
the

KAPS REVIEW

A PUBLICATION OF THE

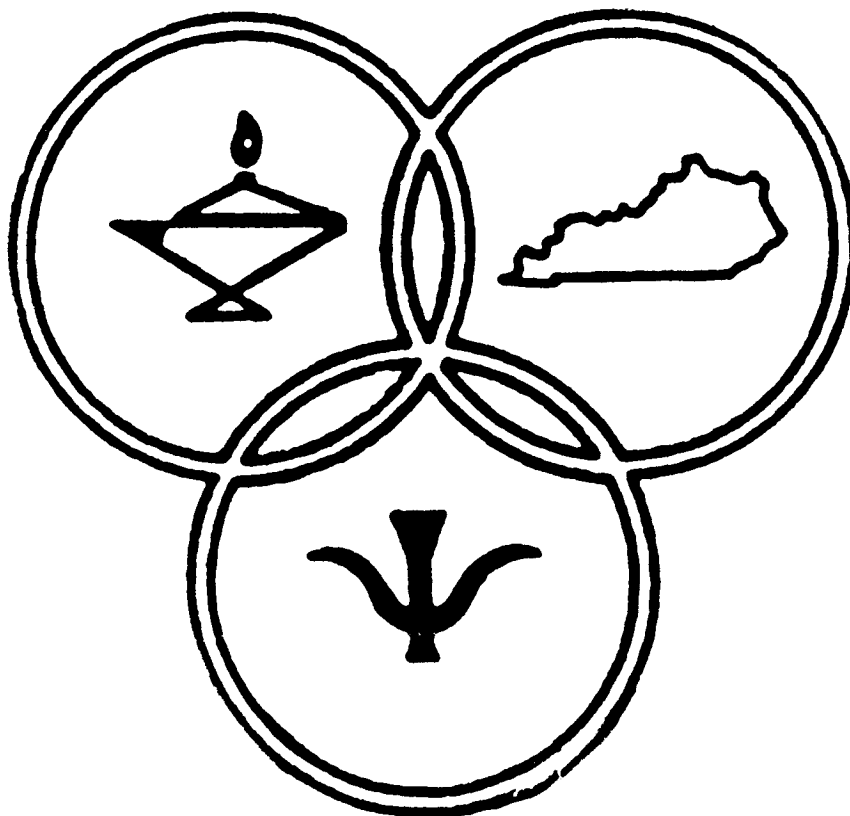
*KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE
SCHOOLS*

FOUNDED 1977

VOLUME 9

NUMBER 1

FALL 1988



EDITORS' NOTE JOYCE STEVENS and BETTY WHITE

The fall conference has come and gone and we are all well into what promises to be another great year for working with the youth of Kentucky.

The winter issue of the KAPS Review will focus on Pre-School Assessments. If you have expertise in this area, please consider submitting an article for the KAPS Review.

TABLE OF CONTENTS

President's Message	1
KAPS Convention 1988	
Comprehensive Personality Assessment	2
Luncheon Address -- Dr. Betty Steffy	3
Depression in Children and Adolescents	4
State Awards	6
Regional Awards	7
Photos	8
Regional News	11
Conferences	14

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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

SUBMISSION OF ARTICLES FOR THE KAPS REVIEW

<u>ISSUE</u>	<u>TOPIC</u>	<u>DUE DATE FOR ARTICLES</u>
Winter	Pre-School Assessment	January 20, 1989
Spring	Corporal Punishment	May 13, 1989

REPRINT PERMISSION

Permission to reproduce or use only uncopyrighted articles is granted to all state newsletter editors providing that original source and author are credited. Permission to reprint copyrighted articles must be obtained directly from the copyright holder.

PRESIDENT'S MESSAGE

JIM BATTIS

The Seventh Annual KAPS Convention in Lexington was highly successful according to evaluations and comments. I would like to take this opportunity to thank all the people who made it successful. A special expression of thanks and gratitude goes to Roland Niquette for putting the program together and for making all the arrangements. Her efforts were reflected in the remarkable workshops and activities starting with the pre-conference workshop and going through the Saturday afternoon Keeneland trip. The conference registered nearly 150 participants including over 130 for the banquet. The day long pre-conference workshop had 18 individuals in attendance. The 18 workshops and sessions had something of interest for everyone in attendance. Plans are already under way for the 1989 conference. Duane Miller and Karen Carey are program chairs for the 8th Annual Conference to be held in Owensboro October 5, 6, and 7. Special Congratulations go to our "Best Practices" award winners. The awards process was revised this year to recognize best rather than innovative practice. Also regional awards were instituted for the first time. The new arrangement recognizes more individuals and includes a greater number of the members in the selection. Cookie Cahill-Lower is to be commended on designing and implementing our new awards procedures. The number of KAPS members in KASA was down at the beginning of the year, however a number of members have joined recently. I would like to encourage you to join KASA. KASA is seeking our strong involvement in a number of important issues. At least one KAPS member is on each of the KASA standing committees. The mental health and educational concerns of KAPS are voiced louder and with strength and numbers of KASA.

The possibility of a special session of the General Assembly on education appears likely. I expect the views of school psychologists will be represented.

KAPS is planning a work session/EC meeting on January 20 and 21 at General Butler State Park. We plan to mix work with recreation and, if the weather cooperates, with skiing. Among other things, the agenda will include evaluating the progress at one year on the long range plans and putting the finishing touches on the operations and procedures manual. All members are encouraged to participate. Details will be sent out approximately two months prior to the date.

In closing, I would like to express my sincere gratitude to the various committee chairs, officers, and all the many members who have worked diligently on the conference and on our various other projects. I continue to be amazed by the dedication, enthusiasm, and work ethic demonstrated by our membership and especially our EC. My biggest challenge as president has been trying to keep up with you.

I want to invite everyone's participation in our state association. If you are interested in becoming more involved in KAPS, let me know. Every committee is active and could use your assistance. The chairpersons and their phone numbers are listed on the inside back cover. Share your ideas, volunteer for a committee, or represent KAPS to a local legislator. KAPS can make important contributions to Kentucky education with your help. I appreciate whatever support and involvement your resources and inclination will allow.

Have a good school year!



KAPS CONVENTION
OCTOBER 6-8, 1988
LEXINGTON, KENTUCKY

COMPREHENSIVE PERSONALITY ASSESSMENT

DR. HOWARD KNOFF

Reviewed by Eugene Kelly

This workshop could have easily been entitled "Best Practices in Personality Assessment for Psychologists in the Schools." It was a common sensical approach to assessment emphasizing hypotheses generating and problem solving processes designed to assess the referred youths ecological systems. The goal of these processes was to develop a conceptual framework for linking assessment to intervention.

Dr. Knoff began his presentation with a few personal anecdotes that served to get the workshop moving. These remarks centered around four assumptions. They were:

Intervention occurs every time you walk into a building or talk to a teacher in the hallway.

Not all emotional or behavioral problems require a comprehensive personality assessment or face to face testing with a child.

Often, we are better off consulting with referral sources rather than doing an individual assessment exclusively.

We need to analyze all personality assessment referrals within an ecological context to identify system-related variables that may be supporting or maintaining the referred behavior as well as to identify system resources/supports for our interventions.

According to Dr. Knoff, best practice in personality assessment of children and adolescents adheres to current trends in theory that emphasizes development and social learning. These theories provide for the interpretation of behavioral problem by using an integrative, interactive, systematic model that stresses the adaptiveness, logistics, and coping nature of child's behavior as he/she attempts to confront events that occur in his/her environment.

This holistic, multi-modal approach to assessment emphasizes data collection--records review; parent/teacher/child interviews; behavioral observations; and behavioral ratings. Depending on the nature of the presenting problem, assessment may or may not include a cognitive assessment.

The process of problem clarification, hypotheses generation, and hypotheses verification was described as a flexible process which required evaluation to ensure that the hypotheses were based on real problem and not assumptions.

Rating scales were mentioned as being one method of gathering appropriate data for hypothesis generation. Rating scales were selected based on their usefulness for assessing school based problems/clinical problems/home related problems. Edelbrock in the 1983 (Summer) edition of the School Psychology Review was cited as a source of

criteria to consider when selecting rating scales.

Projective tests were described as being a means of generating hypotheses to explain behavior when other methods had failed. This process involved the systematic development of relevant, predictable, and testable hypotheses; predictions were based on the generated hypotheses and focused on outcomes; predictions were evaluated using multi-method/multi-trait analyses. Accepted hypotheses were used to develop appropriate intervention plans.

In the course of the workshop, Dr. Knoff spoke of the mental health crisis currently

confronting the nation; specifically, the mental health needs of children in poverty. This crisis was tied directly to the lack of primary prevention efforts in the country.

Finally, a few words of wisdom taken out of the context of the workshop:

1. Placement is not the intervention.
2. Intervention is based on a probability model.

3. The primary goal of assessment is to lead to effective intervention.

4. Intervention for emotionally disturbed youths should occur in the least restrictive environment, the regular classroom.

LUNCHEON ADDRESS -- DR. BETTY STEFFY

DEBBIE GRUBBS

Dr. Betty Steffy opened her address by asking the question, "Where are we and where are we going in public education in Kentucky?" She presented her answer in the following formula: $KE=e^3$.

The first "e" needed for the winning formula in Kentucky education is high expectations. Dr. Steffy was emphatic that educators in Kentucky need to believe in themselves as problem-solvers, eliminate defeatism, invest in competence, honor achievement and involve the parents.

The second "e" in the winning formula is equity. Equity in financing does not mean treating everyone the same. Dr. Steffy remarked that there is nothing so unequal as

to treat unequals equally. She suggested replacing financing formulas that are equal with equitability.

The third "e" in Dr. Steffy's winning formula is excellence. Stating that we are only as good as every child in our state, she suggested the following keys to excellence: the development of tangible plans as targets, connecting funding to curriculum with programmatic budgeting, modeling best practices, becoming intolerant of mediocrity and rejecting failure as acceptable.

KAPS CONVENTION

October 5, 6, & 7, 1989

Executive Inn

Owensboro, Kentucky



**PARTICIPATE IN
YOUR
PROFESSIONAL
ORGANIZATION**

DEPRESSION IN CHILDREN AND ADOLESCENTS

DR. WILLIAM PFOHL

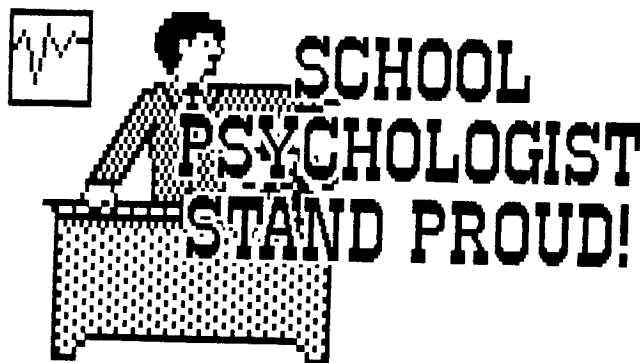
Reviewed by Marty Kent

William Pfohl, private practitioner and associate professor at Western Kentucky University, presented a two hour workshop on depression in children and adolescents at the KAPS convention on Saturday October 8, 1988. Dr. Pfohl began by pointing out that until the 1960's it was not believed possible for children to experience depression. Now it is apparent that depression is one of the few disorders that we are at risk for throughout our whole lifespan. Some significant statistics include: 5% of the adult population is chronically depressed, 50% of the total population will suffer an episode of clinically significant depression once in their lives, 15% of adult onset of depression leads to a suicide attempt, 10% of suicide attempters succeed in killing themselves within ten years, the incidence of depression for children (12 years and under) is 1% in both males and females, the incidence of depression in adolescents is 2% for males and 4% for females, and the incidence rate for females over the entire life-span is twice that of males.

Most practitioners and researchers feel that depression in children is best characterized as a cluster of symptoms rather than a syndrome, except in cases where there is a family history of depression. Symptoms that are commonly observed include: depressed mood (anhedonia), increase or decrease in appetite, sleep disturbances, agitation or retardation (withdrawal), guilt, lowered self-esteem, morbid pre-occupation with death, excessive fatigue, poor concentration, poor problem-solving, and functional impairment caused by these problems. Symptoms that are considered unique to children and adolescents include: depressed appearance (looks sad), irritability, apathy, suicidal ideation, somatic complaints, and school problems. Dr. Pfohl pointed out that depression in children often mimics or occurs in conjunction with attention deficit disorder (ADD) or conduct disorder. Adolescents tend to show a very adult like clinical pattern. Children show irritability and grumpiness and may not present symptoms that closely match the adult clinical syndrome.

Questions for practitioners to ask themselves when assessing and diagnosing depression include the following. Does the problem interfere with daily functioning (academic performance, behavior in school, peer relationships, family relationships, leisure time activities)? Does the clinical picture match the clinical syndrome (it may not in children)? Are causal factors such as a familial pattern of depression or alcohol/drug abuse in the family present? What are the forces maintaining the disorder (chronic school failure, divorce, retention, alcoholic parent, etc.)? What forces within the family or school setting might serve to maintain normal development? What strengths does the child have that will help offset the disorder? Is intervention necessary (if nothing is done what will happen)? What types of interventions are appropriate?

Treatment approaches vary but the use of medication in conjunction with therapy is becoming increasingly more common. Major depression with onset during childhood will respond positively to therapy 90% of the time if therapy is at least 24 months in duration. A 92% recovery rate is noted when therapy is at least 36 months in duration. However, 72% will suffer a relapse after 2 years. Adolescent onset of depression has a recovery rate of 80% after one year of treatment, 81% after 2 years of treatment and 86% after 3 years of treatment. The relapse rate for this group is 45%. In addition 20% of these will go on to develop bipolar disorders.



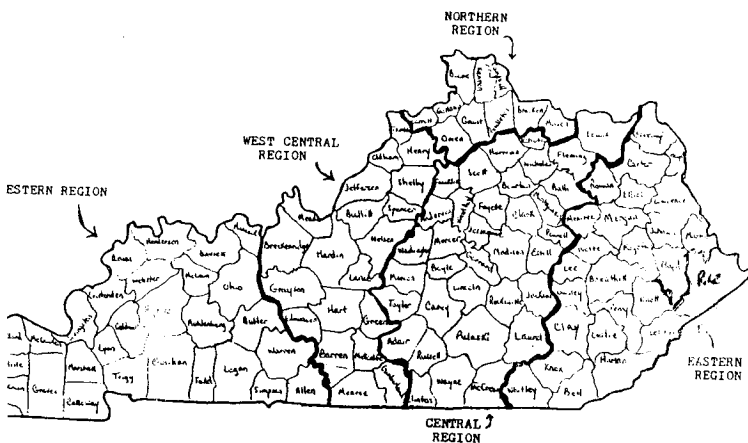
CERTIFICATES OF RECOGNITION

The following were presented Certificates of Recognition for submitting projects for consideration for state and regional awards:

Louise Adams
Bobbie Burcham
Karen Collier
Robert J. Iilback
Jefferson County School Psychological Services Program
Eugene Kelly
Marty Kent
Lynn McCoy-Simandle
Garland Niquette
Harry R. Robe
Claudia B. Schindler

GARLAND NIQUETTE, Program Chair
KAPS Convention
1988

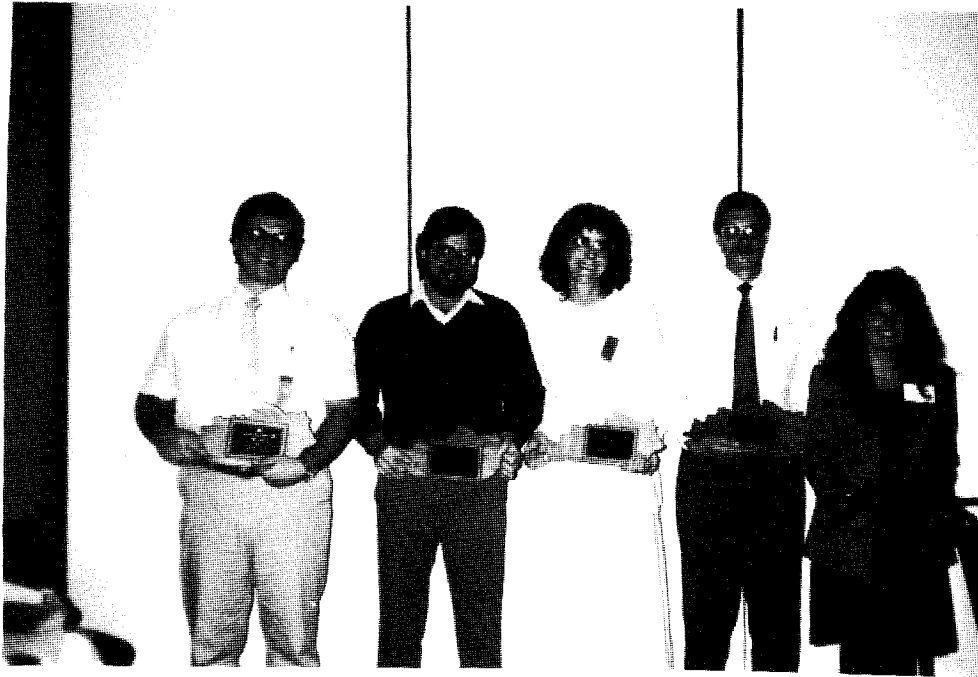
KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS
Regions



Congratulations!

STATE

AWARDS



CONSULTATION -- MICHAEL KIETA

Michael helped develop a preferral intervention program for the Ohio County Schools called Effective Teaching for Low Achievers (ETLA). ETLA uses a problem solving model in identifying student problems, setting goals, developing appropriate interventions, and monitoring progress. The program was initially funded by a \$42,000 grant from the Kentucky Department of Education which enabled the school district to hire a full-time teacher consultant and train regular education teachers in the model. In May 1988, the Board of Education agreed to continue the teacher consultant position and provided funds for training more teachers in the ETLA model.

PSYCHOLOGICAL COUNSELING -- BRUCE WESS

In response to the suicide of a student at a local high school, approximately one dozen students who were considered high risk for suicide themselves were identified (via self-selection or nomination by peers). As the psychologist assigned to the school, Bruce conducted weekly individual and group counseling sessions with these students throughout the course of the school year. The focus of the groups was mutual support and problem solving while individual sessions dealt with imparting a sense

of power and hope, assuming responsibility for one self, and developing and mobilizing coping strategies. The students were able to stabilize emotionally and generally take a positive direction in their lives. These counseling efforts led to a heightened awareness of and receptivity to mental health need on the part of the faculty and administration which in turn allowed for the expansion of psychological and counseling services at the school.

ASSESSMENT -- KAREN CAREY

Karen received the best practices award in assessment for the development and implementation of a model for preschool assessment and intervention. The model is based on an ecological problem solving process which allows one to identify target behaviors through the use of non-traditional assessment techniques in order to plan interventions. A framework for intervention decisions helps guide practitioners in determining locus of intervention. The members of the Kenton County Preschool Project are currently implementing the model with demonstrated success.

PROGRAM EVALUATION & RESEARCH -- MICHAEL CARI

ORGANIZATION DEVELOPMENT -- JUDI HUGHES

Congratulations!

REGIONAL AWARDS



WESTERN -- MICHAEL KIETA

See State Awards

WEST CENTRAL -- SHARON KIETA

Sharon received the West Central Regional Award for the implementation of a district wide pre-referral intervention process. The program evaluation indicated that the pre-referral process was an effective means of meeting the needs of teachers and students in Breckinridge County.

CENTRAL -- PEGGY HARRELL

Peggy received the Central Region Award for the implementation of a comprehensive Student Services Model which allows for a broad range of recipients of school psychological services. Services currently being delivered include the following: teacher and parent consultation, administrative consultation, pre-referral intervention and screening using curriculum-based assessment, crisis intervention, assessment, parent-training, counseling (especially mental health teaming), parent and teacher in-servicing, and program development/evaluation. Peggy has been involved in the development of school policies and curriculum while continuing to provide traditional direct services to students.

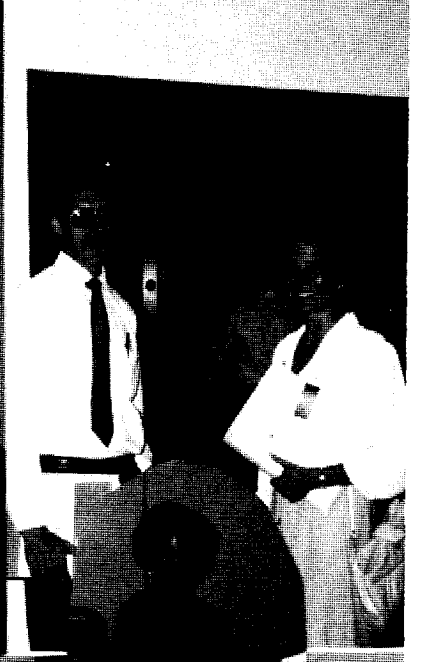
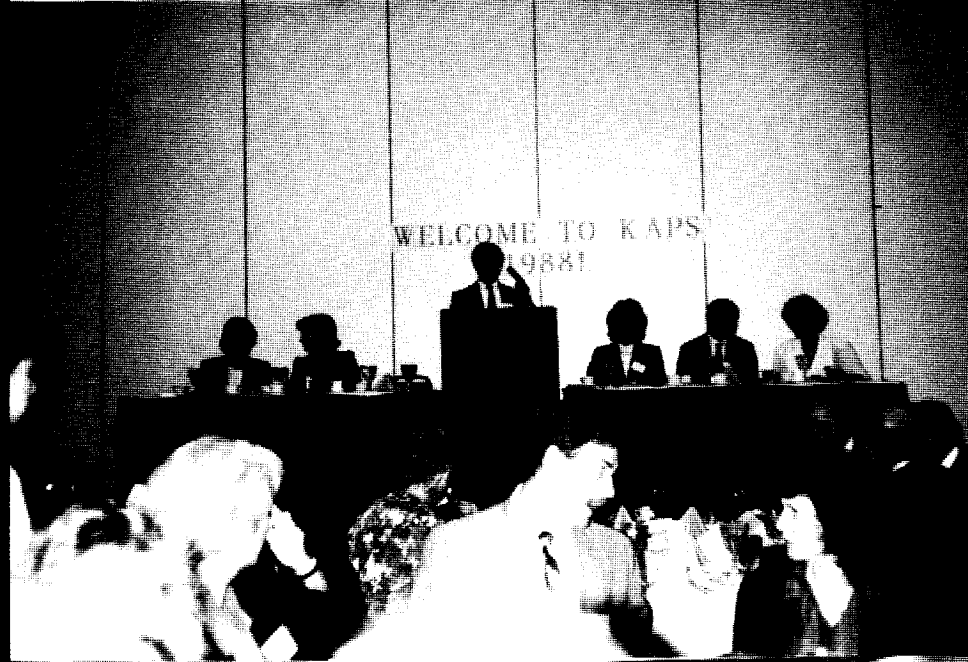
NORTHERN -- WILLIAM KNAUF

EASTERN -- THERESA MILTON

NORTHERN -- WILLIAM KNAUF

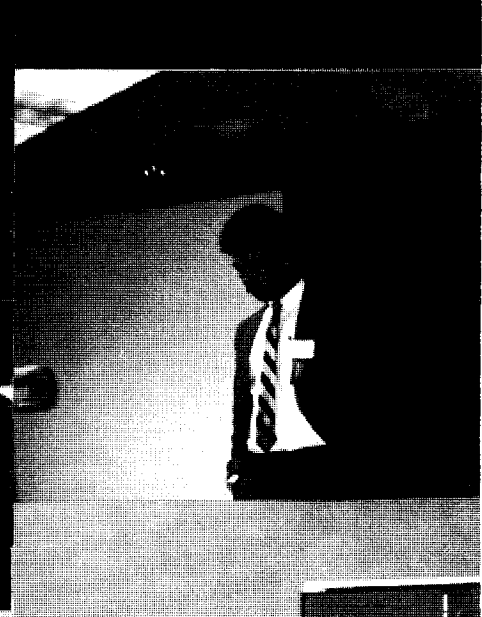
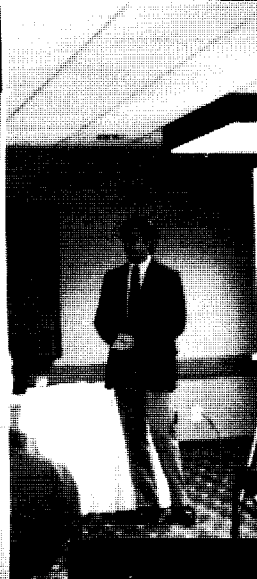
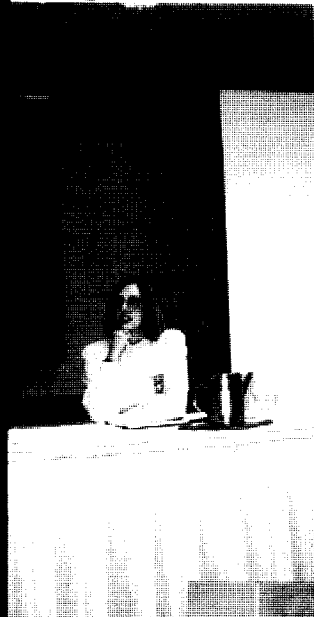
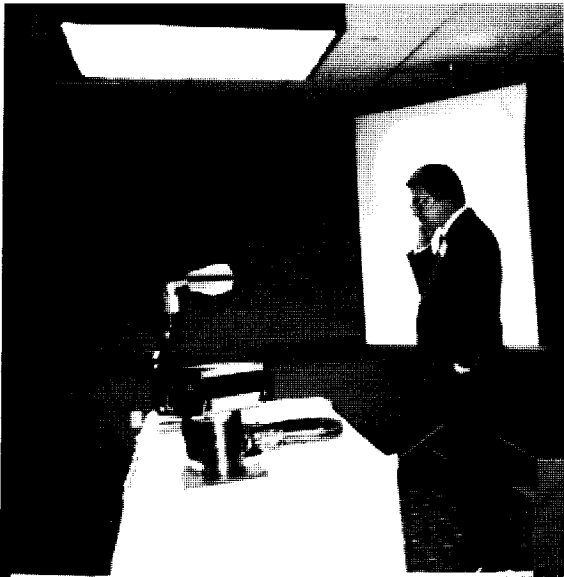
Bill received the Northern Kentucky Regional Award for his leadership role in establishing an innovative service delivery model emphasizing best professional practices. As the first school psychologist in the Kenton County Schools, he directed the planning and implementation of consultation-based psychological services. Within this framework, school psychological services became available to all students and staff were provided the opportunity to specialize in areas such as counseling or preschool consultation. Overtime, additional features of the Kenton County service model have included the establishment of prereferral procedures and the utilization of curriculum-based assessment in special education decision making. The Kenton County model has been widely disseminated in the state and has greatly influenced the growth and development of school psychological services in the northern region.

K
A
P
S





C
O
N
V
E
N
T
I
O
N





Debbie Grubb

Members of the Eastern Kentucky Region KAPS met on Friday afternoon at the recent KAPS conference. The members who were present expressed a desire to set up a regional meeting in the near future to provide opportunity for everyone to get better acquainted. It was also noted that there is a need for increased public awareness of the full range of psychological services available to school systems who hire school psychologists as opposed to contracting for limited testing services.

NORTHERN

Bruce Wess

Welcome back, my friends, to this circumsolocutious column where time is measured in three yearly installments. The bleak winter of despair and springing of hope eternal, the frantic coupling of strangers and the sitant leavetaking of friends, and the vantages of fiber and leafy vegetables at all be duly chronicled for present and future generations. Ah, heavy is the burden on the scribe. But fear not, little ones, for the power of the pen/word processor is abashed even though our lot be one of weeping and gnashing of teeth. Verily, the school year hath begun anew.

In a lighter vein, I am pleased to report that the halcyon days of the summer just did see one helluva send-off for Bill Auf (who will make a cameo appearance later in this column disguised as a KAPS confederate). Woodstock III happened complete with sumptuous fare, water volleyball, and chief troubadour John Murphy leading the crowd singly and in groups through a delectable repast of tunes. Highlights included the back-by-popular-demand G-I-O-R-I-A reprise by Bob Kruger cum soul chorus, my own

version of John Prine's "Illegal Smal" suitably altered for the occasion, and the inimitable "Red Neck Mother" and "London Home-sick Blues" by vocalist extraordinaire Dave Flower. And who could forget yours truly and Karen Carey's a cappella version of "The Chair" - magnificent icing on the party cake. As always, an otherwise lugubrious occasion was rendered palatable by all involved.

In the "New Faces" department, I would like to extend the proverbial Northern Kentucky welcome mat to three who have joined our ranks. Beth Silverstein has joined the psychological troops in Covington. In Boone County, Bill Hay has planted psychological roots while he also works on his doctorate at U.K. A recent graduate of the EKU program and currently known cryptically as "Michelle" is rumored to be considering joining the Kenton County staff, continuing the "revolving door" policy of longstanding duration. Embarrassing details as to the past and present behaviors of the aforementioned were lacking at press time but I promise to resume my usual unscrupulous reporting of foibles and follies in the next issue.

Of continuing professional interest to those interested in continuing professional development are the monthly meetings of the esteemed cadre of Northern Kentucky school psychologists. Our September meeting featured the "Pride of Kenton County", Mike Carr and his entertaining sidekick Michael Laughlin, presenting an enlightening session on The Instructional Environment Scale. Well done, guys! Our October meeting (as we make our inexorable way toward the annual Christmas Party) will feature the innovative residential and home-based programs of a local children's home. As regional representative, I hope to continue the initial high rate of participation in these meetings by publicly deriding in any forum available those who don't show.

Once again the KAPS Convention is history except for the foggy recollections of hotel rooms and cold beverages. Of course, recognition should be accorded all those

Northerners deserving it: Karen Carey for both presenting a paper at the convention and receiving a "Best Practices" award; Bill Knauf (Northerner Emeritus), Judi Hughes (Northerner Abdicatus), Mike Carr, and Bruce Wess for also being recipients of "Best Practices" awards (lest your imaginations concoct far fetched yet seemingly fitting areas of achievement for these folks, descriptions of the awarded efforts are detailed elsewhere in this newsletter); Katie Hamilton for serving ably as Treasurer under arduous circumstances; and Bob Kruger for trying to impress on Mr. W's rowdy class the seriousness of the task before them. A big Bronx cheer for Principal Bob!

One note of reprimand must be sounded for the reprobate who was seen trying to pawn his/her KAPS "Best Practices" award for a \$2 show ticket on "Fulbright Scholar" in the seventh race at Keeneland. And now to test your powers of observation - did you spot Bill Knauf making his cameo appearance disguised as a KAPS conventioneer???

Til next time - bah y'all.

WESTERN

Lynne Croxton

In August, needs surveys were mailed to Western Region members. Of the 19 mailed, 10 were returned. All respondents indicated an interest in participating in regional meetings. The general concensus was that two or three regional meetings be held a year, on weekdays, and these meetings focus on training with the opportunity for socializing. Thanks to all those who completed and returned their surveys.

Our numbers in the Western Region are growing. Six names have been added to our mailing list and hopefully all will become KAPS members. If you have not renewed your membership, please do so soon.

Our first Regional Workshop was held on September 30. Mike Kieta and Vicki Parks of Ohio County provided training in Curriculum Based Assessment (CBA), peer tutoring, and means of graphing student progress. Thanks to Mike and Vicki for their help and thanks to the 13 participants.

STUDENT

Debra Harris

Student members of KAPS met together for the first time during the KAPS Sevent Annual Fall Convention. Eight members representing the three university school psychology programs in Kentucky were present. Those in attendance were as follows:

Angie Chandler, Susan McGurk, Dawn McQueen, and Krister Harnack represent Eastern Kentucky University;

Tom Russell represented the University of Kentucky;

Skip Cleavinger, Cathy Frey, and Debra Harris represented Western Kentucky University.

Various issues and concerns of the students were discussed as part of an information needs assessment. The members expressed great interest in making plans for future meetings at state conferences and at the 21st Annual NASP Convention in Boston.

A contact person was designated for each of the three attending universities. These persons will act as liaisons between their school's student members and the KAPS student representative. In addition, the contact persons can help in organizing future meetings.

On a personal note, I am very excited about the enthusiasm and concern expressed by the Association's student members. I would also like to thank all those who attended and took part in the meeting.



EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM UPDATE

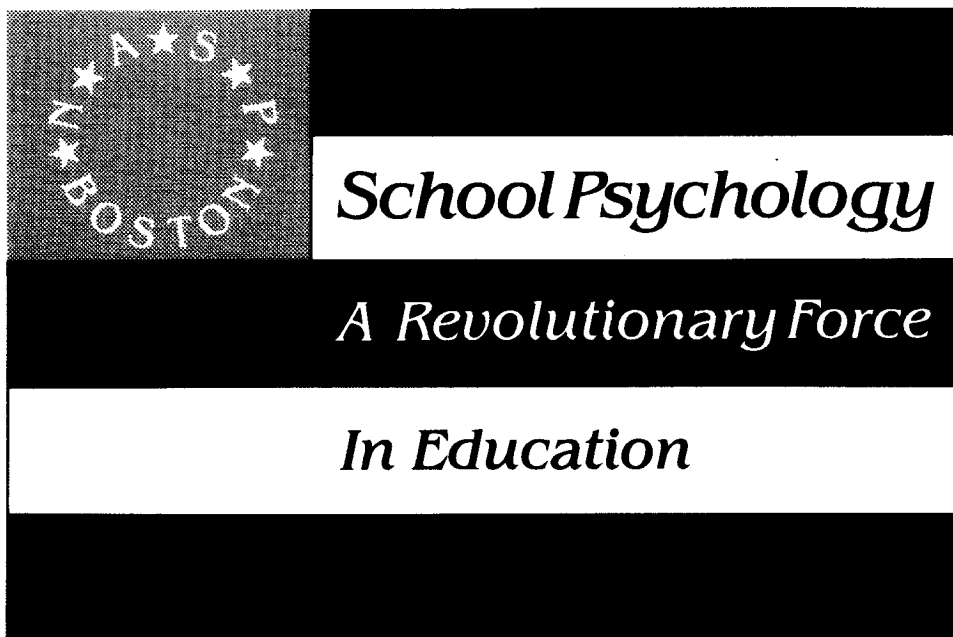
Twenty-nine (29) of the thirty-five (35) positions have been filled. A training and orientation session was held in early August with Charles Maher presenting on program evaluation and giving feedback on last year's evaluation. The next training session is scheduled for December 9, 1988. Walt Pryzwansky will be addressing national and statewide professional issues facing school psychologists.



NEWSLETTER APPRECIATION CERTIFICATES

Special, special THANKS to the following individuals who contributed feature articles, photographs, and/or regional news to the KAPS Review during the 1987-88 school year!

Jim Batts
Lois Beimrohr
Ruth Bewley
Doris Campbell
Gail Cannon
Mary Beth Irvine
Michael Kieta
Kaye Langer
Anne F. McCall
Patricia McGinty
Lynn McCoy-Simandle
Garland Niquette
Jeanne Scarton
Claudia Schindler
Bruce Wess



March 28 – April 1, 1989 ★ Sheraton Boston Hotel & Towers

NASP 21st ANNUAL CONVENTION

Culture, unique and varied attractions, fine dining, and world-class ambiance are only some of the many features that contribute to Boston's enormous popularity as a convention destination. Boston is home to such historic landmarks as the Freedom Trail, Faneuil Hall, and U.S.S. Constitution; Boston is a fabulous gateway city to the beaches of Cape Cod, mountains of New Hampshire, and beautiful Berkshires of Western Massachusetts; and the Sheraton Boston Hotel and Towers, site of this year's convention, is conveniently located in the heart of it all. Attend NASP's 21st Annual Convention and take advantage of all that Boston has to offer!

CONVENTION HIGHLIGHTS

One of the most important purposes of the NASP Convention is continuing professional development and the 1989 convention offers one of the best ways to learn and grow as a school psychologist. Highlights of the 1989 convention include:

PRE-CONVENTION WORKSHOPS. NASP's highly rated pre-convention workshops will again be featured. Additionally, the 1989 Convention will feature a two-day Advanced Professional Training (APT) Workshop open to all members.

POSTER SESSIONS. Poster sessions are a dramatic and graphic method of presenting data and interacting professionally with an audience having mutual interests.

MINI-SKILL WORKSHOPS. Mini-skill workshops enable presenters to focus on the teaching and development of a specific skill.

EXHIBITS. The exhibit program will afford the opportunity to view the latest products, publications, and technologies available to the profession.

SOCIAL ACTIVITIES. By popular demand, the All Association Party will again be held, as will an expanded optional tour program to guide you in your exploration of Boston and its environs.

TENTATIVE SCHEDULE

Tuesday, March 28, APT Workshop; Wednesday, March 29, APT and Pre-convention Workshops; Thursday, March 30–Saturday, April 1, Convention; Friday, March 31–Sunday, April 2, Executive Board/Delegate Assembly.

So, mark the convention dates on your calendar today, and come to Boston for what promises to be an historic event! Watch the Communiqué for future updates.

INDEPENDENT PRACTICE WORKSHOPS

The NASP Independent Task Force plans offer a series of weekend workshops designed to provide would-be practitioners with information essential to the development and maintenance of an independent practice in School Psychology. Fiscal management of a small business, low risk entrepreneurial strategies, and many of the clinical issues associated with the development of an independent practice will be analyzed in detail.

The workshops are intended to address concerns of experienced school psychologists who are considering starting an independent practice on a full or part-time basis, as well as those of school psychologists who are currently operating a small practice and wish to expand their services.

Workshops will be offered on a "pro bono" basis. Fees charged will be limited to expenses associated with travel, meals, and lodging except where a state association wishes to sponsor a workshop as a means of revenue raising. In such instances, income in excess of costs may be shared on a proportionate basis.

Current plans call for a two hour session on Friday evening with a full day's program on Saturday. Topics will include:

Getting Started - Legal and Financial Steps
Partnerships, Corporations and Proprietorships
Developing a financial plan
Establishing fee schedules and billing procedures
Office practices - client record keeping
Traditional, consultative, and contractual models
Fixed, variable, and capital expenses

Interested individuals or organizations may contact: Steven L. Rosenberg, Ph.D., (Chair, Independent Practice Task Force), PSI, 2245 Enterprise Parkway, Suite 8B, Twinsburg, Ohio 44087-0468, for additional information.

ASSOCIATION FOR HUMANISTIC EDUCATION CONFERENCE

April 27, 28, 29, 1989
 The Radisson Hotel
 Denver, Colorado

Theme: Love and Learning: The Development of Human Potential

	<u>Members</u>	<u>Non-Members</u>
Advanced Registration (before 11/1)	\$50	\$60
Pre-Registration (between 11/1 and 3/1)	\$60	\$70
On-Site Registration (after March 1)	\$70	\$80

Make checks payable to: AHE Conference '89

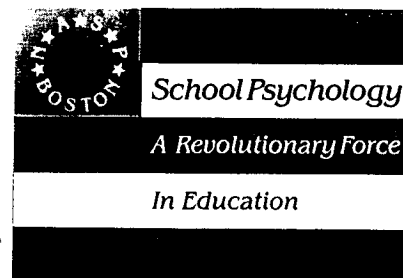
Send checks to:
 Gary F. Render, Conference Coordinator
 P.O. Box 3374, University Station
 College of Education
 University of Wyoming
 Laramie, WY 82071

or call (307) 766-6325 for more information about the AHE 14th annual conference.



HOW TO GET EC MINUTES

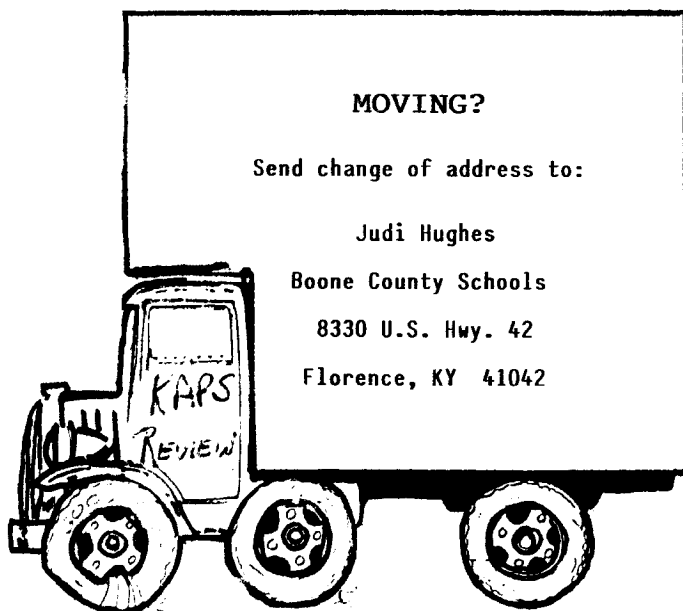
Minutes of the Executive Council will no longer be published in the KAPS Review since they are not approved and available for publication until the next EC meeting and therefore are not timely. Most of the information discussed will be printed in other articles by officers or committees. Anyone wishing to receive a copy of the minutes is invited to send the request to our secretary, Lois Beimrohr, P.O. Box 311, Jeffersonville, IN 47131-0311.



March 28 — April 1, 1989 ★ Sheraton Boston Hotel & Towers

HISTORY ITEMS SOUGHT FOR DISPLAY

If you have items of historical interest to either NASP or school psychology generally, that you are willing to bring to the 1989 NASP Convention in Boston (March 28 — April 1, 1989) please contact me immediately. A secured room will be available for the display of selected items during the convention to commemorate NASP's 20th Anniversary. Items may include texts, newsletters, association documents, photos, slide audio and videotapes, old test instrument handbooks and manuals, etc. Contact: Tom Fagan, Psychology Dept., MSU, Memphis, 38152. (901) 678-4676.



Please send me a KAPS membership application

NAME _____

ADDRESS _____

Mail to: Judi Hughes
Boone County Schools
8330 U.S. Hwy. 42
Florence, KY 41042