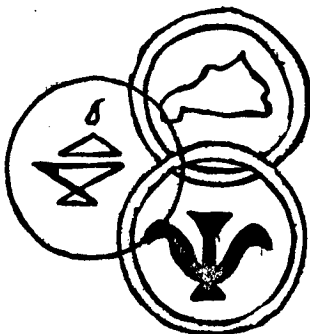


# THE KAPS REVIEW



KENTUCKY ASSOCIATION FOR  
PSYCHOLOGY IN THE SCHOOLS

Founded 1977

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Volume 1 Number 2

Fall, 1980

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Joseph Zins, Editor

Janette Cahill, Assoc. Editor

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KAPS OFFICERS FOR 1980-82

President	Stephen DeMers
Secretary	Janette Cahill
Treasurer	William Knauf

The KAPS Review is published quarterly in August, November, February, and May.

Materials due by the 15th of the month preceding publication  
Next Deadline: Jan. 15, 1981.

STANDING COMMITTEES

Membership	William Knauf
Liason and	
Public Relations	Diana Trenary
Ethics	Barbara Burcham
Legislative	Robert Illback
Newsletter	Joseph Zins
Program	Bruce Wess

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Joseph Zins  
P.O. Box 17217  
Covington, Ky. 41017

For Membership Information and change of address, write to:

William Knauf  
95 Miami Parkway  
Ft. Thomas, Ky. 41075

## EDITOR COMMENTS

The first issue of the KAPS Review was well received by the membership. We hope that the reception for this second issue will be equally favorable. However, if we are to continue to maintain its high quality, we need your help. The newsletter has largely been the result of a few people and it is important that a broader range of the membership contribute in the future.

We urge members to volunteer to serve on the newsletter committee when they pay their 1981 dues. We especially would like to have reporters in the various regions of the state - Louisville, Lexington, Eastern Kentucky, Western Kentucky and Southern Kentucky. Let us know if you'll help.

Individuals should write to us when they have achieved a new goal (e.g. degree), been promoted, published an article, received an award or made a presentation. Your colleagues are interested in your accomplishments!

News items from your area such as court cases are also welcomed.

Many KAPS members are living in rural areas. The Review is one of the few means they have of keeping abreast of the latest developments across the state and the nation. Therefore, the newsletter assumes even more importance. With your assistance we can be helpful to many KAPS members.

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PRESIDENT'S MESSAGE  
by  
Stephen T. DeMers

This column will appear from time to time in the KAPS Review to offer some personal observations of the organization and/or current issues facing school psychology in Kentucky and nationally. Like an editorial column, I feel no need to be scientific or data-

based (although I may cite some research if it supports my opinion) but rather to offer my own biased opinions for the purpose of discussion. Members and readers who disagree or want to discuss further any positions raised here are encouraged to write to the editor.

Having established a format, let me focus my first observations on the status of KAPS as an organization. I feel very good about the development of KAPS. I base that opinion on several observations. First, membership seems to be growing (e.g. the most recent count from Bill Knauf shows 89 paid members for 1980). We have had 80± people on our mailing list before but never that many paid members. Second, this membership is becoming increasingly more active and taking greater responsibility for different facets of the organization. Our first president, Diana Trenary, put in long hard hours, often alone, but at best with a dedicated few, keeping KAPS functioning during it's initial development.

When I agreed to run for president of KAPS I knew I couldn't devote the hours that Diana had and so KAPS, of necessity, has become more decentralized with active officers, committees and committee chairpersons. I realize things are not always as efficient this way, but what was lost in efficiency has been more than made up for in involvement, diversity of skills, and active participation of many people.

Third, KAPS has come to be recognized as the professional organization representing the practice of psychology in the schools to those both within and outside of Kentucky. Requests from the Kentucky Department of Education for information or comments on internships, certification and examining committee members are some examples. Requests from Kentucky Psychological Association for a presentation on school psychology at it's convention is another. Also, we are part of a consortium of nine southeastern states whose president's correspond

and meet periodically under the auspice of NASP. The examples go on ...

Finally, I am perhaps most pleased about the development of the Newsletter.

We are a diverse group, both geographically and also in terms of job descriptions and problems. Some of us are psychometrists, guidance counselors, school psychologists and other specialties. Some of us work in urban settings with others like us and some of us work alone in rural districts. We need to communicate to understand both our common concerns and our unique difficulties. Although the remarkable attendance at recent KAPS meetings has been gratifying, we can't all travel to all the meetings so the newsletter becomes a vital communication link. I would like to thank publicly both Joe Zins and Cookie Cahill for their efforts. It takes much work to turn out a newsletter. We can help by submitting interesting things we come across or information about ourselves we would like to share.

For all the above reasons and more, I feel good about KAPS. And I feel good not so much because of what I have done for you but what KAPS and it's members have done for themselves.

\* \* \* \* \*

#### MINUTES OF THE OCTOBER 18, 1980 MEETING

by  
Janette Cahill, Secretary

The October meeting was held at Jocelyn's Restaurant in Louisville, in coordination with the BEEC and KPA fall conferences. Approximately 36 people were in attendance.

Bill Knauf gave the treasurers report, listing receipts and expenditures for the year to date.

#### Committee Reports:

Membership - Bill Knauf, Chairperson.

Bill reported that there are 82 paid KAPS members to date. Old members have received two mailings regarding renewal. The membership committee plans to organize and publish a member-

ship directory, containing information on members' positions, training, etc.

Newsletter - Joe Zins, Chairperson.

The edition of the KAPS Review has been published and sent to members and a variety of local, state, and national organizations. Joe announced the deadline for submission of materials for the November edition, and encouraged members to contribute articles of interest, including ethical dilemmas, job announcements, etc.

Liason and Public Relations - Diana Trenary, Chairperson. Diana announced that KAPS has contacted BEEC, to consider being involved in the fall conference, but that it had already been planned. A panel on school psychology was to be presented at the KPGA conference on Oct. 30. KAPS hopes to affiliate with KPGA in the spring, and to be involved in the spring meeting of CEC.

Ethics - Bobbie Burcham, Chairperson.

This committee is just getting underway, setting goals for itself, and defining its activities. Bobbie announced that the committee would like to participate in the newsletter, and hopes to define ethical questions of concern to members through the use of a questionnaire.

Legislative and Program Committee.

No one has yet volunteered to chair this committee. President Steve DeMers will appoint a chairperson if no one takes the initiative.

NASP Delegate Report -Joe Zins.

There currently are over 50 NASP members in Kentucky. The annual convention will be held in Houston in April, and a delegation from Ky. is planning to attend. Joe announced that NASP is looking into joint dues for NASP and state associations. Steve DeMers added that NASP provides assistance to states in the form of lobbyists, funding, etc. Joe plans to attend the Delegate Assembly in Milwaukee in Late Oct.,

and promised a report to NASP members. Lastly, he reported that NASP and the Educational Testing Service are discussing the development of a national school psychology examination.

#### President's Report:

APA - Steve reported on the APA Convention which he attended in September. He described the Parents In Action On Special Education v. Hannon decision, which is a follow-up to Larry P., and which supported the use of intelligence tests. He also described the suit being brought by a non-doctoral level school psychologist in New York, who is receiving the legal counsel of Don Bersoff, general counsel for APA. Steve reported that the move to refuse allowing masters' level persons to call themselves psychologists was voted down, with APA moving toward adopting a competency approach to certification and licensing, rather than a degree approach.

#### Examining Committee -

Dr. Simandle has asked for KAPS recommendation of persons to replace three outgoing members of the examining committee for school psych certification by the Department of Education. The criteria for eligibility were described, as were the duties of membership on the committee. The group discussed alternatives for submission of names, eventually voting that all interested persons should submit their names and a one page vita describing their qualifications to the KAPS executive committee. The committee then will submit as many names to the Department of Education as it feels it can recommend.

#### New Business:

##### Future Meetings -

Suggestions for speakers for future meetings were elicited, and included Gayla Keoen from Protection and Advocacy, Bob Illback on program evaluation procedures, Sheila Schuster on children of divorced parents, and Marvin Fine on consultation. The group voted to have another meeting in 1980.



Dues -

The \$5 membership fee was discussed, with various members noting that the organization cannot sustain its expenses on its basis. Steve moved that dues be raised to \$15 for 1981, with students being admitted for \$5. Following further discussion, his motion was carried.

Extra KAPS bumper-stickers were distributed to the group.

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TREASURER'S REPORT  
by  
William Knauf

Balance from 1979	<u>\$196.15</u>
1980 Income from membership dues	<u>\$460.00</u>
Money received for October KAPS luncheon	<u>\$118.25</u>
TOTAL 1980 income to date	<u>\$774.40</u>

Expenses for October  
KAPS Luncheon

\$121.50

Outline of Executive  
Committee expenses

President \$21.85

Membership Committee \$34.72

Liason and Public  
Relations Committee \$35.00

Newsletter Committee \$154.73

TOTAL \$246.30

TOTAL 1980 expenses  
to date \$367.80

PRESENT BALANCE \$406.60

\* \* \* \* \*

## MEMBERSHIP COMMITTEE REPORT

by

William Knauf

The Membership Committee is happy to report that we now list 92 persons as KAPS members for 1980. The committee is preparing the 1981 membership directory which will list all persons who have paid their dues by Dec. 31, 1980. In addition to members' names and addresses, it is planned to list each member's present location of employment and last college or university attended. This information will come from the membership application form.

Of the 92 members listed, 49 members have volunteered to participate on one or more of the six organizational committees. All committee chairpersons have now been appointed: Ethics-Barbara Burcham; Legislative-Robert Illback; Liaison and Public Relations-Diana Trenary; Membership-William Knauf; Program-Bruce Wess; and Newsletter-Joseph Zins.

At the last KAPS general meeting, 36 persons were present.

The group voted to increase the yearly membership dues to \$15 for 1981. The increase was requested to pay for the projected expenses in 1981 to publish the quarterly newsletter, and to provide programs and other organizational services as the committees become more active.

\* \* \* \* \*

### PROGRAM COMMITTEE

Bruce Wess, chair, reports that efforts are currently under way to set up a program on low incidence assessment. Dr. Michael Forcade, a supervisor of school psychologists who teaches a low incidence assessment course at the University of Cincinnati, has agreed to conduct the program. It is tentatively planned for mid-May at Northern Kentucky University. Further details will be forthcoming. The committee welcomes suggestions for programs.

LIAISON AND PUBLIC RELATIONS  
by  
Patricia Guthrie & Joseph Zins

Over fifteen psychologists attended the BEEC meeting in Louisville October 17-18. Approximately ten KAPS members were in attendance at the KPA meeting the same days.

Steve DeMers and Joe Zins presented a program at the KPA meeting entitled, "Current Status of School Psychology in Kentucky." They described the DOE examination procedure for certification and answered many questions that KPA members had about school psychology.

Two school psychology related programs were presented at the KPGA Conference on October 30 in Louisville. KAPS sponsored a panel discussion entitled, "An Overview of School Psychology in Kentucky." Pat Guthrie, Joe Zins, Diana Trenary and Bill Sherlock related different perspectives on the status of school psychology.

Pat Guthrie also presented "School Psychologists: A Part of the Answer" at the same conference. She focused on the progress of the profession in the state and the team aspect of student services.

All of the presentations attempted to share information with professionals who were not familiar with school psychological service programs and concepts. In the future it is hoped that programs at such meetings will also include the professionals development needs of school psychologists. You are needed to get involved - share your expertise through such program presentation.

\* \* \* \* \*

## MURIEL FOREST CASE

Recently, Muriel Forest, a New York school psychologist, was fired for following the ethical standards for the practice of school psychology. Details of the case are sketchy at this time, but she apparently discussed the results of an evaluation she conducted with the parents of the child. For some reason, her former school district forbade her from such activities and she was fired when she continued to report her test results. The case is now in court.

APA & NASP have both gone to her aid. NASP has contributed \$3,000 to her defense and APA has its lawyer involved in the case. It potentially will be a landmark decision for school psychologists - and free speech! Furthermore, it is noteworthy because it represents the first time that APA has gone to the defense of an individual member - who happens to be a masters level school psychologist! NASP is setting up a legal defense fund and will publicize contribution

procedures in the near future.

\* \* \* \* \*

(The following item was submitted by Patricia Guthrie, state consultant for School Psychological Services. She felt that it might help KAPS members develop their own written job descriptions. She would like every school psychologist to develop one in the near future. In addition, I would be willing to share my job description with anyone who requests a copy - Editor).

### THE SCHOOL PSYCHOLOGIST

"The school psychologist is a person with a unique combination of skills in psychology and education. The school psychologist is trained in the usual area of psychological study including human

development, learning theory, human exceptionalities, group social processes, psychodiagnostics, intervention strategies, and research. In addition, this professional is particularly cognizant of educational theory, school curriculum, school administration, mental health education, and procedures in special education. Furthermore, the school psychologist is trained in applying the principles of this broad background in school settings. Specifically, this practitioner of behavioral science possesses consultative skills which enable combining of the principles of psychology and ed-

ucation. The school psychologist works cooperatively with other members of the pupil personnel team, teachers, children, and other school staff. He/she is also capable of utilizing parents and community resources as a means of enhancing the effectiveness of the school program." 704 KAR 3:175

The function of the school psychologist should be to provide an organization and service framework within which efficient and appropriate school psychological services are provided to children, parents, and school staff. School

psychological services are provided within a context governed by ethical and legal mandates, the competencies of the professionals involved, and the needs and resources of the persons and agencies served. Therefore, such services should be defined and specified in a job description which has been approved by the local board of education.

School psychologists:

- study pupils to determine their needs through individual and group procedures

- ensure the development, implementation, and follow-up of psychoeducational plans for helping specific pupils.
- provide direct services to pupils through psychological counseling, remediation, group techniques, and crisis intervention
- serve pupils by serving staff and parents through inservice training, referral, and consultative services
- serve pupils through involvement in school program decision-making activities
- provide liaison and spokesman services to the community and its agencies in areas of a psychological/mental health nature

- provide leadership services
- design, conduct, and utilize results of research of a psychological nature
- practice in full accordance with federal and state laws, their specific job description, and professional standards and codes of ethics (ie. NASP, APA).

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#### SCHOOL PSYCHOLOGY

#### PROGRAM REACTIVATED AT ECU

As a result of the recent enactment of certification guidelines in school psychology, Eastern Kentucky University's M.S. program in school psychology training program for a number of years, but its last graduate was in 1977.

The program is administered by the Department of Psychology at ECU and students draw heavily on coursework offered within the department. However, the program also draws upon coursework in related fields, such as educational psychology and counseling, special education, and educational administration. The structure and content of the program is being designed to conform with Department of Education certification regulations and NASP guidelines, and program approval status for certification is being sought.

The Department is composed of 13 full time and two part time faculty members. Departmental faculty specializations represent the whole range of preparations in psychology. Areas of research and teaching interests verbal learning, clinical, developmental, school, social, physiological, animal and human learning, sensation and preception, and nonverbal communication.

The program is housed in the newly renovated Cammack Building, with laboratories which include a fully equipped animal facility, surgery and isolation rooms, a vision lab, a physiological lab with a shielded room, and several small rooms, a testing room, and a play therapy room. All rooms have one-way mirror viewing available, and the department has a fully equipped video control room for videotaping activities in each of the clinical rooms.

Anyone who is interested in learning more about EKU's school psychology program should contact Dr. Robert Illback in the Department of Psychology, who is serving as program coordinator. Also, information and ideas regarding practicum and internship sites would be much appreciated.

Department of Psychology  
Eastern Kentucky University  
Richmond, Ky. 40475  
606-622-5484  
or  
606-622-3170

## NEWS FROM OTHER STATE ASSOCIATIONS

by  
William Knauf

A convenient way to sample the plans and concerns of the school psychology associations from nearby states seemed to be by reading the president's commentary in their respective newsletters. The newsletters reviewed for the association presidents comments included: MASP (Missouri); OSPA (ohio); ISPA (Illinois); GASP (Georgia), TAPS (Tennessee); VASP (Virginia); NCSPA (North Carolina); and FASP (Florida).

In the MASP newsletter the president addressed the conflicting legal decisions on the use of IQ tests to evaluate and place children in special education programs. The possible effect on the implementation of school psychological services was considered.

OSPA's president took the administration's side in a recent teachers strike. He concluded that the school psychologist can effect greater influence on district or local policy regarding psychological aspects of school



and children by supporting the management stance.

The Illinois association has shown remarkable organization and influence in state educational affairs considering ISPA's two years of existence. The president reported that ISPA planned a class action law suit against the Illinois State Board of Education to gain school psychology experience toward school administrative certification. It was also reported to the membership that ISPA will publish a legislative handbook to keep members informed of issues and actions in the legislature impacting on school psychology. A special legislative fund is maintained by ISPA to which members can make donations.

In Georgia the president of GASP listed "good news and bad news". GASP (not their last, it is hoped) during the past year has provided more services to its membership than ever before. A program for continuing education was in development and GASP had increased its organization

and sponsorship of research projects, and workshops and conferences. The "bad news" was that to continue this level of service, the association needed to increase its budget over twice the projected income during 1981.

The president of TAPS reported planning for a legislative network in Tennessee to monitor legislation, establish relations with legislators, and provide education to increase public visibility and influence. TAPS also planned to provide a program for continuing education and professional development to its members.

Virginia's school psychology association has been preoccupied during the last 5 years with the issue of licensure for school psychologists. Now VAPS planned to look toward other issues. The president mentioned a particular concern for the protection of the school psychologist's role and function in the public schools.

The president of NCSPA noted his association's plans to deal with upcoming "sunset" legislation in North Carolina. NCSPA also planned to

## Job Announcement

Wanted: School Psychologist on a contractual basis. Fayette County Schools is in need of psychologists to administer psychological tests. For more information call or write: Mrs. Shirley Brock, Special Pupil Services, Review, Referral, & Testing Unit, Fayette County Schools, 120 Walton Avenue, Lexington, Kentucky 40502 Phone 606/259-1411 Ext. 240

programs. programs aimed at influencing funding, or programs aimed at influencing licensure and certification requirements, please send them to:

Susan G. Forman  
Dept. of Psychology  
University of South  
Carolina  
Columbia, SC 29208

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## Announcement

The NASP Assistance to States Committee is involved in developing a political action handbook aimed at helping practitioners devise a systematic program to influence local and state legislation and funding. We are currently in the process of collecting existing written materials in the area. If you have any written information related to legislative action

REMINDER

NEXT KAPS MEETING TO BE HELD IN LEXINGTON

ON DECEMBER 6, 1980

Important Meetings of All Committees  
to Decide Activities for 1981 will  
be Held at the Meeting. Please try  
to Attend or Contact Your Committee  
Chair with Your Suggestions and Input.  
Contact one of the Officers or Committee  
Chairs if you Have not Received Notice  
of the Exact Time and Location of the  
Meeting.

advocate fair salary arrangements for certified school psychologists and to promote continuing education and ethical standards.

In Florida, the president of FASP discussed that states current licensure/certification dilemma in that no legal system now exists with the exception of school psychology certification by the Department of Education. FASP has been working for the licensure of school psychologists, but it will now review priorities in terms of what direction to take on the licensure issue and what amount of funds to direct to that effort.

In general, it seemed that the various state associations were concerned with the increase and diversification of the services provided to members. Legislative efforts, continuing education planning, and liaison and public relations planning were frequently addressed by the state association presidents.

## JOB ANNOUNCEMENT

### POSITION TITLE:

Executive Administrator  
(full-time position)

### PRIMARY FUNCTION:

To administer the business management of the organization, to coordinate committee functioning and to serve as liaison to governmental agencies and other professional organizations in accordance with the policies and directives of the OSPA Executive Board.

### QUALIFICATIONS:

1. School psychologist eligible for Ohio certification or individual with equivalent training and/or experience.
2. Ohio certificated school psychologist preferred.

### SALARY:

Range, \$13,500 to \$19,500, depending on training and experience; 220 days per year.

Send letter of inquiry and resume to:

Dr. Michael Kabler,  
Executive Administrator  
Ohio School Psychologists  
Association  
750 Brooksedge Blvd.  
Westerville, Ohio 43081

Employment Date: January 1,  
1981

Deadline for Applications:  
December 1, 1980

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REPORT FROM NASP DELEGATE  
by  
Joseph Zins

I recently had the opportunity to attend the NASP Executive Board/Delegate Assembly meeting in Milwaukee, needless to say, it was an interesting experience.

A number of important items were on the agenda. Among the more controversial was the proposal from the Educational Testing Service (ETS) to develop a national examination for certification in school psychology. Of course, there was a great deal of debate about this issue and we were each charged to re-

turn to our respective states to gather feedback from the "grass roots." Your comments about this topic are welcomed.

The Olympia Conference on the Future of School Psychology was also discussed. It will be a follow-up to the Spring Hill Conference (discussed elsewhere in the newsletter). Incidentally, the Spring Hill papers will be published in a special issue of the School Psychology Review (1981, v.11, n.2). Selection procedures for participants in the Olympia Conference will be announced in the near future. I will contact NASP members to inform them of the selection process if they wish to attend.

Numerous other items of interest were discussed. Some of these are reported elsewhere in the newsletter. I will send a detailed summary to NASP members shortly.

Again, I urge all of you to join your national professional organization. By joining now you will receive all issues of the School Psychology Review in 1981, as well as the Communique. Please contact me for a membership form or additional information. We now have over 60 NASP members in the state!

## GUESS WHAT LARRY P.!

An additional suit charging and discrimination against black children in the use of the WISC-R and Binet tests has settled in the U.S. District Court in Chicago. In this suit, a class action brought by a group called "Parents in Action on Special Education" against Joseph Hannon, Superintendent of Schools in Chicago and other individuals, plaintiffs alleged that the use of these tests in making determinations of mental retardation was prejudicial to the background and cultural experience of black children. The decision, contained in an over 100 page document, included a detailed analysis of both tests, item by item. The plaintiffs failed to convince the judge that any discrimination occurred through the use of these instruments. As Judge Grady put it, "Intelligence administration of the IQ tests by qualified psychologists, followed by the evaluation procedures defendants use, should rarely result in the misassessment of a child of normal intelligence as one who is mentally retarded. There is no evidence in this record that such misassessments as do occur are the result of racial bias in test items or in any other aspect of

the assessment process currently in use in the Chicago public school system."

This finding was given in light of knowledge about the contrary finding in the Larry P. case, and stated that "the witnesses and the arguments that persuaded Judge Peckham in the Larry P. case have not persuaded me." He goes on to put the whole matter in perspective by quoting P.L. 94-142 and interpreting the non-discriminatory requirements by explaining "The requirement that 'materials and procedures' used for assessments by non-discriminatory, and that no single procedure be the sole criterion for assessment, seems to me to contemplate that the process as a whole be non-discriminatory. It does not require that any single procedure, standing alone, be affirmatively shown to be free of bias. The very requirement of multiple procedures implies recognition that one procedure, standing alone, could well result in bias and that a system of cross-checking is necessary."

To date there are two findings related to test bias and discrimination. "Larry P." finds individual intell-

igence tests (i.e. WISC-R and Binet) discriminatory when used with black children. The "Chicago" decision is contrary to that finding. The next step will probably be an approach by one or both of the involved parties to the Supreme Court.

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#### TESTING, SCHOOL PSYCHOLOGY AND GIFTED EDUCATION

(The following comments by Hirsch and DeMers originally appeared in the Division of School Psychology, APA, Newsletter, -Ed.)

Farewell to School Psychology, Hello to School Psychometry.

by  
Bianca Hirsch

With the impact of 94-142, school districts are no longer making full use of the training and skills of school psychologists, who are now being used predominantly as testers. In many school districts, no opportunity is permitted to follow the child once he is placed in a special education program. No longer are school psychologists allowed to observe the children on the playground, in the classroom or at home to determine what the contributing factors might be that interfere with the child's capacity to learn and develop to

the fullest potential. No longer can short interventions be recommended because there will be no time allotment for follow-up services. Psychological services are now being defined as testing services.

It appears that much of the training that institutions of higher learning require for psychologists will be obsolete. Emphasis should probably be placed on training psychometrists. Consultation skills, curriculum knowledge and understanding of interpersonal relationships should no longer be required, because they are not being used in the schools by the school psychologist.

Training institutions should take another look at the curriculum design of the school psychology program. Does it really matter whether the school psychologist has competencies in the area of conferencing, parent interviews, task analysis, peer interaction and emotional adjustment?

Most institutions require six years of training to become a school psychologist.

Competencies are developed in test administration and interpretations. Court rulings now prohibit the use of IQ scores to place students in EMR classes. If teacher opinion and adaptive behavior in society are more significant than the validated, reliable tests then school psychology is obsolete.

It is high time that professional organizations look at what is going on in the schools. We are at a crisis. We do not need training institutions who design programs for "what ought to be" but train the students for the world "as is." At this point in time, competent, trained school psychologists are subservient to people in administrative positions who do not understand children's needs but who use psychologists in the mandated capacity of testing children for placement in special education classes under Public Law 94-142 and for subsequent re-evaluations.

Professional reports and test data are worthless when administrators look at the letter of the law instead of the intent.

Psychologists and  
Gifted Education  
by  
Stephen DeMers

Since the passage and implementation of P.L.94-142 this Newsletter and numerous books and journal articles have alluded to a return to the straight "testing" role for the school psychologist and a movement away from the previously growing trend of school psychologist as psychoeducational consultants. Like most other school psychologists, I have always viewed testing as but a small part of what a school psychologist can offer a school district. But perhaps because of the proliferation of new educational specialties related to the handicapped (e.g. educational diagnosticians, behavior interventionists and special education teacher consultants) IQ testing may be the only piece of the proverbial pie still available. Although many children in regular classes could benefit from some collaborative efforts between school psychologists and classroom teacher, school systems often discourage if not outlaw such



activities because there is no monetary pay-off for such efforts - that is, no reimbursement from the state or federal government. Consequently, the practice of school psychology, as I view it in its broadest sense, continues to be reduced to its lowest common denominator, i.e., IQ testing.

There is an aspect of the current educational enterprise, namely gifted education, which could provide an opportunity for school psychologists to function across a whole spectrum of psychoeducational skills and which carries a monetary incentive for school districts to use school psychologists in a broader role. Special programs for the gifted and talented, while long established in some parts of the U.S., are still relatively new in most states. If gifted education is left to the educational bureaucrats to develop, I suspect that school psychologists will have little involvement. In some states where gifted education has been linked to special education guidelines, the gifted have become yet another list of names for IQ testing by the school psychologists.

However, because gifted education is a relatively new educational specialty without strong

disciplinary ties, a school psychologist in most areas of the country could seek out a modest amount of available information and be prepared to function in a variety of non-testing roles. For example, in most states, funding for gifted education programs is handled on a competitive grant-proposal basis. In school districts where formal programs do not exist, a school psychologist could offer to find out where and how to apply for funding and to work, either alone or with a committee, to develop a proposal. This not only provides the necessary monetary incentive to a school administrator to release the school psychologist to perform such a task but establishes grant writing in general as a skill the school psychologist brings to the job.

Even with established programs, one of the major difficulties in programs for gifted and talented children is the identification process. Most federal and state guidelines for identification of the gifted and talented go beyond the simple IQ cut-off score. School districts are encouraged to

use a combination of behavior checklists, teacher/parent/peer/self nomination procedures, tests of divergent thinking, measures of leadership ability, etc. These must be selected and integrated into an effective but efficient identification process, linked to program goals and extending far beyond the routinized administration of the same test over and over again. Who better than the school psychologist could help a district design and implement such an assessment process.

The school psychologist could also play a major, if not exclusive, role in many other aspects of gifted education including the program evaluation phase of any grant process, consultation with regular and gifted education teachers about program operation and integration within the regular curriculum, curriculum development, parents groups, state associations, etc. Many of the major leaders in the field of gifted education are psychologists (for example Guilford, Torrance, Renzulli, Treffinger, Feldhusen, etc.) and school psychologists can and should play a major role in the growing implementation and further development of gifted education programs.

Why haven't school psychologists done this before? As I mentioned, these programs are just starting now in many parts of the country. But also, many school psychologists know very little about gifted and talented children. Perhaps training programs need to balance their heavy emphasis on handicapped children in preparing future school psychologists.

Is involvement with gifted education programs the only salvation from the testing role for school psychology? Probably not, it just happens to be one I am familiar with and one I have seen at least a dozen school psychologists use to show a district the range of potential services that a fully functioning school psychologist can provide.

\* \* \* \* \*

#### MEETINGS/CONFERENCES:

The Fifth International Colloquium for School Psychologists will be held in 1982 (late June or early July) in Sweden. If you would like to be placed on

the mailing list to receive information, write to: Peter Burzynski, P.O. Box 639, Vincennes, IN 47591

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EMPLOYMENT NOTICES:

School Psychology position openings may be advertised free of charge in the NASP Communique, by contacting Dr. Barbara Mowder, School of Education, 1100 Fourteenth Street, University of Colorado—Denver, Denver, Colorado 80202

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NASP COMMUNIQUE'

Articles of relevance to school psychology are being solicited for possible publication in the COMMUNIQUE', official newsletter of NASP. If you have an article (preferably two to five pages, double-spaced, typed) which you wish to have considered for publication in the NASP newsletter, please forward it to: Joseph Zins, Associate Editor, Ft. Thomas City Schools, 2356 Memorial Parkway, Ft. Thomas, Kentucky 41075.

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LETTERS TO THE EDITOR

KAPS members are encouraged to submit letters to the editor for possible publication in the Review.

Give other KAPS members a chance to hear your points of view. Share new ideas or perspectives with your colleagues. Let us hear from you.

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Training Programs and Workshops in Structural Family Therapy

Workshops on Structural Family Therapy are being held over the next year at the University of Cincinnati College of Medicine, Department of Psychiatry. They are designed to provide a sequential learning experience; however, single workshops may be selected for a specific educational training experience. The cost is \$25 per workshop. More intensive eight-month long training programs (beginning, intermediate and advanced) are also available, although they have already begun for the current academic year. The programs are conducted by Marion Lindblad-Goldberg, Ph.D., Director, Family Training Center, U.C. College of Medicine.

Although several of the single workshops have already been held, the following is a list of those

remaining:

December 13, 1980 (9 a.m. - 12 p.m.) Changing the Family: Restructuring Techniques.

January 10, 1981 (9 a.m. - 12 p.m.) Stages of Family Development.

February 7, 1981 (9 a.m. - 12 p.m.) The Low Income Single Parent Family.

March 7, 1981 (9 a.m. - 12 p.m.) Remarriage and the Blended Family.

April 18, 1981 (9 a.m. - 12 p.m.) Use of Self in Therapy; Supervisory and Clinical Issues.

For further information, write to: Dr. Lindblad-Goldberg at the U.C. Department of Psychiatry, P.O. Box 19370, Cincinnati, Ohio 45219.

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Overview of Spring Hill Symposium on the Future of School Psychology

By

Joel Meyers & James Ysseldyke  
National School Psychology  
Training Network

The Spring Hill Symposium on the Future of Psychology in

the Schools was held June 8, 1980 in Wayzata, Minnesota. This Symposium was supported jointly by the National School Psychology Inservice Training Network (a BEH funded project at the University of Minnesota), the National Association of School Psychologists, and the School Psychology Division (Division 16) of the American Psychological Association. Its goals was to address current issues and to map out future directions for the training and practice of school psychology. The first step was to hold the Symposium and the second is to disseminate information about it and generate widespread discussion and debate about the key issues. Our goal is to make the information widely available and to generate extensive reaction from many school psychologists so that the entire field contributes to and develops a real sense of ownership for some of the important ideas derived from Spring Hill. This brief article, a first step in this direction, is an overview of what occurred at the Symposium.

The basic charge addressed by the Symposium was

to consider recent developments in society (e.g. economics, legal, moral, political, social), in academic and applied psychology, and in regular and special education, in terms of their implications for the future of training and practice of psychology in the schools. In this broad framework it was suggested repeatedly that our conception of the role played by psychology in the schools must take into careful consideration the shrinking economy, the impact of the broad social context of our profession, the effects of factors such as racism and sexism, and the increasing influence of legislation. One of the consistent positive messages presented was that even though there are external forces which hamper our functioning, there are significant steps which school psychologists can take to influence their role and psychological services in general so that the children in our schools receive the best possible services.

A number of specific factors were discussed in relationship to the psychologist's control over services provided to children. In each instance there is already significant activity

aimed toward the goal, but the consensus of the Symposium was that more of this work was needed. (1) Communication among school psychologists was noted as one factor which can help to influence the role. (2) Communication with other professional groups was cited as another important factor. (3) A variety of approaches toward increasing our communication with the general community was considered. (4) It was suggested that psychologists who work in the school must be organized to influence public policy and legislation. (5) It was noted that the school psychologists must do more active negotiation with administration to ensure that interpretation of legislation and other district policies regarding the provision of services to children are not imposed without the active influence of psychologists and other appropriate professionals. (6) The question of the "burn out" experienced by many psychologists was addressed and it was suggested that remediation of this problem could result in greater control over the psychologist's role. During the conference the comment was made that school psychology has known

for years that there must be a de-emphasis on the psychometric assessment role and more concern with the quality of intervention received by children. Despite this knowledge, the profession has not known how to make an impact. It was felt that the time has come when school psychologists can take a pro-active stance and influence their role effectively so that better psychological services are provided to children.

Three conceptual issues were mentioned which were viewed as having the potential to impact the delivery of psychological services. (1) The concept of reciprocal interaction was described as a psychological concept with broad implications for the practice of psychology in the schools (e.g., the reciprocal impact of parent and child, teacher and child, school and teacher, etc.). (2) It was suggested that assessment can not be viewed as an end in itself. Indeed, assessment must be linked directly to intervention techniques. (3) Referral problems were analyzed in terms of the system. In other words, rather than being restricted to a conception of the problem being within the child, it was ar-

gued that the variety of systems which impact the child (e.g., family, school community, etc.) must be diagnosed systematically to determine their impact on the problem.

Some of the themes which emerged at Spring Hill (or reactions to these themes) are being used as a basis for program planning for local and state association meetings as well as national conventions during the coming year. In fact, the Network is available to facilitate this process for any groups which are interested in developing programs based, in part, on Symposium. Early in 1981 the Proceedings will be distributed free of charge to every member of NASP and Division 16. The Network is particularly interested in receiving any reactions from school psychologists across the country. (Condensed from NASP Communique, August - September, 1980)

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RESOURCE PERSONS FOR CONSULTANT  
NETWORK

The NASP Assistance to States Committee is compiling a list of consultants who would be willing to serve in areas such as intervention, research, behavioral analysis, accountability, licensure, and specific areas of assessment, e.g., early childhood, non-discriminatory, multiply-handicapped, and others.

Please suggest possible resource persons; don't hesitate to list yourself! The committee will initiate contact with any individuals and investigate their willingness to serve. Send names, addresses, and areas of expertise to:

Joseph E. Zins  
P.O. Box 17217  
Covington, Ky. 41017

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FOR YOUR INFORMATION

There are two national school psychology newsletters with a total of six editors.

Three (one-half) of the editors live in Kentucky and are KAPS members! Division 16 of APA publishes The School Psychologist. Manny Mason is Editor and Steve DeMers is Associate Editor. NASP publishes the Communique and Joe Zins is Associate Editor.

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CALENDAR

Mar. 27-28, 1981:  
Ky. Federation - Council  
for Exceptional Children  
Convention, Louisville.

April 12-17, 1981:  
Council for Exceptional  
Children Convention, New  
York.

April 14-18, 1981:

National Association of  
School Psychologists  
Convention, Houston.

CONTINUED MISUSE OF THE WIDE  
RANGE ACHIEVEMENT TEST  
Joseph E. Zins     Michael J. Curtis

Ft. Thomas             University  
City                     of  
Schools                 Cincinnati

For over forty years the Wide Range Achievement Test (WRAT) (Jastak & Jastak, 1978; earlier editions in 1936, 1946, 1965, and 1976) has enjoyed considerable popularity with school psychologists. It has been widely used in the field practice, as well as in research. One has only to briefly peruse recent issues of some of the educational or school psychology journals in order to ascertain this fact.

Despite its popularity and widespread usage, however, some school psychologists have objected to the use of the instrument on the basis of its brevity and subsequent limited sample of behavior. Others have voiced objection to the subtest entitled "reading" correctly pointing out that it measures only one aspect of reading - word recognition. Still others complain that it offers little diagnostic information.

Nevertheless, the WRAT has survived its critics and continues to be widely administered throughout the country. Yet, there appears to be a continuing major misuse of the test, by practitioners and researchers alike. Specifically, many users infer that the grade ratings are norms, despite the fact that the WRAT is normed on age, not grade level. "The grade rating, it should be remembered, is a rather arbitrary score" (Manual, p. 15). Despite this warning, many users of the instrument continue to report only grade ratings without noting the standard scores (which are the only normed scores). This is especially alarming since school psychologists should already be aware of the shortcomings of any type of grade ratings or norms (Anastasi, 1976, p. 75)



To their credit, Jastak Associates have made a notable effort to correct this continued misunderstanding. For example, at the 1979 NASP Convention in San Diego, F. Arthur Brill, Director of Jastak Associates, presented a paper which included comments regarding the misuse of the grade ratings (Brill, 1979). Furthermore, the 1978 edition of the manual clearly indicates that the grade ratings are not statistical norms, but rather arbitrarily assigned scores. It states that the grade ratings have been extensively misused and cautions the user against making this error. In addition, each page of the test protocol includes a statement concerning the use of grade ratings for individual or group comparisons: "For individual or group comparisons use only standard scores on page 16 to 29 manual." Nevertheless, this practice continues apparently unchecked. Grade ratings are reported alone and are used for pre- and

post-test comparisons. Perhaps Jastak Associates should go one more step and change the test forms themselves to make it impossible for hurried practitioners and researchers to compute only the grade ratings without looking up the standard scores by putting both only in the manual.

The individual psychologist must determine whether s/he is going to use the WRAT and if so, under what circumstances. It is our intention to caution those who choose to use the instrument, to use it appropriately and to bear in mind the basis for its development.

From:

NASP COMMUNIQUE'

October, 1980

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### MEMBERSHIP INFORMATION

Encourage your colleagues and students to join KAPS. Not only will they be supporting a dynamic new organization, but they will receive quarterly copies of the KAPS REVIEW! Dues are only \$15 per year or \$5 for full-time students. Applications are available from Bill Knauf, 95 Miami Parkway, Ft. Thomas, Kentucky 41075.

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### KAPS HOSPITALITY SUITE

The KAPS Hospitality Hour on Friday, October 17th in Louisville was a pleasant experience for most of those who attended. There was only one known casualty; a male school psychologist (who shall remain nameless) was hung over Saturday morning and didn't make it to the KAPS luncheon meeting.

Those present included twelve KAPS members, two potential members, and one member's spouse. Since the plans for the Hospitality Hour were generated by the KAPS Membership Committee, we especially hope that the two potential members were persuaded to join.

We have alot of liquor left over and should plan another similar event. A KAPS Christmas party and/or a recruitment effort at the Spring CEC meeting have been mentioned as possibilities. Diana Trenary is storing the excess alcohol and would welcome suggestions on its proper disposition.



KAPS

Joseph Zins

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