psychologists in Kentucky.
5. Provide school psychologists with opportunities for continuing professional development.
6. Provide professional support and promote professional identity.
7. Promote cooperation among student service professionals for the provision of comprehensive services.
8. Inform policy-makers regarding issues pertaining to provision of educational and mental health services for children and youth.
9. Promote the ethical practice of school psychology.

Choose Chicago!

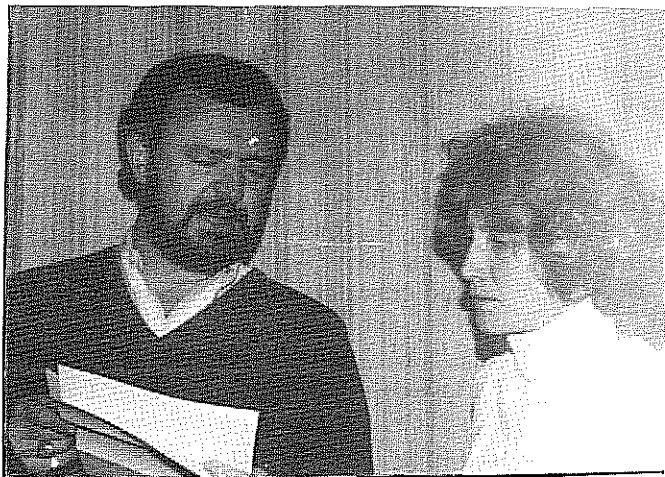
NASP Convention '88
April 5-10 • Chicago IL
Hyatt Regency O'Hare Hotel



LONG-RANGE PLANNING MEETING

GENERAL BUTLER STATE PARK

DECEMBER 12, 1987



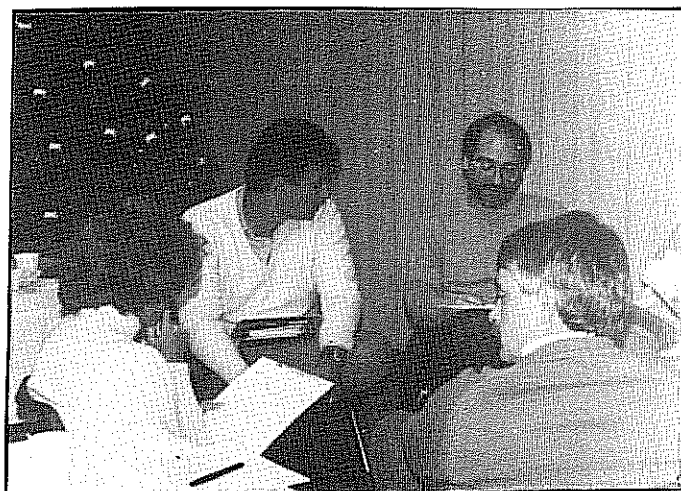
L to R: Mike Curtis, Cookie Cahill Flower



L to R: Garland Niquette, Lynn McCoy-Simandle, Cookie Cahill Flower



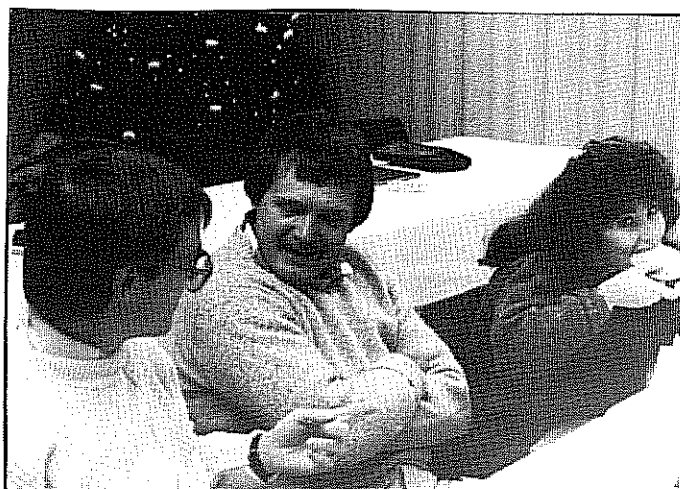
L to R: Connie Valentine, Karen Carey, Jim Batts



L to R: Cookie Cahill Flower, Rick Short, John McDonald, Jim Batts



L to R: Sharon & Mike Kieta, Garland Niquette



L to R: John Murphy, Bob Kruger, Judi Hughes

INNOVATIONS IN SCHOOL PSYCHOLOGICAL SERVICES

COUNSELING AND CONSULTATION OPTIONS FOR PSYCHOLOGICAL EFFECTIVENESS IN THE SCHOOL (C²OPES)

LOIS BEIMROHR
Jefferson County Public Schools

As an inner-city school exempt from school busing, Noe Middle School has a student population which includes cross-cultural and low socioeconomic groups. The school has a high concentration of Exceptional Child Education (ECE) students as well as general education students who have had multiple traumas and crisis experiences. This combination of factors has created a climate of need for direct mental health intervention.

The focus of the C²OPES project is to proactively address the identified mental health needs of students and to facilitate a healthy learning environment through the direct and indirect services of a full-time, building-based school psychologist. The psychologist functions 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 services is available to students, staff and parents.

The psychologist has been included as part of the Support Services Team (SST) and the Leadership Team within the building. Weekly SST meetings provide opportunity to inform the staff about the program and to participate in problem analysis and decision-making about school issues.

Early in the project, needs assessments were made dealing with parent concerns and teacher coping techniques. A building-wide student needs assessment was taken using a modified form of an instrument which had been developed and tested in another district school site. The same checklist was mailed to parents in order to compare parent concerns with those of students. Across all teams, students and parents were in agreement that the four greatest issues involved: study habits and grades, making good decisions, making and keeping friends (or belonging to the "in" group) and information about drugs.

During the 1986/87 school year, seventy-two students were formally referred by a variety of sources including self-referral. Parents were the largest referral group (28%), individual teachers (25%), counselors (14%) and teams (13%). Eleven percent of referrals were by students, all occurring in the second semester. Intervention by direct service to students resulted in 203 indi-

vidual counseling sessions. A variety of groups was organized to deal with divorce issues, social skills training, study skills and personal adjustment goals. Counselors, university graduate students and community professionals co-directed groups with the psychologist. Fifty-seven students accumulated 341 hours of discussions, role play and other activities in small groups. More than 150 parent conferences were made by phone, office interview and home visits.

Self-referral and voluntary participation over time were considered favorable evaluation factors. Teacher comments about program students included: "less passive; more open in acknowledging feelings; sometimes works out things before taking matters into his own hands; feels better about herself; initiates conversations now, but says gross things; more sociable." However, teacher comments also indicated continuation of students behaviors which prompted the referral on some cases.

One of the projects attempting to reach at-risk students on a daily basis involved providing the In-School Adjustment Program (ISAP) teacher with a problem report form (Borba, Self-Esteem: A Classroom Affair, Vol. 2, Winston Press) for each student to file as she/he returned to the team area after a discipline infraction. The form involved analysis of the situation, affective factors and generating prosocial options for solving the problem. Frequently, the psychologist assembled these students in small groups to discuss their strategies. Students and teachers alike endorsed this activity. During the current school year, students are placed in isolation in the team areas. Counselors, university graduate students, and the psychologist will do exit interviews with those students who have been placed in isolation two or more times.

Services to parents have been a major thrust in dealing with student mental health needs and preventive services. In addition to parenting training groups (Systematic Training for Effective Parenting) and presentations on such topics as "How to Help Your Child at Home" (materials from Appalachian Educational Laboratory and Troll Associates), parents of both general education and exceptional education students have been able to

access psychological services within the building. Very frequently the psychologist has been included when parents are called for team conferences. Emphasis on prereferral interventions and discussion with parents regarding ECE procedures and alternatives helped to decrease referrals of students who would ultimately remain in the regular program after assessment.

The project has provided building staff with assistance in a variety of ECE procedures. The psychologist has been called upon to attend School Based Admissions and Release Committee meetings, consult regarding ECE

student goals and management procedures, assess students referred and do inservice presentation on an instrument new to the teachers.

The flexibility allowed by being in the building full time provides opportunity to deal with crises and concerns as they emerge. This advantage not only provides services in a timely manner without the cumbersome paperwork process commonly encountered when dealing with central staff, but enables a multidisciplinary approach to problem solving and direct intervention in the mental health issues of the student involved.

EFFECTIVE TEACHING FOR LOW ACHIEVERS

MICHAEL KIETA
Ohio County Schools

Of the Ohio County student population, as many as one-third achieve below grade level. These low achieving (LA) students may be slow learners who do not qualify for special education services, mainstreamed special education students, or other students who do not achieve for a variety of reasons. Our district recognized that LA students are capable of learning and are entitled to an appropriate education. However, teacher surveys and observations indicated that our district faced a dilemma with three facets: 1. the educational needs of our LA students were not being met; 2. teacher attitude regarding LA students is largely negative, consequently teachers do not want to work with LA students and/or do not feel competent working with them; and 3. the financial resources of our district were too limited to provide extensive new educational services.

The use of retention, the Chapter I programs, remedial/transition services, special education, and classroom aides were all available in our district. However, these services have limited applications and many students fall through the "gaps" in our programs. The most reasonable and practical approach was to help the LA students in their regular education classes predominately with available resources. We determined that there was a need for a program that incorporated the following factors: 1. effective teaching for LA students; 2. teacher training to increase their competence in working with LA students; 3. changing negative teacher attitudes regarding LA students and reducing their frustration in working with them; 4. direct support and technical assistance in the classrooms; and 5. a relatively low-cost

program. In an effort to meet these needs, Lana Montgomery, special education supervisor, and Michael Kieta, school psychologist, applied for a competitive grant through the Kentucky Educational Innovation Incentive Fund in Fall 1986. We were awarded the grant for the 87/88 school year to fund our Effective Teaching for Low Achievers (ETLA) project.

The ETLA program has three components: 1. the educational model; 2. the role of the Facilitator; and 3. the method of program implementation.

The Educational Model. Twenty-four volunteer teachers and the Facilitator were trained by Dr. Edward Lentz of the University of Cincinnati to use a problem solving assessment/intervention model similar to the Curriculum Based Assessment (CBA) and intervention model (Deno, 1985; Haring, Lovitt, Eaton and Hansen, 1978). The model features direct skill probes taken from the classroom curriculum; self-assessment of the existing instructional environment; setting goals for remediation; self selection of remedial materials and activities based on the analysis of skill deficits and environmental conditions; and the continuous collection of progress data that is used to modify current instruction. Similar models have been validated in special education programs as highly effective (Haring et al., 1978). A unique feature of the ETLA program is training regular education teachers to utilize these remedial procedures.

The Educational Facilitator. The role of the Facilitator is to work with teachers who work with LA students. The Facilitator is of prime importance in the program since

KIETA Continued

support of the teachers in implementing the program is vital to its success (Rosenfield & Robinson, 1985). Our Facilitator is Vicki Parks, a reading teacher with experience in middle school remedial reading classes and Murray State University's reading clinic. She was trained in behavioral consultation by Dr. Lentz in addition to the teacher training. Her duties include acting as a consultant with the trained teachers and monitoring the progress of the program in their classes; assisting in curriculum based assessments; providing assistance with academic interventions to parents and non-participating teachers who request help; and assist teachers with special education referrals when students do not respond to class interventions.

Implementation. We recognized that change does not occur easily in schools (Sarason, 1982). Consequently, teacher training for the first year of the project was provided only to volunteers from each school in our district. By working with volunteer teachers, we hoped to attract individuals who were motivated and interested in working with LA students. After the initial year of the project, we anticipate the interest of other teachers due to the demonstrated success of the program in their schools.

The advantages for the ETLA program include the following: 1. LA students are served in the regular classroom where most students can learn effectively; 2. Teacher training has the potential to be a long lasting intervention and will be a cost-effective approach after the initial training investment; 3. The ETLA program required the addition of only one full-time consultant and periodic follow-up by the trainer; 4. The program is having an impact on a greater number of students than could be served through alternative classes; 5. Classroom interventions can be applied to all subject areas and at all grade levels; 6. The program provides a systematic method of documenting achievement and classroom interventions if a special education referral becomes necessary; 7. The program provides direct support and technical assistance to teachers.

Ultimately our program evaluation data will include Kentucky Essential Skills Test score comparisons and case histories. The formal program evaluation has not been completed but preliminary informal results have been encouraging. We have required all teachers to consult with the Facilitator or school psychologist prior to special education re-

errals. Consequently, we have had numerous opportunities to consult with both trained and non-trained teachers. The referral rate has declined, but we are not sure if this decline is due to the success of the program or teacher reluctance to go through the "hassle" of interventions. As expected, we have found that the academic interventions are most effective when the teachers have followed the structured problem solving model rather than immediately beginning favored interventions. It has been difficult to persuade teachers to use baseline data and monitor progress using graphs, but many have been surprised with their results when they do use this data. By far, the most popular intervention has been peer tutoring, usually cross-age tutors. All tutors are trained in a structured drill and practice routine. Our Facilitator has trained over 150 student tutors and two groups of parent volunteers so far. In addition we have conducted a one day training session with five school psychologists in the Western Kentucky region.

Obviously, school psychologists could fill the role of the "facilitator" in the ETLA program. However, the assessment load in our district did not allow for the time commitment necessary for a comprehensive consultation-based practice. With the current approach we have the advantage of having a full-time consultant who is an experienced and effective teacher. The Facilitator has handled most of the referrals for academic problems, while the school psychologist is consulted when there are behavioral problems. If the program is successful, there should be less time spent in assessment and the role of the school psychologist in our district can be expanded.

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SCHOOL PSYCHOLOGICAL SERVICES IN THE JUVENILE OFFENDERS PROGRAM

PAT MCGINTY
Cabinet for Human Resources

With the changes in the Kentucky Juvenile Code that went into effect in July 1987 came an impetus to employ, for the first time, a school psychologist in the juvenile offenders program. Two of the major changes in the law are the housing of juvenile offenders in separate facilities from adults and the designation of the "youthful offender" classification. A youthful offender is a male or female under the age of 18 with a history of felony convictions who is found guilty of a serious crime and sentenced as an adult in circuit court, but remanded to the jurisdiction of the Cabinet for Human Resources as a juvenile offender. The male youthful offender is now sent to Central Kentucky Treatment Center (CKTC) in Louisville until the age of 18. At that time he is returned to court to either be released or transferred to the Corrections System and sent on to prison. The objective of the Code is to provide the youth with secured placement and treatment/rehabilitation. Residents attend school practically year round, perform work detail in the facility, and receive counseling services from juvenile counselors.

As a Jefferson County Public Schools school psychologist, I applied and was assigned to the Cabinet for Human Resources facilities where juvenile offenders are held. There are three facilities here: Rice-Audubon, a minimum security facility; Johnson-Breckenridge, medium security; and Central Kentucky Treatment Center, the maximum security facility that has been designated as placement for the youthful offenders. We have been sent three youthful offenders, but one has reached 18 and been released. There are approximately 80-85 residents across the three facilities. Numbers fluctuate as youth complete the program or serve out their commitment, and new ones are adjudicated. There are primarily public offenders in the program, though there are some at CKTC convicted of serious crimes who are here until the age of 21, according to the previous Juvenile Code. As students, all residents are screened to identify academic, vocational, and social-emotional needs to be addressed in their treatment plan. In order to meet requirements of PL 94-142 and Kentucky Administrative Reg-

ulations those students suspected to be educationally handicapped are fully assessed (or reassessed, if previously placed) and due process procedures are followed. All students in the facilities have an individualized educational plan that provides for a continuation of their high school education, remedial or special education, and vocational training. Capable students who wish are able to take the G.E.D. as a completion of their schooling. Vocational/career counseling is provided to assist students as they leave the facilities to obtain a job, additional vocational training, or even attend college, for the few that are inclined.

In the six months that I have been placed in these facilities, I have spent time getting oriented to the juvenile system, in general, and the students and programs, specifically. I continue to be committed to the development of a full range of school psychological services, consistent with the needs of the students and the organization in which I am employed. I work with the school and juvenile treatment staffs, providing the assessment services needed and collaborating with both in planning the educational and treatment program. I have also had the opportunity to engage in group and individual counseling with some very troubled youth. I will be doing some inservice on educational assessment, including curriculum-based, with some of the teachers later this month. I have joined with the CKTC staff in looking at our educational program and exploring the curriculum needs of our students, many of whom have a history of poor school attendance and lack of academic success. The realization of the social skills deficits of our students has led to inclusion of a class in this area. It is very apparent that there is a great deal to be done to help these students change direction and become successfully integrated into the adult society they join when they leave our programs. Needless to say I find my work in the Juvenile Offenders program very challenging and rewarding as I continue to explore ways to provide school psychological services that promote learning and mental health in these troubled youth.



EXPERIMENTAL SCHOOL PSYCHOLOGICAL SERVICES

PROGRAM UPDATE

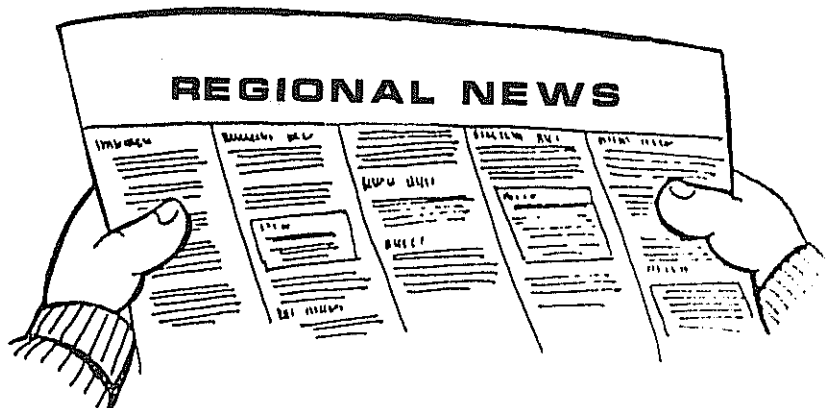
JIM BATTIS

ADDITIONAL AWARDS: A small amount of the funds for Experimental School Psychology positions was still available after first semester. Clay, Knott, and Pendleton Counties have been awarded funds for second semester. In March of 1987, when the original recipients were approved by the State Board of Education, these three districts were approved as alternates in the event funding was available.

PROGRAM EVALUATION: At the beginning of second semester, the school psychologists in the Experimental Program positions are completing the interim program evaluation forms. It is anticipated that by February 1, 1988, the Program Evaluation Report will be completed and available. A summary of this report will be included in the next issue of

KAPS Review. The school psychologists in the Experimental Program should be applauded for the time and effort they devoted to the program evaluation at one of the busiest times of the year.

TRAINING: On January 29th, a training workshop has been scheduled for participants in the Experimental School Psychology Program. The workshop, "Family Systems School-Based Interventions", will be presented by Dr. Marvin Fine, University of Kansas, and Dr. Beth Doll, University of Wisconsin. The presenters requested the number of participants be kept small due to role playing and small group work; therefore, the workshop was not available to all school psychologists in the state.



JEFFERSON COUNTY REGIONAL NEWS

RUTH BEWLEY

Jefferson County Public Schools (JCPS) school psychologists are involved in social skills training of BD students in conjunction with Special Education resource teachers, school counselors, and behavior disorder teachers. JCPS psychologists are responsible for curriculum development and implementation of the project. It is noteworthy that this is the first time a school board goal has been the direct responsibility of the School Psychological Services personnel. Psychologists involved in the project include: Mike Norris, Marty Kent, and Claudia Schindler at the elementary level; Lois Beimrohr and Barbara Armstrong at the middle school level; and Eugene Kelly, Joyce Stevens, and Betty White at the high school level. The school

psychologists are basing their training on McGinnis and Goldstein's Skillstreaming the Elementary School Child; Goldstein's, et al. Skillstreaming the Adolescent and Goldstein and Glick's Aggression Replacement Training. At this point, psychologists have trained each other and teachers on the use of materials in remediating social skills deficits. Activities which students will participate in include role playing, modeling, and giving/receiving performance feedback. Successful implementation of the project should allow local school staffs to run the programs independently in the future. Mike Norris and Eugene Kelly are responsible for evaluation of the project and will be measuring participants' perceptions of the effectiveness of

BEWLEY Continued

the curriculum.

The School Psychological Services Unit has several possibilities developing for future role expansion. Currently, a grant is being written entitled "The Student Assistance Model." This grant will include a director and two school psychologist speciality positions for such areas as social skills training, parenting, development of a crisis model, and teacher assistance training.

Kevin Stevenson, JCPS School Psychologist, has taken a new position within the school system. Kevin is one of several facilitators working under a state funded grant. Kevin is responsible for determining the physical plant needs of various school buildings across the district. Kevin will be speaking to local school and community groups and aiding in the decision-making process which determines allotment of funds.

Eugene Kelly, JCPS School Psychologist, is serving as an advisor on the Children's Adolescent Service System Program. The task force is headed by Dr. Parker, Professor at the University of Kentucky. The purpose of the program is to create greater public awareness of the special learning and behav-

ioral problems minorities face and to develop specific problem solving strategies for this population.

Kudos are in order for Lois Beimrohr and Judy Brettschneider who recently passed the Kentucky Board of Psychology's Certification Exam. Congratulations are also in order for Ronda Talley who was recently highlighted by KET for her leadership roles with KAPS and the Kentucky Association for School Administrators (KASA).

In other areas of the region, Greater Clark Schools are also using Goldstein and Glick's Aggression Replacement Training. Dr. Goldstein was guest speaker at the Greater Clark Schools. Teachers are now in the process of implementing his program in the local schools. School psychologists are also developing a prevention program which helps train students in social problem solving. In addition, parent groups are being conducted in areas as requested by a parent needs assessment.

Ft. Knox Independent Schools promises a full report of their activities in the next newsletter.

NORTHERN KENTUCKY

BRUCE WESS

We in Northern Kentucky are coping with the winter doldrums as best we can through positive mental imagery and hoping for an occasional snow day. The "hard core" group has continued to meet monthly for continuing professional development activities with recent gatherings devoted to a discussion of local community resources, the involvement of school psychologists in vocational rehabilitation evaluations, and improving Winnie-the-Pooh's social skills. However, serious seminars have not been the only things on our minds as group members recently put aside their staid psychological status to participate in the annual NKAPS Christmas Party. The event was hosted by yours truly at my new home in bucolic Boone County, hotbed of school psychological activity. The crowd was said to be amicable and well-mannered but that informant apparently went to the wrong party. For those who were able to successfully match the names of local school psychology stalwarts with NASP Convention activities in New Orleans, the following Xmas party antics should readily conjure up name associations:

1. presented a reprise of her famous "Second Street Saloon Somersault" to the delight of dancing partygoers
2. demonstrated a penchant for "Big Chill" party dance tunes and led the crowd in the chorus of "Gloria" while his spouse enacted "Light My Fire" as a rejoinder
3. attempted to badger the host into making progress on his dissertation by threatening to withhold musical gratification
4. (expatriate former KAPS President who) betrayed a questionable gender identity by his dancing behavior
5. lured the unsuspecting into the frigid night air with a promised "tour of the deck" and "view of the pond"
6. after downing several shots of distilled water, amazed the crowd with the versatility of his free-form dance steps

The new year has witnessed even more changes in the Kenton County School Psychological Services staff which always seems to have a cast larger than "Ben Hur" with more turnover than the Yankee managership. With the departure of Melinda Mastman, Judy Faust and Michael Laughlin have joined the

WESS Continued

staff and "Janette" Cookie Cahill Flower has been recalled from injured reserve. Judy will "part time" it between work and motherhood and Michael is completing an internship through ECU. By way of social and developmental history, Judy is a doctoral candidate in the University of Cincinnati program and worked previously as a school psychologist with a Head Start program. Michael graduated from the University of Dayton before being indoctrinated by John McDonald at ECU. He has worked previously at Churchill Downs (his expertise in shoveling was obvious during a recent interview) and also worked on the Behavior Assessment System for Children for AGS. Cookie has returned to provide one day of school psychological services per week and a role model of frenetic, frantic activity. Upstairs, Karen Carey is supervising UC practicum students in innovative evaluations of severely/profoundly handicapped students.

On the professional involvement front, many Northerners attended the KAPS Long Range

Planning meeting on December 12. These included Judi Hughes, Bob Kruger, Karen Carey, Cookie Flower, John Murphy, Mary Ann Sarmir, and Bruce Wess. The experience was provoking and productive and the lunch was excellent. Unrelatedly, Bill "Self-Serving Media Hog Wonder Boy" Knauf managed to grab yet another moment in the limelight as he was interviewed by the local Recorder newspapers in an article on corporal punishment in the schools. The air is currently thick with rumors of a Covington school psychologist who is endeavoring to work the bugs out of an innovative self-monitoring program for classroom use prior to possible national dissemination. Stay tuned for more details.

Here's to hoping that the new year finds you happy and that your WISC-R survived the holidays with all its pieces intact! Remember - don't leave your Bender cards in your car overnight lest they catch cold.

KENTUCKY MENTAL HEALTH COALITION

PAT MCGINTY

The Kentucky Mental Health Coalition (KMHC) is an organization of 36 statewide and general organizations and individuals who are united to advocate for mental health services in Kentucky. They are particularly concerned with public education and legislation that promotes mental health and provides for the needs of the mentally ill. In the last legislative session, KMHC promoted the passage of legislation to require insurers to offer coverage for mental health services. The Coalition supported changes in KRS 319 and attempted to facilitate legislation on other mental health issues.

KMHC was organized in April 1982. KAPS has been a member organization since 1984. As a member, we have representation on the Coalition's Board of Directors. I serve as the liaison. We meet at least every two months in different regions of the state to discuss current mental health issues and concerns. There are three major committees: Membership, Issues, and Education, of which I am Co-chairman. The Mental Health Advocate, the Coalition's newsletter, is published quarterly. Anyone that desires can be added to the mailing list to receive it.

KCMH has a pamphlet describing the Coalition that was disseminated at the last KAPS convention in the fall.

Like many state organizations, KCMH is most active at the time of the legislative session. KCMH sponsored four very-well attended legislative dinners this past spring. We are concerned with facilitating the passage of all legislation that will promote mental health and provide treatment for the mentally ill. All member organizations have the opportunity to obtain the Coalition's support for legislation that is promoted by their own organization. Thus the network of the Coalition provides its members with greater state-wide support than would be generally possible for individual organizations.

At the last two meetings, held 10/21/87 in Lexington and 12/2/87 in Louisville, impending mental health legislation was discussed: anti-discrimination, civil commitment, Juvenile Justice Code revisions, mental health parity, and Human Resources budget requests for expanded children's services. The Coalition is very concerned about the mental health needs of the state, especially given the fiscal reports of limited revenues.

McGINTY Continued

There is also some concern that Governor Wilkinson has not indicated his plans for human services. KMHC recognizes and supports the need for increasing school psychological services in the state. Shelia Schuster, who chairs the KMHC, provides a very informative presentation on working with the legislature. Information on committees and individuals in the House of Representatives and Senate was disseminated. We were informed about the

pre-filed bills impacting on mental health services. At our next meeting 1/22/88 in Louisville, the KMHC Board will be up-dated on the legislative status. There will be further discussion of the Education Committee plans for the coming year, which include presenting the results of a national survey of coalitions for mental health, development of a Speakers' Bureau on mental health topics, and encouraging articles in the Mental Health Advocate and newsletters of member organizations.

GROUND RULES

FOR SUCCESS IN INDEPENDENT PRACTICE

KATHY McNAMARA, Ph.D.
NASP Independent Practice Task Force

One of the principal difficulties in establishing a successful independent practice is attracting and maintaining clientele. A number of factors contribute to this problem, including inadequate or inaccurate information about your services, previous negative experiences with mental health providers, resistance to the notion that one needs psychological service, and financial cost--a factor whose impact is even more severe as third-party payors increasingly reduce, restrict, or eliminate coverage for school psychological services. The first and last of these four factors are perhaps most amenable to your creative problem-solving efforts, while solutions to the other two will follow as a result of your growing positive reputation.

Even those practitioners who rely on the relatively conservative marketing strategy of accepting referrals from other professionals discover a number of obstacles. Referring parties may, like the public, be influenced by the factors cited above. In addition, they may fear the competition your services seem to represent. School psychologists suffer from a poorly-defined image among many professionals, including psychologists and school psychologists themselves. The assumption is often made that your services are unnecessary, unimportant, or redundant with the services of providers in related fields. Already-established referral patterns of other professionals can also interfere, and will persist as a barrier to the success of your practice unless you can market your services as uniquely responsive to client needs.

Negative approaches to marketing your

services, such as emphasizing the limitations of others' services, usually fail--and often create an undesirable image. Successful marketing strategies must be based on decisions about target populations and objectives for your practice. In assessing needs, you will discover the areas of specialization you can offer to potential clients.

A region populated by young families, for example, may be eager for your services in preschool assessment or parenting skills training. In addition to developing a needed product (the particular type of service you are qualified and willing to offer), you must devise a method for service delivery that takes your target population's needs into consideration. As an obvious example, evaluative services for school-aged children must be consistent with the requirements of local educational agencies (if your results are intended for use by school personnel), available outside of school hours at convenient locations, and advertised to professionals such as pediatricians and educators. Referring professionals will quickly come to appreciate your reputation for offering extended hours, scheduling appointments promptly, and providing timely and concise reports.

Independent practitioners may wish to consider innovations such as bringing needed services to clients--for example, contracting for the use of some office space on a regular basis from a busy local pediatric practice, conducting screening programs at a local preschool center, or facilitating a support group for parents of handicapped children in an unused school classroom.

Clearly, needs assessment and careful planning are necessary if you wish to suc-

McNAMARA Continued

ceed in independent practice. The NASP Independent Practice Task Force will be expanding on this and other topics in a convention program entitled, "Thriving and Surviving in Independent Practice" in Chicago. Those interested in independent practice should plan to attend this program, and consider

joining the Task Force or entering their names in a registry of independent school psychology practitioners. For further information, contact Steve Rosenberg, Chair, NASP Independent Practice Task Force, at PSI Associates, Inc., 825 Munroe Falls Ave., Cuyahoga Falls, OH 44221.

Credit: The Ohio School Psychologist, 33(2): 18, Winter 1987-88

NASP

REQUEST FOR PROPOSALS (RFP's) FOR EDITOR(S) OF NASP ANNUAL MONOGRAPH SERIES TO BE PUBLISHED IN 1990

The Publications Committee of the National Association of School Psychologists (NASP) invites proposals for Editor(s) of the 1990 edition of the NASP Monograph Series, tentatively titled Interventions for Achievement and Behavioral Problems. The Intervention focus, with primary emphasis on regular education settings, is consistent with the NASP priorities regarding changing roles of school psychologists and provision of services in alternative delivery systems. This monograph is intended to meet practitioner and training program needs required by anticipated reforms in regular education, special education, and compensatory education.

The content of the monograph might include: (a) interventions for specific skill areas (reading, math) and content areas; (b) techniques of remedial and compensatory instruction (e.g., direct instruction methodology), particularly as these might be implemented within regular education settings; (c) assessment and intervention for problems in academic survival skills on task-related behaviors at all educational levels; (d) assessment and intervention for behavior problems (e.g., aggressive behavior, poor social skills) at all educational levels. The focus should be on techniques and methodology which can be implemented in regular education.

The NASP will provide financial support during the development of the monograph and will be responsible for publication, marketing and distribution. Editor(s) selection will be completed by May 1, 1988, with completed manuscript to be delivered by July 1, 1989.

Prospective editors should submit a letter of intent by February 1, 1988 and a proposal containing the following information by March 1, 1988 to the address given below.

1. Projected outline for volume, including titles of chapters;
2. Names of tentative authors (commitments from specific authors should not be obtained until the editor competition is concluded);
3. Projected length of manuscript;
4. Evidence of professional and personal attributes relative to editorial responsibilities, including a current vita and relevant publications;
5. Project timeline.
6. Proposed budget for the developmental period.

The length of the proposal should not exceed 10 double-spaced typed pages, exclusive of appendices.

Persons wishing to respond to this RFP should submit a letter of intent by February 1, 1988 to Cathy Telzrow, 14605 Granger Road, Maple Heights, Ohio 44137. Further information concerning the content and structure of the monograph selection procedures, and NASP support for the project will be sent to persons who submit the letter of intent.





SCHOOL PSYCHOLOGY EXAMINATION

The next administration of the Kentucky Department of Education School Psychology Examination is scheduled for Saturday, April 23rd at the Kentucky School Boards Association Office in Frankfort, Kentucky. 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 completed or being in the last semester of course work from an approved sixty (60) semester hour school psychology program.

NATIONAL SCHOOL PSYCHOLOGY EXAMINATION

NASP has assisted Educational Testing Service (ETS) in the development of a national objective school psychology examination. The exam's development is scheduled for completion by June 1, 1988. Plans include field testing during the month of June and availability for use by the first of July. The national examination will be evaluated by the Department of Education and School Psychology Examination Committee for use in place of or in conjunction with the state examination.

CONFERENCES

Attention Deficit—Hyperactivity Disorders (AD-HD): Assessment and Intervention Techniques.

Featured presenters: Barry Garfinkel, Dennis Cantwell, Philip Kendall, and others.

Date: March 18-20, 1988.

Location: Phoenix, Arizona.

Contact Person: Gordon Amundson, University of Minnesota, 315 Pillsbury Drive S.E., Minneapolis, MN 55455, 612-625-3504.

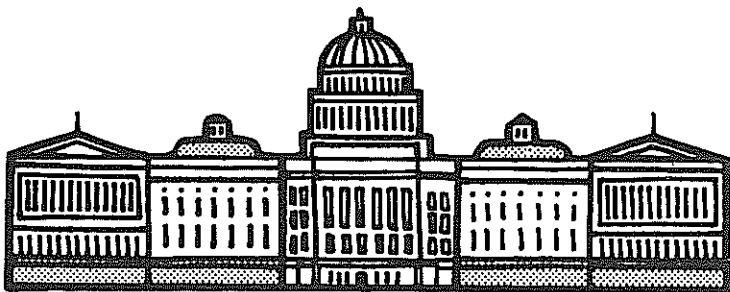
Serving Black Children with Emotional Problems and their Families.

Sponsored by: CASSP (Children's Adolescent Services System Program) Minority Initiative for Black Children with Emotional Problems.

Date: March 18-19, 1988.

Location: Lexington, Kentucky.

Contact Person: Barbara Thomas, CASSP Children's Program Specialist, Division of Mental Health, Children and Youth Services Branch, 275 East Main Street, Frankfort, KY 40621, 502-564-7610.

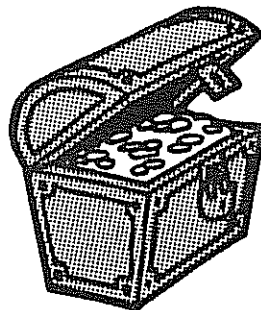
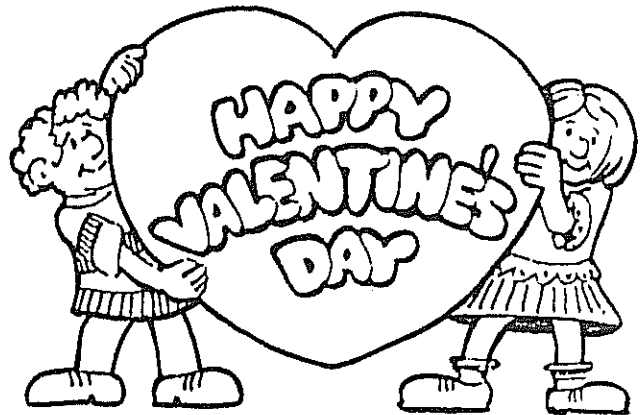




MONOGRAPH: SUICIDE PREVENTION/INTERVENTION

The Minnesota School Psychologists Association announces the publication of a monograph for school psychologists, social workers, counselors, special educators, administrators and teachers. Contents include an overview of current theory and practice regarding suicide in children and adolescents, an extensive annotated bibliography, and several models of school intervention and prevention programs from urban, suburban, and rural school districts. This monograph (40 pages) is available for \$5.00, which includes fourth class postage. To order, send a check or school district purchase order, payable to Minnesota School Psychologists Association to:

Andrea Canter
4438 Pillsbury Avenue
Minneapolis, MN 55409



TREASURER'S REPORT

John Murphy

Nothing but good news here. In addition to providing a strong program for our membership, this year's convention fattened our bank account by approximately one thousand dollars. While clearly not the primary goal of the convention, this profit will help us considerably in meeting growing operational expenses. I join many others in congratulating and thanking Program Chair Karen Carey for her work on the convention. This also goes for previous Program Chairs as all of our conventions have been very well-received. Truth is, we could not afford conventions if we paid minimum wage to Program Chairs!

Exercising the fiscal wizardry which landed me this Treasurer position, KAPS now owns a 12-month certificate of deposit in the amount of \$2500.00.

Our balance at this writing stands at \$4399.10.

MOVING?

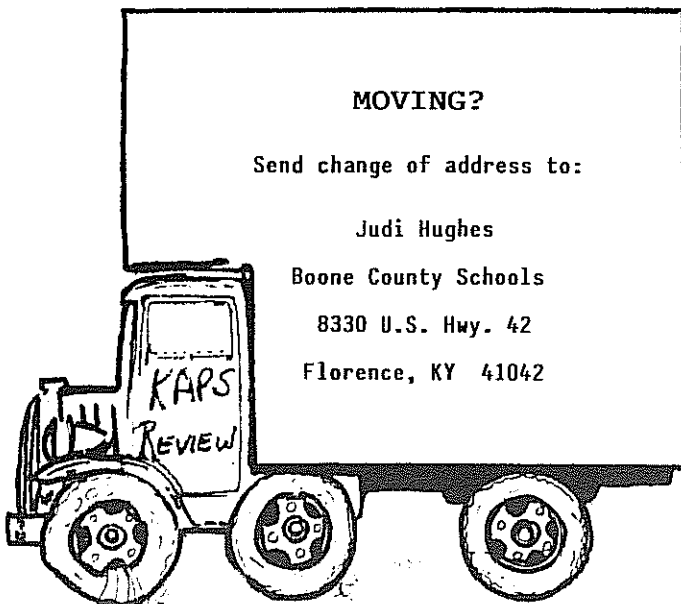
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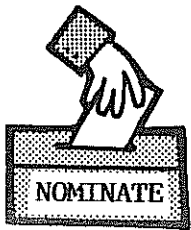
Judi Hughes

Boone County Schools

8330 U.S. Hwy. 42

Florence, KY 41042





CALL FOR NOMINATIONS

Elections for the offices of PRESIDENT-ELECT and TREASURER will take place soon. Nominations for persons to serve in these offices now are being accepted. Note that the President-Elect serves for one year, followed by one year as President, and one additional year as Past-President. The Treasurer serves a two-year term. Both offices will be assumed on July 1, 1988. Nominees must be current members of KAPS. Please obtain the consent of the individual being nominated before sending in your selection.

Please make your nominations as follows: For each nomination you make, please include the following:

1. Position
2. Name of Nominee
3. Address of Nominee
4. Phone Number of Nominee
5. Nominations must be received by February 15, 1988
6. Send to or call:

Cookie Cahill Flower
801 Nordyke Road
Cincinnati, OH 45255
(513) 474-0647

POSITION AVAILABLE

School Psychologist. Large, urban School Psychologist Services program seeks applicants for School Psychologist positions. Progressive program desires staff to provide consultation and mental health services, conduct and report comprehensive psychoeducational assessments, participate in Teacher Assistance Teams, and assist with staff development and program evaluation activities. Must be graduate of an accredited college/university and have passed the Kentucky Department of Education School Psychologist exam prior to employment. Excellent administrative salary based on education and experience. Comprehensive benefits package. Positions are available for immediate staffing as well as for the 1988-89 school year. Call Dr. Ronda Talley at 502/456-3273 with inquiries. Send letters of interest, current resume, and names and addresses of six (6) professional references to Mr. Ed Newman, Personnel Services, Jefferson County Public Schools, P.O. Box 34020, Louisville, KY 40232-4020.



**PARTICIPATE IN
YOUR
PROFESSIONAL
ORGANIZATION**

Please send me a KAPS membership application

NAME _____

ADDRESS _____

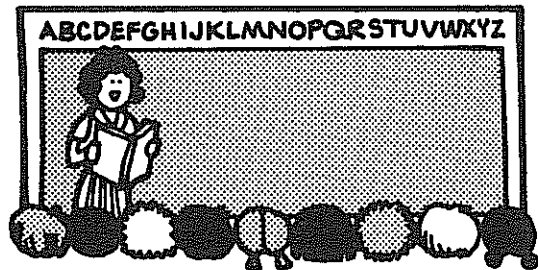
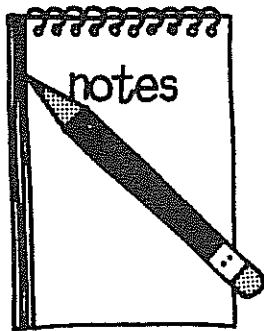
Mail to: Judi Hughes
Boone County Schools
8330 U.S. Hwy. 42
Florence, KY 41042

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