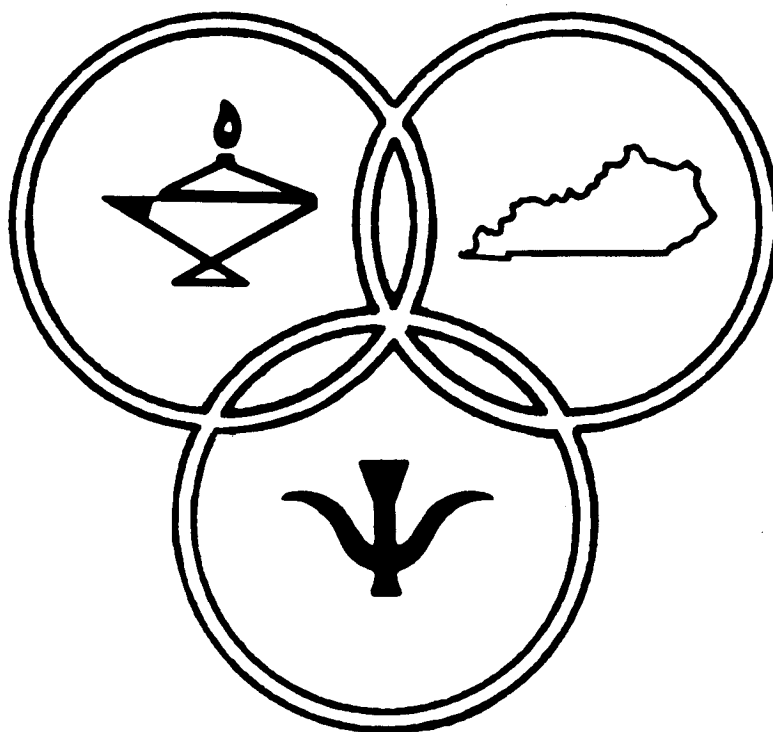
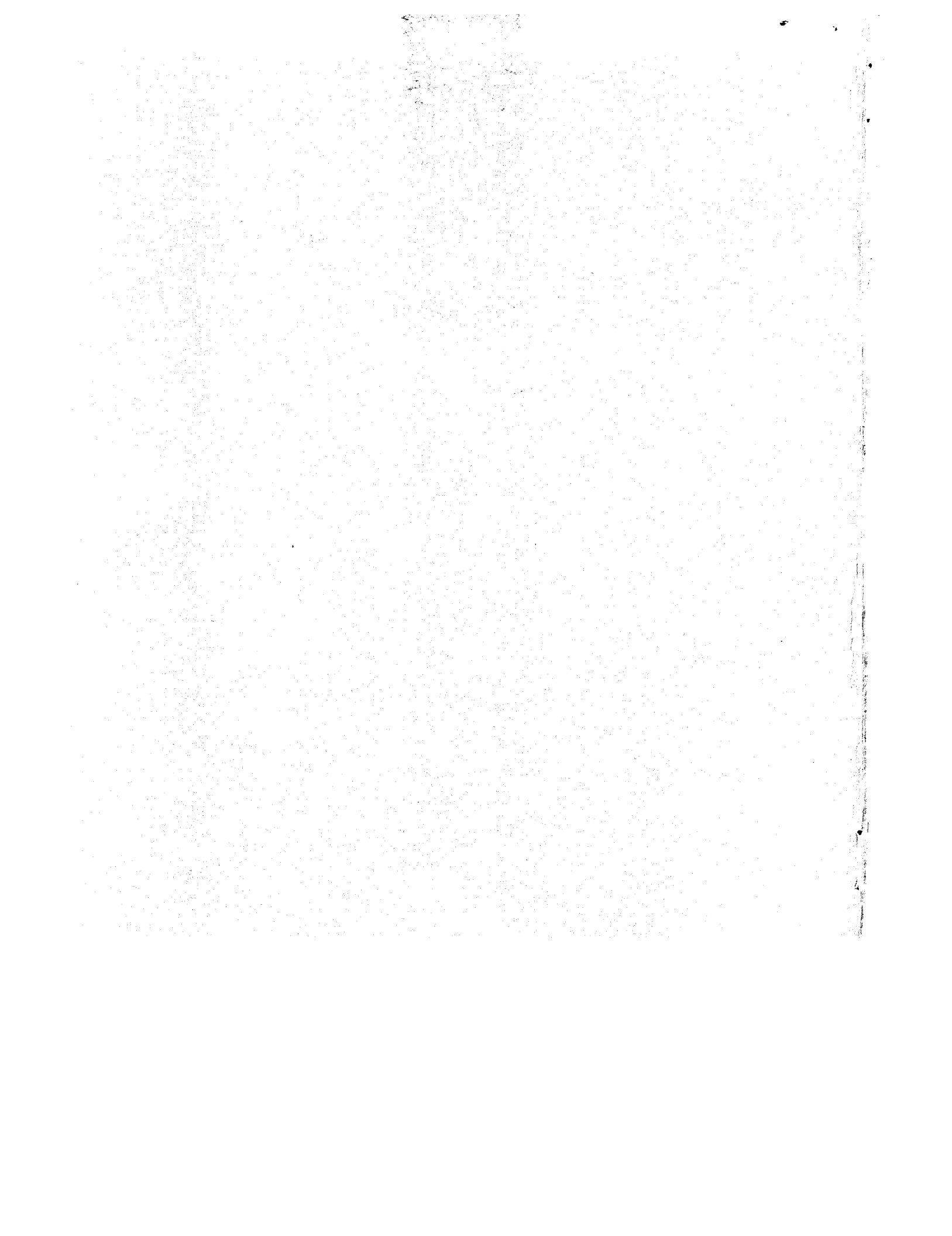

the **KAPS** *REVIEW*

Fall 84

**A PUBLICATION OF THE
KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
SCHOOLS**

founded 1977





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PRESIDENT'S COLUMN

Bob Illback

The recent KAPS convention in Richmond was highly successful, and I'd like to take this opportunity to thank all the people who made it successful, especially the Program chairs and the program committee. We registered 112 people for the two days, which represents about a 30% increase over the previous year (this despite the scheduling conflict with KPA). To me, what was most remarkable about the convention was the program itself, which was of the highest quality. Not only did we have three outstanding presenters for the Friday morning workshops (Mike Curtis, Marilyn Kapel, and Mike Forcade), we also offered 18 afternoon sessions in high interest areas, and profited from Dan Reschly's two presentations. I was also gratified at the attendance and participation at the business meeting, where a number of important issues were explored. The only concern I heard about the convention was that too many workshops were crammed into too little time. Next year, the plan is that the convention will be two full days (Friday and Saturday) which should give us more flexibility.

I also want to briefly discuss our emerging interface with KASA. We now have representatives on various KASA committees, as follows:

Executive Committee -	Bob Illback
Board of Directors -	Bob Illback
Building Committee -	TBA
Conference Planning -	Cookie Cahill
Evaluation -	Bob Kruger
Insurance -	Bill Knauf
Leadership Awards -	Randy Kamphaus
Legislative -	Bob Illback, Judy Mallory
Membership -	Pam Rogers
Nomination -	Duane Miller
Resolutions -	Ronda Talley
Scholarship -	Lynn Jones
Standards and Ethics -	Peggy Harrell

I'd like to thank all these individuals for their time and effort in advance.

KASA is seeking our strong involvement in a number of important issues. One of these is the Task Force on Academic Competition. Ronda Talley, Bill Pfohl, Steve DeMers, and I will probably be testifying on the psychological implications of such competitions. Also, I will be testifying on Senate Bill 202, which has to do with academic receivership, and in particular some language which focuses on Essential Skills and CTBS testing. Moreover, we have been involved in discussions about the recent guidelines on instructional leadership training. As we move toward the next legislative assembly, I expect the views of school psychology will be well represented. The main point I wish to re-emphasize is that our KASA affiliation is working, and we need to maintain and increase our level of support for this initiative.

In closing, I'd like also to again express my gratitude to the various Committee Chairs and Officers, and to the many other individuals who have worked diligently on various projects. If you attended the Business Meeting, I'm sure you were amazed to learn of all the projects occurring in a range of areas, and the enthusiasm shared by the group in terms of advancing the cause of school psychological services in Kentucky. I've never seen a more dedicated, hard-working group than the Executive Committee; in fact, my biggest task as President has been to keep up with them. I'm hopeful we'll be able to continue to increase the level of involvement across the membership as we grow and develop as an organization, and the enthusiasm I see throughout the state for KAPS is a source of great encouragement. We've really come a long way as an organization, and yet our most important growth and contributions to Kentucky education remain to be realized.

FOURTEEN RECEIVE CONTINUING EDUCATION AWARDS

Teesue Fields

The following KAPS members were awarded CPD certificates of achievement for their participation in continuing education activities during the last year.

PROVISIONAL CERTIFICATE (3 CPD UNITS)

Patty Coakley
Elizabeth Doll
Teesue Fields
Martha Hannifan
Susanne Hoagland
Margama Phelps
Charlene Ponti
Marjorie Rusch
Diana Trenary
Joseph Zins

KAPS-NASP STANDARD CERTIFICATE (15 CPD UNITS)

Patricia Guthrie
Robert Illback
Patricia McGinty

OUTSTANDING ACHIEVEMENT CERTIFICATE (30 CPD UNITS)

Patricia Guthrie
Robert Illback

EDITOR'S NOTE

In the last issue of the **KAPS Review**, we accidentally omitted George Christian's name from the list of KAPS members who had joined KASA. We would like to acknowledge his affiliation at this time. Also, Beth Doll has just recently accepted a position at the University of Wisconsin-Madison where she will be serving as a program coordinator for the Department of Educational Psychology. She will be supervising field and clinic experiences for School Psychology graduate students. Congratulations Beth! For those of you wishing to contact Beth, her new address is:

Beth Doll
Department of Educational Psychology
University of Wisconsin-Madison
Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

PROGRAM COMMITTEE CONSIDERING ALTERNATIVE CONVENTION LOCATIONS

Charlene Ponti

There was discussion at the last KAPS business meeting about considering other locations for possible convention sites. As several people noted, Richmond is not a convenient location for everybody, so perhaps the convention should be moved around to alternating cities in the future. The program committee is interested in exploring other possibilities and we are open to suggestions for other sites. Some considerations in the selection of alternative sites include cost of the facility, availability of audio-visual equipment and other supplies, banquet facilities, overnight accommodations, printing costs, adequate areas for registration and table exhibits, and accessibility for the handicapped.

In order to explore adequately other options, we will need to expand membership on the program committee. We will need volunteers from around the state who would be willing to examine possible sites in their area. Anyone with suggestions of possible locations, as well as those interested in volunteering to work on the program committee should contact either John MacDonald or Charlene Ponti as soon as possible. Volunteers interested in helping us with other aspects of the convention are also needed and encouraged to contact us. We are looking forward to your support and input!!



NASP DELEGATE REPORT

Pat McGinty

Having just returned from my first Executive Board/Delegate Assembly meeting on October 11-14, I am impressed with the complexity of NASP as an organization, the professional commitment of the elected and appointed members, and the number and range of important issues addressed by this organization. For example, there are a total of 33 committees and subcommittees, and 4 special interest groups involved in a diversity of projects (i.e., developing a policies and procedures manual, credentialing, professional standards, research, multicultural issues, urban school psychology, etc.). This EB/DA meeting addressed a variety of issues including independent practice, contractual services, minority recruitment, and learning disabilities/behavior disordered definitions.

NASP has developed a number of important documents. The new **Best Practices Manual** will be available in January, 1985. It covers a variety of areas including low incidence assessment, personality assessment, evaluating educational programs, counseling, improving school climate, accountability, etc. This publication promises to be an excellent resource for both practitioners and districts striving to improve school psychological services. Behavior Assessment and Accountability training packages are also available including manuals and media materials.

Kentucky continues to have a high percentage of members in NASP. If you have any questions or concerns about school psychology issues and the role of NASP, please let me know. I will attempt to keep you informed of important information from NASP. Consider getting involved in one of NASP's interest groups or committees. You can become involved simply by checking any of interest when paying your dues. Also, please attempt to respond to the surveys sent by NASP to its members. Somewhere between 1/3 and 1/2 of those sent out are not returned.

The NASP Convention is scheduled for April 8-12 in Las Vegas. For some of our school districts, this will be spring break. Make plans to attend!!

NASP CONVENTION TO BE HELD IN MIAMI BEACH IN 1986

Joe Zins

At the recent NASP Executive Board/Delegate Assembly meeting in Chicago, it was announced that the 1986 convention would be held at the Fountainebleau Hilton on April 1 - 5. The Fountainebleau is a luxury class hotel that has been restored and renewed to its former glory. It is right on the beach and has a beautiful swimming pool with a waterfall. The possibility of a cruise following the convention is being explored. Oh yes, there also will be the usual informative speakers, paper presentations, and interactions with colleagues which you won't want to miss! So, mark your calendars now and plan to tan in Florida in '86!!!



NASP BEST PRACTICES MANUAL AVAILABLE IN JANUARY

The **Best Practices in School Psychology** manual which has been under development by NASP for over one year will be available for \$15 in January. It contains nearly 40 chapters and 500 pages written by leading experts in the field. A number of diverse topics are addressed, including best practices in: personality assessment, social skills training, low incidence assessment, report writing, parent training, counseling, crisis intervention, neuropsychological assessment, conducting re-evaluations, accountability, and behavioral observations. KAPS members Dave Barnett and Joe Zins both have written chapters which will be included in the book. For further information, contact NASP Publications, 10 Overland Drive, Stratford, CT 06497.

1984 KAPS CONVENTION

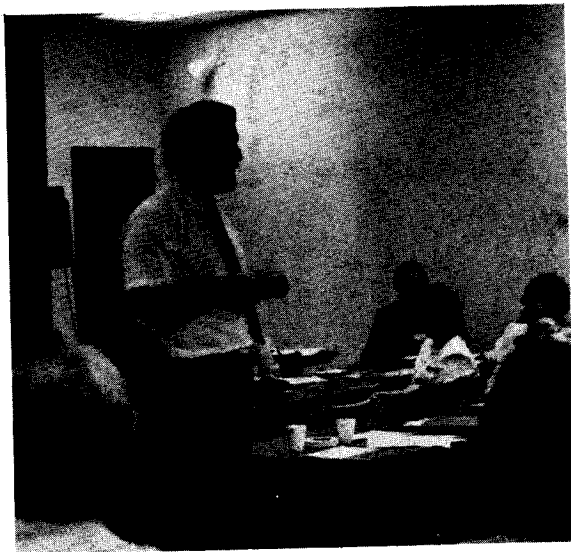
Richmond, September 28-29, 1984

(Photos by Bruce Wess)

CONSULTATION: WORKING WITH DIFFICULT SITUATIONS

Michael Curtis, Ph. D.

Reviewed by: Marcia McEvoy



Dr. Michael Curtis, Professor of School Psychology at the University of Cincinnati, presented a stimulating session on a number of difficult situations facing consultants in the school setting, as well as specific strategies to ameliorate these dilemmas. Dr. Curtis began his presentation by defining consultation as "an interactive problem solving process in which two or more people (consultant and consultee) attempt to help a third person (client) for whom one or more of them are responsible." He went on to discuss a number of potential problem situations which could impede the consultative process if not appropriately handled.

Dr. Curtis first described the resistive consultee -- an individual who is resistant to the consultation process and deliberately impedes problem resolution for reasons unknown to the consultant. A frequent strategy of the resistant consultee is to negate any intervention suggested by the consultant by giving vague reasons why it wouldn't be effective. Dr. Curtis provided several suggestions for how to deal with this type of consultee. First, he advised to try and figure out why it is happening. Does the consultee have a hidden agenda, and if so, what is it? Second, he suggested taking one specific intervention which should have had merit, and exploring in detail the barriers preventing the strategy from working and what adjustments could be made to make it a viable alternative. If the consultee still remains resistant, it would then be appropriate to indicate to the consultee that since both parties have temporarily run out of alternatives, it would be better to end the session and get back together at a later date after each has had time to think of other possible solutions. Thus, it is made clear to the consultee that the responsibility for the problem is still shared and requires resolution.

Dr. Curtis indicated that another alternative for dealing with a resistant consultee is to confront the individual. However, confrontation must be implemented in a manner which avoids a win-lose struggle and minimizes consultee resistance. The objective is not to "nail" the consultee, but to help him/her examine beliefs and explore alternatives in a constructive way. For example, sometimes consultees have clearly

wrong or unfounded beliefs about children (i.e., stating a child is a slow learner or is learning disabled without any facts to back it up). Presenting them with objective information about the child or asking them to provide factual information to support their statement ("What test scores do you have which indicate that he is a slow learner?") is often helpful. It is also important to examine contradictory messages and bring these to the attention of the consultee in a nonevaluative manner. Finally, it is necessary to repeatedly refocus on the fact that the purpose of the consultation is to meet the **child's needs**.

A different type of challenge for consultants is a highly stressed, emotional consultee. Dr. Curtis indicated that when consultees are venting, it is important to recognize rather than ignore their emotions. However, after acknowledging their feelings, it is also essential to refocus the session on the specific concern (i.e., I can see that this situation is very frustrating for you. What else have you tried that has worked for even a short while?). Relatedly, Dr. Curtis stressed that consultants **do not** have sanction to do counseling. Consultation is a problem solving process which involves two colleagues, and the consultant's role is to help the child or client. It is appropriate to provide empathy, but it is essential to remain objective about solving problems. Consultees who are allowed to discuss personal rather than work-related concerns with a consultant often avoid the consultant in the future because the consultant's personal knowledge makes the consultee uncomfortable.

Another common problem for a consultant is trying to implement consultation in a system where it isn't accepted or is misunderstood. When faced with such a situation, Dr. Curtis suggested that the consultant take a number of steps to gain sanction for the implementation of consultation. In the beginning, all relevant administrators need to be involved and acceptance must be secured at the highest level possible in order to reduce resistance. Consultation should not be viewed as one administrator's "pet project." In addition, a number of issues need to be clarified during the initial negotiations. First, the consultation process must be clearly explained. Second, the rationale for consultation needs to be presented, including the benefits to the

system (i.e., efficiency of service delivery, early identification of problems, etc.). Third, documentation of effectiveness is crucial and the consultant should agree to provide accountability data after a specified period of time. Next, a formal or informal agreement should be reached indicating when and how consultation will be implemented within the continuum of services. Writing a formal job description listing the entire range of services to be provided is often helpful. Finally, there should be a provision for evaluating the arrangement at regular intervals.

After negotiating with administrators, Dr. Curtis stressed that acceptance must be secured from the teachers and staff as well. One effective way for doing this is to give an "entry presentation" for the introduction of a new professional function. Dr. Curtis recommended explaining consultation in functional terms with little or no jargon. In the faculty presentation, the process and benefits of consultation need to be explained, as well as what kinds of problems are appropriate to discuss, the collaborative nature of the consultant - consultee relationship, responsibility, confidentiality, and the voluntary nature of consultation. In the beginning, it is important to work with any staff members willing to consult. Gradually, as word begins to spread about the effectiveness of the new indirect service, a ripple effect will often take place with an increasing number of faculty interested in using the service. For these reasons, Dr. Curtis stated that it is very important to be sure the **first** consultation session with a consultee leaves a good impression.

One of the realities of working in the schools is the fact that because of the structure of a school day, the staff has a limited amount of time to consult at any one session unless special arrangements have been made. He stated that consultants often put pressure on themselves to come up with a concrete plan in the ten or twenty minute period the teacher has to talk about a child before he/she must resume classroom responsibilities. He indicated that consultants needed to be very careful about buying into these time pressures for problem resolution. In situations such as these, he recommended telling the consultee that because of the limited time, an attempt would be made to clarify as much of the problem as possible, but that they would need to select another time to get back together to further clarify the

problem and to develop strategies to ameliorate it. In this manner, the consultee does not expect problem resolution after one session. Dr. Curtis also suggested that in situations where the psychologist has a heavy case load and limited time, energy should be expended working at first only with those individuals who will cooperate and who will willingly implement the in-

terventions developed. It would be inappropriate to tackle the most difficult consultee in the school under such conditions.

Dr. Curtis concluded the session by breaking the audience into small groups so members could role play a consultant and a resistant consultee. Discussion and feedback followed.

STRATEGIES AND TECHNIQUES FOR LOW-INCIDENCE ASSESSMENT

Dr. Michael Forcade

Reviewed by: Louise Adams



Dr. Forcade views assessment of children with low-incidence handicapping conditions from a conceptual framework. Rather than use a "cookbook" approach, he advocates first determining the goals of the assessment, and then deciding on the most appropriate role for the school psychologist. His model is similar to Lou Brown's "ultimate functioning model." This model asks what the ultimate objective is for the child (i.e., sheltered workshop?, institutionalization?, community based care?), and then assesses which behaviors the

child must acquire to reach ultimate functioning, and which previously acquired behaviors might deter progress toward this goal. Teaching and assessment activities are evaluated with these criteria in mind. Thus, reading is not taught to the TMH student apart from basic words for safety or very specific work needs. Skills which will not generalize are replaced by the skills necessary for independent functioning in adulthood. Dr. Forcade advocates teaching functional skills directly in a natural environment. Thus parents will be brought into the classroom where the child is successfully toilet trained or feeding himself, so that the discriminative stimulus will be broken down and the parents themselves can provide a stimulus for the new behavior in the home.

Using this model, the assessment examines behaviors relevant to functional skills rather than events on a developmental scale. Teachers want to know about such things as positioning, toileting, dealing with seizures, and communicating with nonverbal children. On the other hand, traditional instruments measure developmental skills not directly related to classroom programming. Dr. Forcade cited a survey of assessment personnel which indicated they were more comfortable using the latter instruments.

The model Dr. Forcade advocates also views the assessment process as being a team effort rather than the work of a psychologist alone. Medical specialists, social

workers, and many school specialists should be involved, as well as parents, teachers, and the psychologist. The tools also differ. Developmentally based instruments looking at level of functioning, such as the Bayley and the Merrill-Palmer, are replaced by criterion-referenced assessment of functional living skills which can then be used to design classroom based instruction. Therefore, assessment techniques will include observations, interviews, informal testing, and adaptation of existing tests to circumvent the handicaps. The Expanded Form of the new Vineland or the Woodcock-Johnson Scales of Independent Behavior are two of the preferred instruments. Finally, the outcome of the new method is a behavioral description of skills in relevant functional domains as opposed to the traditional numerical description with limited applicability to program planning.

This model assumes that no child is "untestable," and that an evaluation must begin with consideration of the goals which should in turn determine method,

instruments, team make-up, and emphasis. Dr. Forcade suggests that some observations and at least one parent interview be conducted in the home in most cases. Observations should include assessment of the family's adjustment and expectations. Maladaptive behaviors need to be addressed and programs developed to extinguish or redirect them.

The school psychologist must be ready to expand his/her role to meet the needs of the teachers of this very special population of children, and Dr. Forcade suggests that the best approach is specialization. A school psychologist testing three or four such children each year will not be as effective as one specializing in assessment of children with low-incidence handicapping conditions. For those who want to go further, Dr. Forcade suggests an immersion in the literature. For all school psychologists, he recommends the book **Assessing Low Incidence Handicapping Conditions**, by Steven Ray, which includes a chapter on each of the low-incidence handicapping conditions.

STRATEGIES FOR READING ASSESSMENT

Marilyn Kapel

Reviewed by: Cookie Cahill



Reading difficulties present one of the most frequent, if not the major referral problem with which school psychologists are confronted. For this reason, Dr. Marilyn Kapel's Friday workshop at the KAPS convention was enthusiastically welcomed by those in

attendance. Dr. Kapel began her presentation with a description of the three basic models used to teach reading in the schools. The first, termed the top down or psycholinguistic model, utilizes an analytic approach in which the language of the reader controls the development of reading skills. The language experience approach exemplifies this model. The second model is termed the bottom up or information processing model, and is synthetic in approach. Children learn to read from part to whole, as is the case with DISTAR and Lippencott materials. The third approach combines analysis and synthesis, and is labeled the interactive or eclectic model. Most basal reading series, including Houghton-Mifflin, Ginn, and Holt utilize this interactive approach. It is vital to have knowledge of the model within which a child has been taught, as well as the reading series to which he or she has been exposed,

prior to assessing reading skills and difficulties. The impact of changes in schools and subsequent exposure to different reading series which introduce various skills at different times must also be considered in assessing a child's performance.

Dr. Kapel presented a developmental model of reading acquisition, based upon the work of Jean Shaw. In this model, children are assumed to progress through six stages of reading development which follow an invariant sequence. A particularly interesting component of this model is its breakdown of the decoding stage into three phases. In the first phase, children rely on semantics to decode, asking whether the word/material "makes sense." They then progress to phase two, in which they rely on graphemes to decode words and place little emphasis on meaning. This is followed by phase three in which meaning and phonics come together and the child makes sense out of decoding. Although most children advance through these phases in sequence, some reading curricula place so much emphasis on phonics that the child remains "stuck" in phase two.

Dr. Kapel then progressed to a discussion of reading disabilities and their diagnosis. She defined four categories of reading disability: general reading immaturity, specific reading immaturity, limiting reading disability, and complex reading disability. The latter two categories are most serious, and require a new reading approach in order to assist the child. Although formal diagnosis utilizing standardized tests may be required to determine a child's eligibility for special services, such diagnosis rarely assists in assessing a child's specific needs. Rather, Dr. Kapel recommended that informal techniques be used for this purpose. There exist a variety of prepackaged informal reading inventories which might be utilized. However, the most useful assessment is likely to be done using materials from the curriculum specific to that school. Dr. Kapel recommended and described methods of devising an informal reading assessment using the school's basal reading series to obtain independent, instructional, and frustration reading levels for the child. She advised further that techniques such as the Cloze

procedure be used as an adjunct to the informal inventory, to assess the child's reading skills in the content areas of the curriculum. Assessment information obtained in these ways should be well-suited to developing remedial strategies to meet the child's specific needs. Dr. Kapel concluded her presentation with general guidelines for remediation with children experiencing reading difficulties.

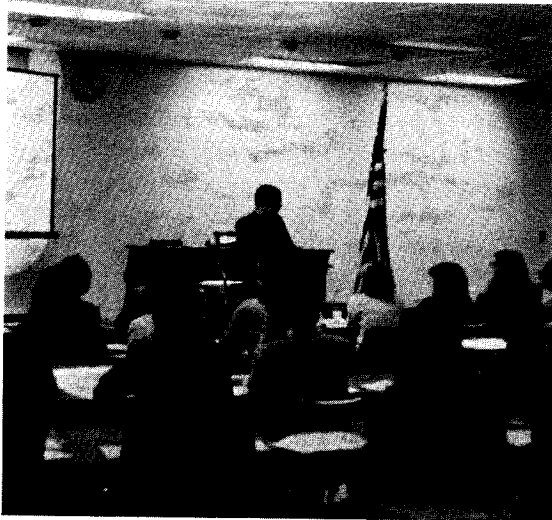
Dr. Kapel's workshop was informative and comprehensive. Her many case examples and humorous style further enhanced the appeal of her material. She provided some much needed and valuable information for the practicing school psychologist.



SOCIAL SKILLS ASSESSMENT AND INTERVENTION

Dr. Dan Reschly

Reviewed by: William Knauf



Dr. Reschly's presentation on social skills assessment and intervention was well organized and informative, given the limits of a 3 hour time limit. His presentation moved rapidly, covered a broad range of information and was frequently spiced with humorous personal experiences, research anecdotes and comments on the research of others in the field. It was fortunate that Dr. Reschly kept things moving and interesting since, as Dr. Reschly pointed out, the Saturday morning after a Friday night social gathering was not a peak time for the attention spans of many KAPS members.

The presentation was structured around comprehensive outlines provided as handouts by Dr. Reschly. The two outlines were divided into the areas of social skills and adaptive behavior which Reschly conceptualizes as the major components of social competence. Social competence was placed on a continuum, with adaptive behaviors tending toward the cognitive domain and social skills tending toward the affective domain.

The importance of social skills assessment for making special education placement decisions was stressed. Reschly asserted that most mildly handicapped students

show significant social skills deficits in comparison with their age-peers. Appropriate social skills and positive peer acceptance should be considered crucial factors for determining when not to place students with severe academic skill deficits in self-contained special programs.

When students do show significant social skills deficits, the importance of assessment and intervention was discussed. Dr. Reschly reported that low social skills have been correlated with low school achievement, school drop-out rates, juvenile delinquency, aggressive behaviors and poor self-concept.

School psychologists conducting social skills and adaptive behavior assessments were recommended to pursue a broad-based, multi-instrument and multi-situational approach. The importance of situational context for interpreting an individual's social skills was particularly stressed by Reschly. To conduct an assessment he recommended three general methods: sociometrics, behavioral assessment, and teacher ratings. Sociometrics include peer nominations or ratings; behavioral assessments cover observation, peer assessments, role play and interview methods; skill or problem behavior checklists were suggested to provide teacher ratings. Teacher nominations were further cited as a reliable source of a student's peer acceptance.

During the discussion of teacher assessments, Dr. Reschly particularly stressed skill checklists such as those developed by Goldstein or Stephens. Standardized, norm-referenced instruments such as the Behavior Rating Profile or the Behavior Evaluation Scale were not mentioned and this may have reflected Reschly's emphasis on using local norms and situational context when determining the degree of skill deficiency.

Social skills training should be a significant part of a special education student's individual education program. (The reviewer's experience has been that this is

seldom the case for mildly handicapped students.). The use of role playing and peer group feedback, such as employed by Goldstein's "Skill-Streaming" approach was clearly endorsed by Reschly to teach social skills. He also recommended the use of video taping as a powerful method to model social skills and give students visual feedback on their role plays.

In the latter part of his presentation, Dr. Reschly discussed adaptive behavior assessment and reviewed the importance of such information for intervention planning and with regard to legal issues. Of particular significance to school psychologists participating in placement decisions was Reschly's assertion that "in-school" adaptive behavior was equally important for making decisions as "out-of-school" adaptive

behavior. Significant deficits in both school-based and out-of-school adaptive behaviors, with corresponding intellectual functioning, would be classified as mentally retarded. Students demonstrating significant school-based deficits, including academic skills, but functioning normally outside of school might be classified "educationally handicapped," but not considered to be retarded. This distinction appeared to provide a solution to the problem of placement decisions for students with sub-average IQ's but relatively normal social skills and adaptive behaviors. The difference between school-based and out-of-school adaptive behaviors also clarifies the difference between an educational program such as educable mentally handicapped and a comprehensive classification such as mildly mentally retarded.



EXPANDING PSYCHOLOGICAL SERVICE DELIVERY IN KENTUCKY

Marcia McEvoy

In the last issue of the **KAPS Review**, several articles were included outlining the value and necessity of expanding the school psychologist's role beyond that of assessment and special education decision-making. Many pragmatic suggestions for accomplishing this objective were presented. As a direct follow-up to the thematic content of the summer newsletter, a panel discussion was held at the recent KAPS Convention addressing the barriers to school psychological service expansion in Kentucky. Proactive strategies for mitigating some of the obstacles faced by many Kentucky school psychologists were also presented. Members of the panel included Bill Knauf, Kenton County Schools, John Murphy, Covington Independent Schools, Ronda Talley, Jefferson County Schools, Bob Illback, Ft. Knox Independent Schools, and Joe Zins, Beechwood Independent Schools. More than 30 KAPS members were in attendance.

Both Ronda Talley and Bob Illback described some of the major difficulties which frequently hinder Ken-

tucky psychologists from broadening their role to include a more comprehensive continuum of services. First, there is often a lack of administrative support for changes in the psychologist's role and function. Relatedly, expectations of what school psychologists should be doing are often externally imposed by administrators who lack knowledge about the training and extensive skills of most school psychologists. The major purpose for hiring school psychologists in Kentucky has clearly been to evaluate children for special education despite an increasing emphasis in training programs on a more indirect service delivery model (i.e., consultation, in-service, primary prevention activities).

A second barrier to role expansion throughout Kentucky has been a lack of finances within many districts to hire an adequate number of school psychologists. Without a manageable psychologist-pupil ratio (NASP recommends a minimum of one psychologist to one thousand students), even an extremely skilled consul-

tant would be hard pressed to provide a comprehensive continuum of services. Accessibility in the early stages of problem solving is a prerequisite to good service delivery.

A third obstacle to a broader role lies in the fact that many school psychologists plan their activities on a day-to-day basis rather than engage in long-term goal setting which could facilitate changes at a systems level. Without long-range planning, there is often a lack of focus and goal-directed action.

A fourth barrier to role expansion has been the paucity of adequate supervision and appropriate in-service available to school psychologists in Kentucky. In the past ten years, the scientific and technological base for school psychology practice has burgeoned. Skills become obsolescent without a concerted effort by the school psychologist to both participate in continuing professional development activities and keep pace with the professional literature. An expansion in service delivery necessitates an expansion in knowledge and skills. Some school psychologists seem to prefer a restrictive role because it is safer, less complex, and less stressful than a broader one. However, we all have a professional obligation to increase our skills over time so that we ultimately can improve our services to children.

A final difficulty in expanding school psychological service delivery has been a lack of public awareness concerning the school psychologist's position or responsibilities within the schools. Many parents remain unaware of the existence of the school psychologist in their child's school. Those that are aware often have little understanding of how the psychologist could be used as a resource for assisting the family, school, and community.

Despite some of these constraints, a number of school psychologists in Kentucky have been able to expand their delivery of services in the schools. John Murphy and Bill Knauf described a series of steps which resulted in a significant change in the psychological service delivery structure of their respective school districts. First, an attempt was made to define the specific problems interfering with an expanded service model. Some of these included: (a) frequent

referrals for problems which could have been better handled by methods other than formal evaluation; (b) a small group of teachers referring rampantly and indiscriminately, while others would wait for a problem to evolve to crisis proportions leading to an "emergency referral"; and (c) administrators and staff being comfortable with a testing based problem solving model and remaining unfamiliar with a more indirect service delivery model where consultation and preventive activities would be stressed.

After problem identification, a clear goal was established as well as a step-by-step method for carrying it out. All the psychologists in each district collectively decided that the primary goal was to gain control over and regulate the referral process. Both districts designed a pre-referral screening meeting which would serve to screen out inappropriate referrals and increase consultation and early problem solving efforts. Once they had developed a workable procedure for carrying out the screening process, the psychology staff sold it to the administrators within the district. Approaching the administrative staff for input and approval was done after the psychologists had their procedures fairly clearly formulated so as not to necessitate lengthy committee meetings or large units of administrative time. However, it was also early enough in the planning process to allow suggestions/feedback and increase authentic acceptance and administrative "investment" in the plan. The advantages of adopting a new procedure in terms of effectiveness and efficiency of service delivery were emphasized. Timing was important also, and the psychological staff waited for an opportune moment for presentation of their ideas.

After administrative support was obtained, the psychological staff presented an in-service delineating the screening process, its rationale, and its advantages in every school within the district. Finally, after the procedure had been implemented for several months, accountability data was collected and the effectiveness of the procedure was demonstrated to the staff. The data indicated that within a few short months, teachers, parents, and administrators expressed positive acceptance for a broader role for school psychologists and could see clear benefits from such a service delivery model.

IMAGES OF THE 1



1. Pat McGinty and Lynn McCoy - Simandle discuss providing counseling in school settings.



2. Katharine Wiles discusses therapeutic intervention for sexually abused children.



3. Charlene Ponti and Marcia McEvoy share a moment of levity at the convention.



4. Virginia Garrett and Diana Trenary present on developmental progress in handicapped preschool children.

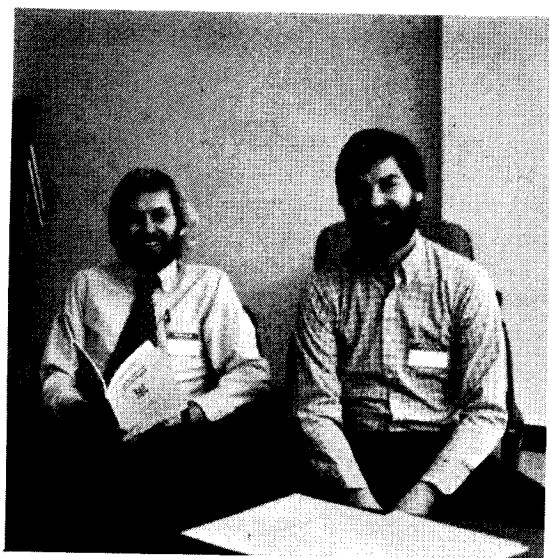
1984 CONVENTION



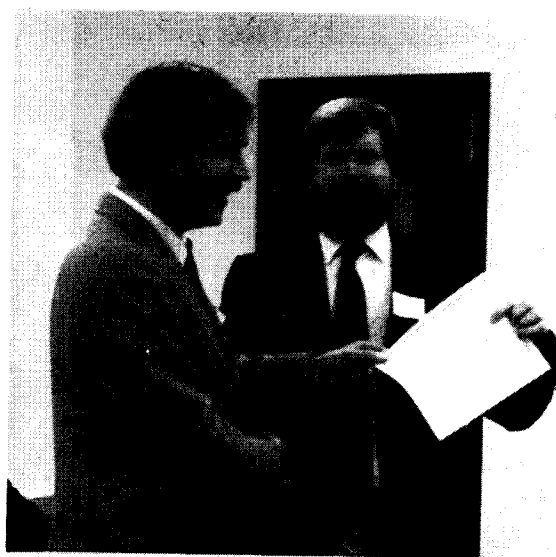
5. Annual KAPS Banquet.



6. Bobby Smith presents on hyperactivity in children.



7. James McClesky and Jack Cummings from Indiana University.



8. Bob Illback presents Service Award to Joe Zins.

The panel discussion ended with Joe Zins presenting ways in which school psychologists who lack the skills to expand their role beyond assessment can do so by use of outside consultants providing ongoing in-service training to the staff in one or more areas. Joe described his present position as consultant to a large Chicago school district where he has been providing training in consultation over a period of several months. In order to help the district psychologists maintain and generalize the skills learned during the in-services, Joe set up an advanced training session for a small number of the psychologists who appeared to have somewhat more knowledge and/or skill in consultation,*and used these psychologists to motivate and assist the rest of the staff to utilize their new skills. In order to provide the impression of a collective rather than individual ap-

proach to expansion of services, a team of school psychologists was sent to do the entry presentation in each school. This also provided each individual psychologist with needed peer support during the implementation stages at each school.

In conclusion, despite some of the constraints and personal costs involved in role expansion efforts, many psychologists have demonstrated that with long-term planning and goal oriented problem solving, a change in service delivery can be accomplished successfully. The result is improved services to children. Instead of giving in to the feeling of "learned helplessness" often experienced by many frustrated practitioners, it is essential that we begin to accept responsibility and take constructive steps toward shaping our own professional future.



EXECUTIVE COMMITTEE REPORTS

MINUTES OF THE SEPTEMBER 17, 1984 EXECUTIVE COUNCIL MEETING

Pat McGinty

The Executive Council of KAPS met with Bill Nallia, Executive Director of KASA, at the KASA office in Frankfort on September 17, 1984. The following EC members were present: Bob Illback, Ronda Talley, John MacDonald, Bobbie Burcham, Peggy Harrell, Teesue Fields, Alan Kite, and Pat McGinty. The meeting was convened at 2:15 p.m. with the primary objectives of discussing how KAPS and KASA could interface, the initiatives of both organizations, legislative issues, the special education coalition, and other educational concerns such as administrative certification and CTBS testing.

Bill spoke of affiliate's responsibilities, involvement in decisions made by KASA, and the governance of the organization. He believes that KAPS has valuable expertise to bring to KASA and he urges us to be represented on all the task forces in KASA. KAPS is to have a member on each of 11 KASA committees. Bill

encouraged us to be involved in the regional reorganizations of KASA, dialoguing with other school administrators, and running for office. He recommended that KAPS develop long range plans for its organization, rather than react in crisis. Bob stated that one of our goals is to consolidate efforts with KASA and move away from the isolation of KAPS on educational issues.

Bill related that KASA has a number of initiatives underway, including, planning for the 1986 legislative session, studying merits and demerits of academic competition, developing a division for research, exploring and utilizing computer data-based services, helping local school districts with public relations, and encouraging the further development of the Kentucky Academy of School Executives. KASA will provide direct services to KAPS in the form of management of membership (i.e., automatic payment authorization, conducting membership drives, storing membership information in the information system). KASA also will provide lists of speakers for conventions, provide ERIC searches, contract at cost to manage conferences, print newsletters, and provide graphics services.

Bob discussed KAPS initiatives, including marketing school psychological services, the CPD program, seeking a role in instructional leadership, the Educational Reform movement in Kentucky, increasing the number of school psychologists in the 50 per cent of the districts where there is none, the Special Education Coalition, a need for a full-time State Consultant, regulation revisions at KDE, and some concerns about the essential skills testing programs in the state.

Bob then convened the Executive Council meeting. Bob related that Beth Doll has accepted a position at the University of Wisconsin and Pat Guthrie continues as State Consultant. A discussion of a dues increase led to a discussion that we consider adopting a "two-stage" increase, going to \$20 next year and \$25 the following year. Bob will bring this up at the next business meeting. It was recommended that the Handbook Committee members be recognized at the Convention banquet. Some discussion ensued considering the possibility of having an ad hoc awards committee in the future. The Constitutional revision will be further discussed at the upcoming business meeting by Joe Zins.

Ronda distributed copies of the Governor's Proclamation of School Psychology Week in Kentucky and related that Louisville and Jefferson County governing bodies were also proclaiming the week of September 23-29 as School Psychology Week. There will be an article about school psychology in an upcoming issue of ED NEWS.

Bob briefly discussed the Special Education Coalition, where we are seeking support for funding for school psychological services, and other legislative issues of concern to us.

Peggy related that the new KAPS Ethics Code will be available at the Convention for distribution. Teesue informed the EC of the progress of the CPD Committee and showed them the new Certificates which will be distributed at the Convention.

The meeting was adjourned at 4:45 p.m.

MINUTES OF THE SEPTEMBER 28, 1984 GENERAL BUSINESS MEETING

Pat McGinty

A general business meeting was held during the third annual KAPS Convention at Eastern Kentucky University on September 28, 1984. Bob Illback called the meeting to order at 4:15 p.m. All of the members of the Executive Council and approximately 40 other KAPS members were present. The officers and committee chairpersons each presented a report, which is discussed in more detail in their respective articles in this issue. Alan Kite, Treasurer, reported a balance of over \$1000. This included \$260 in membership dues and \$407.91 from the Summer Institute. Joe Zins reported on the proposed revisions of the KAPS by-laws, which will be published in the newsletter when formalized. Steve DeMers discussed the proposed revision of KRS 319, the law governing private practice in psychology. As a member of the Governor's Panel on the Gifted and Talented, Steve asked for input from school psychologists on identification and programming for the Gifted, as well as our role with these students. Bobbie Burcham encouraged membership renewal and reported on the new membership certificates. Ronda Talley reported on the LPR activities, which included a new state brochure and display booth and successful pursuit of the Proclamation of School Psychology Week at the state and local level. Peggy Harrell discussed the new Ethics Code and her committee's plans for developing a formal complaints procedure. John MacDonald recounted the programs presented through KAPS this year. There was some discussion of possible changes in the conference site and length next year and the committee will conduct a needs assessment as part of their planning. Bill Knauf reported that the KAPS REVIEW is in need of contributions for publication. He is also seeking individuals to serve as Regional reporters for Jefferson County, Lexington, Northern Kentucky and South Central. Teesue Fields reported on the activities of the CPD Committee. They need more committee members, guidelines have been revised, and the use of

sign-in sheets for members attending workshops/conference meetings is recommended to facilitate documentation of CPD activities. Pat Guthrie reported on her activities as State Consultant and introduced Margaret McClain, the new Director of the Division of Student Services. Randy Kamphaus and Cookie Cahill are now co-chairpersons of the Legislative Committee. A position paper on funding for school psychological services has been drafted. Bob Illback introduced Betty Cox, President of CEC and chairperson of the CASE coalition, who informed members of the coalition's activities. A dues increase to \$25 was discussed and is to be proposed to the membership for consideration. Certificates for recognition of service were distributed prior to adjourning the meeting at 5:45 p.m.

TREASURER'S REPORT

Alan Kite

The KAPS treasury is growing steadily thanks to the work of committee members and officers. Our present account balance is \$3,228.00. The account has accrued \$38.67 in interest since June and income from membership dues is \$660.00 as of October 12th.

The joint KAPS/EKU Summer Workshop netted a profit of \$407.91 for each organization. Randy Kamphaus donated his presentation at no cost. Thanks Randy!

The Third Annual KAPS Convention grossed \$2,745.45. After expenditures, the convention made a profit of \$466.28. Congratulations to the Program Committee for the most profitable convention ever.

A late printing bill came in recently, making the cost of the Summer Newsletter \$265.61. Still a bargain. Some other interesting expenditures have been \$49.25 for our logo design and \$174.86 for the printing of new envelopes and stationery. The cost for printing the KAPS brochures was \$415.00 and \$270.88 was spent developing the booth for the KASA convention.

Help us spend your money by becoming active in committee work.

ETHICS AND PROFESSIONAL STANDARDS COMMITTEE REPORT

Peggy Harrell

The Ethics and Professional Standards Committee sponsored an hour long Ethical Issues Panel Discussion at the recent KAPS Convention. The panel members included Dr. Stephen DeMers of the University of Kentucky, Dr. Ronda Talley from the Jefferson County Public Schools. Peggy Harrell, Ethics and Professional Standards Committee Chairperson, introduced the panel which discussed such issues as role expansion, comprehensive services, and private practices issues. Several KAPS members attended and participated in the informative and helpful discussion. Examples of typical ethical dilemmas recently produced by NASP were distributed and utilized as a resource.

The KAPS Code of Ethics, which was formally adopted by the Executive Committee, was placed in the folders of all persons attending the convention. Any member who did not receive a copy may request one from KAPS Ethics Chairperson, Peggy Harrell.

At the KAPS Business Meeting conducted on September 28, goals for the coming year were introduced. One goal is to develop our own procedures for the adjudication of ethical complaints. To this end, Ethics Committee members are securing examples of ethical complaint procedures from other organizations involved in psychological services. Additionally, any KAPS member wishing to participate in this process is welcome and should contact the ethics chairperson. If any of you have examples of adjudication and/or complaint procedures from other organizations in your possession, please forward them also.

Peggy Harrell will be serving on the KASA Ethics Committee. This will allow easier access to ethical issues as they are developing in other areas of education as there are a number of situations where KASA's and KAPS' interests and positions on ethical issues dovetail. More about that later . . .

As always, the Ethics and Professional Standards Committee stands as a ready resource (perhaps, with

adoption of the KAPS Code of Ethics, more ready than ever) to members of KAPS in need of assistance in working their way through ethical issues/dilemmas.

My address remains: Peggy Harrell
3400 Merrick Drive, Apt.-546
Lexington, Kentucky
269-3014



PROGRAM COMMITTEE REPORT

John MacDonald

The membership has certainly demonstrated support for KAPS' programs this year! The Third Annual Convention was held on September 28 and 29 in Richmond, Kentucky. This year 112 people attended some part of the conference, which is a thirty percent increase over the attendance of the past two years. Eighteen papers were presented, which is an unprecedented number for KAPS. While Charlene and I received many compliments regarding the quality of the program, a great deal of credit is also due to those of you who presented, and to the well-organized Special Programs staff at Eastern who helped us out. We also want to recognize the tremendous amount of help received from Sue Hoagland, Bob Kruger, Cookie Cahill, Denise Richer, Doug Mings, Sheila Hardin, Jim Young, and Bobbie Burcham.

Next year's conference is tentatively scheduled for September 26, 27, and 28 at Eastern Kentucky University. These dates do not conflict with Rosh Hashanah or Yom Kipper; however, the dates of the KPA Convention remain to be set. We believe that it is in our best interest to be heard and supported by wider audiences. Consequently, if a conflict occurs we may need to consider other dates. You may have noticed that three dates are listed. Those of you who attended the convention know how frustrating it was to choose among 18 presentations in a two and one-half hour span. We need to expand our meeting time, possibly adding a Thursday evening session. More discussion of this will appear in the next newsletter and we will be asking for your input.

Another issue we want input on is alternate locations for the convention. EKV has provided exceptional services for us in the past. However, Western Kentucky members face a long drive every year, and some have wished KAPS would occasionally meet out west. Whatever hotel or other convention site information the membership can provide would be helpful (i.e., Bowling Green, Paducah, Owensboro, etc.). The Program Committee will be polling members about whether they would be willing to attend a conference in specific western Kentucky cities.

Because we have had excellent attendance at KAPS meetings held in Richmond, this is not a decision which will be made lightly, but one we need to consider carefully.

We believe that this will be another exciting program year. We are in the midst of planning the winter and spring programs. In addition, KAPS will co-sponsor the Second Annual School Psychology Institute which will be held again in July at EKV. The workshop presenters for the Institute will include Steve DeMers, Randy Kamphaus, and Cecil Reynolds.



LEGISLATIVE COMMITTEE REPORT

Randy Kamphaus

As most of you know, Beth Doll's departure has left me in charge of the Legislative Committee. Hence, please send all relevant correspondence to me at:

145 Cammack Building
Eastern Kentucky University
Richmond, KY 40475

Our committee just met at the recent KAPS convention. We remain committed to proposing funding for school psychology positions before the next Kentucky legislative session. In that regard, we are nearly finished with our rather lengthy position paper on funding for school psychologists. In the near future we will be asking legislators and others (perhaps a coalition or two) to read our proposal and point out its merits and drawbacks. This is the first step in the process of

developing a bill to present to legislators.

The more people I talk to, the more I realize that getting such a bill passed will require long hours, and most importantly, "grass roots support." Hence, it is important for **every** KAPS member to start thinking and talking funding **now**. Begin mentioning the need for funding to school officials, parents, colleagues, and public officials. In addition, please send along the names of key people in your area so that we can more systematically lobby these individuals in the future.

I have also just received a copy of the proposed revision of KRS 319 (the psychology licensing law). I will report in the next **KAPS Review** the possible impact of this bill on school psychologists.



CPD COMMITTEE REPORT

Teesue Fields

Congratulations are due to the fourteen KAPS members who received award certificates at the annual convention banquet. At the convention, a number of people not enrolled in the CPD program had questions about participation. Revised program guidelines and applications were included in convention registration materials. However, if you were not at the convention or have not had time to study the guidelines, maybe this column can answer some of your questions.

Why Should I Participate in the CPD Program?

Participation is a way for you to gain formal recognition for the activities you are already involved in which enhance your professional development. If you document as few as 30 hours of activities during a year you get an award certificate at the KAPS banquet and a press release to send to your local paper or to put in your personnel file. NASP members who accumulate 150 hours of activities will also have their names read at the NASP convention banquet. It is even possible that such documentation of reviewed activities can help some school psychologist obtain tenure or promotion.

What Kind of Activities Count for CPD Credit?

There are obvious activities which count, like attending professional conventions or workshops at the national, state, or local level. Participation in school inservice programs also receives credit. So does attendance at a professional meeting where there is a speaker.

You can also receive credit for leading an inservice or workshop. Activities such as working on a program evaluation committee or writing a handbook for your school system will also earn CPD units.

Taking a college course that is not part of a degree program counts toward CPD units. Teaching college courses and publishing research will count toward your total program.

As you can see, a school psychologist has many opportunities to earn CPD credits. For instance, if you attended the KAPS convention you get 1 CPD unit (for 10 hours of participation). That means you only need 20 more hours during the year to get a certificate at the next convention.

If I Join Now, Can I Count Activities that I Participated in Last Spring?

You can claim credit for activities that took place no longer than one year prior to your initial application and after being certified or licensed as a school psychologist or psychometrist.

To obtain a provisional certificate, you need 3 CPD Units within one calendar year. But for the NASP-KAPS standard certificate, you have three years to accumulate 15 CPD units.

What Kind of Documentation Do I Need for Activities?

The documentation requirements vary for different kinds of activities, so you will have to consult the guidelines. For example, if you go to a convention or meeting, save the program **and** a copy of your registration slip. If you don't get a registration receipt, have the presenter sign a statement saying that

you attended. (The KAPS workshops should have a sign-in sheet which will be forwarded to the CPD committee and will serve as your documentation.)

What is the Process for Submitting Activities?

The committee sends a letter to all participants twice a year to remind them of the upcoming deadline. This year our deadlines will be February 15 and August 15. The committee meets and reviews the activities and totals up the number of CPD units for each participant. Any activity that lacks the necessary documentation is returned and may be re-submitted for the next review. Each participant is notified of the total number of CPD units awarded.

Those NASP members who have completed 30 CPD units by February 15 will have their names read at the NASP convention banquet in April. All certificates are awarded at the KAPS convention banquet.

How Do I Become a Member of the CPD Program?

An application was attached to the last page of the CPD guidelines in the convention package. If you were not at the convention, or if you lost the guidelines, send your name, mailing address, job title and copy of your school psychology or psychometry license or certificate along with a check for \$5 to:

Teesue Fields
2504 Merriwood Drive
Louisville, KY 40299



KAPS LIAISON AND PUBLIC RELATIONS COMMITTEE REPORT

Ronda Talley

The KAPS Liaison and Public Relations Committee has been extremely busy this year. Our most prominent achievement has been to have the week of

September 23 - 29 declared "School Psychology Week" by Governor Martha Layne Collins, Louisville Mayor Harvey I. Sloane, and Jefferson County Judge/Executive Mitch McConnell. Bob Illback, Alan Kite, Pat Guthrie, Pat McGinty, and Ronda Talley attended a ceremony in the Governor's office where Governor Collins signed the proclamation declaring the first-ever "School Psychology Week in Kentucky." Also, approximately 14 School Psychologists from Jefferson County were acknowledged at a Louisville Board of Aldermen meeting at which that body declared "School Psychology Week in Louisville." Our President, Bob Illback, spoke briefly to that group and thanked them for their support for the important services which we provide to children and youth. The three proclamations were on display at the KAPS convention.

Additionally, "School Psychology Week in Kentucky" was celebrated throughout the state by many non-school psychologists as well as school psychologists. A copy of the Governor's proclamation, a small poster and lapel stickers declaring the week, KAPS brochures, and a letter were sent to all school superintendents and Pritchard Committee members in addition to all KAPS members and all employed school psychometrists in the state. Over 300 pieces of mail in all were sent out. We hope that you have received positive feedback on that effort!

Additionally, the Liaison and PR Committee had a KAPS booth built. This booth was first on display at the recent KASA convention (where KAPS was declared the ninth and newest KASA affiliate) and sports the slogan "KAPS is for Kids." We hope to have the booth on display at many conventions to come!

Another achievement of our committee has been the development and publication of a KAPS brochure. Three thousand of these documents were printed last May and have been disseminated widely. If you would like copies of the KAPS brochure, they are available by contacting Ronda Talley.

The Liaison and PR Committee has also been active in representing KAPS at KPA Executive Committee meetings. At a recent KPA EC Meeting, we received commendations from that body for the activity and important strides which our organization has made under Bob Illback's leadership. A comment was jokingly made after the meeting that KPA may someday be an affiliate of KAPS. They know we're on the move!

Further activities planned by the Liaison and Public Relations Committee include designing and printing a KAPS Poster, computerizing the many mailing lists used by the committee, being part of a community resources fair to be held in Louisville in the spring, exhibiting our booth at the spring CEC convention, and working with the other KAPS committees to promote our legislative and other initiatives. Persons interested in serving on this important committee are actively sought!

MEMBERSHIP COMMITTEE REPORT

Bobbie Burcham

The fall membership drive is now underway and many of you have responded. A total of 72 persons have joined KAPS to date. The following is a breakdown of the current members:

39	KAPS Membership renewals
18	New Professional Memberships
15	New Student Memberships
<hr/>	
72	Total

It is exciting to have the 33 new members and especially to see the enthusiasm of the students as evidenced by the 15 new student applications. **MANY** previous members have NOT renewed and it is urgent that you do so **IMMEDIATELY!** In order for the organization to grow and have an impact in the state we must have YOUR support. You received an application for membership in the last issue of the **KAPS Review** so complete it **TODAY** or write to me at the address below for information. You will receive a beautiful membership certificate and a KAPS Membership Directory at the conclusion of the drive.

MAJOR UPDATING OF BY-LAWS INITIATED

Joseph E. Zins

At the KAPS Executive Committee meeting in June, Joe Zins and Ronda Talley were given responsibility for chairing a committee to update and revise the KAPS By-Laws. Since these articles were originally adopted on December 3, 1977, there have not been major changes in them. A brief perusal of the by-laws makes it clear that a number of revisions are needed in order for them to reflect the current state of the organization. However, the Executive Committee indicated that they did not wish to see KAPS become a "bureaucracy" through the adoption of complex rules.

A brief overview of the committee's **proposed** changes was presented by Joe and Ronda at the convention business meeting. These are briefly described below with current by-laws included in parentheses.

ARTICLE 1. NAME AND PURPOSE. The purpose of the organization is to enhance the mental health of children and youth and to promote effective practice (current: formulate a role definition for school psychologists, obtain certification standards).

ARTICLE 2. MEMBERSHIP. Student members will be defined as those carrying a courseload of at least

12 semester hours (or the equivalent) and not employed full-time (current: no definition of students).

ARTICLE 3. OFFICERS. Offices will include a President-Elect and the Past-President. The State Consultant for School Psychological Services will be included as a non-voting member of the Executive Committee (current: none of these positions are included).

The length of term for the President will be one year in addition to his/her time as president-elect and past-president (currently a two year term as president). The secretary and the treasurer will serve two year, overlapping terms. Officers will assume their positions on July 1 rather than January 1.

ARTICLE IV. COMMITTEES. The Continuing Professional Development Committee will be added and the Ethics Committee will be expanded to Ethics

and Professional Standards. The definitions of all committees will be updated. All Committee chairs are appointed by the president with the approval of the officers.

ARTICLE V. MEETINGS, ELECTIONS, VOTING. The fiscal year will be changed from January 1 - December 31 to July 1 - June 30 to correspond to the terms of the officers.

Again, it should be recognized that these are **proposed** changes that the committee is considering. The final version will have to be approved by the membership. The input of all is invited as is their participation on the committee. We would greatly appreciate any assistance which you can offer! A draft of the revised by-laws should be available by the time you read this article.



SCHOOL DISCIPLINE PROPOSAL

Joseph E. Zins

There has been some discussion in the State Department of Education regarding the development of a new school discipline code. As an organization which is concerned about the mental health of children and youth, KAPS should seek to have input into these policies.

In order to provide educational opportunities for all students, school personnel must implement disciplinary procedures which are fair and just for all concerned. The use of corporal punishment is one disciplinary measure which currently is available to school officials in Kentucky. However, the preponderance of the research literature suggests that the disadvantages of this procedure far outweigh the advantages. Relevant issues include:

1. Corporal punishment is an ineffective means of influencing long-term behavior change in most students.

2. Corporal punishment may suppress a given behavior, but it frequently fails to generalize into other life situations, and it does not teach appropriate behaviors.

3. Corporal punishment establishes a teaching model for the student (e.g., physical violence, intimidation) that is generally inconsistent with stated goals and objectives of schools. It is not an acceptable technique for influencing and relating to other people, and it may inhibit learning.

4. Corporal punishment may decrease the development of socially appropriate values and attitudes.

5. Corporal punishment is usually a substitute for more effective, humane, and creative ways of disciplining students.

6. Corporal punishment is expressly forbidden for use on military personnel, mental patients, convicted felons, and all other adults.

Despite these facts, corporal punishment is administered each year to **many** students within Kentucky's schools. While some educators view it as an effective, short-term disciplinary measure, they should also be concerned about its long-term disadvantages. Other technologies and administrative procedures are readily available, and school psychologists can be of assistance in the development of these alternatives.

As a result of these issues, it is suggested that KAPS actively support the development and implementation of programs designed to encourage more effective and humane disciplinary techniques. Children deserve to be treated with respect and consideration. KAPS should join numerous other organizations which oppose the use of **any** corporal punishment in schools and in all institutions where students are cared for or educated. At this time, at least (a) 14 European countries, (b) the states of Maine, Massachusetts, New Jersey, Maryland, Vermont, and Hawaii, (c) major cities including Atlanta, Chicago, Milwaukee, New Orleans, New York, Omaha, Pittsburgh, Salt Lake City, and Washington DC, and (d) hundreds of local school districts **prohibit** the use of corporal punishment. Two other states, Rhode Island and New Hampshire, also do not allow corporal punishment, although this is due to school board regulations rather than law. If we truly are an organization devoted to improving the lives of children, we **must** take a stand now! Please share your reactions to this proposal with me.

(Sections of this article are from papers developed by the Ohio School Psychologists Association and the Michigan Association of School Psychologists. Both organizations have adopted positions opposing the use of corporal punishment).

KSD AS A STATE RESOURCE

Dennis Labriola and Connie Valentine

As school psychologists at the Kentucky School for the Deaf, we have recently developed a referral system for psycho-educational consultation which has as its goal serving instructional and administrative staff at the school as well as providing these services to educational

agencies throughout the state. The diagnostic and evaluation unit (of which we are a part) is staffed by two school psychologists, an educational diagnostician, a social worker, and an audiologist. In addition, we have the help of a variety of speech and language professionals. As part of the new outreach program to serve hearing impaired children in Kentucky, we provide comprehensive evaluations, do site visits, provide program recommendations, and offer assistance in any way we can. Evaluations for students can last anywhere from a 1 day visit to a 1-4 month trial evaluation at KSD. Please feel free to contact us if you or someone in your district has any questions or concerns about a hearing impaired child enrolled in your program. There is no cost to parents or to the educational agency. Referrals should be sent to Mr. Kent Mann, Assistant Principal for Special Services, Kentucky School for the Deaf, Danville, KY 40422. The phone number is 606-236-5132.



REGIONAL NEWS

NEWS FROM NORTHERN KENTUCKY

Dr. Janet Graden has joined the School Psychology faculty at the University of Cincinnati. She completed her Ph.D. at the University of Minnesota where she was affiliated with the Institute for Research on Learning Disabilities. In addition, she has a number of years of experience as a practicing school psychologist. (Confidentially, Bruce Wess believes that the faculty at Minnesota sent Janet to check up on him.) Incidentally, Janet worked with Ronda Talley in Indiana several years ago. Small world!

A number of NKAPS members made presentations at the recent KAPS convention. These include Bill Knauf, John Murphy, Cookie Cahill, Joe Zins, Dave Barnett, and Janet Graden. The co-chair of the convention was NKAPS member Charlene Ponti.

Cookie Cahill was recently named co-chair of the KAPS Legislative Committee.

Bruce Wess and John Murphy recently began their doctoral studies in the University of Cincinnati's APA-approved School Psychology Program.

Joe Zins was named to the editorial board of the new APA Division 16 journal, **Professional School Psychology**. He and Bob Illback recently co-edited (with Charlie Maher) a new book entitled, **Organizational Psychology in the Schools**. Be sure to pick up your copy today!

Welcome to new NKAPS member Antoinette Halsell who has joined the Kenton County staff. She is working part-time while she completes her doctoral dissertation at the University of Cincinnati. Marcia McEvoy also began full-time work with the Kenton County Schools.

NKAPS members Charlene Ponti and Luann Wise both successfully defended their doctoral dissertations in school psychology at the University of Cincinnati. Congratulations Dr. Ponti and Dr. Wise!



SOUTH CENTRAL NEWS

Dennis Labriola and Connie Valentine

EASTERN KENTUCKY UNIVERSITY: The EKU School Psychology Program has 12 students, 5 of whom are in their first year of training. Dr. Randy Kamphaus and Dr. John MacDonald are the faculty for the program. Randy has just been appointed editor of **Information Edge Newsletter** and will write on cognitive assessment and remediation. John will be presenting a paper at the regional meeting of the International Reading Association. EKU students are currently applying for internships so if you are interested in working with Randy or John, call Randy at 606-623-1109. The faculties of EKU and UK are meeting to seek ways of cooperatively training school psychologists. Connie Valentine has been appointed as first president of the EKU School Psychology Alumni Association. EKU will have another Summer Institute July 9th and 10th, 1985.

MADISON COUNTY: Sue Hoagland of the Madison County Schools reports that there are interesting workshops coming up. On November 15th, Dr. Schaefer of Psychological Associates Inc. presented a series of lectures entitled "Helping Parents Change." His discussion dealt with sleep disorders, non-compliance, fearful children, school phobics, and hyperactive children. It was also reported that KASE was sponsoring workshops that might be of interest to school psychologists. On October 18th there was a workshop in Richmond on "Assessing the School Climate," and on November 19th and 20th there was one on "The Teaching and Learning Process." These workshops are part of the School Executive Workshop series. For further information write: School Executive Workshop, 1121 Louisville Rd., Bldg. 1, Frankfort, Ky. 40601.

MODEL LABORATORY: Ms. Joanne Walker, school psychologist, reports that they are receiving national attention by participating in the Talents Unlimited program which is a program designed to help students develop thinking skills. Thirteen students from Model will be going to the Duke University Talent Program. Ms. Walker reports that they are involved in early identification work and parent training, and offers her population for research as they have a normal distribution of students and they keep extensive records.

KENTUCKY SCHOOL FOR THE DEAF: Connie Valentine and Dennis Labriola are the two school psychologists at the Kentucky School for the Deaf in Danville, KY. They are working on establishing the Diagnostic and Evaluation Unit (of which they are a part) as a state resource for educational programming for the hearing impaired. They are also doing research on the K-ABC with Randy Kamphaus. The focus of the research is to determine the value of the non-verbal scale in assessing the hearing impaired.

UNIVERSITY OF KENTUCKY: During the last legislative session the Legislative Research Commission (LRC) drafted a bill which in part requested that the governor appoint an advisory panel to review a study the LRC had completed on gifted education. The purpose of this review was to generate specific recommen-

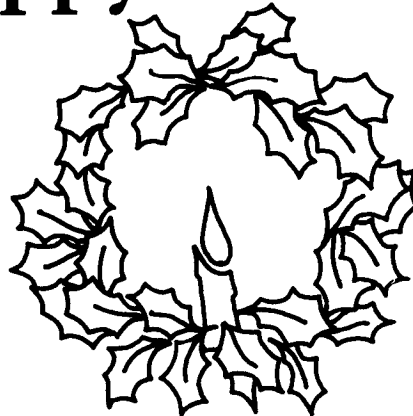
dations concerning all facets of gifted education in Kentucky. Subsequently, the bill was passed. The advisory panel was to be composed of a variety of individuals involved in gifted education including parents, teachers, school administrators, and higher education professionals. The positions for the panel were highly competitive. Steve Demers received an appointment as a panel member. The first meeting was scheduled for October 6th. Of the issues that the panel may wish to consider, Steve describes some of the more pressing issues as follows: How should giftedness be defined? How should gifted students be identified? How can programs for gifted students be effectively organized (e.g. as resource classes only or should there be a continuum of services similar to those offered to students with learning problems)? Should there be varying classifications of giftedness based on the students varying talents/achievements and, if so, what are these classifications? Steve also hopes to raise such issues as the current over-reliance on group tests for identification and a related issue of finding more appropriate means of identifying minority children whose talents and achievements are often not reflected on standardized tests.

Congratulations to Steve on his appointment!

FAYETTE COUNTY: Andy Howard, an ECU school psychology student, has recently returned from Hartford, Connecticut, where he completed the first semester of his internship at The American School for the Deaf. He is now working on his second semester internship at Fayette County under the supervision of Bobbie Burcham. Welcome home, Andy!

DANVILLE CITY SCHOOLS: Kandy Stroup, an August, 1984, UK specialist level graduate has recently obtained a job at Danville City Schools. Pam Rogers is now full-time special education director. Kandy is currently busy with a pre-screening process to identify special needs children at the Kindergarten level. After the students are identified, a diagnostic teaching curriculum will be implemented for early remediation. Kandy will also be available as a consultant throughout the school year. She was invited to speak to students at Centre College. Her discussion will focus on training requirements for school psychologists, responsibilities of school psychologists, assessment practices, and an introduction to the K-ABC.

Happy Holidays



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