
the
KAPS_{REVIEW}

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

FOUNDED 1977

VOLUME 6

NUMBER 4

FALL 1985

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

Materials due by the 1st. of the
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NASP DELEGATE REPORT

Pat McGinty

In an effort to increase involvement of Kentucky NASP members and facilitate communication, I sought representation on a delegate advisory board through the past two issues of the **KAPS Review**. Kandy Stroup, Duane Miller, Bob Monroe, Greg Schaumberger, Bill Pfohl, and John Murphy have agreed to serve on this board. They represent the different areas of the state. We met at the KAPS Convention in September and plan to communicate regularly.

I recently returned from the Fall Executive Board/Delegate Assembly, which was held September 27-29 in Chicago. A major area of discussion was long-range planning for NASP. The five-year priorities that were unanimously adopted by the Delegate Assembly were: 1) advocate for and promote educational service delivery systems to address the needs of all children; 2) promote movement of school psychology practice into roles dealing with educational attainment, social/personal concerns and instruction for all children; 3) promote the acceptance and understanding of school psychologists as contributing to education and child service by policy makers and consumers; 4) promote better self-acceptance and recognition of excellent school psychological services; and 5) build NASP standards and practices into the educational systems.

All NASP committees have been instructed to integrate these priorities into their program planning. All KAPS EC members have been sent copies of this document. I would like to see some discussion of these goals within our state.

The standards for credentialing of school psychologists was also unanimously adopted. This document recommends criteria for entry level and independent practice in school psychology. Professional competency areas in personal characteristics, educational certification and practitioner competencies and supervision are defined. These standards complement the other standards documents in ethics and provision of school psychological services. The standards have been forwarded to the members of the KAPS Executive Committee. In the future, there will be copies of the documents disseminated to all NASP members.

Those of you living in U.S. Representative

Districts 2 and 7 may be contacted by Kevin Dwyer or Neil Browning, GPR Committee, to write Representatives Hatcher and Perkins regarding specific legislative issues concerning school psychology issues. Your help is greatly appreciated.

One hotly debated issue dealt with paying the Executive Board and state delegates' expenses for the Spring Delegate Assembly, which occurs following the National Convention. It is estimated that it would cost approximately \$50,000 each (10 per cent of the NASP current revenue) to pay for the two assemblies (Fall and Spring). Of course this depends on the site chosen for the meeting. A pro argument was that payment might enable those qualified members to seek delegate office who could not afford to pay. (It cost me \$850 to go to the Las Vegas meeting.) The argument against payment was that this money would not be available for other NASP programs. This issue will come up again at the Spring Assembly.

The 18th NASP Convention will be held in Hollywood, Florida on April 15-19. Even though the week before this is spring break for Kentucky schools, I hope we can have a good representation as in previous years. Hollywood is on the Atlantic Ocean, between Fort Lauderdale and Miami. If you're planning for the future, the 19th Convention will be in New Orleans on March 4-8, 1987 (the day after Mardi Gras!).

I encourage school psychologists/psychometrists to renew or join NASP if you have not done so yet. NASP is an important resource in terms of publications, a forum for expressing concerns over school psychological issues and a means of continuing professional development. I urge you to get involved either through standing committees or interest groups. There are six diverse interest groups and CTASP, for those interested in computer applications in school psychology. Each provides very timely information for those with special interests in these areas. Listed below are the addresses to write to be included on the mailing list:

Vocational School Psychology Tom Hohenshil,
201 Jefferson Forest La., Blacksburg, VA 24060
Rural School Psychology - Jack Cummings, Instit.
Child Study, Indiana U., Bloomington, IN 47405

Pre-School - Cathy Paget, Dept. of Psych., U. of South Carolina, Columbia, SC 29208

Urban School Psychology - Evelyn Goldwasser, 140 Cadman Plaza West, Brooklyn, NY 11201

Social and Emotional Assessment - Tom Huberty, Inst. for Child Study, Indiana U., Bloomington, IN 47405

Computer and Technological Assistance to School Psychologists - Charles Deupree, 323 Lafayette, Ionia, MI 48846

There is another committee that may be of interest to some of you--The Social Issues/Child Services Committee. This committee will be considering child advocacy issues, such as child abuse, corporal punishment, competency testing, and retention. It is good to move away from what has been called "guild issues" (i.e., school psychologists' roles and functions), and more toward educational and mental health concerns for children.

I would be interested in hearing from the membership regarding: (1) the five priorities; (2) funding of delegate expenses to the Delegate Assembly; (3) questions about standards documents; and (4) concerns about NASP, or the delegate role. If there is any other way I can be of service, please let me know.

EDITOR'S COMMENTS

Marcia McEvoy

This issue of the **KAPS REVIEW** focuses on highlights from the fourth annual KAPS Convention held in Richmond, Kentucky on September 20-21, 1985. Summaries of all the major presentations are included as well as an array of convention photos. The editorial staff would like to acknowledge Natalee Braun, Cookie Cahill, and Charlene Ponti for their well-written workshop summaries. Bruce Wess also deserves special commendation for his superb photographs seen throughout this issue. A final word of heartfelt thanks goes to Bill Knauf for his valuable input and fine editorial assistance over the past two years. Both Bill and Bruce have graciously agreed to remain on the editorial staff for the 1985-86 school year as associate editors.

COMING EVENT

Eighteenth Annual NASP Convention. April 15 through 20, 1986. Diplomat Hotel, Florida. Members receive preconvention registration in December of 1985, and details of convention in January of 1986. Others may contact NASP Convention Office, P.O. Box 55, Southfield, Missouri, 48037.

ANNOUNCEMENT

Iowa currently has 12 openings for school psychologists across the state. The salaries, working conditions and continuing education opportunities are positive and the public supports quality programs for children in regular and special education.

Iowa school psychologists are employed through the Area Education Agencies (AEAs). The state will serve as a clearinghouse to facilitate contact between AEAs with position openings and psychologists interested in these employment opportunities. Contact:

Jeff Grimes, Consultant
School Psychological Services
Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Certification requirements are a minimum of 60 graduate hours in an APA or NCATE approved school psychology prep program or its equivalent.

Search for 'Communique' Editor Announced

The NASP Publications Committee announces an opening for Editor-Elect of the **'Communique'**, to commence August 1, 1986, succeeding to **'Communique'** Editor July 1, 1987. The **'Communique'** is the official newsletter of the National Association of

School Psychologists published monthly September through June. The **Communique**' Editor receives a modest honorarium.

Interested persons should submit a letter of intent to file an application to Cathy Telzrow, 14605 Granger Road, Maple Heights, Ohio 44137 by December 15, 1985. All applications must be received at the address above by January 10, 1986. Applications should not exceed 10 double-spaced pages, exclusive of appendices and supportive documents. Applicants should address the following in their applications: (a) professional/personal qualifications for the position (e.g., current vita, publications, letters of recommendation relevant to writing/editorial skills, previous experience and evidence of editorial activities); (b) suggestions on approaches to the task of Editor of the **Communique**' (e.g., projections of future trends in school psychology, future content and format of the **Communique**', plans for implementing editorial responsibilities); (c) description of institutional responsibilities if selected as Editor-Elect; (d) verification of institutional support for work as **Communique**' editor (e.g., letter from appropriate administrator specifying agreed-upon arrangements).

Applications will be screened by the search committee during January-February, 1986. Finalists will be notified in March, 1986, with interviews conducted during the NASP Convention April 16-19, 1986. The Editor-Elect will be appointed by the NASP President by June 1, 1986.



Request for Proposals (RFP's) for

Editor(s) of NASP Best Practices Manual, Vol. II

The Publications Committee of the National Association of School Psychologists seeks the submission of proposals for Editor(s) of **Best Practices Manual, Vol. II**. This is planned as a major monograph slated for publication by NASP during 1987-88. The focus of the **BPM II** will be on **alternative educational delivery systems**, in keeping with Priority I of NASP's long-range planning effort. The volume should address models of alternative education delivery systems, the roles of school

psychologists in these alternative delivery systems, and the skills and competencies which will be required. NASP will provide necessary financial support throughout the developmental process of the **BPM II**, and will be responsible for publication of the monograph.

Prospective editors should develop a proposal containing the following information:

1. Projected outline for volume, including titles of chapters;
2. Names of tentative authors (commitments from authors should be obtained whenever possible);
3. Projected length of manuscript;
4. Evidence of professional and personal attributes relative to editorial responsibilities, including a current vita and relevant publications;
5. Projected timeline.

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

Persons wishing to respond to this RFP should submit a letter of intent to Dan Reschly, Department of Psychology, Iowa State University, Ames, Iowa 50011 by January 15, 1986. Complete proposals should follow not later than March 1, 1986. Proposals will be reviewed and a recommendation for editor(s) will be submitted to the NASP President for appointment by April 30, 1986. NASP will enter into a contract with the selected editor(s), specifying respective responsibilities of the association and the editor(s) regarding the effort. All content for the **BPM II** should be in a form suitable for publication by July, 1987, with distribution planned for early 1988. For additional information, contact Dan Reschly at the address above.



ASSISTANT PROFESSOR, SCHOOL PSYCHOLOGY

The University of Cincinnati has available a new tenure track position in its specialist/doctoral level School Psychology Program (APA and NCATE/NASP accredited) which presently is staffed by four full-time faculty. Candidates should be able to direct doctoral research, teach graduate level courses in assessment, behavior analysis, and in-

terventions, and provide supervision for field practice. Familiarity with computer applications desirable. Other areas of teaching interest are negotiable based on program goals and objectives. **Qualifications required:** doctorate in School Psychology, at least two years experience as a school psychologist, eligibility for Ohio licensure and certification, and clear potential for scholarly productivity. Date of appointment is September 1, 1986.

Applicants should provide (1) a current vita, (2) transcripts of all coursework, (3) three letters of recommendation, and (4) a brief explanation of how their professional preparation and experiences relate to the responsibilities outlined above. All materials should be sent to: David W. Barnett, Chair, School Psychology Search Committee; 526 Teachers College/ML#2; University of Cincinnati; Cincinnati, OH 45221-0002 (Telephone: 513/475-3335). Deadline for receipt of completed applications is January 17, 1986.

Women and Minority candidates are strongly encouraged to apply. The University of Cincinnati is an Equal Opportunity/Affirmative Action Employer.



CPD AWARDS

Teesue Fields

Twenty-eight Continuing Professional Development Certificates were awarded at the annual KAPS banquet on September 20, 1985. Provisional Certificates were earned by those who had thirty hours of professional education activities during one year. KAPS-NASP Standard Certificates were earned by those who had one hundred and fifty hours of professional education activities during two years. Outstanding Certificates were presented to those who had three hundred hours of activities over three years.

Recognition is also due to Patty Coakley, Pat Guthrie, and Martha Hannifan for their hard work over the last three years in designing the CPD program and reviewing CPD activities.

Congratulations to all the participants! Keep up the good work!

PROVISIONAL CERTIFICATES

Barbara Armstrong
Lois Beimrohr
Jane Bottorff
Judy Brettschneider
Gail Cannon
Doris Campbell
George Christian
David Feldman
Martha Hannifan
Margaret Katherin Harris
Susanne Hoagland
Rebecca Joan Jones
Eugene Kelly
Zelma McGaha
Jenny Nirmaier
Mike Norris
Claudia Schindler
Betty White

STANDARD CERTIFICATES

Pat Guthrie
John MacDonald
Pat McGinty
Marganna Phelps
Charlene Ponti
Joyce Stevens
Ronda Talley
Joe Zins

OUTSTANDING CERTIFICATES

John MacDonald
Pat McGinty
Joe Zins

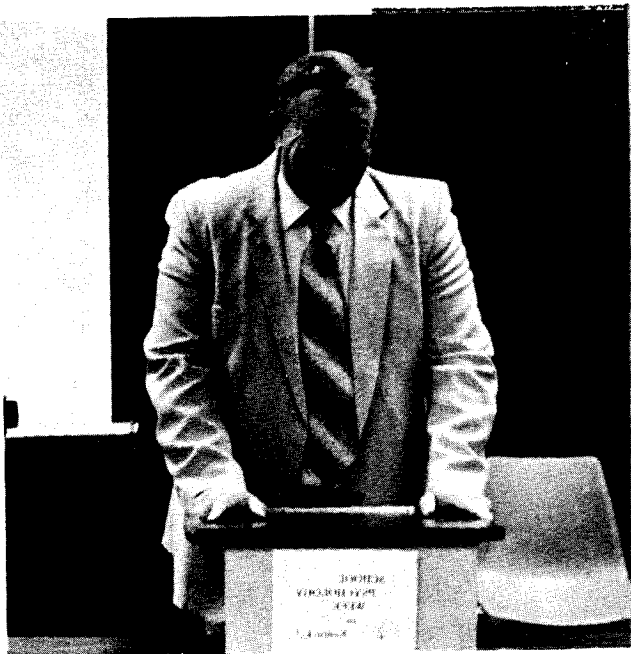
1985 KAPS CONVENTION

Richmond, September 20-21, 1985

Photos by Bruce Wess

INDIVIDUALIZING CLASSROOM INSTRUCTION: PROCEDURES AND GUIDELINES

Robert C. Duncan, Ph. D.
Fort Knox Independent Schools
Reviewed by: Cookie Cahill



Dr. Robert Duncan delivered a thought-provoking presentation on the organization of our nation's public schools and implications for instructional processes in this three hour KAPS Convention Workshop. Dr. Duncan, who currently serves as Director of Labor Relations for the Ft. Knox Independent Schools, drew upon his extensive experience in public education and particularly with the Individually Guided Education (IGE) project, in structuring his presentation. Public schools, noted Dr. Duncan, philosophically are committed to "taking each child at his or her own pace", in terms of achieving learning objectives. However, the current structure of public education prevents this function from being realized for large numbers of children.

Today's public schools are organized around age groupings of children and the expectation that all children of the same age will progress through the same material at the same pace. This organization is inconsistent with what is known about the learning needs and styles of individual children, with the result that many children fail to learn to the limits of their capabilities. Dr. Duncan challenged his audience to consider some of the merits of one-room schoolhouses, which were the historical antecedent of current school organization. Because of the diversity of ages of children present in one classroom, multi-age groupings for instructional purposes were logically mandated, as were peer tutoring, and responsibility and independence in work habits. This structure, born of necessity, accomplished much greater individualization of instruction than does today's organizational scheme. While not advocating a return to the one-room schoolhouse, Dr. Duncan proposed that we need to recapture some of the spirit of those early schools in order to make education effective for individual learners.

Dr. Duncan discussed the current hierarchical structure of American education and its attendant difficulties. The "chain of command" in schools, with teachers reporting to principals reporting to superintendents, mitigates against the true needs, difficulties and failings in schools being expressed. Teachers performing isolated tasks rarely discuss instruction with one another or plan cooperatively. In the IGE project, of which Dr. Duncan was a part, teachers worked together in teaching and played a vital role in decision-making in the building. In this

structure, new roles needed to be defined for principals and central office personnel, and educational efforts needed to be directed toward these persons to ensure the survival of the system. Dr. Duncan challenged members of the audience to make use of their knowledge and skills to encourage and effect organizational change. Efforts need to be directed toward superintendents and principals, to examine

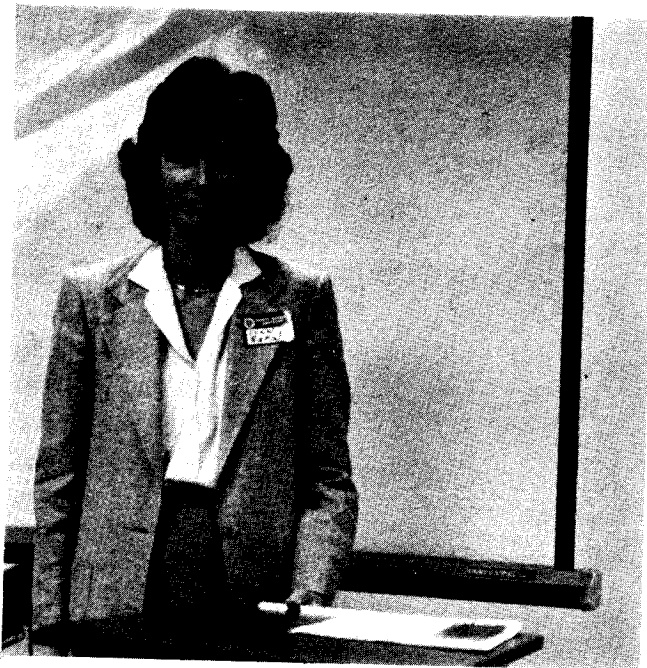
the structure of learning and consider alternatives which might better meet the very individual needs of children. If we as school psychologists want to expand our roles beyond the traditional diagnostic function, we need to take the initiative and focus our attention on areas of perceived need within the organizational structure of schools. This, Dr. Duncan's message, aroused both interest and controversy among members of this workshop audience.

COGNITIVE BEHAVIORAL COUNSELING WITH ADOLESCENTS

Lynn Rapin, Ph.D.

University of Cincinnati

Reviewed by: Natalee Braun



Dr. Lynn Rapin, adjunct professor at the University of Cincinnati and psychologist in private practice, presented a cogent overview of cognitive behavioral principles as they relate to counseling. She also offered an in-depth discussion of one approach to therapy which can be utilized with adolescents in the school setting. Dr. Rapin opened her presentation by describing cognitive behavioral counseling as a respectful and present-oriented approach which focuses on assessing and expanding individuals' perceptions of their behavioral options. The clinician

using cognitive techniques seeks to teach others practical coping skills which will enable them to consider a wider range of options and to make effective use of behavioral alternatives.

The works of Ellis, Maultsby, Beck, and Meichenbaum outline the major approaches to cognitive restructuring. Dr. Rapin indicated that each theorist differs as to the techniques employed, however certain generic principles cut across all cognitive behavioral theories. According to Dr. Rapin, the anatomy of an emotion is the most basic concept in cognitive behavioral therapy. In this conceptualization, an ABC paradigm is employed to explain the origin of emotions and their relationship to internal cognitive processes. A represents the antecedent event, which is the situation that precipitates an emotional response on the part of an individual. This emotional reaction comprises the C (consequence) part of the paradigm. B represents the cognitions which mediate between the situation (A) and what individuals do or feel (C). B encompasses those intervening behaviors which complete the connection between antecedent and consequence.

Dr. Rapin explained that personal difficulties arise because people believe that the recurring negative emotional states they experience are involuntary, therefore beyond their control. Identification and control of the cognitions (B) which mediate an individual's response to a situation is one of the primary goals of cognitive behavioral counseling. The

objective is to move affective experiences from what is perceived to be an involuntary state to a voluntary one.

To illustrate the general cognitive behavioral principles and their application, Dr. Rapin requested the workshop participants to identify the five worst things that have happened to them as school psychologists. Experiences shared by a number of the individuals present included large caseloads, role limitations, and conflicts with teachers regarding the classification of students. Using these experiences, the participants then applied the ABC paradigm in an effort to identify the assumptions (cognitions) which may have influenced negative reactions to the situations. Such erroneous assumptions as (a) if I make a mistake it is terrible, (b) the responsibility for outcomes is all mine, and (c) I must never hurt anyone, appear to be recurring themes among school psychologists. Identifying the core assumptions operating in a given situation is a critical component of the initial stages of intervention.

Dr. Rapin proceeded to outline an approach to cognitive behavioral counseling known as Rational Self Analysis. The first stage of this seven step model involves an assessment of the problem situation. Steps two and three focus on identifying what the person

feels as a consequence of the situation and what the individual is saying to him/herself about the problem (I statements and assumptions). The application of a list of rules to determine how reality based these I statements are constitutes step four. The rules include such questions as (a) would others see the problem in the same way? and (b) is the behavior goal directed? The use of these rules helps to establish whether the I statements are rational or irrational. Step five concerns the development of a list of self statements to challenge the irrational I statements and assumptions while the final two stages focus upon establishing new affective and behavioral objectives. The goals of Rational Self Analysis are to educate persons to the existence of a cognitive trigger that initiates a response and to provide counselees with a means of controlling their behavior through an understanding of the ABC relationship.

Dr. Rapin went on to identify some of the most frequent sabotages individuals employ to undermine the therapeutic process and offered suggestions for handling these situations. She concluded her informative presentation with a discussion of how Rational Self Analysis would be applied to one of the problem situations identified by the participating school psychologists.

PREREFERRAL INTERVENTIONS

Joseph Zins, Ed.D and Janet Graden, Ph.D.

University of Cincinnati

Reviewed by: Charlene Ponti



There has been a growing interest in the development of alternative methods and procedures for providing special services in the schools. At the Fourth Annual KAPS Convention, Drs. Joseph Zins and Janet Graden, of the University of Cincinnati, presented a workshop on one alternative approach to services delivery called prereferral intervention. This approach has been receiving increasing attention in the literature and currently is being utilized in a number of school districts throughout the country. This article will highlight and briefly summarize the major issues presented at the workshop.

The prereferral intervention approach was described as incorporating a consultative framework for services delivery, with systematic intervention assistance provided within the regular classroom at the point of initial problem identification, before a formal referral for psychoeducational assessment. From this standpoint, the referral process is reconceptualized to indicate a need for assistance in the regular classroom rather than strictly a referral to determine if the student is handicapped. Through consultation, interven-

tions are designed and implemented **systematically** and their outcomes are documented before considering a referral for assessment and possible special education placement. Through the development of these systematic interventions, special services staff, teachers, parents, and administrators can be aided in their decision-making, and educational plans for students become more instructionally relevant and data-based. As a result, many children may be able to remain in the regular classroom and function effectively with appropriate support. For those who cannot function more effectively with classroom based intervention, a referral for psychoeducational assessment can then be made. In this case, the documented data on the prereferral interventions attempted serves to increase the reliability, validity, and relevance of the evaluation and placement process.

After establishing the usefulness of the approach, Zins and Graden went on to describe the process of prereferral intervention. They stated that prereferral assistance can be provided by single consultants or by using a multidisciplinary team approach. Team members may include a variety of personnel such as the school psychologist, the school nurse, the guidance counselor, special education teachers, speech and language therapists, and regular education teachers. The actual process of a prereferral approach essentially follows the steps of the consultative process. When a teacher desires assistance with a particular problem she/he requests a meeting with the prereferral consultant or team. They then engage in collaborative problem solving to develop an intervention plan to deal with the concern. The process includes the following steps: (a) identification of the problem behavior; (b) establishing a criterion for suc-

cess; (c) brainstorming and developing alternative strategies to be implemented; (d) clarifying specific roles and responsibilities of those carrying out the intervention; (e) establishing methods to collect data and monitor progress; and (f) developing procedures for evaluating intervention effectiveness. A specific case study describing the use of a prereferral intervention with a child who potentially may have been identified as emotionally disturbed was then presented by Charlene Ponti to highlight the salient aspects of each of the above components in the process.

The results of preliminary studies, reviewed during the workshop by Drs. Zins and Graden, investigating the effects of implementing prereferral consultative approaches in the schools appeared promising. They reported that increases in the use of consultative services were documented in the schools using this approach along with substantial decreases in testing and placement activities.

The workshop closed with a discussion of implementation strategies and the potential advantages and limitations of the approach. Potential advantages of the prereferral approach for school psychologists and other special services providers include an opportunity for role expansion, the ability to serve more students with existing resources, and increased reliability and validity of assessment and decision-making practices. In addition, this approach encourages (a) the use of an ecological model which stresses examination of multiple factors when analyzing problems, (b) the provision of more immediate assistance to parents and classroom teachers, and (c) prevention of more serious problems through enhancement of student competence and consultee skills.

INDIRECT INTERVENTIONS IN THE SCHOOLS: TECHNIQUES AND BARRIERS TO IMPLEMENTATION

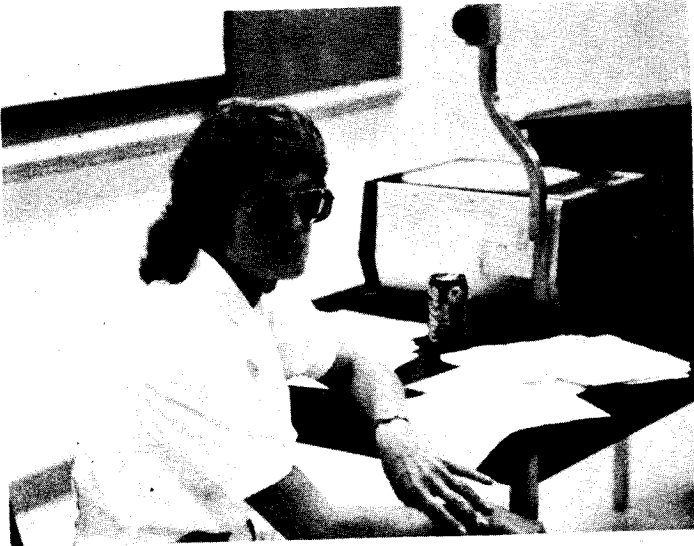
Thomas R. Kratochwill, Ph.D.
University of Wisconsin-Madison
Reviewed by: Marcia McEvoy

Dr. Thomas Kratochwill, Professor of School Psychology at the University of Wisconsin-Madison, presented a well-organized and informative session on developing interventions in the schools through consultation. Barriers to implementing a consultative

framework for problem solving also were discussed.

Dr. Kratochwill began his presentation by defining and outlining the four stages in behavioral consultation. The first step in the problem solving process is described as **problem identification**. Dr. Kratochwill

IMAGES OF THE



Diana Trenary discusses the efficacy of behavioral interventions with mentally retarded clients.



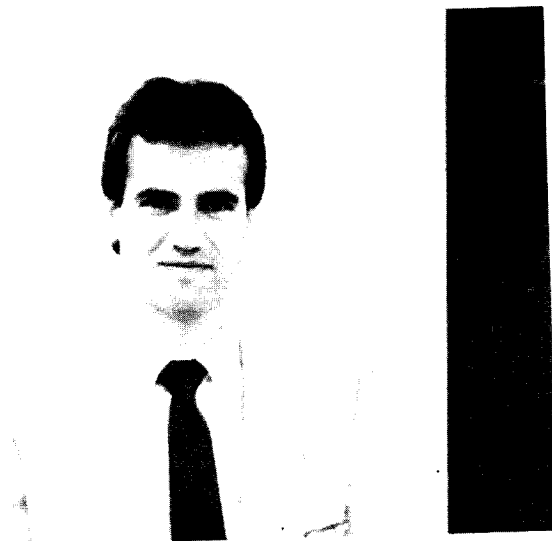
Joe Zins presents a plaque of recognition to Bob Illback.



Cheryl Boyd discusses a paradigm for assessing learning modalities for severely handicapped students.



After the general business meeting on September 20th.



Randy Kamphaus presents on a new way to conceptualize assessment and intervention of intellectual skills.



Joe Zins "roasts" Bob Illback at the annual KAPS banquet.

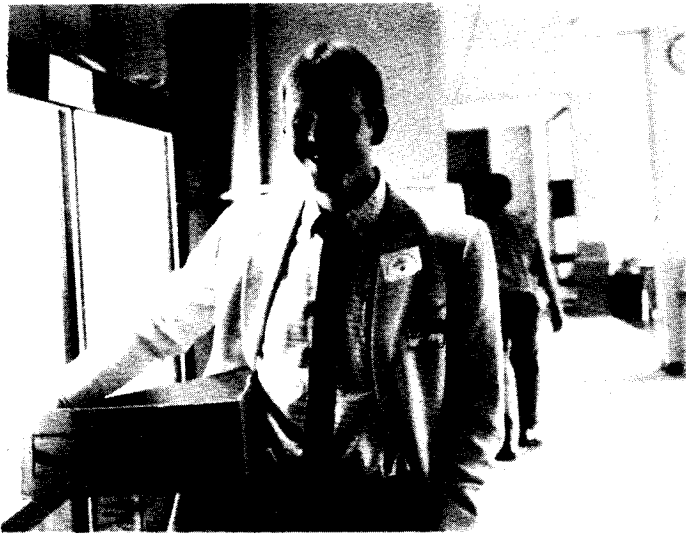
CONVENTION



John Murphy presents on conducting low-incidence assessment.



John MacDonald and Charlene Ponti, Program Committee chairpersons



Alan Kite looks happy because the convention made money!



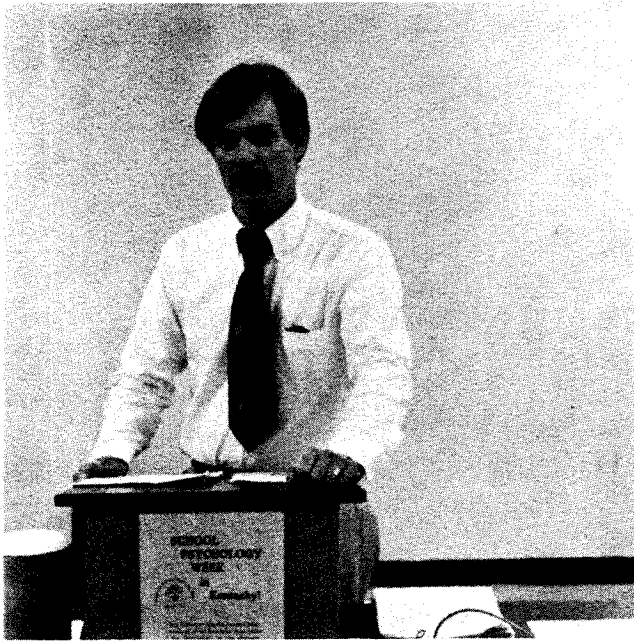
Bill Knauf and Marcia McEvoy demonstrate how to implement curriculum-based assessment.



Ronda Talley demonstrates the new Stanford-Binet.



Left to Right Cookie Cahill, John Murphy, Lyn Petty, and Bill Knauf



discussed a formalized interview strategy which serves to (a) identify the primary problem in behavioral terms, (b) provide a tentative identification of behavior in terms of antecedent, situation, and consequent conditions, (c) analyze the strength of the behavior (e.g., how often or severe), and (d) establish a procedure for collection of baseline data including a sampling plan as well as specification of who will record the behavior.

The problem identification interview is followed by the second stage in the consultative process, the **problem analysis** interview. The purpose of this interview is to (a) evaluate the sufficiency and adequacy of baseline data, (b) conduct a functional analysis of the behavior in terms of antecedent, situational, and consequent conditions, (c) reach agreement on a goal for behavior change, (d) design an intervention plan including specification of antecedent, situational, or consequent conditions to be changed, as well as who will implement the intervention, (e) reaffirm a record-keeping procedure, and (f) schedule a problem evaluation interview.

The third stage in the consultation process is described as the **plan implementation** phase. During this step, the consultee proceeds in carrying out the intervention that was designed.

The last stage of the problem solving process is the **treatment evaluation** interview. The objectives of this interview include (a) determining if the goals of consultation have been obtained, (b) evaluating the effectiveness of the treatment plan, (c) discussing strategies

regarding the continuation, modification, or termination of the treatment plan, and (d) scheduling additional interviews if necessary or terminating consultation if the goals have been successfully reached.

A detailed written script of the questions to be asked at each stage of consultation was provided for all workshop participants. In addition, a written case study, as well as a simulated role play with Dr. Kratochwill serving as the consultant, were presented during the workshop to demonstrate the steps in the problem solving process.

The second portion of Dr. Kratochwill's workshop was focused on some of the barriers to implementing consultation in the school setting. One of the difficulties in utilizing a consultative framework for problem solving is the fact that 60% of school psychology training programs do not offer a course in consultation. Even those that have such a course often do not offer a consultation practicum to accompany it. Dr. Kratochwill indicated that if students are only academically exposed to the literature without practice and feedback of the skills discussed, they still will not be adequate consultants. In addition, students need coursework or exposure to behavioral assessment to be able to successfully define behaviors, clarify problems, and analyze the forces impinging on school-related problems.

A second barrier to implementing consultation in the schools is the lack of training for school personnel in how to analyze behavior, develop interventions, and evaluate the effectiveness of various strategies. Teachers often need ongoing inservice training to learn how to be effective consultees. Having the consultant model appropriate behaviors during actual consultation sessions also has resulted in the acquisition and generalization of consultee skills.

A third barrier to the implementation of consultation has been the unacceptability of a number of interventions commonly proposed to consultees. The consultant must consider a number of questions before suggesting a particular intervention (i.e., How long does it take to work? How obtrusive is it? How well does it work? How much time does it take the consultee? What are the risks to other children? What kinds of materials are necessary and are they readily available?).

The final barrier to implementing consultation is described as the consultant's occasional inappropriate focus for intervention efforts. Dr.

Kratochwill suggested that target behaviors be carefully selected, and the following guidelines be used for choosing an appropriate behavior as the focus of an intervention: (a) selecting behaviors that are dangerous to the client and others, (b) choosing programs that will maximize natural reinforcers rather than artificial ones, (c) identifying behaviors that need to be strengthened versus those that need to be extinguished, (d) selecting behaviors consistent with developmental norms, (e) identifying behaviors that need to be treated because they have a long-term negative prognosis for later adjustment (i.e., conduct disorders), and (f) examining the empirical literature to identify behaviors that are important to master for productivity and functional utility (i.e., on-task behavior).

Dr. Kratochwill concluded the workshop by opening the session for questions and discussion.



MINUTES OF THE SEPTEMBER 19, 1985 EXECUTIVE COUNCIL MEETING

Pat McGinty

The Executive Council of KAPS met at Eastern Kentucky University in Richmond, Kentucky. The meeting was called to order at 8:00 p.m. The following EC members were present: Bob Illback, Ronda Talley, Lois Beimrohr, Peggy Harrell, Bobbie Burcham, Joe Zins, Charlene Ponti, Alan Kite, Randy Kamphaus, John MacDonald, and Pat McGinty. After minutes from the June meeting were approved, Pat McGinty reported on the Mental Health Coalition. As a NASP delegate, Pat reported on membership, the Delegate Assembly, the 6 Interests groups, and a proposed publication that will deal with a variety of children's needs/problems (e.g., lying, suicide, coping with divorce, etc.). Pat also informed the EC about the new delegate advisory board in Kentucky.

Alan Kite reported on the treasury and proposed budgets for the officers and committees. Peggy Harrell submitted the proposed procedural guidelines for ethical complaints, which are substantially different from NASP's. They will be reviewed by EC members and KASA legal council before the next meeting. Joe Zins, as the new NASP secretary, brought up NASP's five priorities for discussion. Bob Illback told the EC that the Con-

sultation paper has been printed and disseminated. Bob proposed that he resign as president in December, so that Ronda Talley could take office at this time rather than next July.

Ronda reported that the KAPS poster is still in the process of being printed. The state pamphlet will have its second printing. The Psychological Services Consumer Guide is still to be developed. A chapter on School Psychology is proposed for the History of Psychology publication. The LPR committee has duplicated the public service announcement on school psychology for distribution to 10 stations that serve Kentucky. KAPS has nominated members to all the KASA committees. Ronda has had a shirt printed for KAPS. Orders will be taken at the state convention.

Randy Kamphaus reported that the Legislative Committee has received 14 responses to the request for legislative contacts. Richard Deglow has developed a legislative handbook for KAPS which was distributed at the convention. Connie Valentine is setting up a telephone tree to be in place by January. Randy reported that Cookie Cahill contacted Sheila Schuster regarding KRS 319 to seek some revisions. This generated a discussion of how to increase communication with KPA which resulted in a suggestion that we invite them to send a representative to our board meeting. Randy discussed the Unit Funding Proposal to be submitted to a legislator. Joe Zins suggested the need for long range planning for legislative action by KAPS. Bob reported on the State Board of Education decision on counselor testing, which will be addressed by the Certification Board in the future. Alan Kite, Bill Knauf, Charlie Muntz, and John MacDonald testified before the SBE regarding this issue.

John MacDonald reported on Convention planning. There was some difficulty with the postal distribution of brochures which he will follow up on. The Summer Institute had 44 people in attendance. We incurred a slight revenue loss, but received good media coverage. There were announcements in Kentucky and Cincinnati and 3 radio interviews.

Bobbie Burcham reported that KAPS has 145 members. KASA will handle the annual membership drive this Fall. Dues are \$25 this year. We will consider automatic payroll deduction by KASA next year.

Peggy related that Jim Batts will be the new State

Consultant. He takes office October 1, 1985.

The meeting was adjourned at 9:36 p.m.



MINUTES OF THE SEPTEMBER 20, 1985 GENERAL BUSINESS MEETING

Bob Kruger

The general business meeting followed the workshops and paper presentations of the first day of the fourth annual KAPS convention. Bob Illback, president, called the meeting to order at 4:15 p.m. The following executive board members were present: Bob Illback, Alan Kite, Bob Kruger, Joe Zins, Charlene Ponti, Marcia McEvoy, Randy Kamphaus, John MacDonald, Bill Knauf, Ronda Talley, Cookie Cahill, Peggy Harrell, Teesue Fields, and Pat McGinty.

Officer and Committee Reports

TREASURER: Alan Kite reported that the KAPS treasury has a current balance of \$2033.05. Most expenses have centered around phone costs, copying, and other operational expenses associated with the work of the various committees.

NASP DELEGATE: Pat McGinty reported that the NASP Assembly of State Delegates would be meeting two times during the upcoming year. During these sessions, there will be discussions of general organizational issues and opportunities to raise particular state issues and concerns. Pat indicated that she would be attempting to form a delegate advisory board within the state to facilitate representation of our concerns. KAPS was applauded for having the highest percentage of NASP memberships among any of the states. Pat also reported that within NASP a number of "interest groups" (e.g. urban school psychology, rural school psychology, etc.) are being formed to provide forums for information exchange for NASP members with common interests or concerns. She encouraged members to review the *Communique* for more information about these groups and how to network with them.

ETHICS COMMITTEE: Peggy Harrell reported that a draft of procedures for the adjudication of ethical complaints has been prepared for review by the executive committee. Copies can be obtained from her upon request. It was indicated that there was an emphasis on informal procedures for the adjudica-

tion of such matters when at all possible. One of the most difficult issues to be resolved is the extent and type of jurisdiction that should prevail in ethical issues involving non-KAPS members. The ethics committee invites comments from the executive committee and other interested parties up until 10/19/85. A revised draft, targeted for completion by 12/1/85, will then be submitted to the executive committee for final approval.

LIAISON AND PUBLIC RELATIONS: Ronda Talley reported that for a second year Governor Collins was joined by representatives of KAPS for a proclamation signing announcing the week of September 15th as School Psychology Week in Kentucky. The committee sent brochures and stickers to the membership with a letter encouraging it to promote the recognition of school psychology in the local school districts. Ronda also reported that a TV public service announcement had been produced and that attempts were underway to promote its play on several stations. Through additional efforts of the committee, KPA is including the growth and development of school psychology in its forthcoming project of detailing the history of psychology in Kentucky. Ronda introduced the new liaison and public relations chairperson, Lois Beimrohr, encouraged members to sign up for the purchase of KAPS teeshirts, and announced that she had taken the liberty to nominate some KAPS members for certain KASA committees.

STATE DEPARTMENT REPRESENTATIVE: Mr. Gary Steinhilber, state department representative, distributed and briefly summarized 704 KAR 7:020. **Counselor: criteria and duties.** Members were encouraged to familiarize themselves with this new regulation which relates to the role of counselors in the administration, scoring, and interpretation of individual intellectual assessments. Bob Illback explained that KAPS, through its testimony, tried to promote a position away from making such assessments a "turf issue" between psychologists and counselors to a position emphasizing the need for specific training and certification requirements for anyone engaged in such a role. Bob and Randy Kamphaus recognized and expressed appreciation to KAPS members Alan Kite, Bill Knauf, and John MacDonald who testified at various points during hearings associated with the development of this regulation. Steve DeMers pointed out the positive impact of KAPS testimony in

offsetting a continuation of the undesirable features of current practices related to the assessment issue within the state. Mr. Steinhilber also introduced Mr. Jim Batts who will be replacing Pat Guthrie as our state department consultant.

LEGISLATIVE COMMITTEE: Randy Kamphaus distributed a **Legislative Action Handbook** that had been developed by the legislative committee. Rick Deglow was singled out for his efforts in compiling this document. There was a brief discussion of the position paper on the "Funding for School Psychology Services in Kentucky" which is a part of the handbook. All members were encouraged to read the handbook to bolster their knowledge of procedures for promoting the interests of school psychology through legislative efforts. Randy also reported that a draft of a "telephone tree" had been developed by Connie Valentine and that there have been seventeen respondents to a call for establishing a Legislative Action Network. Cookie Cahill, legislative committee co-chair, worked with a state legislator to get certain revisions into KRS 319 (a statute dealing with certification and licensure of psychologists) supportive of school psychology. Major upcoming efforts of the legislative committee will center on the development of a proposal for consideration by the executive committee for the funding of future legislative efforts. Randy closed by encouraging all members to get involved in supporting legislative initiatives when called upon.

PROGRAM COMMITTEE: Charlene Ponti reported that 120 persons had registered for the convention. Additional registrations were expected for Saturday's session. Thanks were extended to John MacDonald and Bob Kruger for their efforts in working on the convention program.

MEMBERSHIP: Current KAPS membership was reported at 147. As a KASA affiliate, KAPS upcoming membership renewals and solicitation efforts to secure new members will be handled by KASA.

NEWSLETTER: Marcia McEvoy announced that there will be four newsletters during the upcoming year. Due to the nonavailability of the printing source during the summer (a Northern Kentucky Vocational School), the summer issue will be delayed. Hopefully, it will be received by the membership in October. There will be an attempt to have certain "theme issues" during the upcoming year.

PRESIDENT: Bob Illback briefly commented upon the positive growth of the KAPS organization represented by the substantial efforts of the various committees, increased membership, and the continuation of a quality convention and other programs. He also briefly commented upon the continuing challenge we have in promoting adequate funding and a broader recognition of school psychology's potential contribution to Kentucky's educational process.

The meeting was adjourned at 5:15 P.M.



MEMBERSHIP REPORT

Bobbie Burcham

KAPS Membership was at an all time high last year thanks to your loyal support. The fall membership drive is now underway and it is urgent that you renew your membership when you are contacted. As an affiliate of the Kentucky Association of School Administrators (KASA) they are providing the typing and mailing expense for the drive--another benefit for us! Thus, when you receive the mailing return it promptly. Despite the slight increase in professional level dues (no increase for students) membership in KAPS remains a real bargain as the organization is active and working for you.

If you are not contacted and desire to become a member of KAPS or if you know someone who would like to join, please contact me at my new address: 3905 Gladman Way, Lexington, KY 40503.



PROGRAM COMMITTEE REPORT

Charlene Ponti

The Fourth Annual KAPS Convention, which was held on September 20 and 21 in Richmond, was another splendid success! This was a record breaking year with 125 people in attendance over the two day convention period. It was a terrific turnout and we would like to thank the KAPS membership for their support!

Three major workshops were presented on Friday morning. Topics included **Prereferral Intervention** by Drs. Joseph Zins and Janet Graden, **Cognitive Behavioral Counseling** by Dr. Lynn Rapin, and **Individualizing Classroom Instruction: Procedures and Guidelines** by Dr. Robert Duncan. Feedback from persons who attended the Friday morning workshops was overwhelmingly positive. Six papers were presented on Friday afternoon by KAPS members on varying topics of interest relating to assessment and intervention. A note of thanks is extended to all of the presenters for sharing their knowledge and expertise with us.

Friday evening the banquet was held at which KAPS president Bob Illback was honored. After being "roasted" by Joe Zins, he was presented with a plaque in recognition of his many accomplishments and contributions to KAPS and school psychology in Kentucky. The work of individual members of the KAPS executive board was recognized and then a number of KAPS members received CPD awards (see related article by Teesue Fields). The social gathering was then held at the Mule Barn to provide an opportunity for all to relax and socialize. There was a good turnout and those who attended appeared to have no difficulty having a good time!

On Saturday, Dr. Tom Kratochwill presented a full day workshop on the use of indirect intervention techniques in the schools. He discussed the development of interventions within the context of a consultative framework and addressed barriers to implementation. Strategies to overcome some of these identified barriers were then presented. We were again fortunate to have a nationally recognized expert in our field as a major workshop speaker.

A great deal of work went into organizing this convention and we would like to thank all of those KAPS members who dedicated their time and energy toward making this venture a success. Thanks go to Bob Kruger who organized the paper presentations and the awards, Marcia McEvoy and Bill Knauf for reviewing papers for the program committee and providing excellent coverage of the convention in the newsletter, Bruce Wess for his photo coverage, and Sue Hoagland who organized the social gathering.

ETHICS AND PROFESSIONAL STANDARDS COMMITTEE

Peggy Harrell

The Ethics and Professional Standards Committee has completed and submitted a draft of the proposed KAPS Ethics Adjudication Procedures to the Executive Committee. The procedures have been reviewed by a legal firm and were judged to comply with due process requirements. The legal counsel for The Kentucky Association of School Administrators is also being asked to review the document. Members of the Executive Committee and other interested KAPS members were asked to submit their suggestions for alterations of the draft by October 19, 1985. Following receipt of those suggestions the draft will be edited and resubmitted to the Executive Committee at the December Executive Board meeting. Hopefully, the complaint or adjudication procedures can be adopted at that meeting and will be in place from that time forward. Anyone wishing to review the draft may do so by contacting the Ethics chairperson.



CPD HOME STUDY UNITS AVAILABLE

Teesue Fields

Do you have trouble finding opportunities to update your professional skills? Are you too far away from a university program in school psychology? Are the conferences you want to attend too far away or too expensive?

The CPD Committee would like to offer you an alternative. We have purchased three of the self study units developed by the National School Psychology Inservice Training Network. The CPD Committee will loan a unit to you for three months. You just need to pay postage when you return the unit to the committee.

This will be a way to update your skills without traveling long distances and you will receive CPD credits. When you return the unit, you return the assignments requested (post-test, treatment plan, etc.) and receive CPD credit. The number of credits depends on the length and complexity of the unit.

Below is a description of each unit. If there is one you want to use, just write the CPD chair and it is

yours for three months. (By the way if you know of some similar materials you would like to see us order, please drop the chair a line with the details.) If there are a number of requests for the same unit, we will purchase additional copies of that unit.

Unit #1: Nonbiased Assessment-This module provides an overview of the considerations involved in nonbiased assessment, including basic conceptual, legal, sociocultural, and language considerations. The module is intended to facilitate the development of skills in the educational assessment process, especially in assessment of mildly retarded and emotionally disturbed (behavior disordered) students. The module includes pre and post tests and simulation exercises.

Unit #2: School Psychology in the Classroom-In this module the user is presented with a simulation case and asked to outline solutions. Then the user has a chance to refine that solution after reading theoretical papers and solutions from experts. At the end, the user is provided with information on the actual outcome of the cases. A total of five cases is presented in this style.

Unit #3: Stages of the Appraisal Process-This module provides a basic overview of the seven sequential stages of the assessment process. Each stage considers the needs of all parties who are involved: children, parents, and educators. The module contains subsections on developmental assessment, assessment of severely or multiply handicapped children, and assessment of preschoolers and infants. Because the module was prepared for use in workshops, the self-study user will need to adapt the materials. It is also possible that these materials may be useful in presenting a workshop to parents or school personnel.



KAPS TREASURER'S REPORT

October 19, 1985

Alan Kite

Current Account balance: \$2900.23

Convention income: \$3313.00

Convention expenses: \$2664.84

Profit: \$648.16

WHO SERVES THE SCHOOLS?

John MacDonald & James Herrell
Eastern Kentucky University

What types of psychological services do schools in Kentucky receive? Kentucky was one of 20 states in 1982 that authorized persons trained in fields other than school psychology to provide psychological services to the schools (Burke, Haworth, & Brantley, 1983). However, previous surveys of Kentucky service providers (DeMers, Cohen, & Fontana, 1981; Illback and Wright, 1982; Janus, 1983) have included only school psychologists in the sample, as have national surveys (e.g., Meacham & Peckham, 1978; Ramage, 1984; Smith, 1984). At least 132 school districts had no school psychologists on staff in 1983-84 (Guthrie, 1984). The services delivered by persons other than school psychologists may thus have an impact on the perceptions of and expectations for school psychologists among administrators and staff.

Service providers in the survey reported here included psychometrists and school, clinical, and counseling psychologists. Surveys were sent in March, 1984 to Department of Education certificands and Board of Psychology certificands and licensees in each specialty. Persons with more than one certification/license were coded as belonging to only one category according to the following priority: school - clinical - counseling - psychometry. Thus, a licensed psychologist declaring specialization in both school and clinical was counted in the school psychology group, but not clinical group. Providers whose residence was more than 30 miles from Kentucky were excluded. Not follow-up letters were sent; return rates were 32% among clinical psychologists (N = 20), 20% among counseling psychologists (N = 16), 33% among school psychologists (N = 48) and 44% among psychometrists (N = 36). Respondents who did not provide services to school districts in 1983-84 were excluded from further analysis, leaving 10 clinical, 11 counseling, and 43 school psychologists, and 34 psychometrists.

Both the counseling and school psychologists as a group held higher degrees than did the clinical psychologists or psychometrists, with 33% of the school and 82% of the counseling psychologists holding the doctorate, while 70% of the clinical psychologists and 52% of the psychometrists had less than a 60-hour Master's degree. The counseling

psychologists as a group also had the most experience serving the schools (median 11 years) than the other groups (6 years). The school psychologists and psychometrists were primarily serving schools full-time (40 and 35 hours per week respectively) and the clinical and counseling psychologists part-time (4 hours and 5 hours respectively).

Respondents were asked to estimate the amount of their service time which was devoted to each of 7 services: needs assessment, psychoeducational assessment, placement team participation, direct interventions, indirect services, supervision, and research. Only significant differences ($p < .01$) are reported here. Both school psychologists and psychometrists reported more frequent participation in placement team meetings (11.6% and 14.7% of service time) than did clinical and counseling psychologists combined (2.7%). School psychologists also reported more frequent provision of indirect services (17.0%) than did either clinical and counseling psychologists combined (6.0%) or psychometrists (6.5%).

Respondents were also asked to indicate if they had ever provided any of 34 specific services within the 7 major services mentioned earlier. Within assessment, school psychologists were more likely to administer adaptive behavior and speech assessments and to interview parents than were the clinical-counseling combined group, and together with the clinical-counseling group were more likely to administer personality or emotional assessments than were psychometrists. School psychologists were more likely to participate on all types of placement committees than were the clinical-counseling groups, but psychometrists were more likely to participate on gifted & talented placement committees. There were no differences among groups in the provision of direct interventions, except that school psychologists were more likely to conduct family interventions than were psychometrists. Within indirect interventions, both psychometrists and school psychologists were more likely to provide client-centered and consultee-centered consultation, program evaluation, and in-service education than the clinical-counseling group, while there were no group differences in organizational development, curricular development, supervision, or research.

There appear to be substantial differences in the types of services delivered by school psychologists and clinical and counseling psychologists. These differences may result from the part-time status of most

counseling-clinical psychologists; there may not be the time to develop services in addition to psychoeducational assessment, the service which the market demands. The differences may also result, however, from differences in education. The Board of Psychology does not require clinical and counseling psychologists to be trained in child development, special education law, consultation, parent interviews, needs assessment, placement team participation, or research, although these competencies are required by the Department of Education for school psychology certification.

Perhaps more surprising are the very few differences in the services offered by school psychologists and psychometrists. More than a third of psychometrists perform emotional/personality assessment, individual counseling, and consultation although they were not required to be trained in these areas for certification.

A more complete report of this survey is available from the first author at the Department of Psychology, 145 Cammack, Eastern Kentucky University, Richmond, Kentucky 40475-0937.

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Ruth Bewley

The effects of the reorganization have already been felt. Psychologists/psychometrists have attended faculty meetings introducing themselves and the services they provide. Concerted efforts have been made to attend initial SBARC meetings on a regular basis. This has opened the way for increased teacher and parent consultation. Additionally, the JCPS school psychology unit is continuing a mental health project in coordination with Seven Counties Services. The project operates as a team concept including local school teachers, special education resource teachers, counselors, school psychologists, and Seven Counties personnel. Each project team will define the needs in their school. School psychologists will serve each team by providing group or individual counseling, teacher consultation, parent training or individual parent consultation. Finally, the School Psychological Services Unit has also formed program committees to continue work on this and other JCPS projects.

tee last year. All scores are now attached at the end of the reports with the title of the test and brief description. Standard score comparisons by percentile rank are provided via a graphic representation depicting the child's range of functioning. The graph is attached to the end of the report and has proven invaluable in explaining test results. Local school personnel have given the score sheets and graphic representations high praise.

We would also like to welcome Dr. Bill Greenlee to our school psychological services staff. Bill was a teacher and school psychologist in Indianapolis before obtaining his doctorate at Ball State. After completion of his degree, Bill trained special education teachers at Auburn University and Western Kentucky University. He has served as a special education consultant for Owensboro Public Schools, Director of Special Education and Federal Programs in Davis County, and has been a hearing officer in Kentucky. He has only recently resigned from the state board of appeals which he has served on since 1977. Bill has already proven to be an invaluable resource to the staff in dealing with low functioning students and advising on state and federal special education law. Bill is married to a teacher of the blind and has a teenage daughter.

Spalding College has added new faculty as well. Tom Bergandi is the chairperson for the Professional Psychology Department. Bob Illback and Ronda Talley continue to serve on the faculty. A WHAS Crusade grant of \$3000 has been funded in order to provide additional materials for the department.

Terry South, school psychologist for New Albany, Indiana, is anticipating the possibility of a new school psychology position opening up within the early part of 1986. Terry is also hoping his district will be accepted as a beta test site for Curriculum Associates' Math Manager, a diagnostic computer software program. The program not only diagnoses math learner problems but provides multiple branching teaching options. If accepted as a test site, Terry will be able to offer the program to both regular and special education teachers.

Carolyn Weeks and Carolyn Brown, school psychologists in Clark County, Indiana, have received a grant to work with their local mental health center to do social skills training with the teachers of emotionally disturbed children. Their role as psychologists also includes individual counseling and some assessment.



NEWS FROM LEXINGTON AND UK

Garland Niquette

Fayette County Schools have initiated some changes in their psychological services delivery system. Bobbie Burcham and Denise Lawless are involved in a pilot project in which they function as a team in providing four schools with comprehensive psychological services. Lynn Rice is now serving the Central Kentucky Re-Ed program.

Jim O'Brien of the Human Development Program at the University of Kentucky is interested in forming an interest group to promote inservice training in assessment and consultation for children with low incidence handicaps. Interested persons may contact Jim at 210 Porter Building, UK, Lexington, KY 40506-0205.

In preparation for consideration for APA accreditation, the University of Kentucky school psychology program has completed its self-study and is progressing through University procedures requisite to a site visit. UK has also accepted its first joint EKU-UK doctoral candidate for the school psychology program. Bob Illback has been recently appointed to an adjunct assistant professor position at UK and is teaching an, "Introduction to School Psychology" class this fall.

In addition to being elected chairperson of the Kentucky Board of Psychology, Steve DeMers has completed the first of a three-phase project on gifted and talented children. The first phase has included an extensive literature review which focused upon creativity instruments. This review is available at cost from Steve (606-257-4804). The next two phases of the project include a review of the literature on the various program delivery models in gifted education in addition to an empirical investigation which will be conducted in Fayette County. Kaye Langer and Peggy Harrell are assisting with the project. Steven is also a member of team UK team involved in the implementation of the Adaptive Learning Environments Model (ALEM) in the Frankfort Independent Schools, grades 1 and 2. ALEM is a mainstreaming model which was originated at the University of Pittsburgh by Margaret Wang. KAPS members who are interested in learning more about the project may contact Steve or David Kinney, school psychometrist in the Frankfort Independent Schools.

Jim Batts, a soon-to-be-graduate of the UK doctoral program, has been named to the position of State Consultant for School Psychology and will begin the new job on October 1. Ruth Bewley, having passed her qualifying examinations this summer at UK, has returned to her full-time position with Jefferson County Schools. Congratulations to both Jim and Ruth on their accomplishments!