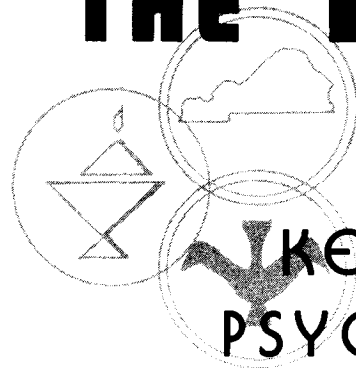


THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS

FOUNDED 1977

VOLUME 2, NUMBER 3

SUMMER 1981

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**President
Secretary
Treasurer**

**Stephen DeMers
Janette Cahill
William Knauf**

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Liaison and Public Relations
Ethics
Legislative
Newsletter
Program**

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Diana Trenary
Barbra Burcham
Robert Illback
Joseph Zins
Bruce Wess**

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Send Newsletter articles to:

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P.O. Box 17217
Covington, Ky. 41017**

REGIONAL REPORTERS

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

PRESIDENT'S MESSAGE

by
Stephen T. DeMers

I have just finished a letter to Jeff Grimes, head of NASP's Assistance to the States Committee, who requested information from each state on the status of school psychology and the state organization. The KAPS Executive Council met on June 24 and outlined a response to this request. Perhaps the most informative message I can provide is to reproduce that letter for all KAPS members to read.

Dear Jeff,

In response to your letter of June 10, 1981, I have outlined below a brief report on the status of school psychology in Kentucky and in our state association, KAPS.

- I. Major Challenges Currently Facing School Psychologists in the State.
 - A. Achieving Certification as School Psychologist through Department of Education. Explanation: Prior to 1979, Kentucky had no educational credential for school psychologist, only psychometrist, guidance, and special education diagnostician. In 1979, a new sixty-hour credential for school psychologist was implemented. As part of obtaining the Standard Credential, an applicant must pass a written examination in school psychology in addition to presenting sixty-hours of approved coursework or graduating from an approved program. Consequently, many individuals are currently pursuing training and/or sitting for the school psychology examination.
 - B. Differentiating Role of School Psychologist from Other Educational Specialists. Explanation: Because of lack of certification before 1979, districts have been using all sorts of "qualified" examiners and consequently are not sure what a school psychologist can do for them.
 - C. Obtaining Separate Funding Units for School Psychology Positions. Explanation: Currently school psychologists must compete with school librarians, media specialists, guidance counselors, etc. for state funding of salary. Also, school psychologists are not required under accreditation standards. Consequently, most school psychology positions are funded by federally financed mandated service programs.
 - D. Surviving the Cutbacks in Federally Funded Mandated Service Programs.
- II. Major Challenges Facing Kentucky Association for Psychology in the Schools. (KAPS)
 - A. KAPS is actively working on each of the items listed under the first section above. For example, KAPS participates in the nomination of members for the examining committee for school psychology examination to assure knowledgeable assessment of competencies in school psychology. KAPS legislative committee is investigating how to achieve funded units for school psychologists.
 - B. Recruitment of New Members. School psychology is growing in Kentucky and we need to attract the new practitioners to the state organization.
 - C. Affiliation with Other Professional Organizations in Education (e.g. local CEC, NEA, etc.) and Psychology (i.e. Kentucky Psychological Association).
 - D. Continuing Professional Development. Sponsoring workshops and professional training sessions for members and other practitioners in Kentucky.
- III. State Association Priorities for '81-'82.
 - A. Recruit new members.
 - B. Conduct Informational Sessions at state and local conventions on role and function of school psychologists.

EDITOR'S COMMENTS

- C. Develop Plan for Achieving Funded Units for School Psychologists.
- D. Develop KAPS Annual Convention as opposed to regional meetings.

IV. State Association Activities Planned for '81-'82

- A. Joint Fall Convention between KAPS and Kentucky Psychological Association.
- B. Information Session on School Psychology at Conventions of Kentucky Association of School Administrators, Kentucky Education Association, etc.
- C. Further Development of the KAPS Review, the organizations newsletter.
- D. Conduct workshop on non-biased assessment.

V. KAPS Accomplishments for '80-'81

- A. Dramatic Increase in KAPS Membership.
- B. Development and Initiation of the KAPS Review, a quarterly newsletter.
- C. Publication and Distribution of a Membership Directory.
- D. Department of Education selection of three new members of School Psychology Examination Committee from list of individuals screened and nominated by KAPS.
- E. Co-sponsorship (with the University of Kentucky) of Two Workshops featuring Nationally Known School Psychologists (i.e. Elizabeth Koppitz and Donald Bersoff).
- F. Appointment of current KAPS President, Steve DeMers, as liaison between KAPS and the KPA Executive Council

As you can see, school psychology is just beginning to grow and develop in Kentucky but we are making progress and KAPS has been very much in the forefront of that forward movement.

Thanks for the opportunity to share news about our state.

Sincerely,

As you can see we have achieved some major accomplishments but many challenges remain. I would like to end this message by congratulating our newly elected officers, particularly President-Elect Zins, and expressing my sincere confidence in them to help us meet the challenges ahead for school psychology in Kentucky.

Once again as the newsletter goes to press, many of you have contributed a great deal of information. I really appreciate the support that you have given to me as it makes my job much easier.

We received many compliments about the printing that was done for the last issue. John Maurelli, Managing Editor, deserves credit for the outstanding work he did. He put in many long hours with the layout, proofing, mailing, etc. We all owe him our thanks.

While there is much important information in the newsletter, I especially urge you to note the column from the legislative committee. It indicates how our organization worked to maintain high standards for the good of the children of Kentucky. While there may be further attempts to "water down" standards, I am certain that KAPS will work hard to maintain them and to resist these pressures.

In this day of funding cutbacks, state legislative committees will assume increasing importance. Now is the time for all of us to become more politically active. Let your local legislators know how valuable the services of school psychologists are to ALL children. We must not wait to contact them until there is another crisis.

NASP CONVENTION

The next NASP Convention will be held in Toronto, Canada, at the Harbor Castle Hilton, March 16 - 20, 1982. Toronto is a beautiful city and the convention is always exciting. Start making your plans now to attend! Toronto is within a one day drive from most parts of Kentucky.

Fayette County offers a flexible program in meeting the needs of Severely/Profoundly and Trainable Mentally Handicapped students. Programs are offered in a segregated school, self-contained classes in regular schools, and also in satellite programs in regular schools for youngsters whose assessed developmental levels indicate the ability to profit from normalization experiences. Recently a pre-screening procedure was developed to assist in determining the level of placement that would most appropriately meet the needs of the referred student.

The providers of psychological service in Fayette County are looking forward to an exciting 1981-82 school year.

WORKSHOP ON NON-BIASED ASSESSMENT

Saturday, September 19, 1981

to be held at UK or EKU

Sponsored by KAPS

Largely funded by National School Psychology
Inservice Training Network

Participants will receive a copy of the non-biased assessment module materials developed by the Network (over 450 pages). It includes articles by Dan Reschly, Martin Tombari, Tom Oakland, Don Bersoff, and more

Additional information will be forthcoming to KAPS members or may be obtained from Joseph Zins, P.O. Box 17217, Covington, KY 41017

UPDATE ON THE APRIL EXAMINATION

Patricia M. Guthrie

A total of thirty-one (31) persons took the examination; eight (8) of those were taking the exam for the second time - one (1) was taking it for the fourth time. Nineteen (19) persons successfully completed this process; four (4) of those passing the exam were taking it for the second time.

This examination was the fourth to be given by the Department of Education since August, 1979. A total of ninety-two (92) persons have now taken the exam (this does not include number of repeats by any persons). The Department has now certified seventy-six (76) persons as school psychologists for the 1981-82 school year. Of these seventy-six (76), sixty-four (64) have passed the state examination; the remaining persons "grandfathered" into the program and were not required to take the exam.

The next examination will be conducted on August 1, 1981. After this exam it will be necessary for applicants to complete an approved university program and be recommended by that university. Transcript analysis by the Department will no longer be an option.

ELECTION NEWS

Cookie Cahill, Secretary

The Spring elections yielded an outstanding slate of new officers! They are:

President: Joe Zins
Secretary: Bobbie Burcham
Treasurer: Bruce Wess

According to the newly approved By-Laws, these officers-elect begin participating immediately as non-voting members of the Executive Council. They will assume their respective offices on January 1, 1982.

Congratulations to the officers -elect!!

COMMITTEE REPORTS

LEGISLATIVE COMMITTEE Bob Illback

There has been some confusion regarding KAPS position in the recent debate before the Kentucky Council on Teacher Education and Certification regarding the school psychology examination, and the certification process as a whole. Therefore, I thought it might be helpful to reprint the letter which was sent to all Council members and discussed by Steve DeMers at their meeting. I wrote an original draft, got feedback from members of the Executive Committee, amended the letter, and it was sent out as follows:

Dear Representative to Council on Teacher Education and Certification:

As members of the Executive Committee of the Kentucky Association of Psychology in the Schools (KAPS) a professional organization of school psychologists in Kentucky, we are concerned about recent developments related to the certification process in school psychology. In this letter, we would like to express some of our views regarding a proposal currently under consideration by the Council on Teacher Education and Certification.

The current certification process requires that prospective school psychologists meet coursework and other training requirements in order to gain entry to an examination designed to assess their professional knowledge and skills. The purpose of this exam is to insure that psychological service providers are fully competent to work in the schools. This has been seen as particularly important since many applicants have not had any formal, integrated training in school psychology, but have met coursework requirements by piecing together courses from related disciplines and programs (e.g. guidance, special education). Traditionally, school psychology training has been more extensive and based on a significantly different body of knowledge than some of these other professions. In a profession which has such a potential impact on children's lives, we feel a need to insure that practitioners are competent, and, therefore, strongly support the need for an effective examination process.

Kentucky's examination process in school psychology has attracted considerable attention both locally and nationally. We are the only state which requires such a procedure, and are seen by many as progressive, especially in the context of the current movement toward quality assurance in education.

As we understand the current proposal, rather than requiring that applicants successfully pass the examination AND demonstrate their competence by satisfactorily completing an internship, these two previously independent processes of evaluation will be lumped together. Under such a procedure, applicants conceivably could fail to pass the examination, obtain high ratings by a supervisor for the internship, and become certified. Further, an applicant might exhibit limited competence and fail the internship but pass the test and become certified. In both instances, we believe that the likelihood of allowing an unqualified person to practice is too high.

The advantage of having two independent processes of evaluation is that where one process may not pick up problems, the second may. The two procedures, when left independent, complement each other well. For example, there are very few school psychologists in Kentucky currently, and supervision is oftentimes hard to come by. Thus, other professionals (e.g. administrators) who have limited knowledge regarding school psychological practices have assumed some responsibility for interns. Ratings by such individuals are difficult to interpret in the context of professional standards. The examination provides a means for cross-checking the knowledge and competencies of the applicant. Conversely, there is not always a direct correlation between a person's responses on an examination (which might be quite sophisticated) and their actual functioning in the school (which may be fraught with problems). Internship supervisor ratings provide a mechanism for picking up such problems.

One additional concern relates to the fact that under the current process a candidate receives a provisional certificate on the basis of passing the examination. If persons failing the examination will be allowed to serve internships (so this performance can be averaged with their examination score) then in effect, we are providing a provisional certificate for one year regardless of performance in the examination. Considering the important decisions about handicapped and other children made every day by school psychologists and considering the current inability of most school districts to provide high quality and intensive supervision, we feel the public deserves some quality assurance before these individuals are allowed to serve in the schools for even one year.

The current proposal, in our opinion, "waters down" the striving toward quality assurance which has characterized school psychology as it has emerged in Kentucky. We respectfully ask that the Council consider the proposal in the context of the clear need to assure high professional standards in school psychology, and recommend that the examination and the internship remain INDEPENDENT evaluation processes.

Sincerely Yours,

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN SCHOOLS

At the same meeting, the Council acted favorably on a recommendation presented by Bill Pfohl and Harry Robe from WKU to amend the internship requirement to the extent that persons coming through an approved school psychology program (e.g. UK, WKU, EKV, Spalding) need to serve a one-semester supervised internship in a school setting. In contrast, persons whose training has not been in school psychology per se must serve a full-year internship (which can be their first year of employment in a public school). Since Dr. Simandle's office will be disengaging from the transcript evaluation approach to gaining entry into the state examination, in favor of graduates from approved program (of which there are now four), there should be a diminishing number of persons in the latter category.

Finally, the issue which continues to override all the others (at least to me) is the impending repeal of P.L. 94-142. While many states (e.g. in the Northeast) will continue to provide extensive services to exceptional children, I am concerned that states whose service delivery systems are less well developed will suffer as a function of losing the Federal mandate. While the flow-through funds have not been much, in many areas they have constituted a significant portion of the special education budget. While I think we as school psychologists need to be careful not to conceptually tie ourselves to the special education system exclusively (we have been trained to serve all children), the reality in Kentucky is that most psychologists' positions are inextricably tied to special education monies. Therefore, we need to BOTH fight cutbacks in special education services and broaden our constituency in the school and community. As suggested in the letter enclosed in a recent KAPS communication, please write legislators to voice your opinion. Also, as was forcefully stated in the recent School Psychology Review issue ("The Future of Psychology in the Schools: Proceedings of the Spring Hill Symposium"), we need to become more proactive and political in advocating for children and for our profession.

ETHICS COMMITTEE Bobbie Burcham

The purpose of the Ethics Committee is to serve as a consultant to the KAPS membership who are in need of assistance in working through ethical dilemmas. Since the Spring edition of the KAPS REVIEW, no one has submitted ethical/legal issues in which you would like the Ethics committee to respond. Thus the following is submitted:

QUESTION: What if a child enters your school system with an IEP that you don't necessarily agree with—or the parents disagree? For example, what if the IEP prescribes EMR but the parents insist upon regular class placement; what do you do?

RESPONSE: Since the school district of residence has final responsibility for the appropriateness of an IEP, the placement committee has the task of making certain that the IEP is acceptable. Due process procedures are available to the parent or the school when disagreement of a serious nature arises, however, we would speculate that the parent, under the more usual circumstance, would tend to be more inclined to request an impartial hearing.

You are encouraged to submit questions regarding ethical/legal issues which you feel would be of some value to you. Since there has previously been minimal response to this request, the Ethics Committee may need to consider modifying its' present role. Members of the Ethics Committee are encouraged to consider this and be ready to discuss alternatives at our next meeting. You will be notified of the date, time and place when it is scheduled.

MEMBERSHIP COMMITTEE

William Knauf

The membership list now shows 73 persons who have paid their 1981 KAPS dues. For the 73 persons listed, 62 have joined as regular members and 11 as student members. Our current membership has not yet reached the total of 99 persons listed by December, 1981, though we are well ahead of the number of dues paying members shown by this time last year.

A final renewal notice to the 1980 membership, and an outreach mailing to potential members such as members of NASP and/or persons certified by the Department of Education in a relevant area are planned for July and August, 1981.

KAPS welcomes 10 members not listed in the 1980-81 membership directory. Their names and addresses are listed below:

Linda Ann French
2528 W. Ky. St.
Louisville 40210

Lynn Gregg
4526 Decoursey Ave.
Latonia 41014

Carlos A. Harb
2000 3rd. St.
No. 409
Louisville 40208

Rebecca J. Jones
3816 Greenwich Road
Louisville 40218

Jo Ann Lewis
900 Cherry Dr.
Bowling Green 42101

Roy S. Meckler
Route 10
Lake Shore Drive
Deacon Hills
Richmond 40475

Darlene Morgan
3009 Wedgewood Way
Louisville 40220

John J. Murphy
2335 Alexandria Pk. 103D
Southgate 41071

Charlene R. Ponti
P.O. Box 17217
Covington 41017

Cherylann Tornabene
4227 Arbor Court
Independence 41051

LIAISON AND PUBLIC RELATIONS COMMITTEE

Diana Trenary

Although we have not had much news from other associations, the Kentucky Association of School Administrators has been quite communicative. Their annual state-wide conference was held at the Executive West Hotel in Louisville on August 2 - 4, 1981.

The theme of the conference was "Keeping Administration Strong and Active". After a hospitality hour Sunday afternoon, Dr. Zacharie J. Clements was scheduled to speak at the First General Session with the keynote address, "Effective School Leadership for a Better Tomorrow". On Monday morning at the Second General Session, Dr. John Wherry was to present his address, "Improving Public Confidence in the Public Schools". The Tuesday morning schedule included Mr. Raymond Barber offering his remarks, "Expectations and Realities for 1982" and Hon. Martha Layne Collins speaking on "Improving Public Confidence in Kentucky's Schools".

Additional information on KASA can be obtained by writing them at 66 Fountain Place, Frankfort, Ky. 40601.

PROGRAM COMMITTEE

Bruce Wess

The Program Committee reports that plans are now being made for the KPA/KAPS/TPA/TAPS Fall 1981 Convention. The convention will be held at the Galt House in Louisville from October 22 to 24. The Program Committee Chair has been contacted regarding planning for this convention and is now involved in doing so. I am assuming that a call for papers will soon emanate from the convention planning committee and I encourage KAPS members to be considering topics on which they might expound. I think that it is important that KAPS be an active participant in the convention proceedings so that we have a "good show" for our colleagues, particularly our more Southerly counterparts in TAPS. (A call for program proposals is published in this issue.)

Joe Zins has asked me to note that there will be a workshop on non-biased assessment to be held on September 19. You will be contacted via separate mailing regarding the details as to time, place, etc.

NEWSLETTER COMMITTEE

John A. Maurelli

This current and previous issue of the KAPS REVIEW were published in the Green River Comprehensive Care Center's Print Shop. GRCCC is able to provide such services at minimal costs to non-profit, mental-health related organizations. The publication committee needs your reaction to the last two issues to help decide whether we should continue publishing in this fashion.

Estimated costs for publishing and bulk mailing 200 copies (minimum allowable) of the KAPS REVIEW range from \$165 to \$175 per issue. The major portion is taken up in typesetting and layout costs, while the major saving is realized in postage costs. Returning to typewriter and Xerox will reduce printing cost, but then mailing costs rise. The difference in total costs per issue is approximately \$50. less for typewriter/Xerox copy when we limit postage to members only (approximately 100). If, and when, membership increases, this advantage quickly washes out.

Please send your reactions to Editor, Joe Zins, whose address is listed on page one. If you are pleased with the professionalism, let us know. Should you prefer the less costly production, also write. The Newsletter Committee seeks to serve the wishes of the membership.

TREASURER'S REPORT

by
William Knauf

The KAPS Treasury has grown with the receipt of new memberships to a current bank balance of \$644.39. Our most recent major expense as an organization was the May election of new KAPS officers. A possible future expense may be KAPS financial support of a delegate from Kentucky to the upcoming school psychology conference in Olympia, Wisconsin.

CALL FOR PROGRAMS

"PSYCHOLOGY AND HARD TIMES"

Fall Conference of KAPS, TAPS, KPA, And TPA

October 22 - 24, 1981

The Galt House
Louisville, Kentucky

NOW IS THE TIME to submit program proposals for this convention. Workshops, symposia, panel discussions, paper/poster sessions or other formats are welcome. Workshops are scheduled for Thursday, with other formats (including mini-workshops with no special fee) on Friday and Saturday. Tentative workshops already include Reality Therapy and Neuropsychology - others of interest to school psychologists promise to be added.

DEADLINES: Workshops: September 1, 1981
(to arrange continuing education credit)

Other Programs: September 7, 1981

**SUBMIT YOUR PROPSAL TODAY!! MAKE SURE
SCHOOL PSYCHOLOGY INTERESTS ARE
REPRESENTED.**

Send proposals to:

Steven P. Kirn
1974-A Douglass Blvd.
Louisville, Ky 40205
(502)454-7312

Information to include in proposal:

Program Title:

Program Summary: (brief)

Form and approximate length (check one):
Workshop (full day); Workshop (half-day); Paper
session (1 hr.); Panel (1½ hr.); Symposium (2 hr.);
Mini-workshop (1½ hr.); other (specify)

Presider/Presenter:

Address/Phone:

Audio/Visual or other requirements:

NASP DELEGATE REPORT

REGIONAL REPORTS

Joseph E. Zins

The NASP Executive Board met in Toronto on July 22 – 24, 1981. While the meeting had not yet been held when we went to press, I feel certain that one topic discussed was the cutbacks in the federal education budget. We were quite fortunate that these cuts were not as severe as had been anticipated for the 1981–1982 school year (5% for PL 94-142), but we must now work together to keep the funding at its current level. NASP and other organizations worked hard to keep the funding cuts minimal. At this point it is uncertain what the budget will be for next year.

We have not yet received information about participants for the Olympia Conference on the Future of School Psychology. Each state will be represented by at least two or three persons (including the NASP delegate and probably the state consultant), but we have not received word about selecting additional participants. Hopefully this information is forthcoming.

Just a quick reminder – you should have received your dues statement recently. Please be sure to renew it now so that you do not miss receiving any issues of the *Communique* or the *School Psychology Review*. Anyone who is not a member and wishes to join may contact me at P.O. Box 17217, Covington, Ky. 41017. Students are especially urged to join.

Diana Trenary recruited the most new NASP members during our recent membership drive. She will therefore have her dues paid for 1981–1982. Since she was the only one who recruited new members under the rules of the drive, there was no second place award.

I will be sending a summary of the July Executive Board minutes to NASP members in the near future.

EASTERN KENTUCKY REGION
Bob Illback

It's difficult to write a regional report for Eastern Kentucky for a number of reasons. There are only a handful of school psychologists and psychometrists of whom I am aware, and many of these are located in geographically isolated areas. Currently, there does not appear to be a mechanism through which we can communicate about our experiences and problems, and engage in professional development activities. Having met with the Northern Kentucky Providers of Psychological Services recently, I'm impressed with how important such a group can be, especially when you're isolated and working in an area where school psychology is misunderstood and/or not highly valued. Therefore, I'd like to propose that people who are currently serving in Eastern Kentucky form a regional organization and meet regularly for the purposes of information sharing, support, professional development, and to explore ways in which school psychological services in Eastern Kentucky can be improved. I've already spoken to a few people about this, and they are enthusiastic. If you are interested, please write to me at the Department of Psychology, Eastern Kentucky University, Richmond, Ky 40475. Also, please keep me informed regarding professional activities, accomplishments, publications, public service, and the like, so that I can report these in this column.

As regional news, I should mention that EKV's school psychology program, located in the Department of Psychology, recently received approval for provisional and standard certification in school psychology. It is a 60 graduate hour plus internship program. A number of people with backgrounds in related fields (e.g. psychometry) have recently contacted me regarding the possibility of obtaining certification through the program as a non-degree student. I am very open to this possibility, providing the person meets entry requirements for the program and we can design an organized, integrated training sequence with both didactic

and experiential components. I'm rather wary of the "scatter-gun" training approach, common to education, in which courses are sampled (seemingly at random) and content is never integrated with practitioner skills through supervised practice and feedback. For more information about the program, contact me at the above address.

Finally, Bill Pfohl of WKU and I have been attempting to organize a special interest group within NASP of persons interested in rural school psychological practice. Either of us would like to hear from others interested in this emerging area within the profession, particularly if you are doing something unique or innovative in response to the problems you face in rural areas.

NORTHERN KENTUCKY REGION

Cookie Cahill

The Northern Kentucky Providers of Psychological Services met twice during the month of May. Carol Carson was featured as the presenter at both sessions, addressing the topic of "Non-biased and Non-discriminatory Assessment." Carol subtitled her presentation, "How the United States Legal System Judges the Existence of Bias in Psychological Tests." She began with an extensive history of the anti-test movement, surveying the constitutional law and statutory regulations which have been influential in this regard. Carol then described the landmark legal decisions which preceeded the trial of individual intelligence tests themselves, and which provided the backdrop against which they were judged. In the second session, Carol provided a detailed and thorough analysis of the Larry P. decision, from the initial injunction to the final decision in 1979. She also described the PASE decision in Chicago (1980), and the contradiction which it posed to Larry P. Carol outlined what she considers ten major implications of Larry P., and she has promised to submit these for publication in an upcoming KAPS REVIEW. In all, her presentation demonstrated careful thought and a great deal of time devoted to research. The group is extremely grateful for her efforts.

The group has adjourned its monthly meetings for the summer, but promises to return with added enthusiasm in the Fall!

A number of personal news notes have been reported in the past few months from along the northern border. Congratulations are in order for several KAPS members, including: Dave Feldman, who passed the State Department Certification exam in April; Joe Zins, who was named to the Editorial Board of the School Psychology Review; and Cookie Cahill, who has been hired as a school psychologist by the Kenton County Schools. A rumor also has been circulated that three KAPS members, on vacation with their respective families arranged a rendezvous at Virginia Beach in June! Unfortunately, the "KAPS liquor locker" remained in Lexington, so that stimulating conversation provided the evening's entertainment!

FAYETTE COUNTY

Bobbie Burcham

The Fayette County Public School System has recently received funds through a Title V-B grant to embark upon a Video Tape Project. In conjunction with Telecable, the third floor of the G.S. Potts Administrative Building is being converted into a studio. Thirty tapes have been purchased and nineteen are now in production scheduled to be completed by September. Many of these are related to special education and related services and can be used in faculty meetings, inservice training, etc. to raise the level of awareness on various topics. In August, a tape specifically related to psychological services will be produced.

Also, Fayette County now has a vocational assessment center housed at Bryan Station Senior High School. The center provides a comprehensive batter of assessment for all categorical areas of handicaps. The battery includes a psychometric assessment as well as assessment of interest, aptitude, attitude, academic skills, and physical skills much as range of motion, dexterity, eye-hand-foot coordination, work tolerance, etc. This information becomes the data base for the development of the IEP and a vocational training plan.

MINUTES OF THE EXECUTIVE COUNCIL MEETING

by
Cookie Cahill, Secretary

The Executive Council met on June 23 in Crescent Springs. Agenda items covered and a brief description of the related discussion follows:

Membership: Chairperson Bill Knauf reported that KAPS paid membership to date include 62 regular and 9 student members.

Treasury: Bill also reported that the treasury stands at \$644.39. The largest organizational expense continues to be the newsletter. (Also see Treasurer's Report).

KPA/TPA Fall Conference: Bruce Wess, Program Chair, described his recent communications with the KPA conference liaison person. Bruce will pursue getting a KAPS meeting scheduled during the conference; getting a KAPS representative on the committee reviewing papers for the conference; and getting the call for papers sent to KAPS membership. (Further details appear in the Program Committee Report).

Kentucky Association of School Administrators (KASA): The importance of KAPS involvement with KASA and the merits of planning a presentation for their upcoming conference were discussed. However, as the KASA annual conference is scheduled for August 2 - 4, it was decided that there is insufficient time to plan a quality program this year.

Funding Units: Steve read a letter sent to him by Dr. William Greenlee of the Owensboro Public Schools. Dr. Greenlee is very interested in pursuing alternative mechanisms for funding of school psychologists by the state. His letter was referred to Bob Illback and the KAPS Legislative Committee.

NASP Assistance to the States: Steve read a letter sent by this committee, requesting a "State of the State" report from each state organization. Desired information was discussed and Steve will summarize it for the KAPS report. This information is to be made available to other state organizations, in the hope that we may profit from one another's experiences.

Olympia Conference: There is a possibility that KAPS may be able to select one delegate to the Fall conference on the future of school psychology. Selection procedures and details will be discussed once definite information is received from NASP.

Membership Mailings: Mailings to enlist new KAPS members were decided upon.

Ethics: Bill Knauf suggested the possibility of presenting actual violations of ethical standards to the KAPS Ethics Committee. This was discussed at length, particularly the absence of any actual sanctions available to the committee, if a violation was indeed determined to be present. The committee was charged with continuing in its present function.

Licensure Law: The KPA proposed changes in the licensure law were described by Steve. Feel free to contact him for further information in this regard.

KPGA CALL FOR PAPERS AND CONFERENCE ANNOUNCEMENT

The Fall KPGA Conference will be held at the Lexington Hyatt Regency Hotel on October 26 - 28, 1981. To submit a program proposal or additional information, contact Dr. Stephen Schnacke, P.O. Box 1459, Bowling Green, KY 42101.

HISTORY OF SCHOOL PSYCHOLOGY IN KENTUCKY

Patricia M. Guthrie

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

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

II. The State Examination.

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

III. Internship Requirements and Procedures.

TEC 79.0 – Section I.

“The program of preparation for the Standard Certification for School Psychologist shall consist of a minimum of sixty (60) semester hours graduate credit including the Master’s degree plus an internship completed either as the first year of work experience as a school psychologist in a closely supervised internship or a one (1) semester internship supervised by the teacher education institution”

The above quotation constitutes a recent change in the internship process. It is now possible for a person to complete the internship as a part of their university training program, be recommended and pass the state exam, and receive Standard Certification. The graduate credit for this internship must be in addition to the sixty hours credit required for certification, however.

As in the past, if a person does not have an internship as a part of their training, that experience may be obtained during their first year of work experience as a school psychologist. This internship shall consist of a full-time placement for a minimum of one full academic year (or the equivalent of 1000 hours) in a public school setting (or other approved equivalent setting serving a variety of handicapped and non-handicapped school-age children). This internship placement/supervision

must be approved in advance by the State Consultant for School Psychological Services. A copy of “Guidelines for School Psychology Internship” may be obtained from the Division of Student Services; 20th Floor, Plaza Tower; Frankfort, Kentucky 40601. A person who needs to complete their internship in this manner will receive Provisional Certification upon successful completion of the state examination.

During the first year of certification (79–80) two (2) persons completed an internship. This current year (80–81) nine (9) persons worked their first year as a school psychologist under internship supervision, and they are receiving Standard Certification at this time. Level of certification has not yet been determined for all persons who passed the exam in April, and those who are certified from the August ’81 exam will be added to this as yet undetermined number to finalize the number of internships to be supervised during the 1981–82 school year. A finalized report concerning the number of internships will be given in the next issue of KAPS REVIEW. This article will conclude with an end-of-year report of activities from the State Consultant.

LEGAL ISSUES IN SCHOOL PSYCHOLOGY WORKSHOP Tessue Fields

Sixty-one (61) people registered for the May 16 workshop on “Legal Issues in the Practice of Professional Psychology in the Schools” with Dr. Donald Bersoff. The workshop was held on the University of Kentucky Campus and was jointly sponsored by a grant from the U.S. Department of Education and KAPS.

In introducing Dr. Bersoff, KAPS President Steve DeMers, pointed out that Dr. Bersoff was the first person to be hired as regular legal counsel to APA, a special kudo for school psychology since Dr. Bersoff holds a doctorate in school psychology as well as a law degree.

Dr. Bersoff began his presentation with a summary of court cases from the past 15 years that explained how the judiciary had become involved in regulating educational practice.

Even if Congress leaves PL94-142 intact, Dr. Bersoff pointed out that a recent judicial decision could deal a further blow to funding for the handicapped. In April of this year the Supreme Court was able to force a state to provide better services for institutionalized mentally retarded people as outlined by the Developmental Disabilities Act. But the court ruled that the act had no enforceable provision, but merely encouraged the state to provide these services. The court further stated that if Congress is unwilling to fund an entire act, then it is obvious that Congress only had limited intent in mind. The decision footnote cited PL94-142, The Rehabilitation Act, and The Community Mental Health Centers Act as similar acts of Congress which try to induce but not force states to provide better services for handicapped persons.

The day ended with a question and answer session which covered several important issues for practicing school psychologists. On expulsion of handicapped children, Dr. Bersoff pointed out that this is considered a change in placement, so the decision must be made by the placement committee, not disciplinary personnel. The school must show that the reason for expulsion is not due to the handicapping condition. If the child is removed from school, alternative education must be provided. However, handicapped students can be temporarily suspended by a regular administrative hearing. Dr. Bersoff pointed out that the school cannot try to apply any rule to handicapped children that does not take into account the uniqueness of the child.

Commenting on a new issue, minimum competency testing for a high school diploma, Dr. Bersoff reported the most recent court decision. Handicapped children can be required to pass a competency test to receive a regular diploma, but there has to be enough time to allow the IEP to set goals for meeting the competency test. There are a number of competency test cases still in legislation, and there could be changes on this judgement.

The rules for release of test protocols was questioned by several conference participants. Dr. Bersoff summarized the guidelines of BEH under PL94-142 and ERPA. If information gained from protocols is subsequently communicated to anyone then the protocols must be shared with the parents. If the psychologist is going to hearing, it is particularly important that protocols be reviewed with parents since all documents used in a hearing must be shared with the parents at least five days in advance. If the parents have moved a great distance and can't review the records personally, then a copy of the protocol must be sent to them. It is Dr. Bersoff's opinion that the test manual (i.e., possible correct answers) does not have to be shared with the parents since the manual is not part of the school record.

With regard to counseling students, Dr. Bersoff warned that it is essential to obtain parental consent before doing any counseling. A recent Supreme Court decision held that children AND adolescents are immature and cannot make sound judgements, therefore it is up to parents to decide what is best for their children. Issues affecting their children's welfare must be communicated to parents.

Dr. Bersoff suggested that parents be asked to sign a waiver so that the student's rights to confidentiality be protected. Otherwise the psychologist might be liable for not informing the parents of information obtained in the counseling session that might affect the child's welfare.

Relative to this issue, Dr. Bersoff also suggested that when the psychologist gets permission for evaluation, a student interview should be listed as one of the evaluation measures so that the psychologist is protected if the child starts to spontaneously talk about personal problems.

