
the

KAPS REVIEW

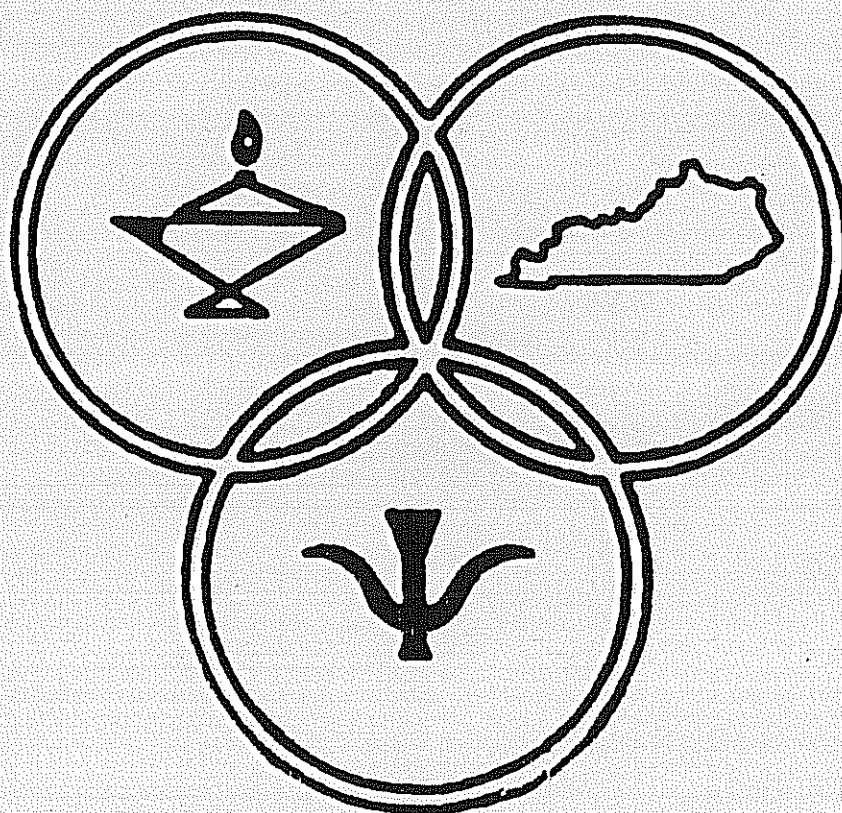
A PUBLICATION OF THE
KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
SCHOOLS

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WINTER 1989



EDITORS' NOTE

Joyce Stevens and Betty White

As we compile the Winter edition of the newsletter, we trust that everyone is still relaxed and rejuvenated from all your holiday festivities and that those positive feelings are being transmitted to all the people you encounter on a daily basis.

We hope the information in this edition relating to PL 99-457 will be both informative and beneficial to you. We appreciate those persons who responded to our call for articles in such a timely and professional manner.

Our next issue will relate to Corporal Punishment. If anyone has expertise in any area that relates to the topic, please consider contributing an article for the next KAPS REVIEW.

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KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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

SUBMISSION OF ARTICLES FOR THE KAPS REVIEW

ISSUE	TOPIC	DUE DATE FOR ARTICLES
Spring	Corporal Punishment	May 13, 1989

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PRESIDENT'S MESSAGE

JIM BATTS

It's hard to believe we are over half way through the school year. It is one of the busiest times for school psychologists and KAPS as an association. This article is being written the day before a day-long work session and a week before the three day leadership workshop. I will use this message to inform you of some of the activities that KAPS has been involved with over the past couple of months.

The Kentucky Board of Elementary and Secondary Education voted to approve a Director of Special Education Certification at the November board meeting. A Public Hearing was held on the regulation on December 22. The regulation specified the preparation program shall include 45 semester hours of graduate credit including a Masters degree and 15 hours specific to special education administration. School Psychologists along with counselors, principals, supervisors, and teachers of exception education were eligible for the certification prior to July 1993. After 1993, only teachers of exceptional children with three years of experience would be eligible. KAPS had a number of people to testify at a public hearing in support of the regulation, but requesting school psychologists be eligible after 1993. Out of nineteen individuals testifying, 13 were in favor of the regulation and only one was against school psychologists being included. The hearing officer's decision has been to return the regulation to the Council on Teacher Education and Certification. I plan to present at February 16th Council Meeting. Special thanks are given to Ronda Tally, Bob Kruger, Debbra Grubb, Connie Valentine, John MacDonald, Peggy Harrell, and Lynn McCoy-Simandle for their time and hard work on this issue.

KAPS has been working with the University of Kentucky and the Kentucky Academy of School Executives on a spring workshop, "Effective Alternatives to Corporal Punishment". It was the consensus of the Executive Committee (EC) at the October meeting to pursue training in this area. Emanuel Mason has worked hard on making the arrangements with Irwin Hyman for this day-long

workshop. KAPS was one of the first professional organizations in Kentucky to go on record opposing corporal punishment in the schools. You will find details of the workshop later in the newsletter.

KAPS has developed an operations and procedures manual which describes the responsibilities of officers, regional representatives and committee chairs. It also contains the timelines for the activities and the amount of money budgeted for the activities. KAPS will be sharing the manual with other states at Southeast Leadership Meeting. This manual will be invaluable to new council members.

Speaking of new council members it is time to nominate members for EC positions. I read in the Communique that less than 2% of the NASP members participated in their nomination process. I encourage you to nominate your colleagues or yourself. The nomination form appears on the last page of the newsletter.

At the October board meeting, I asked to offer KAPS's services and cooperation to the Kentucky Integrated Delivery System (KIDS). This is the Governor's program to offer community mental health and social services in the schools. I have met with Cabinet of Human Resources and Kentucky Department of Education staff responsible for implementing this program. Of the sixteen pilot districts selected, nine have full time school psychologists on staff. In most of the districts the school psychologists will be actively involved in the program. I believe this program has the potential to improve both continuity and the quality of services to Kentucky students, especially in areas like child abuse where interagency cooperation is imperative.

The last thing I would like to address is a document released by the General Assembly in December of 1988 titled "Working Paper on Educational Improvement - The Next Step". This wide-ranging proposal - jokingly dubbed the "Prego" bill in reference to a spaghetti sauce commercial that includes the phrase, "It's in there" contains nine educational goals for Kentucky, as well as proposed

KAPS

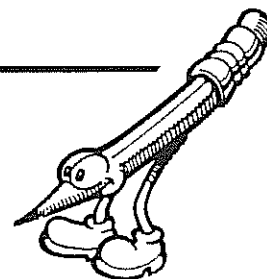
initiatives to achieve these goals. The expanded school psychological services with full funding of fifty positions is one of the proposed initiatives, as is the abolishment of corporal punishment. This is a General Assembly wish list and money will be there for only a small portion of the initiatives, but it is a significant milestone for school psychology to be seen by our state legislators as a vital part of educational

improvement.

A correction needs to be made in the last President's Message. Karen Collier, not Karen Carey, is program co-chair next year. I am sure Karen Carey is relieved.

As you can see KAPS has been busy over the past couple of months. I hope to see many of you in Boston at NASP or the Irwin Hyman workshop.

Just a **NOTE:**



from JOHN MURPHY

Opportunities abound in schools for application of our psychological expertise beyond case-related work with students. Hardly profound, it is something I have thought about and discussed a lot over the past few years. I wrote out these thoughts to clarify my own thinking, and submitted them to the KAPS Review for your consideration and reaction.

The ultimate goal of our work is to effectively help students. However, our efforts toward this goal may go well beyond case-related contexts. Is it my imagination or is there an imbalance in the degree to which we creatively apply psychological principles to challenging cases versus other challenges such as organizational change or relationships with administrators, teachers and parents? For example, many school psychologists have been trained in ecological/systemic approaches which consider a host of complex, interrelated influences on children's school performance including instructional environment, school climate, and family factors. In dealing with adult situations, however, we often appear to use a more linear and

simplistic analyses as evidenced by trait-like statements such as, "This teacher is stubborn and doesn't want to try anything different."

Although one could argue for the cathartic value of such statements in the sense of blowing off steam or frustrations, there also appears a danger of underutilizing our psychological expertise by restricting the situations in which it is applied. In addition to getting more mileage from our training with the ultimate goal of improving student services, I believe that the practitioner who remains alert for opportunities to apply psychology in schools will have more fun as well. In this sense, it seems that a more concerted effort to "psychologize" regarding difficult situations may in itself be a useful stress management strategy for school psychologists in addition to expanding student service opportunities.

Several years ago, KAPS designed a bumper sticker stating, "KAPS is for Kids." The message on the sticker remains as true now as it ever has. However, it is increasingly evident that effective school psychology involves much more than kid stuff.

PRESCHOOL ASSESSMENT

PRESCHOOL COGNITIVE ASSESSMENT

JOHN MacDONALD

Practice should be delivered in service of specific goals. Without reference to goals, there can be no criteria by which to judge a particular practice effective, much less separate best from worst practice. What are appropriate goals in assessing 3-to-6 year olds? While there are a number of other possible goals, I focus here on two: to find children likely to be cognitively handicapped without intervention, and to generate interventions to enhance cognitive development. The appropriateness of these as goals depends on having available effective interventions. But there is evidence that early intervention has beneficial social and educational effects on at-risk preschoolers (e.g., Clement, Scheinhart, Barnett, Epstein, and Weikart, 1984, Miller and Bizell, 1983) and a knowledge base on what makes an effective "intelligent" environment: information which can be used to enhance potential for school learning.

Best Practices in Identification

Childfinding: District mass screenings often involve five year olds. Yet effective intervention requires services at younger ages for many children at-risk. Because families vary greatly in contact with service agencies, childfinding is more critical than at older ages. School psychologists should be knowledgeable about agencies and staff serving these ages, and should develop liaison between district and agency staff so that programs are coordinated. Information about the benefits and availability of early intervention services should be disseminated not only through traditional media, but through developing contacts with professionals who may have most direct contact with families (physicians, social workers, clergy, etc.). Childfinding and service coordination could be greatly enhanced by a national or state-wide registry of children with handicapping conditions. In the absence of a registry, a coordinating committee of local professionals can identify and coordinate services to at-risk children from birth to adulthood.

Selecting Information/ Assessment

Techniques: The issue here is finding information which accurately predicts cognitive delay efficiently. Some readily available predictors may save considerable cost. School psychologists should be knowledgeable about such predictors. Predictors vary by age; prior to age two years, no psychometric tests are as predictive as parents' level of education and parents' level of warmth (McCall, 1979), although impressive predictability has been obtained recently using the normal infant's preference for looking at novel visual stimuli (Fagan & Singer, 1983). The presence of known prenatal and perinatal risk factors (e.g., low birth weight) enhance the predictiveness of these variables and of infant psychometric tests. These infant predictors should be part of coordinated service planning. Between age 2 and 4, parental education and warmth continue as powerful predictors, as do measures of language development. It is not until age 4 that intelligence tests and their derivative screeners become useful predictors. Tests available for children in the 2 - 4 year range (e.g., K-ABC, Stanford-Binet) lack sufficient floors, making them inadequate to discriminate average from delayed preschoolers.

Testing Preschoolers: Preschoolers are more challenging than school-age children; expect to take more time. They do not come as task-oriented as older children do to the testing situation: effective motivation techniques are essential. You often must be more structuring with a preschooler: reminders of what the task is and more frequent praise, for example. A period of play may be necessary to establish rapport, tasks should be alternated frequently, and breaks should be taken before fatigue is visible. Language is more idiosyncratic with preschoolers (when my own was three, she -- embarrassingly -- would say "in a minute" whenever she meant "no"). Parent interviews and observation are necessary in order to learn these idiosyncracies. Preschoolers also make some problematic assumptions about interaction: they tend

to assume that adults will be clear, truthful, and knowledgeable (Grice, 1975) thus they will not ask questions when they don't understand you: you will need to infer misunderstanding and restate the task. Vocabulary development is more variable among preschoolers and examiners must be careful to ascertain if a child's failure is due to a failure to understand the task tests of basic concepts (e.g., the Bracken or the Boehm tests) are useful here.

BEST PRACTICES IN GENERATING INTERVENTIONS

Research on infant attachment, parenting styles, language acquisition, gifted children, neglected children, and high-achieving low-socio-economic status children suggests a few specific characteristics of families which generate average or higher achievement in school. These characteristics are so pervasive in developmental research that they are probably necessary conditions for the development of intellectual potential. What seems necessary is for the child to have a **responsive** adult: one who responds quickly to the infant's cries, who interacts meaningfully with the child, who the child feels safe with, who enjoys interacting with the child, who explains events and their own behavior to the child, who is knowledgeable about their child's behavior, temperament, preferences. This socially-responsive adult is a central actor in a child's development, both in Bronfenbrenner's (1979) and Vygotsky's (1978) theories of development. Anything which interferes with being a responsive parent: substance abuse, emotional disturbance, stress, having a difficult infant, not knowing appropriate child management, and fear about a child's condition or behavior can all interfere with this responsiveness. An important goal of intervention is to establish or maintain this

responsive relationship with at least one adult in daily contact with the child.

A responsive adult provides the context for intellectual development, but not the content or the process. Language exposure seems necessary for later intellectual development (language skills remain highly correlated with intellectual performance: e.g., the Wechsler subtest with the highest loading on *g* is Vocabulary). Language has a number of characteristics which facilitate reasoning (categorization; expressing relationships between concepts). A responsive adult normally provides this early by orally labeling objects for the infant while the infant is first producing words, and later responding when the child asks for labels of new objects. Responsive adults later also point out relationships to children (e.g., "Daddy, horsey!" "That's not a horsey, hon. That's a zebra. Zebras have stripes and horses don't; but besides the stripes, she's like a horsey"). There are a number of language curricula available (e.g., the Brigance program) and school psychologists should be familiar with these, particularly those used by the district or other agencies serving district children. Many of these curricula come with criterion-referenced tests.

There are learning-related behaviors which can be assessed and promoted. For many years into childhood (perhaps into adulthood), learning takes place in social contexts. Interventions geared at promoting social skills and asking questions are likely to promote intellectual performance. Again, it is important to ensure that adults will be responsive to questions. Adult modeling of intellectual behavior (reading alone; reading to the child; statements of curiosity) is probably also important.

Practice cannot be scripted-out, particularly in the space available. Suggestions given above are intended as points to consider when serving preschoolers. Let me know what you think of these.

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PRESCHOOL PROJECTS

THE KENTON COUNTY PRESCHOOL PROJECT

KAREN T. CAREY
School Psychologist

The Kenton County Preschool Project, now in its second year of operation, utilizes a unique service delivery model to benefit preschool children and their parents. The primary goal of the project is to maintain the placements of children in regular preschool programs; a practice consistent with a "least restrictive environment" philosophy. In addition, the majority of services are provided through a consultative model, with preschool teachers and parents serving to implement interventions for children considered to be "at-risk." This model was chosen as project developers agreed that a "refer-test-place" model was not appropriate for this population.

The team of service providers includes an administrator, a teacher coordinator, a school psychologist, two speech therapists, a school nurse, an occupational therapist, and a physical therapist, all of whom operate from a consultative base. Referrals from parents, preschool teachers, pediatricians, and regular school personnel are made to the project and all children referred are observed in their homes and preschool settings (if so enrolled). Often evening home visits are required due to parents' employment.

Home visits are unstructured and children are observed in isolated play or in play with siblings, in play with their parent(s), and in play with one project member while a second member observes the interaction. In-depth problem-solving interviews with family members are also conducted

during these visits.

Following these activities the team members, parents, and preschool/day care teachers (if appropriate) meet to plan intervention strategies. "Brainstorming" is used during these meetings to elicit as many alternative interventions as possible. Variables such as caregiver competence, family stressors, and curricula of preschool programs are considered in selecting interventions. In nearly all cases, home-based or school-based interventions are developed and implemented prior to initiation of a traditional, formalized assessment.

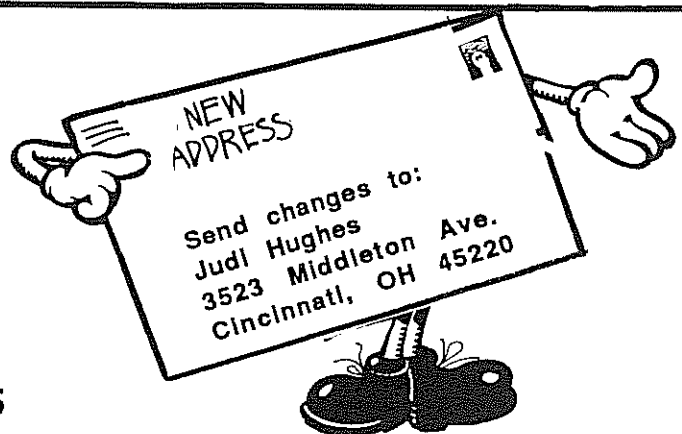
Generally, interventions are implemented for a period of two months with staff members involved in weekly follow-up activities for each child involved. Interventions which have been implemented include parent training, teacher training, placement in "normalized" preschool settings, or home visits to provide direct services to the child. Following intervention the team meets to discuss success of the plan or to re-plan as necessary.

The unique facets of this project include: 1) demonstrable gains documented for those children receiving services; 2) minimal use of traditional psychoeducational assessments; and 3) many children who need early intervention but do not fit categorical labels receive needed service. Further, parents involved in the project during the first year of operation reported positive attitudes toward the school district and the services provided.

EC MINUTES

Minutes of the Executive Council will no longer be published in the KAPS Review. A copy of the minutes may be requested from:

Lois Beimrohr
Secretary
P.O. Box 311
Jeffersonville, IN
47131-0311



JEFFERSON COUNTY PUBLIC SCHOOLS EXCEPTIONAL CHILD EDUCATION EARLY CHILDHOOD PROGRAM

RICHARD J. LEWIS
Early Childhood Program Specialist

There are basically three popular models of early childhood special education service delivery from which public schools have to choose. The centerbased model serves children in self-contained classrooms in public school buildings. Homebased programs serve children in the home with itinerant staff. Mixed programs serve children in both home and school locations.

However, a fourth service delivery model is rarely seen. The generic model, as it is termed in the professional literature, serves children in regular early childhood community settings. The Jefferson County Public Schools (JCPS) has adopted this model for virtually all identified four year old children with special needs. The procedures adopted by the district are integrated into a comprehensive program which includes child find, assessment, due process, service provision, family involvement and transition. Child find, service provision and assessment are briefly discussed below.

Child Find. To identify children needing special education, a mailing service is employed to distribute 215,000 announcements of the availability of free screening for four year old children. Fifty private preschools and day cares were trained to administer a standardized, norm-referenced screening interview to parents (Developmental Profile II). As parents call into the district for a free screening, they are referred to a local center that has received this interview training. The centers schedule the parents to come in for the interview, administer it, and forward the test protocols to the district for scoring.

Assessment. Early childhood personnel score the protocols and notify the parents of the results. If a child needs additional evaluation, parents are offered the services of the Early Childhood Diagnostic Center. This Center employs two Diagnosticians and one teacher assistant to assess up to six children per week. These children are brought into this preschool-type center for three consecutive

mornings and receive assessments in all areas of suspected exceptionality with the Battelle Developmental Inventory as well as domain-specific tests in speech/language, motor and cognitive areas. Numerous contracts with independent service providers (speech pathologists, physical therapists, occupational therapists, psychologists) are coordinated to produce a comprehensive picture of each student's abilities and needs. A preschool social worker is being employed to coordinate educational services in the home as well as assist families in accessing community and school resources to augment their effective participation in their child's educational activities.

Service Delivery. Itinerant special education teachers assist parents in choosing appropriate preschool sites for the implementation of the student's Individual Education Plan (IEP). If a student is already attending a particular site, every effort is made to continue that placement. Everybody's Special, a program to introduce preschool children to children with special needs, is delivered by volunteers to potential sites prior to the student's placement.

Eligible children are placed in private community preschools, day cares, Head Starts, the regular JCPS Preschool Programs, and other placements. All services necessary to insure the appropriateness of the student's placement are subsequently provided, including speech, physical and occupational therapies, itinerant special education and special transportation. Special educational services are delivered by public school itinerant teachers and various specialists from community special education centers and independent contractors. No public school self-contained classes are used to serve this age group.

The strength of the generic service delivery model is in the placement of children in the least restrictive environment. The availability of appropriate role models, maintenance and

generalization of skills, and social development and integration are accomplishments natural to the regular preschool environment where the handicapped to nonhandicapped student ratio is 1:10 or 1:15. In addition, the delivery of special education services in this setting presents opportunities for effecting attitudinal changes as well as skill development for preschool and day care staff.

KAPS SPRING WORKSHOP

The 1989 KAPS Spring Workshop will be March 17th in Lexington at the Harley Hotel. This workshop is sponsored jointly with University of Kentucky and the Kentucky Academy of School Executives. The Workshop, "Effective Alternatives to Corporal Punishment" will feature Dr. Irwin Hyman. The content includes participants clarifying their own approach to discipline, and presentation of the six leading approaches to discipline. Dr. Hyman uses videotape vignettes and small group participation in his presentation. Irwin Hyman is a professor of school psychology at Temple University and is the Director of The National Center for the Study of Corporal Punishment and Alternatives in the Schools. KAPS members will be receiving a brochure and registration information in the mail.

The end result has been the delivery of comprehensive integrated preschool special education, using current community resources, requiring no additional public school building space, and presenting the least disruption and easiest transition to children and families already receiving preschool, day care, or special education therapies.

SCHOOL PSYCHOLOGY EXAMINATION

The Kentucky Department of Education School Psychology Examination was administered in November. Seven people took the exam and seven passed the examination. Congratulations!

The next examination will be April 22, 1989 and will be given in Frankfort at the Kentucky School Boards Association Building.

The validation studies have been completed at the state level on NTE School Psychology Exam. A special thank you goes to the 77 people who sent their scores to the Kentucky Department of Education.

PreSchool Materials

The following materials may be obtained from:

Kentucky Department of Education
Office of Education for Exceptional Children

- The Location and Identification of Children Aged 3 through 5 with Special Needs
- Best Practices for Assessing Young Children
- Instruments and Procedures for Assessing Young Children

Preschool/Early Childhood Assessment Workshop

Eastern Portion of KY

Western Portion of KY

March 6, 1989
Springs Inn Motel
Lexington, KY

March 8, 1989
Executive Inn, Rivermont
Owensboro, KY

Contact

Maggie Chiara
OEEC
818 Capital Plaza Tower
Frankfort, KY 40601

ELIGIBILITY FOR EARLY CHILDHOOD SPECIAL EDUCATION

CHILDREN THREE (3) THROUGH FIVE (5) YEARS OF AGE

To be eligible for special education and related services, a child between the ages of 3 through 5 years must be identified as having a handicapping condition. This means meeting eligibility criteria for one of the categories of handicapping conditions specified in state and federal laws and regulations:

- (a) hearing impairment (deaf or hard of hearing)
- (b) visually impaired (blind and partial sight)
- (c) mental handicap (trainable mentally handicapped, severe and profoundly handicapped, educable mentally handicapped)
- (d) physically handicapped
- (e) other health impaired
- (f) deaf-blind
- (g) multiple handicapped
- (h) communication disorders of speech and language
- (i) specific learning disability
- (j) seriously emotionally disturbed

The above handicapping conditions include those physical, mental or health conditions or syndromes which can be diagnosed and can be expected to cause or have caused a delay in acquisition or performance of skills, for example Down's Syndrome, cerebral palsy, spina bifida.

One additional category is **Functionally Delayed**.

Functionally Delayed, means those children three through five years of age:

A) who have not acquired skills or achieved commensurate with recognized performance expectations for their age level in one or more of the following areas:

- 1. Cognition: The ability to use thinking and reasoning skills including comprehension and memory. Cognitive ability is often thought of in terms of intelligence;
- 2. Communication: The ability to effectively understand and use age appropriate language, including pragmatics, phonology, semantics, and

syntax and articulation;

- 3. Motor: The ability to use fine and gross motor skills, including body control for such activities as walking, standing, ballancing, climbing, running and precise coordinated use of small muscles;
- 4. Social Emotional: The ability to develop and maintain functional interpersonal relationships, including peer and adult interactions and to exhibit age appropriate expression of social skills and emotional behaviors;
- 5. Self-Help: The ability to function independently within one's environment and to care for oneself including such skills as eating, grooming, personal/oral hygiene, and toileting.

B) whose functioning has been seriously impaired or there is a high predictability of seriously impaired normal educational development; and

C) who demonstrate a measurable verifiable discrepancy between expected performance for the child's chronological age and the current level of performance. The discrepancy is documented by:

- 1. scores of two standard deviations or more below the mean in one of the five domains as obtained using standardized norm referenced instruments and procedures; or
- 2. scores of one and one-half standard deviations below the mean in two or more of the five domains as obtained using standardized norm-referenced instruments and procedures.

The measurable discrepancy and eligibility determination must be verified through the evaluation procedures described in Kentucky's early childhood manual entitled The Location and Identification of Children Aged 3 Through 5 With Special Needs, Section III - Child Evaluation and in accordance with the due process procedures specified in P.L. 94-142 and Kentucky's Administrative Regulations related to Exceptional Children.

MENTAL HEALTH - LIAISON REPORT

KENTUCKY MENTAL HEALTH COALITION

PAT McGINTY

The Kentucky Mental Health Coalition (KMHC) continues to pursue state mental health concerns actively. I represent KAPS on the KMHC Board of Directors and serve as co-chair of the Education Committee. For \$10 any interested individual can become a member and attend the four membership meetings held each year. In addition, you may receive copies of the Mental Health Advocate, the Coalition's newsletter.

On December 16, KMHC held its general membership meeting at Eastern Kentucky State Hospital and concentrated on the work of the various committees. There are two major issues being considered by membership committees, mental health insurance needs and housing for the mentally ill. Coalition members from across the state had identified these as areas of grave concern in this state and the committees will be meeting bi-monthly to study the problems, to develop position papers and legislative initiatives to support in the upcoming legislative session.

I have chosen to serve on the Housing Committee, because of the conscious-raising I have experienced over the past year in working with multi-problem adolescents. Surveys have been developed to collect information through mental health agencies on the current status, projected needs, and recommendations for measures to address the complex problems of homeless mentally ill.

Jim Batts and 8 Coalition members, including myself, were among the 97 participants

who were invited to a Planning Symposium to develop a state plan for seriously emotionally disturbed children and adults on December 8-9. There were representatives from the State Departments of Mental Health-Mental Retardation, Social Services, and Education, CompCare Centers, Mental Health Associations, and various consumers, including parents, foster parents, children and adolescents who had themselves had serious mental health problems. I was duly impressed by the enthusiasm, knowledge, and effort the participants brought to the assigned subgroups as they worked to consider how we might better identify and serve the mental health needs of children and adults over the next five years. Among the many concerns were the needs for financial support, interagency collaboration, active involvement of the family in treatment, and community education and programming for this population. There was some dissatisfaction with the difficulties emotionally disturbed children/adolescents face in reintegration back into school and a recognition that there is a need to consider the extension of mental health services into the schools to identify and intervene more effectively.

A document, based on all the information generated at this Symposium, is to be submitted to the National Institutes for Mental Health in January 1989. A copy of this plan will be circulated to all participants. If you want further information, please contact me.

NASP CONVENTION

March 28 - April 2, 1989

Sheraton Boston Hotel & Towers

Boston, Massachusetts

KAPS CONFERENCE

October 5, 6 & 7, 1989

Executive Inn

Owensboro, Kentucky

REGIONAL NEWS

Eastern Kentucky Debbie Grubb

KAPS members from the Eastern Kentucky region are planning a get-together for Tuesday, March 14, 1989 at 4:00. The meeting will be held in the conference room of the Rowan County Board of Education

Building. This will be an organizational meeting and an opportunity for Eastern Kentucky KAPS members to get better acquainted.

Northern Kentucky Bruce Wess

I hope that the new year finds you healthy, wealthy, and wise (or at least two out of three). Yes, Bob, I know this is recycled but good material is hard to find.

We in Northern Kentucky are currently awash in orange and black as Bengalmania (a rare psychosocial disorder manifested by a craving for pigskin - look it up in your DSM III) has reached a fever pitch. In fact, the use of football metaphors in intervention design has skyrocketed among Northern Kentucky school psychologists. Remarkable success has been reported in improving academic achievement through techniques such as imagining kicking homework assignments through goal posts or rehearsing the multiplication tables while doing the "Ickey shuffle." Discipline problems have reached an all time low in classrooms where the teacher throws a yellow flag and then drop kicks the offending student into "enemy territory," a procedure known affectionately as the "Boomer." (Foes of corporal punishment, take note.) Admissions and Release Committees have even taken to changing "Who Dey" to facilitate the decision making process. That's the spirit, guys!

On a less pugilistic note, continuing professional development activities among our group continue under the able leadership of our revered

regional representative. The NKAPS group has met recently to discuss the proposed Kentucky guidelines for ED/BD placements and has also done battle with the feared A.D.D. monster. We have retained NASP wiz-kid Karen Carey to promote knowledge of retention/promotion issues at our January meeting. Witness that devotion to serious professional issues occupies at least some of our time.

Speaking of parties, a brief reprise of the NKAPS Christmas bash is in order. The hosts were most gracious, the fare gourmet, and the company exquisite. A far cry from the pyro-antics, gyrations, and bloodcurdling screams of last year. It's good to know that we've matured to the level of a junior high sock hop.

Lest the rumor mill lie fallow, I invite you to wet you whistle by speculating as to the rumorees in the following: Were recently sighted in Tennessee in the disreputable company of an expatriate NKAPS member and spouse and eschewed the allure of skiing on Astroturf for the "second S." Graduate of a Kentucky school psychology training program who maintained her status as a "rumor" in Kenton County. Continues to enjoy wedded bliss as well as soggy corn flakes. Entire staff of school psychologists currently experiencing crisis as to ethnic identity.

I'm outta here. Bah, y'all.

West Central Pat McGinty

Psychologists/psychometrists in Jefferson County Public Schools have been adjusting to a number of changes this year. There has been a reorganization, with a close alignment with the school counselors rather than special education. Two

new members have joined their staff: Eileen Schaedel and Steve Perry. Claudia Schindler is on leave this school year as she pursues her doctorate at the University of Kentucky. Barbara Armstrong recently was certified for autonomous functioning by the State

Board of Psychology. Doris Campbell continues to work on a Psy.D. in clinical psychology at Spalding. Ruth Bewley, Mike Norris and Barbara Armstrong recently reviewed the literature and presented an inservice on "best practices" in the identification of children with Attention-deficit Hyperactivity Disorder to the elementary school counselors. Our deepest sympathy to Lois Beimrohr on the death of her husband last year.

Copies of the Survey of School Psychological Services, developed by Bob Krueger, were distributed during and following the State Conference in October. Bob reports that only about 35 have been

received as of January. Since this is to reflect the needs of all districts in the regions and states, it's important to have it completed and returned to him. Anyone needing a copy should contact Bob or the regional delegate.

The regional survey completed prior to the State Conference revealed a preference by the regional members who completed it for a spring or fall meeting. Therefore, the West Central Region will plan to meet sometime during the state workshop with Irvin Hyman in Lexington on March 17th, either at lunch or after the workshop. More details will be forthcoming in a letter to regional members.

Western Kentucky

Lynne Croxton

In September, approximately 10 KAPS members from the Western Region participated in the "Effective Teaching for Low Achievers, Training for Trainers" presented by Mike Kieta and Vicki Parks of Ohio County. A follow-up was scheduled for November, but due to all the activities in which our members were involved, and the upcoming holidays, this meeting was postponed. With the winter doldrums settling in, and prayers for no Valentine snow, we have rescheduled this "trouble-shooting and brainstorming session" for February 14, 1989, 12:00 noon, at the Ohio County Board of Education.

The plan for this meeting is to trouble-shoot any problems school psychologists have met in implementing peer tutoring or curriculum-based assessment and to brainstorm ideas for more effective practice.

We would like to plan a Regional Meeting for the Spring. If you have any preference as to topic or date, or if you would be willing to host a Regional Meeting, please contact Lynne Croxton at 842-1960 (work) or 843-6385 (home).

POSITION AVAILABLE

SCHOOL PSYCHOLOGIST. Large, urban School Psychological Services program seeks applicants for School Psychologist positions. Progressive program desires staff to conduct and report comprehensive psychoeducational assessments, provide consultation services, 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 1989-90 school year. Call Judy Brettschneider, Lead Psychologist, 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.

VOTE

(CLIP AND MAIL)

PLEASE USE THIS FORM TO NOMINATE KAPS MEMBERS FOR THE OFFICES LISTED BELOW. THE PRESIDENT-ELECT SERVES A ONE YEAR TERM AND THEN ASSUMES THE PRESIDENCY. THE SECRETARY SERVES A TWO-YEAR TERM.

OFFICER NOMINATION

PRESIDENT-ELECT

Name: _____

Address: _____

Phone: _____

SECRETARY

Name: _____

Address: _____

Phone: _____

Send Before February 28 to:

Jim Batts

Kentucky Department of Education

1731 Capital Tower

Frankfort, KY 40601

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