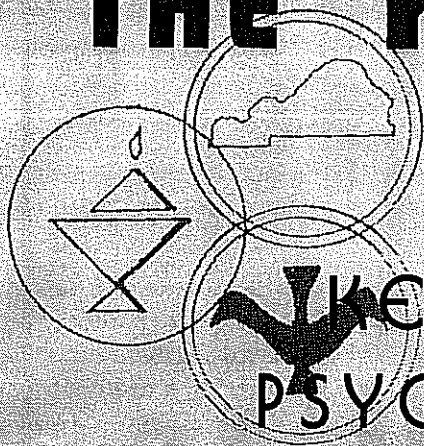


THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS

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REGIONAL REPORTERS

Jefferson County, Doris Campbell
Fayette County, Bobbie Burcham
Northern, Cookie Cahill
Eastern, Robert Illback
Western, Betty Allen

PRESIDENT'S MESSAGE

by
Stephen T. DeMers

Since my two-year term as KAPS second president ends on January 1, 1982, this is my last opportunity to address you through this column. Presidential farewell messages usually take a retrospective look at past accomplishments. However, my last few columns have already done that, so let me simply say I have had many proud moments representing KAPS. Also, I feel we have developed significantly during the past two years in our size, our influence and our visibility. We continue to make progress towards the goal of securing competent psychological services for the school-children of Kentucky.

I would like to use this space to let you know about one more opportunity I will have to represent KAPS, this time on a national level. KAPS has been asked to send two delegates to the upcoming Olympia Conference on the Future of School Psychology. Olympia is a three day invitational conference to be held November 18-20 in Wisconsin. Representatives from each state school psychology association plus national leaders in school psychology from APA - Division 16, NASP, state departments of education, etc., will be addressing the problems facing the profession and generating courses of action to overcome these problems. Issues like too heavy an emphasis on administering tests, burnout, accountability during budget cuts, shifts towards using less competent (and less expensive) evaluation procedures with referred children, etc., will be aired and evaluated.

KAPS first president Diana Trenary and I will represent the association at this conference. Kentucky will also be represented by Joe Zins as NASP delegate, Pat Guthrie as state consultant, Jim Barclay and Manny Mason as APA representatives and three students (one from EKU and two from UK). As a relatively small state in terms of number of school psychologists we are well represented.

Because of late notification that KAPS should nominate two representatives, it has been impossible to solicit formal input from KAPS members about Olympia. A brief discussion was held at the KAPS business meeting during the KPA/KAPS/TPA/TAPS convention in Louisville in October (which was well attended by KAPS by the way). Yet, I feel that Diana and I plus the other members of the Kentucky delegation are very familiar with the major concerns and problems of our members working in the schools everyday. We will try to present these and bring back some possible avenues of resolution. Diana, Joe Zins and I have agreed to present our reactions to Olympia at a KAPS meeting early next year.

These are challenging but exciting times with renewed hope that we can break out of the "refer-test-report" syndrome which has hampered our effectively serving all members of the school system. And I am grateful to all those officers, committee chairs, and members who have helped me make KAPS a strong and viable force in charting the future of psychological services to schoolchildren both in Kentucky and nationally. Finally, I would like to offer my support and best wishes to the new KAPS officers for the years ahead.

EDITOR'S COMMENTS

by
Joe Zins

As I complete my final issue of the KAPS REVIEW I would like to take this opportunity to thank the various people who have consistently assisted me with the newsletter. First, the role of the general membership must be acknowledged. If they had not agreed to a dues increase, we would not have a newsletter. Next, John Maurelli has made my job much easier by serving as Managing Editor. He is responsible for professional typesetting, printing, and mailing. The REVIEW is now sent out to 200 persons including KAPS members, state legislators, state education officials, other state organizations, and to many state psychology associations.

Cookie Cahill has helped as Associate Editor and through her contributions as Secretary. In the "old days", she would help collate, staple and mail as did Bruce Wess and Bill Knauf. Bruce and Bill have also made numerous contributions in various ways. The Regional Reporters (Bob Illback, Bobbie Burcham, Doris Campbell, Cookie Cahill, and Betty Allen) have sent material from throughout the state. Steve DeMers wrote the Presidential columns and the committee chairs (Bruce Wess, Bill Knauf, Diana Trenary, Bobbie Burcham and Bob Illback) kept us up-to-date about their activities. Pat Guthrie contributed news from the State Department and the history of KAPS. Several other persons have contributed to various issues of the REVIEW and I thank them too.

I hope that I have not missed anyone. I sincerely appreciate all of your assistance to help make my task enjoyable and easier!

A NOTE OF THANKS

by
Cookie Cahill

With this issue of the KAPS REVIEW, Joe Zins is "retiring" as editor. I feel it appropriate to express the thanks of the organization to Joe for all of his efforts in initiating and bringing to reality this publication. In one and one-half short years, the newsletter has progressed from an idea to quite a professional document. Joe has invested innumerable hours in organizing the newsletter format, locating printers, soliciting contributions for each issue, editing submitted articles, corresponding with other state organizations, mailing, etc. Joe's efforts have succeeded in making the KAPS REVIEW a tribute to the growing profession of school psychology in Kentucky. Our sincerest thanks, Joe, for your outstanding contributions!

ANNOUNCEMENT

NOW AVAILABLE: "School Psychology: Role and Function, Professional Practice and Professional Concerns, Selected Bibliography 1970-1980". Designed for graduate seminars on school psychology and practitioner use in keeping abreast of professional developments. More than 700 references broken down by topics including, role and function, training—internship and credentialing, pupil personnel services, legal—ethical concerns, consultation and organizational development, and employment practices. Length, 45 pages, 8½ x 11, spiral bound. Price \$5. Send check with request to: Tom Fagan, 1855 S. Rainbow Drive, Memphis, TN 38107.

MINUTES

OF THE KAPS BUSINESS MEETING

by
Cookie Cahill

The Fall meeting was planned to coordinate with the KPA/KAPS/TPA/TAPS Conference at the Galt House in Louisville. President Steve DeMers called the meeting to order at approximately 2:00 p.m. on October 23, 1981. Thirty-five persons attended.

COMMITTEE REPORTS

ETHICS : In Chairperson Bobbie Burcham's absence, Pam Orwin reported that the committee has focused on responding to ethical dilemmas through the medium of the newsletter. Members were encouraged to submit questions regarding any ethics-related issue to the committee.

LEGISLATIVE: Chairperson Bob Illback reported on a number of issues occupying his committee's attention. One of the most important of these is how school psychologists in Kentucky can organize to have an impact on current legislation. The funding of units specifically for school psychologists has been advocated, but no changes in the state funding structure have been produced to date. Bob requested input and assistance from KAPS members: his mailing address is — Department of Psychology, Eastern Kentucky University, Richmond, Kentucky 40475.

LIAISON AND PUBLIC RELATIONS: Diana Trenary reported that the Kentucky Association of School Administrators (KASA) has been corresponding consistently with KAPS. Diana suggested that KAPS members consider organizing presentations for KASA's annual meeting in August. Diana also raised the question of how we as school psychologists can make ourselves better understood by other groups within KPA.

MEMBERSHIP: Bill Knauf reported that there currently are 95 KAPS members, 73 of whom are professional members, and 22 students. A mailing to all state department certified psychologists and psychometrists in August produced a large increase in membership. The issue of the organization's name was discussed, in light of a proposal by TAPS to become TASP (Tennessee Association of School Psychologists). It was the general consensus that KAPS is not ready to make a similar change at this point.

PROGRAM: Bruce Wess extended thanks to Pat McGinty for her representation of KAPS on the program committee for this joint conference. No additional programs are scheduled for the remainder of 1981, considering the upcoming Olympia Conference.

NEWSLETTER: Editor Joe Zins reported that the Fall, 1981 issue would be somewhat late in being mailed, so as to include reports of this conference. The KAPS newsletter continues to be sent to other psychological organizations within Kentucky and outside of the state. This issue represents Joe's final one as editor.

OFFICER REPORTS

PRESIDENT: Steve DeMers described the Olympia Conference on the future of school psychology, which will be held November 18–20 in Wisconsin. Steve and Diana Trenary will represent KAPS at the conference; Joe Zins will attend as Kentucky NASP Delegate; Pat Guthrie will represent the State Department; and Dennis Labriella was selected as a student delegate from Eastern Kentucky University. Reports and possible presentations by these various participants to the conference are anticipated for early in 1982.

Steve had invited Valerie Cook from Peabody College to describe her involvement on the TAPS Continuing Education and Professional Development Committee. Valerie reported that TAPS is using the NASP model which involves three areas of continuing education: assessment, intervention, and program development and research. A similar committee to organize professional development activities in Kentucky was proposed, and Valerie stated her willingness to consult with such a committee. Steve next described current changes being proposed in the Kentucky licensure law for psychologists. Legislation in the form of House Bill 548 has been proposed by a group of Masters' level clinical psychologists and would provide for the possibility of autonomous functioning at the Masters' level, following three years of supervised experience. The compromise proposal being offered by KPA also was described, which involves a grandfathering period, and examinations to achieve autonomous functioning. Implications for practicing school psychologists were drawn, and names of contact persons were given.

NEW BUSINESS

Joe Zins moved that the KAPS dues structure be revised, so that the membership year runs from September 1 to August 30, rather than January to December. This change would be more consistent with most KAPS members term of employment. A vote was taken, and the motion passed. Membership renewal therefore, will be due for most members on January 1, 1982, and again on September 1 of next year to make this change operational.

Steve DeMers asked that members with concerns, questions, or ideas which they would like voiced at the Olympia Conference, contact one of the attending members within the next few weeks.

The meeting was adjourned at 3:30 p.m.



TREASURER: Bill Kanuf reported that \$953.43 comprises the KAPS treasury at present, \$365. of which has been contributed through the Zins/Illback workshop on nondiscriminatory assessment in September. Upcoming expenditures will include stipends to members attending the Olympia conference; the Fall and Winter newsletters; the membership directory; and expenses for a possible fall convention in 1982.

NASP DELEGATE REPORT: Joe Zins reported that information on NASP Continuing Professional Development is available from him. Joe reminded members that the NASP annual convention will be held March 16-20 in Toronto. He further encouraged members who have been contacted for the nationwide survey on the effects of divorce on children, to participate in this survey.

MINUTES OF THE EXECUTIVE COMMITTEE MEETING

by
Cookie Cahill

A brief Executive Committee meeting followed the KAPS Business meeting at the Fall conference on October 23, 1981. The purpose of the meeting was to decide upon KAPS stipends for the Olympia Conference. Following discussion, it was decided that KAPS would provide \$100 each to its representatives to the conference (Steve DeMers and Diana Trenary), to assist in covering expenses. In addition, KAPS will pay the \$30 conference registration fee for Joe Zins (Kentucky NASP Delegate) Pat Guthrie (State department representative), and Dennis Labriella (student representative).

TREASURER'S REPORT

by
William Knauf

The KAPS Treasury benefited from the recent workshop on nondiscriminatory assessment by Joe Zins and Bob Illback to the tune of \$355. The KAPS Executive Committee met after the October 23 business meeting and decided to budget \$290. to provide financial support for KAPS representatives to the November, Olympia Conference. The treasury now has a balance of \$763.43.

COMMITTEE REPORTS

ETHICS COMMITTEE Bobbie Burcham

As school psychologists we are sometimes placed in situations that raise ethical questions. NASP provides us with an ethical code which speaks to situations relevant to school psychologists. This standard for our professional conduct is divided into eight primary sections, each representing an area with which school psychologists must deal. They are: (1) Professional Competency; (2) Professional Responsibility; (3) Professional Relationships with Students; (4) Professional Relationships with the School; (5) Professional Relationships with Parents; (6) Principles Governing Relationships with Other Professions; (7) Principles Pertaining to Relationships with the Community; (8) Procedures for Handling of Complaints of Alleged Violations of Ethical Principles.

The following is a review of the first of these issues, 'Professional Competency':

In addition to mastery of professional psychological skills, the school psychologist prepares for this special area of functioning by becoming knowledgeable of the organization, objectives, and methods of the school. This is a basic requirement for rendering competent psychological service in the school.

a. The school psychologist strives to maintain the highest standards of service by an objective collecting of appropriate data and information necessary to effectively work with the student. In conducting a psychological evaluation, due consideration is given to individual integrity and individual differences by the selection and use of appropriate procedures and assessment techniques.

b. The school psychologist is guided by an awareness of the intimate nature of the process which may entail an examination of the personal aspects of the life of an individual. The school psychologist uses an approach which reflects a humanistic concern for dignity and personal integrity.

c. The school psychologist is prudently aware of the possible influence personal biases and professional limitations impose on the ability to serve a student, and of the continuing obligation for protecting the privacy and confidence of the student.

Taken from: "National Association of School Psychologists Principles for Professional Ethics".

MEMBERSHIP COMMITTEE

William Knauf

KAPS membership now stands at 96 persons who have paid the 1981 membership dues of \$15.00 (Professional) or \$5.00 (Student). We will end the year with about the same number of members as in 1980, even though dues were raised from \$5.00 for all members.

A disappointment for the 1981 "membership drive" was that only 65 persons of the 99 listed in the 1980-81 membership directory renewed their dues. To my knowledge the KAPS executive committee has not received any feedback from these non-renewers on why they discontinued membership.

I promised a write-up on the KAPS "demographics" for this issue at the October 24, business meeting. Outlined below are the informational categories I could derive from the data listed by each KAPS Professional Member on the 1981 membership form. I did not have a completed form for every Professional Member and the numbers will not always add up. For the "Job Title" category I listed anyone as "psychologist" who used that term in their title. Also, I listed only those professional organizations for which at least five KAPS members belonged.

KAPS DEMOGRAPHICS

Professional Members = 74

Student Members = 22

Total = 96

Employment:

Local school district = 60

College or university = 8

Private practice = 3

Other = 2

Job Title:

Psychologist = 39

Psychometrist = 17

Professor = 6

Counselor = 3

Administrator = 4

Other = 3

Licensure or Certification:

Department of Education

School psychologist = 39

Guidance Counselor = 3

Psychometrist = 17

Administrator = 7

Special education = 3

Other teacher = 3

Board of Psychology

Certified psychologist = 17

Licensed psychologist = 12

Degree Level:

Masters = 49

Specialist = 5

Doctorate = 15

Other Professional Organizations:

National

Nat. Assoc. of School Psychologists = 41

American Psychological Assoc. = 13

Council for Exceptional Children = 12

American Per. and Guid. Assoc. = 6

National Education Assoc. = 8

State

Ky. Psychological Assoc. = 21

Ky. Per. and Guid. Assoc. = 10

Ky. Assoc. of Sch. Admin. = 7

Ky. Educational Assoc. = 8

It appears that the typical KAPS member is a masters level school psychologist, certified by the Department of Education and employed by a local school district. KAPS does not seem to have become a broad "umbrella" organization for persons generally interested in promoting the application of psychology in the schools. Rather, the membership data shows that KAPS has become the state professional organization for those currently working as school psychologists or psychometrists, and for students in school psychology training.

LIAISON AND PUBLIC RELATIONS

Diana Trenary

Although we have had little communication with other professional organizations in Kentucky recently, our big sister (brother?) to the south, TAPS, continues to keep us informed of their activities. In the Summer 1981 issue of TAPS Newsletter, President Mike Carrig refers to TAPS as being, "relatively small and possibly politically insignificant in terms of the 'big picture'." However, Carrig mentions the recent addition of two new regions and regional representatives to the Executive Board in an effort to promote more involvement in association activities.

Curious about TAPS current size, I called Marilyn Hurley, TAPS Immediate Past President, and learned that they now have 290 members. She indicated that the development of districts was partly due to increasing membership. With the two new regions, TAPS now has eight geographically defined districts.

TAPS started with 71 charter members in 1971 and, in spite of a recent dues increase, has grown by 219 members in ten years. KAPS started with 22 charter members in 1977 and, in spite of a recent dues increase, has grown by 73 members in four years. That's an average annual growth rate of 22% for TAPS and 18% for KAPS. If the comparison holds up, we might anticipate continuing membership increases for the next few years at least.

The comment has been made many times that except for a few "regulars", the members attending KAPS meetings and workshops seemed to change noticeably depending on the location. With KAPS membership already up to 91, perhaps the regional concept is something KAPS should seriously consider in the near future.

PROGRAM COMMITTEE

Bruce Wess

Thanks to all who submitted programs and who presented at the KPA/KAPS/TPA/TAPS Fall Convention. Special thanks are due to Pat McGinty who represented KAPS in planning the convention and in arranging programs of interest to school psychologists (with only the promise of a 25+ on her Vineland as compensation).

There are no formal programs scheduled by KAPS for the remainder of 1981. It is hoped that those attending the Olympia Conference to be held in November will consent to presenting feedback on the conference to the assembled KAPS membership at some time early next year. Final determination will be left to whomever succeeds me in this position. As this is probably the last report I write as Program Committee Chair, I would like to thank all those involved in planning and presenting programs over the past year.

CONVENTION '81

Pat McGinty

A Fall Conference was hosted by KPA, KAPS, TPA and TAPS in Louisville at the Galt House on October 22, 23, and 24. Out of the approximately 200 participants, 35 were members of KAPS. The following areas were represented: Boyd County, Bowling Green, Bullitt County, Louisa, Lexington, Louisville, Northern Kentucky, Richmond, Scott County and Woodford County.

While KPA has traditionally represented the clinical psychologists and conferences have been oriented toward their interests, efforts were made to broaden the scope of the conference by inviting members of KAPS and TAPS to submit papers. Eleven people made presentations. Representing KAPS were: Carol Carson, Bob Illback, Bill Pfohl, Joe Zins, Bruce Wess, Bill Knauf, Cookie Cahill, Diana Trenary and Cheryl Boyd. Topics included nondiscriminatory assessment, services for the developmentally disabled, vocational education programs, the status of school psychology in Kentucky, update on the certification exam, national developments in school psychological services and interpretations and service delivery models for schools.

It is obvious from the number of presentations and conference participants that professional development of school psychologists in the state of Kentucky has increased considerably in the last few years.

As the theme of the Conference, "Psychology and Hard Time" and the topics presented suggested, there is a real need for us to be aware of and ready to respond to any possible threat to the delivery of psychological services in our state. Mark Ginsburg, APA representative, stressed the impact of legislation on the role of psychologists. While his message was directed toward clinical psychologists, school psychologists are also affected by the prevailing political climate which de-emphasizes psychological services to school children as well.

Even though the theme of the conference seemed to be one of gloom, the mood of the conference was anything but that. There was some vigilance, but the prevailing mood seemed optimistic. KAPS is growing as an organization. More of our members are becoming involved in representing school psychology to other organizations, such as KPA, BEEC and the Kentucky Association of School Administrators. There is even anticipation of some legislative activity in our professional interest.

Tom Fagan, past-president of NASP, presented a highly informative session on national issues for school psychologists, for example, training programs, assessment alternatives, certification issues. More comprehensive information will be forthcoming following the Olympia Conference.

One criticism levied at the conference was that there were not enough topics of interest to the practicing school psychologist. Several factors probably contributed to this. We still seem to be caught up with defining our role or seeking our professional identity. We are predominantly practitioners who are not used to researching or organizing presentations for our colleagues. Some of us are probably unsure of what topics are relevant and interesting to our members. Perhaps some thought might be given to surveying our members sufficiently in advance of our next conference with regard to their needs for information and professional development as well as areas of specialty, research, etc.

(Editors Note: Pat was the KAPS representative on the convention planning committee and took an active role in organizing the affair.)

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MESSAGE FROM THE PRESIDENT ELECT

Joseph Zins

As I prepare to take office, I want to encourage KAPS members (including students) to volunteer to serve on the various committees. If we have the participation of many people, no one will be required to devote excessive amounts of time and effort to the organization. If you do become involved, I believe that you will find your participation to be professionally rewarding and enjoyable. It will also enable you to meet your colleagues from around the state. You can indicate your interest on the dues renewal form which you should receive at the end of December or you may feel free to write to me to express your interest. (P.O. Box 17217, Covington 41017).

If anyone wishes to chair a committee, please write to me or call AS SOON AS POSSIBLE as I will be appointing chairs (with input from the other officers) at the beginning of January. The list of standing committees is on the inside cover of the newsletter. One additional committee that I propose to add is , Continuing Professional Development. Thank you for your participation!

REGIONAL REPORTS

FAYETTE COUNTY

Bobbie Burcham

The school year in Fayette County has got off to a good start. Referrals are coming in at a steady (but not overwhelming) pace and the process to begin re-evaluation has begun. A few years ago, a pre-screening for LD referrals was initiated and has been quite helpful in determining the appropriateness of possible candidates for the learning disability program.

This year, Fayette County has introduced an ED/BD pre-screening process. An increasingly large portion of incoming referrals are for the behaviorally disordered/emotionally disturbed programs. We are hopeful that this pre-screening will enable us to provide better services to this special population.

Dr. Richard Meyers, a supervisor of pediatric residents at the University of Kentucky Medical Center, has contacted both Diana Trenary at the Human Development Center and the Fayette County Schools to initiate a program that will increase future pediatricians' awareness of handicapped children and how their needs are being serviced in the community and in the schools. This seems to be a good opportunity to work with physicians in regard to the special needs of children.

On a personal note, Lynn Rice, Fayette Co. School Psychologist, along with Beth Doll from Scott County, will be presenting a workshop on MEMORY during BEEC's fall convention on October 31st in Louisville. The workshop will cover theory and assessment of memory as well as intervention strategies that are easily adaptable to the classroom.



JEFFERSON COUNTY

Doris Campbell

Jefferson County school psychologists are spending their days with public school students and their evenings and weekends with graduate school students! Pat McGinty and Mike Norris are working at U of K on their doctorates in school psych while the following JCPS psychologists/psychometrists attend classes in schools within the area to upgrade their professional skills: Jenny Niermier, Ruth Bewley, Joyce Stevens, Eugene Kelly, Betty White, and David Hull.

Meanwhile, Barbara Armstrong, JCPS psychologist, and Karen Knopf, a student from Spalding College, have conducted research comparing scores from the Bender-Gestalt and the Developmental Test of Visual-Motor Integration. This study consisted of 40 LD students in regular program, with ages ranging from seven to ten. Significantly higher scores were obtained on the Bender (9 to 11 months mean difference) for both groups at all age levels.

Also, Joyce Stevens, school psychologist from Jefferson County, worked on a committee to revise a developmental checklist to be used with students who are severely/profoundly handicapped and young students who are trainable mentally handicapped. The checklist covers the areas of gross-motor, fine-motor, self-help skills (dressing, toileting, grooming, and eating), social, communication/language, and cognitive skills. If anyone has an interest in the instrument, information concerning its development can be obtained from Joyce Stevens, Jefferson County School System.

NORTHERN KENTUCKY Cookie Cahill

The Northern Kentucky regional school psych group revitalized to greet the 1981-82 school year. The first of the group's monthly meetings was held on August 28 at Ft. Wright School in Kenton County. The focus of this first meeting was to stimulate topics of interest and to organize a tentative schedule for the school year. Several new members were welcomed to the group, including: Bob Kruger, who took over as school psychologist in the Ft. Thomas Schools; Luann Wise, who has joined the Kenton County staff in a part-time school psychologist position; and Carol Buckley, who is serving as a psychometrist for the Covington Schools. Also present were the majority of the "core" members of the group, including Bill Knauf, Bruce Wess, Tim McCann, Rick Deglow, Dave Feldman, Louise Adams, Carol Carson, Marilyn Hagenseker, and Cookie Cahill.

The group decided upon a number of topics for upcoming meetings, expressing interest in curriculum-based assessment; the drug-treatment program, Kids Helping Kids; training special education teachers in consultation; interventions with adolescents; autism; vocational programing with LD students; child abuse; interventions with emotionally disturbed children; assessing families; and low-incidence assessment. A tentative schedule was set up, along with plans for arranging speakers.

The September 25th meeting featured Bill Knauf and Bruce Wess, presenting on "Institute '81". This conference was held July 12-17 at James Madison University in the Shenandoah Valley of Virginia. Bill and Bruce described the various workshops offered, and some of the information which they gathered. The first day of the workshop focused on "Current Trends in Pediatrics", and was followed by a full day of language disorders. In the latter area, methods of facilitating the child's language development were included in the discussion. Day three focused on families, viewing the family from a systems perspective, and a disorder in any of its parts (i.e. a "problem" with the child) as a manifestation of a difficulty within the system as a whole. Alan Coulter described his ecological model of assessment on the next day. This model involves four "bases" of behavior, each of which is evaluated in determining a child's needs. The bases are: parents/home; curriculum; classroom; and student/child. The final days featured Dan Reschly, who discussed research on the System of Multi-Cultural Pluralistic Assessment (SOMPA), and the assessment of adaptive behavior. Reschly's conceptualization of adaptive behavior in school-aged children subdivides the area into two categories: "school-based" behavior and "out of school" behavior. Both areas are evaluated in making diagnostic and placement decisions. Bruce presented his famous slide show of the Shenandoah Valley as an adjunct to the presentation, and it added to the enjoyment of the group. Thanks are extended to both Bill and Bruce for an informative and stimulating presentation.

The next group meeting is scheduled for Friday, November 20 at 3:30 p.m. at Ft. Wright School. Speakers from the Kids Helping Kids program will be featured. Anyone interested is invited to attend.

A number of Northern Kentuckians contributed presentations at the KPA/KAPS/TPA/TAPS Fall convention in Louisville. Carol Carson presented a half-day workshop on Legal Issues in Nondiscriminatory Assessment; Joe Zins, along with Bob Illback, presented on the development of the certification exam for school psychology in Kentucky; and Bill Knauf, Bruce Wess, and Cookie Cahill discussed "Intelligent Practice Without the WISC-R", an overview of the system of psychological services delivery being utilized in the Kenton County Schools.

The biggest news on the personal scene revolves around our renowned editor, Joe Zins. Not only did he manage to marry Charlene Ponti in August, but he also assumed a full-time position on the school psych faculty at the University of Cincinnati! Congratulations on both achievements, Joe!!

UPDATE ON THE AUGUST EXAMINATION

Patricia M. Guthrie

A total of 23 persons took the August, 1981 examination; ten of those were taking the exam for the second time — one was taking the exam for the fifth time. Seven of the twenty-three persons successfully completed the exam; three of those seven were taking the exam for the second time.

This exam was the fifth to be given by the Department of Education since August, 1979. A total of one hundred and four persons have now taken the exam (this does not include number of repeats by any persons). The Department has now certified a total of eighty-two persons as school psychologists for the 1981-82 school year.

The next examination will be held in April of 1982. Persons previously approved to take the examination will continue to be eligible to take the exam. New Kentucky applicants must be recommended by a Kentucky university with an approved school psychology training program. Out-of-state applicants and graduates of out-of-state institutions should forward transcripts and other necessary information to Dr. Sidney Simandle, Teacher Certification, Capital Plaza Tower, Frankfort, Kentucky 40601.

WORKSHOP ON NONBIASED ASSESSMENT AT E.K.U.

Robert Munroe & Katharine A. Wiles

KAPS sponsored a full day workshop on non-biased assessment at Eastern Kentucky University in Richmond on September 19, 1981. The workshop, which netted \$365. for the KAPS treasury was attended by approximately 45 people including school psychologists, psychometrists, and graduate students.

The program was presented by Dr. Joseph Zins of the University of Cincinnati School Psychology Program and Dr. Robert J. Illback, Director of the School Psychology Program at E.K.U. The workshop was based on training materials developed and disseminated by the School Psychology In-service Network headed by Dr. James Ysseldyke at the University of Minnesota.

The program began with a discussion of historical perspectives, as well as current professional, legislative, and judicial factors of nonbiased assessment. Potential sources of bias in assessment, a conceptual framework for nonbiased assessment, and associated principles, issues, and considerations were introduced.

After this preliminary groundwork was laid, participants attended either a session on nonbiased assessment of mild mentally retarded students conducted by Dr. Zins or nonbiased assessment of emotionally disturbed students by Dr. Illback. Sessions were held on both topics, both in the morning and afternoon, making each session available to everyone.

Among the topics covered by Zins in his discussion were a definition of mild mental retardation, components of a multi-factored assessment (including procedural safeguards to reduce bias during testing), prerequisites to fairness in assessments, and a process-oriented alternative assessment strategy. Zins also spoke on criticisms of intelligence assessment and I.Q. tests, some issues to be considered when choosing a test, strategies for the proper interpretation of I.Q. tests, common myths about the I.Q., and the role of adaptive behavior in assessing and labeling retarded children. Of particular interest was the alternative assessment strategy that was proposed in which assessment is based on the zone of proximal development. This strategy focuses upon the difference between actual developmental level and level of potential problem solving, giving a more accurate indication of the mental development and potential of the child. The actual developmental level is that which is traditionally measured by intellectual assessment. The level of potential problem solving is measured in a fashion similar to testing of the limits in which the examiner determines the type of cues needed for a child to be successful at a particular task.

The nonbiased assessment of emotionally disturbed students presented by Illback was also inclusive in scope. Basic assumptions of traditional assessment, a conceptual framework, and definitions for emotional disturbance were discussed. The effects of these on the resulting intervention was particularly stressed. Eligibility criteria and other factors which might effect judgment when labeling a child as emotionally disturbed were elaborated upon. Appropriate classification decision questions were offered as part of a behavioral alternative for assessing emotional disturbance. The strengths and weaknesses of traditional psychological evaluation and behavioral assessments were illustrated through the use of comparison of test reports written from each perspective. Following the last session, participants gathered together again to conclude the workshop with a large group discussion of the topics and issues presented.

The substantial turnout for the workshop benefitted KAPS financially and in membership recruitment. More importantly, it provided an opportunity for continuing professional development and facilitated a sense of cohesiveness and involvement for those who attended.

NASP DELEGATE REPORT

Joseph Zins

The major news at this time is the Olympia Conference on the Future of School Psychology (which will probably be completed when you read this!). I will be attending the conference and have been selected to serve as a group facilitator and will also be involved in preparing a daily "newsletter" summarizing the proceedings. NASP members will receive a letter from me summarizing the conference and it will also be included in the 'Communique' and the 'School Psychology Review'. I will also be involved in a presentation to the KAPS membership (probably in February) with Pat Guthrie, Steve DeMers, Diana Trenary, and Dennis Labriola.

NASP is presently conducting a nationwide study on the effects on divorce on children (see details in October 'Communique'). If you have been asked to participate, I encourage you to do so as the implications are important to all of us.

The Executive Board/Delegate Assembly will have their fall meeting immediately following the Olympia Conference. I have not yet received the agenda, so I cannot inform you of any details yet. Again, I will send you a summary of the proceedings.

Please make plans to attend the annual convention in Toronto on March 16-20, 1982. If anyone would like to have me coordinate travel arrangements for carpooling, let me know.

HISTORY OF SCHOOL PSYCHOLOGY IN KENTUCKY: CONCLUSION

Patricia M. Guthrie

I. Major Legislative Efforts Concerning Certification by the Department of Education.

(KAPS REVIEW; Volume 2, Number 1; Winter, 1980)

II. The State Examination

(KAPS REVIEW; Volume 2, Number 2; Spring, 1981)

III. Internship Requirements and Procedures

(KAPS REVIEW; Volume 2, Number 3; Summer, 1981)

IV. Summary of Growth/Development August 1979– August 1981

(Conclusion of "History" series)

The school psychology program was begun prior to the beginning of the 1979–80 school year. The goal of the Division of Student Services during these two years of the program has been: "To provide the leadership and technical assistance necessary for the development and implementation of a program of school psychological services within the state."

The following accomplishments of the Division of Student Services have occurred during the 1979–80 and 1980–81 school years:

1. Established and filled (on a part-time basis) the position of State Consultant for School Psychological Services.
2. Developed and implemented the standards for the supervision of school psychologists.
3. Assisted the Division of Teacher Education and Certification in the preparation, administration and scoring of four examinations (two each year) for school psychologist certification.
4. Cooperated with state and national professional organizations in planning and presenting professional development activities for school psychologists and psychometrists.
5. Provided technical assistance to local school districts concerning the provision of school psychological services.

The following table summarizes the growth in the number of school psychologists and psychometrists over the last two years.

GROWTH/DEVELOPMENT OF SCHOOL PSYCHOLOGICAL SERVICES

	1979 – 1981		
	79–80	80–81	81–82
No. of KDE certified school psychologists (effective 9–1 each school year)	32	58	82
No. of school districts employing school psychologists	14	31	34
No. of psychometrists employed by local school districts	48	70	61
No. of school districts employing psychometrists	41	44	42
No. of school districts employing EITHER a school psychologist OR a psychometrist	49	65	68
% of districts employing school psychologist OR psychometrist	22%	35%	38%