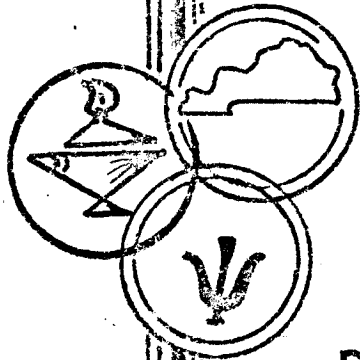


THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS

VOLUME 3, NUMBER 3

FALL/WINTER 1982

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PRESIDENT'S MESSAGE

by
Joseph Zins

In the last newsletter I reported the results of the survey on characteristics of NAPS members. In that article we found that 35% of the members who responded were conducting over 150 evaluations per year (with 17% over 200!). Furthermore, nearly half (47.4%) stated that they attended less than 25% of the IEP meetings of children with whom they had worked.

These items are of serious concern to me. School psychologists have a great deal of expertise to offer in terms of intervention skills which would be useful in the development of IEPs. Yet, if we are spending most of our time testing, we obviously cannot be developing effective interventions and instituting behavioral change.

I believe that these results indicate that our skills are being significantly underutilized by our consumers. (Furthermore, some of us may not be actively attempting to offer additional services as it may seem much easier to merely test children. While I will acknowledge that the extremely high ratio of psychologists to students in many districts is a factor in the underutilization of our skills, (over 40% had a ratio of 1:3000 or more), I still think that we must become more active in trying to change this sad state of affairs.

What can we do to facilitate the more effective use of our services? There are several actions that may be helpful. Continuing professional development activities in KAPS might focus on the development of consultation skills to insure that we have the necessary knowledge and experience in this area. Despite the lack of emphasis on this skill in the certification curriculum standards (only three hours required) and in most university training programs (most offer only one course with no practicum), consultation is a complex and difficult skill to master. Yet, most of us have had minimal training in the area and no supervised practice.

Our organization also can promote and disseminate examples of school psychology programs which emphasize more than merely the psychometric role. For example, an article in a recent issue of the NAPS Communique highlighted the Kenton County Schools for their program in which the school psychologists have actively promoted the development of comprehensive school psychological services. I have recently spoken to Cookie Cahill about the possibility of having the theme of our 1983 KAPS Convention be, "Best Practices in School Psychology." Members from throughout the state have many exemplary practices which they could share in an open forum. We have much to learn from our colleagues.

It also is crucial that we work toward reducing the school psychologist/pupil ratio. There is a drastic shortage of school psychologists in the state and we must actively work toward the hiring of additional persons. School psychologists should be required in every district by state regulation. Many other states have such requirements and we must strive to enact them as well.

Our public relations efforts must also promote the value of school psychologists and the fact that we can provide many different types of services. Furthermore, as I have repeatedly stressed in the past, we need to be accountable for the services we provide. If we do not demonstrate our effectiveness, it is difficult to expect others to pay for our services. It is my opinion that KAPS should strongly urge its members to voluntarily participate in a state-wide accountability project that would enable us to gather data that would support our effectiveness. Unless we begin to work in these areas, it is likely that the continued over-emphasis on the psychometric role will continue with us for a long time.

NASP ACCOUNTABILITY AWARD

by
Bill Pfohl

Recently, Mary George and myself were selected as award winners for the NASP accountability project. We are in need of school psychologists who could field test for us. We would like you to try it for 5-6 weeks in the field and fill out an evaluation form on it at the end.

Please send your name, address, and phone number or call:

Bill Pfohl
Department of Psychology
Western Kentucky University
Bowling Green, Kentucky 42101
Work: 502-745-2695
Home: 502-782-9319

EDITOR'S COMMENTS

by
Bill Knauf

I wish to thank the many contributors to this issue of the KAPS Review. My plea to the membership for increased submission of newsletter information apparently did not fall on deaf ears. A special thanks to the good folks at EKU who handled the mailing of the Fall issue, and to John Maurelli for his continued management of the printing and reproduction process.

This issue seems to reflect the continued excitement many KAPS members feel over the success of the first annual KAPS Convention. As a former KAPS Membership Committee Chairperson I was especially encouraged to find out that over 80 persons had renewed their membership after the first month of the new renewal period (September 1982 through August 1983). I vividly recall the struggles of the past years to keep our membership ranks up and I believe the Convention was a very significant factor in the early surge of membership renewals. I have no doubt that the future of school psychology in Kentucky depends on the strength and commitment KAPS can demonstrate as a professional organization.

A final comment. In this issue Joe Zins discusses the need for school psychologists to continue to pursue a service role in the schools that goes beyond conducting individual child studies. The school psychological services staff of the Kenton County Schools has been actively pursuing this goal. For the last three years the staff has been organizing service delivery procedures, including qualitative and quantitative accountability procedures, to establish a broad base service model. The regional news report from the Jefferson County Schools indicates that the psychologist/psychometrist staff of that district is also establishing service evaluation and accountability procedures. I strongly encourage the school psychology staffs of other public school districts to consider this approach as a means to diversifying service delivery. Field testing the NASP accountability project for Bill Pfohl would be an excellent opportunity to approach setting-up a service evaluation model.

TREASURER'S REPORT

by

Bruce Wess

I am pleased to report that, in addition to being a tremendous success in terms of increasing the reputation and visibility of our organization, furthering the professional knowledge of KAPS members, and providing a darn good time, the first annual KAPS Convention actually resulted in a (small) profit. A breakdown of expenses involved in the convention shows that money spent on the workshops, keynote address, and Saturday workshop by Jim Ysseldyke was \$1,011.99 (including travel expenses, accommodations, honorariums, etc.). Expenses for use of the facility and services at Eastern Kentucky University (banquet, rental of Mule Barn, etc.) was \$751.46. Miscellaneous charges (including publicity and printing costs, awards, etc.) came to \$98.67. Total convention expenses amounted to \$1,862.12. Income provided through registration fees netted \$1,894, yielding a profit of \$31.88. Congratulations are in order to all those who planned and participated in this successful venture.

To update you further on the state of the treasury, the balance as of 8-31-82 was \$992.31. Income between 9-1 and 10-15-82 totaled \$3,089.00, with \$1,894.00 coming from convention income and \$1,195 from membership dues. Expenses since 9-1-82 include \$92.31 for officers and members of the executive committee, other expenses including newsletter cost, workshop expenses, etc. totaled \$57.95 and adding in the aforementioned convention expenses of \$1,862.12 yields the total expenses for the period of, \$2,012.38. The current balance of the treasury is \$2,048.93.

MINUTES OF THE OCTOBER 1, 1982 GENERAL BUSINESS MEETING

by

Bobbie Burcham

A KAPS general business meeting was held on October 1, 1982 at the Carl Perkins Building on Eastern Kentucky University's Campus. This meeting was a part of the activities during the first annual convention. The meeting was called to order by President Joe Zins at 4:30 P.M. Thirty nine persons were present.

The meeting was opened by the minutes of the February, 1982 meeting being read and approved. Minutes of the June, 1982 Executive meeting were made available, however they were not read since their primary content was committee reports which were shared by committee chairs during this session.

An evaluation form was distributed to everyone present in order to obtain feedback on the convention. President Joe Zins summarized the reactions of those he had talked with regarding the convention. In short, it seems to have been overwhelmingly successful. Joe thanked workshop presentors and all those who had worked so diligently to make the first convention such a huge success. The convention has been the culmination of a thus far exciting year for KAPS.

Bruce Wess, Treasurer, reported a balance of \$1466.04 excluding convention expenses or income.

Committee reports were then presented including Peggy Harrell, Ethics Committee; Bob Illback, Legislative Committee; Pat McGinty, Liaison and Public Relations; Bruce Wess, Membership; Bill Knauf, Newsletter; Cookie Cahill, Program; Phil Pfohl, Professional Development; Pat Guthrie, State Department; Beth Doll, Adhoc Committee on Futurism; Joe Zins, NASP Delegate; and Steve DeMeres, Liaison to KPA. (Summaries of each committee's report are recorded, however to avoid redundancy refer to appropriate section of this newsletter for information).

by

Bruce Weiss

Other business included Steve DeMers suggesting that Lexington now has the facilities to accommodate a national convention. Joe Zins, a NASP delegate, will make the suggestion that Lexington be considered as a NASP convention site.

Available jobs in Kentucky were announced: Joe mentioned a position in Hazard, Kentucky and Bill Pfohl noted that there was a position open in Murray, Kentucky for anyone interested.

Joe announced details regarding the remainder of the convention. Maps to the Mule Barn were made available to those interested in attending the social after the evening banquet. NASP agreed to purchase some refreshments for the social, however, it was suggested that persons may want to bring additional snacks, drinks, etc. to the Mule Barn this evening. Evaluation forms were collected.

The meeting was adjourned at 5:35 P.M.

Membership totals for the 1982 membership year in which KAPS pioneered the nine month year was 63 paid members as of 8-31-82. However, since 9-1-82 KAPS seemed to have experienced an explosion in its ranks. One and a half months into the current membership year we now have 94 members as of 10-15-82. Other activities of the membership committee chair include a mailing to all former members encouraging them to rejoin the ranks of KAPS, and a letter to all persons currently certified as school psychologists by the State Department of Education who are not presently KAPS members, encouraging them to join also. An updated mailing list of all current members has been compiled and provided to officers and other appropriate persons. This will form the nucleus of the KAPS membership directory which is forthcoming. If any member knows of anyone who may be interested in joining KAPS, please have them contact me at 501 Farrell Drive, Covington, Kentucky 40011

REPORT OF THE KAPS/KPA LIAISON

by

Steve DeMers

Below is a summary of the proposed changes to the Kentucky licensing law governing the practice of psychology (KRS 319) which was submitted and endorsed by KPA during the last legislative session. The bill was submitted late and never made it to the floor before the session ended, however, it received very favorable committee response. The Executive Council of KPA expects to reintroduce this bill (or something similar to it) early in the next legislative session. Please review the major provisions of this bill and consider the effects on your functioning as a school psychologist. Obviously, the dates mentioned in the proposal will be moved back to later dates in any new proposal. My reading of the changes suggests that the bill will not affect school psychology practice in the schools but could offer the opportunity for independent practice to those school psychologists certified by the Board of Psychology and having three years of supervised experience prior to whatever new cut-off date is specified. After the cut-off date, sub-doctoral school psychologists would need a doctoral supervisor to engage in private practice. KAPS members, either individually or collectively, need to let me know how you feel about the provisions of this bill and what changes you would like me to suggest on behalf of school psychology. Please send your reactions, suggestions, etc. in writing to me at 251 Dickey Hall, University of Kentucky, Lexington, KY. 40506.

SUMMARY OF PROPOSED CHANGES IN PSYCHOLOGY LICENSING LAW

(Based on Proposed Revision of KRS 319 submitted to the Kentucky Legislature in 1982)

- A. LICENSED PSYCHOLOGIST
- Doctoral degree or its equivalent
 - Pass the examination process; national examination, written essay examination, oral examination
 - Functions autonomously
 - May supervise Psychological Assistants

B. CERTIFICAND IN PSYCHOLOGY - Those who hold a Certificate in Psychology as of January 1, 1984:

- In order to gain the grandparented status of Autonomous Functioning:
 - May be admitted to the examination process upon completion of three full-time years of supervision, and a positive letter of recommendation from the supervisor of record.
 - Pass the examination process: national examination at the level of licensure, and written and oral examinations as administered by the State Board for Licensure.
- Upon gaining the grandparented status of Autonomous Functioning:
 - May function without supervision in the area(s) specified by the Certificate
 - May not supervise other Certified Psychologists or Psychological Assistants
 - Shall be called Certified Psychologist and shall represent himself/herself to the public as a Certified Psychologist
- All current Certificands with Autonomous Functioning as of January 1, 1977 shall retain Autonomous Functioning under this revision of KRS 319 in their specialty area(s). If Autonomous Functioning has not been previously gained in both areas of clinical practice (i.e., Psychodiagnostics and Behavior Modification), the Certificand will be required to pass the examination procedure as specified above.
- The examination procedure for the grandparented status of Autonomous Functioning shall cease on December 31, 1988.
- Those Certificands who do not achieve Autonomous Functioning status by December 31, 1983 shall be called Psychological Assistants and shall function as described below.

C. PSYCHOLOGICAL ASSISTANT

- Masters degree or its equivalent
- Shall pass an examination according to criteria established by the State Board of Psychology
- Shall be supervised by a Licensed Psychologist, while carrying out specific tasks under the licensee's supervision, as an extension of the licensee's legal and ethical authority as specified under this Act
- Shall not represent herself/himself to the public as a Licensed or Certified Psychologist, but as a Psychological Assistant
- Certification process for Psychological Assistants shall be implemented as of January 1, 1984

D. BOARD MEMBERSHIP

- The board shall be composed of four Licensed Psychologists, two persons certified by the Board as Certified Psychologists or as Psychological Assistants, and one consumer
- The process for nominating individuals for membership on the Board shall be conducted by the Kentucky Psychological Association, with appointees from this group named by the Governor
- The four Licensed Psychologists serving on the Board shall be nominated by all Licensed Psychologists, and the two certified Board members shall be nominated by all Certified Psychologists and Psychological Assistants
- The certified members of the Board shall not participate in the evaluation of the credentials nor the examination of candidates for licensure

E. REGULATIONS - The Board shall write regulations to:

- Set its fees
- Specify the credentials for applicants to be allowed to sit for all examination procedures
- Specify the various examination procedures
- Establish an Appeals procedure concerning examination processes
- Specify the responsibilities of the Licensed Psychologist as supervisor of Psychological Assistants
- Set standards for the renewal of licenses and certificates.

PROPOSED CHANGES IN PSYCHOLOGY LICENSING LAW:

A COMMENT

by

Joseph E. Zins

The KPA proposed changes in KRS 319 should be carefully reviewed and monitored by KAPS as they pertain to school psychologists as well as to other specialty areas. Although KPA may change or modify its proposal, I believe that it is fair to predict that their proposal will include a "grandparent" opportunity for current certificands to gain autonomous functioning followed by the elimination of this provision (with the adoption of the title, "Psychology Assistant"). Such actions will not directly affect our functioning in the schools.

As an organization and as individuals, we need to carefully examine the implications of such a proposal. We have the option of ignoring the issue, of supporting it, or of taking a stand against it. If we ignore it, others will make decisions about our future without our input. If we support it, the chances of it being passed may be increased. If we take a stand against it, it may or may not be passed and confusion may or may not be generated.

A positive aspect of the proposal is that certificands would again have the opportunity to gain autonomous functioning. It therefore would be beneficial to those of us who currently hold a school psychology certificate (from the State Board of Psychology) as we would be able to engage in independent private practice. However, after January 1, 1984, that option would no longer be available to new certificands as they would potentially require supervision forever more. Nevertheless, at least some of us would be able to practice privately.

School psychologists in other states (e.g., Ohio, Illinois, Connecticut) have been gaining the right to private practice (with the masters degree) in recent years. However, if this proposal is adopted in Kentucky, new certificands would have this option closed to them. A long, costly battle would certainly ensue if we wanted this changed in the future.

I have mentioned three alternatives for us to take, but a fourth remains. We could seek separate school psychology licensure as is available in some other states and have this included in the proposed changes in return for offering our support of it. While such an agreement may be difficult to reach, it is possible and perhaps should not be dismissed without further exploration. If it were accepted, school psychologists would be able to privately and independently practice school psychology with a masters degree as they do daily in the schools.

The issues are certainly more complex than could be presented in this brief space. However, if and when KPA decides to submit its proposal, we will have an opportunity to act. The choice of action is ours and we must begin our planning now if we wish to do anything. KAPS needs your input regarding the position we should take. Let the Executive Committee hear from you!

KAPS FUTURES MEETING

by

Elizabeth Doll

The KAPS Futures meeting was attended by approximately twenty KAPS members. As a result of this planning meeting, nine goals have been established for KAPS and rated in terms of their importance. For our purposes, an important goal was defined as one which was highly likely to occur and which members expected to have a large impact on the role of school psychology in Kentucky. These goals are:

1. Rules and responsibilities of pupil personnel professionals are clearly defined.
2. School personnel understand the variety of services that school Psychologists provide.
3. Dependable funding is available for school Psychologist positions.
4. A clear definition exists of what constitutes a Psychological evaluation.
5. School psychologists receive adequate training for alternative (non-testing) roles.
6. School Psychologists become actively involved in legislative and other public decision-making processes.
7. State department personnel are knowledgeable about and supportive of school psychology services.
8. More school psychologists become employed in administrative positions.
9. School psychologists are able to document the effectiveness of their services.

Clearly these strategies require a level of activism on the part of KAPS members which is far beyond the degree of participation now occurring. Participants of the September Futures meeting spent a good deal of time discussing ways to induce more participation by more KAPS members. From this discussion an activism questionnaire was developed and presented to members present at the October KAPS convention. The questionnaire samples the importance of activity type, amount of time involved, geographical location and schedule on members willingness to volunteer.

The final activity of this committee is to distribute a questionnaire to the full membership of KAPS through this newsletter. These will be turned over to the KAPS officers once returned, to serve as a volunteer file. Please complete the enclosed questionnaire (see centerfold) and return it to me at the address indicated.

I would like to thank Diana Trenary, Bill Pfohl and Bob Illback for their assistance in planning and implementing the Futures meeting. It is my hope, and that of the rest of the planning committee for the Future's meeting, that these results will prompt increased involvement in the KAPS organization and will enhance the professional role of school psychology in Kentucky.

EDUCATIONAL DIAGNOSTICIANS A VITAL PART OF DELIVERY OF SERVICES IN FRANKLIN COUNTY

The delivery of psychological services in the Franklin County Public Schools may be unique in that it utilizes educational diagnosticians in a consultative role.

Franklin County is a suburban/rural system surrounding the state's capitol. Approximately 6,500 students attend the county's two high schools, two middle schools, and six elementary schools. Special education students are served through LBD resource rooms, EMH and TMH self-contained classrooms, speech therapists, an ED/ED class and a Multiply Handicapped unit. School psych services are provided by a full time school psychologist and two half-time educational diagnosticians under the Special Education department. The diagnosticians are directly supervised by the School Psychologist.

The uniqueness of this set up seems to be in the professional skills that the diagnosticians have. Both are former Learning Disabilities teachers with five or more years of classroom experience. They have been involved in due process procedures as teachers, have written IEP's, and have made their own materials when appropriate.

The diagnosticians are assigned to certain schools where they spend much of their time working with school staff as well as children. In the first step of the assessment process they do behavioral observations in the classrooms and work with the counselors to screen referrals. This provides a point where the appropriateness of testing can be determined as well as the need for other interventions to be implemented. They can assist teachers by helping to set up behavior management programs, by doing skill testing with a child, by making suggestions for improving classroom organization and by gathering alternate materials for students with special needs. Their experience gives them the credibility needed to convince teachers that these things do work. Often they borrow materials from other classes and schools or check things out from the Greater Franklin County Teacher Center (located at the Central Office). They know the nuts and bolts of teaching and can recommend changes in scheduling and classroom organization to teachers, both in the regular and Special Education classrooms. They are regular members of SBARC's and can help in providing emphasis to certain parts of the IEP that they feel are needed.

The use of these diagnosticians in this way provides a vital link in communication with the schools. They spend more time than the psychologist in specific schools and therefore, can tune in more to the school atmosphere, the needs of faculty, and the everyday business of those schools. This allows the school psychologist to devote his time to psychological evaluations, parent conferences, counseling appointments and other tasks that a psychologist is appropriately trained for. Also, this helps weed out incidental problems in which a psychologist need not be involved. They help provide breadth to the delivery of services.

The use of diagnosticians in this capacity could serve as a model for the position being considered by the Division of Teacher Certification to replace the Psychometry certification. This system assigns psychological services to the person that is best trained to provide them, and helps to implement a consultative model beyond the referral/test/place habit.

It is recognized that more staff are needed to provide adequate services in a county of this size. Also, it is felt that the use of such well trained professionals is a good solution to the problem of providing support services in the schools.

TO ENCOURAGE ACTIVISM

NAME: _____ POSITION _____

ADDRESS (WORK) _____ (HOME) _____

PHONE _____

All of the goals developed by participants in the planning meeting will demand more extensive participation by more KAPS members. Consider the following ways in which your increased participation might be induced: (Please Note: Your name is not on this sheet; you're not volunteering).

I (have _____, have not yet _____) been active in planning or contributing to KAPS meetings or workshops.

I (have _____, have not _____) attended KAPS activities at least 2 times in the past year.

I (would be _____, or have been _____) willing to become actively involved in:

2. _____ weekdays-evenings
3. _____ weekends-Saturday
4. _____ weekends-Sunday

_____ clerical in nature:

1. _____ typing
2. _____ mailing
3. _____ keeping records
4. _____ organizing and scheduling

_____ thought-provoking in nature;

1. _____ presenting workshops
2. _____ writing position papers
3. _____ representing KAPS position

Return To: Elizabeth Doll
Scott County Schools
Box 561
Georgetown, KY 40324

would be have been

- a. _____ Conducting a KAPS workshop
- b. _____ Contributing to KAPS newsletter
- c. _____ Preparing or assisting with preparation of KAPS newsletter
- d. _____ Representing KAPS at another group's professional conference (BEEEC, KPA)
- e. _____ Representing KAPS as a liaison with another professional organization (KPA, CEC)
- f. _____ Preparing literature or position papers for KAPS membership
- g. _____ Completing organizational chores - i.e. enrolling members, keeping financial records
- h. _____ Addressing and posting a mailing to KAPS members
- i. _____ Serving on a KAPS committee to develop recommendations
- j. _____ Lobbying for KAPS with state employees or state legislature
- k. _____ _____

CONTINUING PROFESSIONAL DEVELOPMENT COMMITTEE

by

Bill Pfohl

We are looking for 1-3 more volunteers to serve on the committee. The present make-up of the committee is Bob Kruger, Patty Coakley, Pat Guthrie and myself. The present goals are: 1) to decide on how to establish a continuing professional development (CPD) program for KAPS; 2) to determine cause and rationale for having a CPD program; 3) to determine what effect such a program may have on certification continuation in Kentucky; 4) to make KAPS membership more aware of the CPD program of NASP.

At this time I would like to receive any information concerning any of the above mentioned goals, especially concerning a rationale. We are interested if any school district has any continuing professional development requirements and what they are. We are also interested in some feedback on the question - If you obtain CPD units, what effect would it have on you in your district as far as: salary, job enhancement, job stability, increased status, etc?

Please send any information (or your name and phone number, if you would like to join the committee) to:

Bill Pfohl
Department of Psychology
Western Kentucky University
Bowling Green, Kentucky 42101
Home: 502-782-9319
Work: 507-745-2695

SOUTHEASTERN REGIONAL SCHOOL PSYCHOLOGY
LEADERSHIP INSTITUTE

The purpose of this 1½ day pre-convention institute, to be held Saturday, March 19 and Sunday, March 20 is to facilitate state level efforts at shaping roles, activities and working conditions for school psychologists in the coming years. State leaders will be invited to participate. The first part of the institute will consist of the following presentation/discussion sessions focusing on organizations which influence the way in which school psychological services are delivered: (1) influencing local school district policy; (2) promoting change in state regulatory agencies; (3) influencing state legislation. Presenters will include a superintendent, SEA official and state legislator.

The second part of the institute will explore, in workshop format, processes for implementing planned change strategies, including: (a) needs assessment (where are we not?); (b) team building (who should be involved?); (c) goal setting (where do we want to go?); (d) strategy development (how can we get there?); (e) evaluation (were we successful? Where do we go from here?)

The final segment will involve formulation of state change plans. Opportunities will be provided for participants from individual states to generate strategies for action at the state level.

As announced at the KAPS Convention Business Meeting, Kentucky most likely will be asked to send one additional person to the Leadership Conference. If you are a NASP member and interested in being considered for attendance, please contact Joe Zins as soon as possible. If we are able to send an additional person, the selection will be made by the KAPS Executive Committee. Please be advised that due to the publication lag of the Review, we may have already selected a person to attend from those who nominated themselves after the convention.

PUBLISHERS RULE ON WISC-R ON REPRODUCTION

A staff attorney for Harcourt Brace Javanovich, Inc., publishers of the WISC-R, has stated that the publisher has no objections to duplication of the front page of the Test Record Form for parents. This front page, which holds the child's name and scores, may be shown or given to the child's parents upon request - but any request or demand to copy information from pages 2-6 should be referred to the publisher, holder of the test's copyright.

According to the Pupil Records Section of the Education Code and the federal Family Educational Rights and Privacy Act, test protocols are classified as educational records and must be made accessible to parents upon their request. Requests for copies of tests and test questions however, are subject to existing copyrights and copyright laws.

According to Philip C. Williams, Harcourt Brace Javanovich attorney, "On the rare occasions where parents or others have indicated a need or wish to actually look at the child's responses...the actual practice has been to permit them to read the inside pages of the Record Form in the presence of a school staff member, but not to copy off the questions, or take a copy away with them. The intent and the procedures, in other words, are to be reasonable and helpful in granting parents access to information...without at the same time jeopardizing the security and integrity of the test instructions."

Williams continues, "An examination of a child's scored answers is permitted...(but) a legal demand to copy our test goes beyond the needs of a particular child and should be referred to us. We cannot grant consent in the absence of satisfactory assurances that the copied material will not be disseminated or misused."

Questions regarding duplication and use of the WISC-R may be addressed to Williams at the Harcourt Brace Javanovich Bldg., 1250 Sixth Avenue, San Diego, CA 92101; Telephone (714) 231-6616.

PROGRAM COMMITTEE REPORT

CONVENTION '82

by

Cookie Cahill

The First Annual KAPS Convention was a splendid success! A total of 90 persons attended the two day convention on October 1 and 2 in Richmond. Seventy-nine of these attended both days, and of those 52 are current members of KAPS; 20 registered as students; and 7 were nonmembers. Three persons attended on Friday only and 8 on Saturday only. What a great turnout for a first attempt at a convention!

Feedback from persons who attended the Friday morning workshops was overwhelmingly positive. The three topics presented (Personality Assessment by Dave Barnett, Neuropsychological Patterns in LD and ED Children by Steve McKay, and Feuerstein's LPAD by Ronda Talley) obviously were of great interest to KAPS members. 8 papers were presented on Friday afternoon, and provided a wide diversity of information and ideas. A note of thanks is extended to all of the presenters for sharing their knowledge and time with us.

The Friday evening banquet was very well-attended (67 persons). In fact, Dr. Ysseldyke, our keynote speaker, remarked that we had a better turnout than usually is witnessed at national conventions! Dr. Ysseldyke's address on "Research on Assessment and Decision-making" was not only interesting, but also highly provocative. His 3-hour presentation on Saturday morning was an extension and elaboration of his keynote address. Through the information which he presented, Dr. Ysseldyke challenged each of us who plays a part in identifying and planning educational programs for LD children, to look closely at our practices, and provided ideas for improving them.

Friday evening's gathering at the Mule Barn presented an opportunity to relax and socialize. While only about 30 or so people showed up, those of us who did attend had no difficulty having a good time! Perhaps next year, we'll try for some live entertainment?

Financial figures for the convention indicate that we made something of a profit (see Treasurer's report). I would like to personally thank all those members of the program committee who dedicated their time and energy toward making this venture a success. I believe that the convention's success demonstrates the interest of school psychologists and allied professionals in Kentucky in furthering our skills and increasing our knowledge.

Future KAPS programs are in the planning stages. Some ideas which have been mentioned include a presentation on services to families; low-incidence assessment; and a visit to a hospital program for children and adolescents in Lexington. I would appreciate members sending me any additional topics in which they are interested for future programs.

ETHICS AND PROFESSIONAL STANDARDS COMMITTEE

by

Peggy Harrell

In order to reach our goal of formulating and adopting our own KAPS Ethics Code, the Ethics and Professional Standards Committee met on July 7 and September 14, 1982. After reviewing the NASP Code, APA Code, and other State codes, we are now in the process of finalizing a rough draft of our own code or Principles for Professional Ethics, which will be submitted to the Executive Committee, hopefully, sometime this month. If approval is obtained from the Executive Committee, the proposed code will be presented to the KAPS membership for its approval. The adopted code will appear in the next newsletter, and copies will be available for all members.

The intent of these principles will be to supply clarification which will facilitate the delivery of quality psychological services in Kentucky schools.

It is also the intent of the Ethics and Professional Standards Committee to develop Ethical Complaint Procedures for violations of the code, and to eventually compose a document addressing more specifically the standards of school psychological service.

If any questions relating to ethical practices arise, please continue to use the Ethics Committee as a resource. Questions, comments, etc. should be sent to:

Peggy Harrell
3400 Merrick Drive, #546
Lexington, Kentucky 40502

The Iowa School Psychologists' Association has produced a Case Studies Handbook entitled: "Iowa School Psychologists' Association: Intervention 1981". This handbook includes reports on 12 different case study projects undertaken by Iowa School Psychologists during the 1980-81 school year. These are available at \$10.00 per copy, or \$9.00 per copy if you order 10 or more. If a professor orders copies for a graduate class, the cost is \$9.00 per copy. Please send inquiries to:

Mark Shepp
Northern Trails AEA 2
226 North Best Street
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LEGISLATIVE REPORT

by
Bob Illback

Two issues have emerged which I would like to summarize. The first pertains to the status of two current certifications, the special education diagnostician and the psychometrist. Superintendent of Instruction Raymond Barber has asked the Council on Teacher Education and Certification to look at these certifications in light of the proliferation of specialists in the schools, and make recommendations for their consolidation into one role. A six-person committee has been established, with Pat Guthrie as Staff Support. Included on the committee are three KAPS members, including Dr. Tom Ballowe, Dr. Harry Robe, and myself. A number of important issues have been explored, including whether or not this new position will be able to administer tests traditionally reserved for persons with school psychological training. I think the perspective of professional school psychology on these questions has been well-represented on the committee.

The next step is for the committee recommendations to be presented to the Council, where the public debate and political fight will be engaged. A concerted effort on the part of individual KAPS members and the organization collectively will be required to insure that our perspective is heard.

The second issue is in regard to a recent memo from the State Board of Psychology indicating that by definition only clinical and counseling psychologists were eligible to make involuntary commitment and competency to stand trial determinations. A member of persons expressed concern about such an arbitrary decision, and Diana Trenary was asked to organize a school psychological perspective. My own perspective, transmitted through Diana to the Board, is expressed in the following excerpt from my letter:

Thus, I think our committee should resist the attempt to pin down what is school psychology and what isn't. The field is too diverse. However, the issue of who is eligible to provide school psychological services is addressed cogently in the attached APA position paper. Perhaps we can utilize it in our deliberations (this is a Division 16 document which deals with the issue in a forthright manner).

As I mentioned on the phone, I have some concerns regarding the direction in which the Board is moving. To determine eligibility for providing services solely on the basis of a speciality label, when training within all the specialties (not only school) varies as widely as it does, is too crude a measure. It would be more appropriate, I believe, to consider a person's specialty only as a starting point in assessing a particular person's competency to provide a service.

In this context, only individuals with specific training and supervised experience would be considered eligible to make involuntary commitment and competency to stand trial determinations. Similarly, only those with school-based training and experience should provide school psychological services (most clinical psychologists have virtually none). Apparently, a hot issue is what should doctoral-level school psychologists do in their private practice. In my view, they should provide only those services for which they have had specific training. To the degree that their training extends to therapeutic interventions with children and families, it is entirely legitimate for them to provide such services. I believe this approach mirrors the APA position on the matter. Having been trained in a program which stresses the professional psychology model and is highly intervention-oriented, I am very concerned that the Board not narrowly define school psychology in terms of traditional, assessment-oriented practices. It is an extremely diverse field, with subspecialties emerging within it which range from family therapy, organizational change, and behavior therapy approaches to more traditional psycho-educational methods.

by
Joseph Zins

As I write this report, I am preparing to attend the Executive Board/Delegate Assembly meeting in Memphis in late October. As usual, a multitude of issues are on the agenda.

A major task will be the development of the official NASP response to the proposed regulatory changes in P.L. 94-142. A number of NASP officials, including President Stuart Hart and Jean Ramage, have testified at the recent hearings. As a result of much of the opposition to the proposed changes (which would seriously hamper the provision of related services among other things), Secretary of Education Bell indicated on September 29 that key sections of the proposed changes are being withdrawn. However, despite rumors to the contrary, it is important that we continue to forward information to the U.S. Department of Education for consideration in the shaping of the new notice of proposed rule making. The development of the NASP position paper will be important in terms of presenting our position. The importance of maintaining membership in professional organizations is emphasized again by these activities. Each of us needs to urge out "uncommitted" colleagues to join organizations such as NASP and KAPS.

As mentioned elsewhere in the newsletter, the Southeastern Region will hold a Leadership Conference before the NASP convention in March. Participants will hopefully gain a better understanding of how to influence change and direction in their states. Incidentally, the convention will be held in Detroit on March 20-24, 1983. Contact me for additional information.

The NASP/APA Task Force is continuing to make progress. Six doctoral school psychology training programs have been selected to participate in the "Joint Accreditation" process between APA and NASP/NCATE. Hopefully, the process will facilitate the accreditation of institutions by both organizations and improve NASP/APA relationships. Reports on the joint accreditation process will be available next year.

NASP co-hosted the social gathering following the recent KAPS convention. As expected, "a good time was had by all."

The Professional Development Committee is in the process of developing some self-instructional packages for school psychologists. These should be helpful to us in keeping our knowledge base current.

NASP members will receive a complete summary of the Memphis meeting soon. Why not join so that you can be kept up-to-date on NASP activities?

by
Pat McGinty

After considerable discussion with members of the Executive Board and other KAPS members, two immediate goals have been established for the Liaison and Public Relations Committee: the development of a KAPS pamphlet that can be used to inform people in Kentucky about school psychology and seeking affiliation with the Kentucky Association of School Administrators. Nancy Janus, Eastern Kentucky University, is currently considering the format for the KAPS pamphlet. If anyone has any suggestions, please write her. I have contacted KASA about a KAPS affiliation and am to receive further information from Bill Nallia, Executive Director. As I understand it, we complete an application, and the KASA Executive Board has to decide on its acceptance. We will keep you informed on our progress in this area. I believe we have at least 8 members who belong to both KAPS and KASA. We hope others will consider joining KASA, especially if we obtain the affiliation.

We would like to consider other projects to promote KAPS and the growth of school psychology in this state, but we need to have more members on the committee. Suzanne Hoagland, Richmond, has volunteered to join us. Anyone else who is interested can write me at 2910 Falmouth Drive, Louisville, Kentucky 40205. I plan to schedule some time to meet at the next KAPS meeting.

FUNDING OF SCHOOL PSYCHOLOGIST AND PSYCHOMETRIST POSITIONS

by
Patricia Guthrie

The Minimum Foundation program is designed to provide from the State a minimum funding level of support for educational services in Kentucky schools. In addition to the number of basic and exceptional education units, 704 KAR 3:010 identifies Administrative and Special Instructional Service (ASIS) units which may be underwritten through the use of Minimum Foundation monies. Both school psychologists and psychometrists are identified as ASIS units. Many school districts are "over" their total number of units funded through the Minimum Foundation. This simply means that these additional units (which exceed the total allotment to the district of basic, exceptional children and ASIS units) are funded through sources other than the state Minimum Foundation program, i.e., federal or local dollars. Though school psychologists and psychometrists are listed as ASIS units, most positions are actually funded with federal monies.

Extended employment regulations are stated in 702 KAR 1:020, Length of Employment. This regulation identifies some ASIS units which are eligible to be funded beyond the regular school year. All ASIS units are not included in this list; psychometrists and school psychologists have never been and are not currently included as ASIS units eligible for funding through the Minimum Foundation beyond the regular school year. However, the school psychologist and psychometrist may certainly be designated by the local board of education to work beyond the regular school year. Such approved extended employment would then be financed with funds other than those received through the Minimum Foundation program.

JEFFERSON COUNTY REGIONAL NEWS

by
Ruth Bewley

The psychologists/psychometrists of Jefferson County have been hard at work since August 17. We have had the opportunity to attend several interesting workshops including "Situational Leadership" by Dr. Bill Newkirk. We learned various leadership styles and our own most effective modes of communication. It provided an excellent insight into more effective communication and consultation skills. We were also fortunate to have Dr. Lou Brown of Madison, Wisconsin to speak on Public Schools Training and Work Incentive Programs for the Severe Profound Handicapped and Trainable Mentally Handicapped students. Many wonderful work experiences have been provided outside the Madison, Wisconsin traditional "sheltered workshops." It was demonstrated how good task analysis and prevention planning provide meaningful work experiences for our low functioning students while also benefitting the community.

Three school psychologists including Ruth Bewley, Pat McGinty, and Kevin Stevenson, each representing our three JCPS Regions, formed a committee to study alternative ways to measure accountability of our services. Quality versus quantity has always been a major concern. To promote a more positive image, the committee developed a weekly activity report reflecting not only children seen for assessment purposes, but documenting through a code system all other services provided. Several revisions have been made, but all hope that agreement on a final form will aid in demonstrating to the school system our varied and effective services that we can offer.

Ruth Bewley and Mike Norris passed the school psychology exam this year. Both are now completing internship projects. Ruth and Eugene Kelly completed the Specialist Degree Program in School Psychology at Spalding College.

This year Mike Norris is employed part-time while completing residency at the University of Kentucky for the Doctorate Program in School Psychology. Both he and Pat McGinty feel the drive from Louisville to Lexington is getting longer every day! Pat is also completing her course-work for the Doctorate Program.

We have two new part-time staff members, both school psychologists completing their year of internship with Jefferson County Public Schools. They are Pamela Orwin, who is also enrolled in the School Psychology Doctorate Program at the University of Kentucky and Joan Jones. Pam was previously employed with Bullitt County schools and Joan has worked at the University of Louisville Learning Improvement Center. Both have begun working with us and will be working full-time starting in January. Half of their time will be devoted to a salaried assessment position and the non-salaried half will be devoted to completing internship requirements, exploring such possibilities as expanded consultation opportunities for psychologists/psychometrists and research-oriented projects.

David Hull is working towards completing certification requirements for teaching the Visually Impaired and expanding his skills in working with emotionally disturbed students by also acquiring LBD certification, both through the University of Louisville.

Barbara Armstrong recently published in the Perceptual and Motor Skills Journal the results of a study comparing the DVM and Bender-Gestalt test scores. She found that Bender scores were approximately ten months higher for the forty LD students tested and eight months higher for the forty students in a regular program. Another statistic of interest was the mean Full Scale IQ score of 90 for the LD population. The Verbal mean score of 88 was six points lower than the mean Performance score of 94. This confirmed what most of us already know-- that students with IQ's above 100 are rarely referred. Congratulations, Barbara!

On the lighter side, it seems we are also a traveling crew. This past summer our Director of Assessment/Placement, Dr. Ronda Talley, presented to the Fifth International Symposium on Educational Testing held in Scotland two papers entitled "Alternatives and Multicultural Assessment" and the "System of Multicultural Pluralistic Assessment." Mary Woodruff visited Paris, France and George Christian spent a month traveling France. (George speaks fluent French.) Ruth Bewley toured Scotland, England, Holland and France, and even managed to see George in Paris one evening!

Stateside, Kaye Moore took a van, and with friends, traveled Seattle, Washington; British Columbia; Glacier National Park; Yellowstone and the Tetons. Joyce Stevens went white-water rafting in northern Virginia and Claudia Schindler traveled the United States' north eastern coastline.

EVALUATION OF CONVENTION

by
Joseph Zins

At the Convention business meeting, brief evaluation forms were distributed to those in attendance. Thirty of them were returned. Below are responses to the questions.

	<u>DISAGREE</u>	<u>NEUTRAL</u>	<u>AGREE</u>
Convention dates were convenient.		6%	94%
Friday/Saturday format was good.			100%
Location was acceptable.		16%	84%
Announcement sufficiently in advance	3%	6%	91%
Banquet was a good idea.			100%
Cost of convention was reasonable.	3%		97%
Workshop presentation topics were relevant.			100%
Featured speaker was relevant.			100%

A number of comments were made about the different items, although few were made by more than one person. One common concern was that the paper presentations schedules overlapped one another too much, while several others mentioned that the flyer "officially" announcing the convention should have been sent earlier. (It should be noted that notices of the convention were sent in May, July, and September). A number of future speakers were suggested, but again not by more than one person. Consultation was mentioned by several persons as a future topic.

The overall results indicated extremely favorable reactions and almost unanimously positive ratings of it. We did it!

Thanks to Sherri Lee and John Murphy for their help with the evaluation!

We are now ready to have a great 1982-83 school year and whether we traveled or stayed near home, are all working to expand our skills and roles daily. We wish to thank KAPS for their hard work on the first annual KAPS Convention. We were proud to have thirteen JCPS members present.

NORTHERN KENTUCKY REGIONAL NEWS

by
Lyn Petty

Northern Kentucky KAPS members are still careening from the excitement generated by our first annual convention, October 1 and 2 in Richmond. (Some of our crew began careening even before the convention got underway.) We are especially proud of the efforts of our own Cookie Cahill, who was largely responsible for the success of the convention. Presenters from Northern Kentucky included Bill Knauf, Bruce Wess, Cookie Cahill, Lyn Petty, Charlene Ponti, Joe Zins and John Murphy.

We would like to take this opportunity to welcome John Murphy to our ranks, John is a graduate student at the University of Cincinnati and has recently taken a position as school psychologist with the Covington City Schools. John's participation, both professionally and socially, showed a willingness to jump into KAPS with both feet. He also added an enthusiastic, if somewhat off key, voice to our travelling sing-a-longs. Maybe he'll learn the words.

Other news:

Joe Zins and Charlene Ponti recently published a chapter entitled, "Hyperactivity in Children: Issues in Definition, Diagnosis, and Intervention". Joe presented a paper at the APA convention in Washington D.C. in August. Charlene was recently hired as a mental health consultant at the Northern Kentucky Head Start program.

Luann Wise successfully completed her written and oral doctoral comps at the University of Cincinnati. Congratulations, Luann!

KAPS REVIEW
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