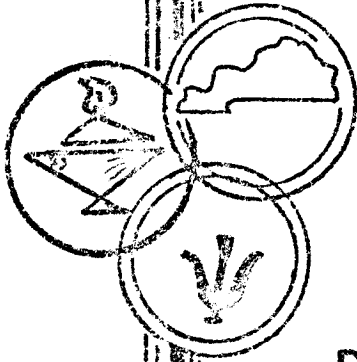


THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS

VOLUME 3, NUMBER 1

SPRING 1982

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text also notes that records should be kept for a sufficient period to allow for a thorough audit.

2. The second part of the document outlines the specific requirements for record-keeping. It states that all transactions must be recorded in a clear and concise manner, and that the records must be accessible to all authorized personnel. The text also mentions that records should be stored in a secure and protected environment.

3. The third part of the document discusses the role of the auditor in verifying the accuracy of the records. It states that the auditor should conduct a thorough review of the records and should report any discrepancies to the appropriate authorities. The text also notes that the auditor should maintain a high level of independence and objectivity throughout the audit process.

4. The fourth part of the document discusses the consequences of failing to maintain accurate records. It states that failure to do so can result in severe penalties, including fines and imprisonment. The text also notes that failure to maintain accurate records can damage the reputation of the organization and can lead to a loss of trust from investors and other stakeholders.

5. The fifth part of the document discusses the importance of training and education for all personnel involved in the financial system. It states that all personnel should receive regular training and education to ensure that they are up-to-date on the latest regulations and best practices. The text also notes that training and education should be tailored to the specific needs of each individual.

6. The sixth part of the document discusses the importance of transparency and accountability in the financial system. It states that all transactions should be recorded and reported in a clear and concise manner, and that the results of the audit should be made available to all authorized personnel. The text also notes that transparency and accountability are essential for the integrity of the financial system.

7. The seventh part of the document discusses the importance of ongoing monitoring and evaluation of the financial system. It states that the system should be regularly reviewed and updated to ensure that it remains effective and efficient. The text also notes that ongoing monitoring and evaluation are essential for the long-term success of the organization.

8. The eighth part of the document discusses the importance of collaboration and communication between all stakeholders in the financial system. It states that all stakeholders should work together to ensure that the system is operating smoothly and that any issues are resolved in a timely and effective manner. The text also notes that collaboration and communication are essential for the success of the organization.

9. The ninth part of the document discusses the importance of risk management in the financial system. It states that all risks should be identified and assessed, and that appropriate measures should be taken to mitigate the risks. The text also notes that risk management is essential for the long-term success of the organization.

10. The tenth part of the document discusses the importance of ethical behavior in the financial system. It states that all personnel should adhere to a high standard of ethical behavior, and that any unethical behavior should be reported to the appropriate authorities. The text also notes that ethical behavior is essential for the integrity of the financial system.

11. The eleventh part of the document discusses the importance of innovation and technology in the financial system. It states that all personnel should embrace innovation and technology, and that they should use these tools to improve the efficiency and effectiveness of the system. The text also notes that innovation and technology are essential for the long-term success of the organization.

12. The twelfth part of the document discusses the importance of customer service in the financial system. It states that all personnel should provide excellent customer service, and that they should go above and beyond to meet the needs of their customers. The text also notes that customer service is essential for the success of the organization.

13. The thirteenth part of the document discusses the importance of environmental sustainability in the financial system. It states that all personnel should be mindful of the environment, and that they should take steps to reduce their carbon footprint. The text also notes that environmental sustainability is essential for the long-term success of the organization.

14. The fourteenth part of the document discusses the importance of social responsibility in the financial system. It states that all personnel should be committed to social responsibility, and that they should support the community and the environment. The text also notes that social responsibility is essential for the long-term success of the organization.

15. The fifteenth part of the document discusses the importance of diversity and inclusion in the financial system. It states that all personnel should be treated with respect and dignity, and that the organization should embrace diversity and inclusion. The text also notes that diversity and inclusion are essential for the long-term success of the organization.

16. The sixteenth part of the document discusses the importance of employee development in the financial system. It states that all personnel should have access to training and development opportunities, and that the organization should invest in the growth of its employees. The text also notes that employee development is essential for the long-term success of the organization.

17. The seventeenth part of the document discusses the importance of work-life balance in the financial system. It states that all personnel should be encouraged to take time for themselves, and that the organization should provide flexible work arrangements. The text also notes that work-life balance is essential for the long-term success of the organization.

18. The eighteenth part of the document discusses the importance of mental health in the financial system. It states that all personnel should be supported in their mental health, and that the organization should provide resources and services to help them cope with stress and anxiety. The text also notes that mental health is essential for the long-term success of the organization.

19. The nineteenth part of the document discusses the importance of physical health in the financial system. It states that all personnel should be encouraged to take care of their physical health, and that the organization should provide resources and services to help them stay healthy. The text also notes that physical health is essential for the long-term success of the organization.

20. The twentieth part of the document discusses the importance of financial health in the financial system. It states that all personnel should be encouraged to take care of their financial health, and that the organization should provide resources and services to help them manage their money. The text also notes that financial health is essential for the long-term success of the organization.

21. The twenty-first part of the document discusses the importance of emotional health in the financial system. It states that all personnel should be encouraged to take care of their emotional health, and that the organization should provide resources and services to help them cope with stress and anxiety. The text also notes that emotional health is essential for the long-term success of the organization.

22. The twenty-second part of the document discusses the importance of spiritual health in the financial system. It states that all personnel should be encouraged to take care of their spiritual health, and that the organization should provide resources and services to help them find meaning and purpose. The text also notes that spiritual health is essential for the long-term success of the organization.

23. The twenty-third part of the document discusses the importance of intellectual health in the financial system. It states that all personnel should be encouraged to take care of their intellectual health, and that the organization should provide resources and services to help them learn and grow. The text also notes that intellectual health is essential for the long-term success of the organization.

24. The twenty-fourth part of the document discusses the importance of social health in the financial system. It states that all personnel should be encouraged to take care of their social health, and that the organization should provide resources and services to help them build strong relationships. The text also notes that social health is essential for the long-term success of the organization.

25. The twenty-fifth part of the document discusses the importance of physical health in the financial system. It states that all personnel should be encouraged to take care of their physical health, and that the organization should provide resources and services to help them stay healthy. The text also notes that physical health is essential for the long-term success of the organization.

26. The twenty-sixth part of the document discusses the importance of mental health in the financial system. It states that all personnel should be encouraged to take care of their mental health, and that the organization should provide resources and services to help them cope with stress and anxiety. The text also notes that mental health is essential for the long-term success of the organization.

27. The twenty-seventh part of the document discusses the importance of emotional health in the financial system. It states that all personnel should be encouraged to take care of their emotional health, and that the organization should provide resources and services to help them cope with stress and anxiety. The text also notes that emotional health is essential for the long-term success of the organization.

28. The twenty-eighth part of the document discusses the importance of spiritual health in the financial system. It states that all personnel should be encouraged to take care of their spiritual health, and that the organization should provide resources and services to help them find meaning and purpose. The text also notes that spiritual health is essential for the long-term success of the organization.

PRESIDENT'S COLUMN

by
Joseph Zins

As the new leadership of KAPS takes office, we are faced with many crucial issues on both a state and a national level. As you have been informed by the Legislative Committee, there are proposals in the federal Congress to cut funds and to weaken provisions and regulations in P.L. 94-142. KAPS and numerous other organizations concerned with handicapped children have reacted to these proposals by contacting legislators to express our concerns. On a state level, BEEC reportedly has requested no additional units for the coming year and reportedly has testified that a decrease in federal funds (VI-B) will not result in a loss of services. Yet, many of us have positions funded by these monies and most would be in serious jeopardy of losing them if these cuts are made. Again, KAPS and other organizations have contacted legislators to express our serious objections to this possibility.

These two events point to our need to become more involved in the legislative area. We need to communicate to lawmakers that we do provide a valuable service to handicapped and non-handicapped children and their families. We can all appreciate the efforts that Bob Illback, Legislative Chair, made in informing us of these issues. Following his lead, it is up to each of us to do our part by expressing our opinions to legislators. While I believe that many of our efforts in the coming years need to focus on political matters, we also need to further our alligiances with other organizations (KASA, CASE, KPGA, CEC, KPA, etc.). Pat McGinty, new Liaison and Public Relations Chair, will be active in this area.

Cookie Cahill, Program Chair, will be organizing our first annual KAPS convention as well as meetings and workshops. Such undertakings represent great challenges and will be of tremendous assistance to our growing organization.

The newsletter is now being edited by Bill Knauf. He promises many changes and improvements. Bruce Wess will be working to increase our membership while keeping a tight reign on the purse strings as treasurer. Peggy Harrell has agreed to take over as Ethics Chair and will be developing new goals in this area. Bobbie Burcham is now secretary and will keep you informed about our meetings. A new committee is being organized by Bill Pfohl and will be known as Continuing Professional Development.

I hope that each of you will assist the new officers and committee chairs in order that we have our most productive and exciting year ever! There is enough work to share in order that none of us will be overwhelmed. The new leadership brings a great deal of energy and enthusiasm with them, but we need your support!

EDITOR'S COMMENTS

by
William Knauf

I hope that this latest issue of the newsletter continues to meet the high standards set over the past two years by Joe Zins and John Maurelli. I am most grateful to John for agreeing to continue as managing editor.

You will notice that this issue of the *KAPS Review* has a new look. We have made the change in order to hold down our printing costs, but still maintain the professional appearance of the newsletter. I've asked John to discuss how he put this issue together, and the new method involved, for the newsletter committee report.

Many persons who have contributed to the newsletter in the past are continuing to submit materials. All KAPS members are encouraged to submit articles or announcements to the newsletter. If you are tired of hearing from the same old people,

now is the time to get your name and thoughts in print!

This issue offers a special attraction as it contains the thoughtful and diverse reactions of four KAPS members to the recent Olympia Conference at Oconomowoc, Wisconsin. We also have a new dimension in the creative writing efforts of Steve DeMers and Cheryl Boyd. And check out the workshop announcements! One of the most exciting changes in Kentucky is the increasing opportunity to attend workshops specifically directed to the practice of psychology in the schools.

SECRETARY'S REPORT

by Bobbie Burcham

Minutes of the Executive Council - January 30, 1982

The executive council convened at the University of Kentucky at 10:00 AM. Present were Joe Zins, Steve DeMers, Bob Illback, Bill Knauft, Cookie Cahill, Bruce Wess and Bobbie Burcham.

This was the first meeting of the new executive committee. Joe, newly elected president of KAPS, opened the meeting by relating agenda items. Committee reports were presented. Bob, chairperson of the legislative committee, stressed the necessity of political action by KAPS members particularly since many of our jobs are funded by soft federal dollars. He is actively working on ways that we may strengthen our positions. Bill, chairperson of the newsletter committee, discussed the current format of the newsletter, recent cost increases in having it printed, and alternative ways to maintain good quality while reducing the finances involved. Bruce, chairperson of the membership committee, related the present status of membership renewals, policies regarding renewals were discussed as well as details for completing a 1982 directory. Cookie, chairperson of the program committee, related details about the upcoming general meeting for KAPS and the agenda was ironed out. Other programs for the year were discussed, with particular emphasis upon the first annual fall convention. (See a detailed report by each committee chair in this edition of the newsletter).

Nominations for chairperson of the liaison and ethics committees were discussed. Pat McGinty was chosen for the liaison committee and Peggy Harrell for the ethics committee. Both these people will be contacted the week of February 1 regarding acceptance of the position. The executive committee felt that one goal of the ethics committee should include the development of a Best Practices Manual.

It was suggested that the ethics committee should be expanded to the Ethics and Professional Standards Committee. It was also suggested that KAPS add a new working committee on Professional Development. This will be presented to the membership by a proposed by-law change.

Steve DeMers brought the committee up to date on the status of the APA-NASP task force. Entry level issues continue to be a volatile area. He also described current changes being proposed in licensure laws for psychologists which may include the autonomous functioning of masters level people being removed.

Other business include agreement that the Kentucky State Consultant for School Psychological Services become a non-voting member of the executive council. Additional points of discussion at the meeting included Diana Trenary's letter stating concerns about the state wide representation on the executive committee, membership policies, relations with other organizations, and of KAPS involvement in local school district policies. The meeting adjourned at approximately 3:00 PM.

TREASURER'S REPORT

by Bruce Wess

The balance of the KAPS treasury as of when I assumed office on 1-1-82 was \$703.43. Since that time income from membership dues has totaled \$355.00 while expenditures have amounted to \$100.79. The current balance is \$957.64.

MEMBERSHIP COMMITTEE

by Bruce Wess

As of 2-15-82, 29 persons have renewed their KAPS membership or joined for the first time. Of these 29, 24 have joined as professional members while five are student members. It should be noted that the present membership year extends from 1-1-82 until 8-31-82 as agreed upon by the KAPS

membership. As of 9-1-82, the membership year will again extend a full year but will coincide with the school year calendar. The Membership Committee chair will compile and distribute the lists of committee members to each chairperson based on the choices indicated on the membership forms. All former KAPS members are urged to renew their membership as soon as possible.

PROGRAM COMMITTEE REPORT

by Cookie Cahill

"LITTLE THINGS MEAN A LOT"

by
Patricia M. Guthrie

- 1981-82 Kentucky School Directory lists psychologists psychometrists employed by local districts.
Look in the District Data section: Administrative and Supervisory Personnel.
- One-third of Kentucky's local school districts now employ either psychologists or psychometrists.
- Internships have been approved for 11 school psychologists for the 1981-82 school year!
- On January 30 school board members from across the state will have an opportunity to learn how one school system financed a new position for a school psychologist!
- The 1981 *Experimental Revised Standards for Accreditation of Kentucky School Districts* encourages the utilization of psychologists and psychometrists. Previously, these professionals were not mentioned anywhere in accreditation standards. (Refer to article entitled "New Accreditation Standards").
- Kentucky is now represented on the Executive Board of the *National Association of State Consultants for School Psychological Services*. At the annual meeting (Olympia) your State Consultant was elected to the position of Treasurer.
- Those of us who received standard certification as school psychologist in 1979 must renew this summer! Send your request to Dr. Simandle; include documentation of employment and professional development activities or six semester hours of appropriate graduate course work.
- Olympia reaction: change must be initiated at the individual level. Professional change begins with you and me. Olympia will demonstrate its worth as individuals "prevent, alter or invent" their respective futures!

The Program Committee intends to meet for the first time during 1982 on February 27 in Louisville. At that time, committee goals for 1982 and responsibilities will be established, including programs recommended by committee members. A number of possibilities already have been presented by members of the executive committee and included:

- A workshop on Parent Training-Family Interventions, to be presented by Bob Waller of the University of Tennessee. This workshop would be co-sponsored by the Psychology Department at Eastern Kentucky University, and might take place in April.
- A workshop on Gifted Children by Steve DeMers in May.
- And perhaps most exciting, the possibility of a KAPS Fall Convention is being actively pursued. Tentative dates are Friday and Saturday, October 1 and 2. The location is ECU's convention facility. Keynote speakers, mini-skills workshops, and paper presentations by KAPS members and others, are all being considered, along with a Friday evening social gathering.

Lots of help will be needed to plan such an ambitious project and it is hoped that enthusiastic volunteers will make themselves known! Particularly needed are members living in or around Richmond, who could assist with physical arrangements. Anyone interested is encouraged to attend the committee meeting in Louisville or call Cookie Cahill (at work (606) 331-7742 or home (606) 341-8718). A convention represents a means of increasing KAPS visibility throughout the state, as well as contributing to the professional development of members. Please help to make it a success!

LEGISLATIVE REPORT

by Bob Illback

A number of things have been occurring in the legislative arena, which I will try to summarize briefly. First, I wrote to the membership in late January after learning of testimony that had occurred in Frankfort concerning funding for handicapped. Apparently, BEEC has testified that no new special education units are needed, and that anticipated losses of Federal revenues (IV-B Excess Cost funds) can be absorbed. As you know, most school psychological services are at least partially supported with this money. This prompted the Council of Administrators of Special Education to testify about the continuing needs in the state. I think our organization can support this by calling and/or writing while the legislators formulate the budget, and I hope some of you have done so. At the national level, NASP has been organizing support for P.L. 94-142 funds which President Reagan has slated for block granting and severely diminished funding. Moreover, the Federal deregulators are seeking to weaken many of the Act's regulations. Over the short term, NASP was seeking local support for a *Dear Colleague* letter circulated on Capital Hill by Edward Kennedy on the Senate side and Carl Perkins in the House. It went to the President on February 5, and I am pleased to report that the entire Kentucky delegation (2 Senators, 7 Representatives) signed to show token support for P.L. 94-142. Please call or write these people to reinforce their appropriate behavior. Over the longer term, we need to lobby them to vote against block granting and funding cuts. I have sent out some materials from NASP regarding this.

Also at the initiation of Bill Greenlee, I have written a position paper which focuses on the need for school psychological services across Kentucky. After reviewing the current state of affairs, it makes a number of recommendations including:

- a. Defining school psychological services in more broad terms than just testing (e.g. consultation, intervention, working with non-handicapped children).
- b. Restricting the use of contracted personnel in testing roles.
- c. Limiting psychological services to those done by certified-licensed school psychologists and psychometrists.

- d. Further clarifying the roles of various assessment specialists.
- e. Encouraging small districts to pool resources in hiring and sharing services of school psychologists.
- f. Considering funding formulas which make Minimum Foundation or other monies available for funding school psychological services.

The intent is to personally share these ideas and recommendations with various influential persons in state organizations and the Education Department and to work toward needed changes. If anyone has ideas regarding this or contacts we can capitalize on, please call or write to me.

Finally, after a last minute change, back to the compromise version, KPA is apparently going to reopen KRS 319 and introduce it in the current legislative session. The main features of the revision include:

- a. Two Certificands on the State Board of Psychology.
- b. Certified persons can obtain autonomous functioning until 12-31-88, assuming they have completed three years of supervised experience.
- c. After 1-1-84, the State Board will certify masters level persons as "Psychological Specialists".

Of course, these provisions only regulate the practice of school psychology in the private sector and do not affect work in a school setting, which is regulated by the State Board of Education.

KENTON COUNTY IN THE *COMMUNIQUE*

School psychology services in Kentucky gained some recognition in the most recent issue of the *NASP Communique*. An article describing the development of school psychological services in the Kenton County School District appears on the front page.

Now that we have our "foot in the door" it seems a good time for other Kentucky school psychologists to submit articles. The growing interest in the practice of school psychology in rural areas would provide a relevant topic for Kentucky school psychologists and psychometrists to address.

AREA REPORTS

FAYETTE COUNTY

by Lynn Rice

Fayette County has a new addition to their staff in the Review, Referral and Testing Unit. He is John Ellis, a school psychology intern from Eastern Kentucky University. John is providing the services to two of Fayette County's elementary schools. Word has filtered back to Central Office that both schools as well as the Review, Referral and Testing Unit are pleased to have John as part of their team.

The University of Kentucky school psychology staff and its graduates are to be commended in their efforts to establish an annual School Psychology Conference. A lot of time and planning have culminated in the presentation of their first conference on Microcomputers in April..... Interested?

JEFFERSON COUNTY

by Doris Campbell

Impact of Divorce on Children:

School psychologist Barbara Armstrong and interns Kaye Moore, Kevin Stevenson, and Betty White are participating in the NASP sponsored nationwide study of the effects of parental divorce on children's academic and social development. Eight hundred school psychologists have been randomly selected from all fifty states in proportion to state population. A total of 4,800 children are being studied to determine differences in performance levels of children from intact and divorced families. In Jefferson County, Barbara Armstrong is working with six children, three from intact families and three from divorced families. The interns are each studying two children, one from an intact family and one from a divorced family. They are administering standardized tests and conducting interviews of children, parents, and teachers. The final results of the study should include the identification of factors in the environments of children from divorced families that help them to adjust to the strain of family separations. Also, the

study should generate data-based recommendations for school interventions designed to promote healthy adjustment to divorce. KAPS newsletter readers will be alerted to the publication of the results of the study.

Legal Issues In Discipline and Compliance:

A workshop for members of the Exceptional Childhood Education Unit featured Dr. Don Bersoff, guest speaker, who presented a legal update on discipline and compliance in regard to special education students. Dr. Bersoff reviewed due process as applied to school discipline, and he summarized key cases from 1969 to the present, sketching a brief history of the changing attitudes in the courts toward discipline, suspension, and expulsion of handicapped students. Reviewing the Larry P. and PASE cases, he examined the law's perception of the use of IQ tests for placement purposes. He focused on the Muriel Forrest case in a discussion of the legal rights of school psychologists. Dr. Bersoff concluded with his observation regarding the "implications" of the federal government's increased fiscal conservatism and the shift toward requiring local governments to be the implementors and the regulators of the law.

Sompa Workshop:

On February 24-27, a SOMPA workshop will be provided for psychologists/psychometrists in Jefferson County as well as other P/Ps interested in attending. Dr. Ronda Talley, Coordinator of Assessment Placement Services of Jefferson County Public Schools, and Dr. Jane Mercer, developer of SOMPA, will conduct the workshop. The workshop will provide an intensive twenty-eight hours of training in multicultural assessment using slides, exercises, illustrative profiles, films, and quizzes. Those completing SOMPA's eight modules will be prepared to conduct parent interviews, administer the ABIC, the Health History Inventory, calculate the Sociocultural Scales and Estimate Learning Potential, administer the Physical Dexterity Tasks and to score and profile each measure. Comprehensive SOMPA Certificates will be awarded to those completing all eight modules.

NEW ACCREDITATION STANDARDS

by Patricia M. Guthrie

The 1981 *Experimental Revised Standards for Accreditation of Kentucky School Districts*, as adopted by the State Board on May 26, 1981, are being used on a pilot basis with no more than 25 districts for this current school year. Quoting from these Standards:

Standard XI - Pupil Services

... Commentary

The school district is encouraged to utilize the resources of school social workers, psychologist, psychometrist, and health and safety coordinators in addressing pupils' personal, social and health concerns.

The following are indicators that this standard is being accomplished:

Guidance ...

7. Pupil and related services provided by the school districts are preformed by qualified personnel such as counselors, social workers, psychometrists, therapists, psychologists, and medical personnel.

HEALTH, SOCIAL, AND PSYCHOLOGICAL SERVICES

Health, social and psychological services Program should include the following:

The local school district is providing to pupils, parents, and staff psychological services with regard to the educational problems of pupils in the following areas:

- a. prevention
- b. intervention
- c. diagnosis
- d. consultation

A complete copy of these Standards is available at any local school superintendent's office.

A checklist for use by the visiting team in the review of psychological services has been prepared by the Division of Student Services. This one page checklist may be obtained by writing Pat Guthrie, Route 2, Box 29, Bowling Green 42101 or you may call her at her office, 502-842-5593.

PSYCHOEDUCATIONAL ASSESSMENT (Unconfidential)

Name: Olympia Conference
Date of Birth: 11/8/81
Address: Oconomowoc, Wisconsin
Parents: National Association Psychologists (NASP) and Division 16 of American Psychological Assoc.

Reason for Referral:

Olympia is being evaluated to discover its strength and weaknesses in helping to plan for the future of school psychology and to inform all those who were not able to attend, what occurred and how their NASP and APA dues money was spent.

Relevant Case History:

Olympia is a rather large (i.e., 350 participants) but well-organized member of the conference family. *Olympia* was definitely a planned child, intended to follow within one year its older sibling, *Spring Hill Conference*, of the same parents. Both *Spring Hill* and *Olympia* were also intended to their place alongside *Thayer Conference*, their stepsibling on the Division 16 side, now almost thirty years old and well-respected for its major contributions to the new field of school psychology. *Thayer*, like *Spring Hill*, was rather small (i.e., less than 100 participants) and brought school psychologist from around the country to gether to discuss the critical issues of the 1950's such as limited numbers of school psychologists and their maldistribution, disparate titles, levels and types training and certification standards, etc. Specific recommendations for - more training programs, uniform training standards and similar titles and certification resulted from *Thayer* and greatly improved the field and its visibility in the years following.

Spring Hill has fared well in comparison to *Thayer*. It also brought together a national sample of leaders in school psychology and a cross section of trainers, practitioners, and national association leaders. The purpose of *Spring Hill* was to exchange ideas and identify the major concerns facing the field of school psychology at present and in the future. A special issue of the *School Psychology Review* documents the accomplishments of this conference.

Olympia was intended to be a follow-up to *Spring Hill* and to focus on developing specific action plans to address the serious concerns identified at *Spring Hill*. This report tries to evaluate, albeit subjectively, on how well *Olympia* met its intended goals.

Methods of Assessment:

Attendance at *Olympia Conference*

Discussions with Other *Olympia* Participants

Review of Written Reactions of *Olympia*

Assessment Results:

In terms of my own observations, *Olympia* appears to be a physically well-planned and organized conference in the sense of arrangements for meetings, lodging, food and transportation. The setting was appropriately remote removing any desire to "see the sights" around snowy, rural Wisconsin in November. Also, there was evidence of a tremendous potential for success in the broad and representative cross section of school psychologists attending. Not only were every state and every major constituency represented but virtually all the participants appeared to be serious, motivated and genuinely excited to be a part of trying to resolve the problems facing the field. So, *Olympia* evidenced tremendous potential for achievement.

However, the planning for the actual content of the meeting appeared to be a serious weakness in *Olympia's* profile. Surprisingly, though, the problem appeared to be one of overplanning in the sense that nearly every minute was scheduled with some predetermined exercise, game or activity. Furthermore, these scheduled activities seemed to bear little relation to the agenda people brought with them or that was generated at *Spring Hill*. Instead participants were told not to focus on things specific to school psychology but rather global, futuristic concerns. Many participants were observed congregating in halls perhaps attesting to their desire and ability to address the school psychology issues and their disenchantment with what was going on inside the meeting rooms. Out of a two day conference, participants addressed issues specific to school psychology for only a few hours on one afternoon and even then participants were assigned topics to discuss rather than allowed to choose or generate issues of concern to them. Even before the meeting ended, conference planners were explaining that we should not expect too much to come of *Olympia*. That what we learned was process, not content, and the process should be carried back to the local level to be continued.

Discussions with other conference participants revealed a mixed reaction to *Olympia*. Participants seemed to divide into those who accepted the *Olympia* planners explanation that what we learned was how to focus on school psychology's problems within the context of future global conditions and those of us who felt a tremendous opportunity for change and development was missed. Reading written reaction to *Olympia* in various state and national newsletters revealed similar divergent views. Some apparently feel that within 3 to 5 years the real impact of *Olympia* will be realized while others feel school psychology cannot wait that long with impending federal cuts in funds that support school psychology positions, increasing numbers of educational diagnosticians, etc. Consequently, *Olympia* seems to perform differentially in the eyes of different observers.

Conclusion and Recommendations:

Olympia Conference appears to be a meeting which had tremendous potential for success in meeting its stated objectives but which at best achieved mixed reviews from its participants. However, at least one point of agreement did emerge, that is, the work of *Olympia* must go on at the local and state level. For some, this is just a natural outcome of the conference and should have been expected. For others, the work of resolving school psychology's difficulties will have to go on at the local level because it did not happen at *Olympia*, even though it could have if participants had just been allowed more freedom to explore together the problems which brought them to Wisconsin in winter. Finally, it is recommended that any attempt at the local level to address the *Spring Hill* or other issues should definitely not use the frustrating and distracting games and activities used at *Olympia* but rather allow the participants to confront the real problems directly. Which leads to one final observation: if *Olympia* was supposed to teach us process and not content (as much of the *Olympia* defenders claim) yet the process was considered frustrating and useless to a large segment of the participants and not recommended to be repeated at the local level, then what was accomplished at *Olympia*?

Recommended Placement:

Olympia Conference should be placed in a class for multiple handicapped conferences.

Stephen T. DeMars, Past President, KAPS and *Olympia Survivor*.

REACTION TO THE OLYMPIA CONFERENCE ON THE FUTURE OF SCHOOL PSYCHOLOGY

by Joseph E. Zins

The *Olympia Conference on the Future of School Psychology* was held in Oconomowoc, Wisconsin, on November 17-20, 1981. It was jointly sponsored by NASP and Division 16 of APA. Olympia was the first national meeting since the Thayer Conference of 1954 in which the school psychology profession met to analyze and plan its future (as the *Spring Hill Symposium* in 1980 was basically held to establish plans for Olympia).

A summary of the events which took place will be featured in the January, 1982, *NASP Communique*, in Volume 11, Number 2 of the *School Psychology Review*, as well as in upcoming issues of the APA Division 16 and state organization newsletters. I am positive that you will want to examine all of these sources to obtain a variety of input and reactions to the conference. Since more detailed description of the various events will be included elsewhere, I will not cover them here, but rather, will present my personal observations and reactions.

I am certain that there will be mixed reviews of the conference. Participants came with varied expectations and agendas. Many of those in attendance anticipated that key issues in the field would finally be resolved (e.g. title, entry level, masters vs. doctoral training, etc.). Others came believing that little would be accomplished by such a diverse group and that it was merely an exercise in futility. Some arrived not knowing what to expect, but hoping that they somehow would be active participants in determining the future of their profession. Of course, numerous participants had even more diverse agendas.

Needless to say, the pace was hectic; we had little time to relax and enjoy the beautiful surroundings and facilities. From the very beginning, it became apparent that we were going to experience a process rather than spend most of our time developing specific goals and objectives for the future (content). The activities that we engaged in required us to leave our limiting, present day orientations behind, to imagine what things will be like in 5, 10, 20, and 30 years in the future. It was not easy to do this. Most of us had a tendency to focus on "now," on "me" - to keep a very personal orientation and interpretation of events. We tended to view future events in terms of how they will affect us rather than in their overall societal context. Yet, in order to proactively determine our future as a profession and to identify emergent issues, we must escape our limiting view points and enlarge our horizons.

Although we were not generally "content" oriented, there were some concrete outcomes. We spent a limited amount of time developing "action guidelines," and they will be included in the special edition of the *School Psychology Review*. While it was impossible for me to view all of these plans, there were many interesting ones developed by the participants. Perhaps surprisingly, those in attendance overall appeared optimistic about the future of school psychology (as judged by the plans they developed). It was obvious, however, that there are many potential and real concerns in our future. Now is the time for us to become more involved in the political process and to be accountable for our activities and the outcomes of our interventions. We must be prepared for the inevitable changes in the family and in child-care options. Computers will undoubtedly play an important role in the future of our profession as well as in our personal lives. Learning activities may become lifelong and most likely will be quite different in the future as we learn more about cognitive processes. In order to accommodate these changes, our roles as school psychologists will certainly need to be modified.

So where does this leave us? What was accomplished? First of all, as Gil Trachtman of NYU who closed the conference stated, "In the final analysis, however it comes out, it is up to us." I agree with him. We all need to meet within our individual

states and regions to discuss how we can impact on our future. We need to identify critical issues, to anticipate potential and emerging concerns, to be proactive. If we do not like where we are headed, we need to do something about it. At the same time, we need to work to maintain areas of satisfaction. By uniting and working together, we have the potential to determine our futures. Or, we can have some one do this for us. The choice is ours.

I personally want to have as much say as possible in my professional future. Through involvement in the various professional groups and organizations on local, state, and national levels, I hope to become involved with others with similar concerns. I also believe that it is important for each of us to strive to maintain high professional standards for ourselves and for the profession in general.

It was truly exciting to spend three days interacting with the Olympia participants. However, now we must determine the outcome of Olympia...

IMPRESSIONS OF OLYMPIA

by Diana Trenary

Overall, my reaction to the *Olympia Conference* is best described as mixed. At both the cognitive and affective levels, I am left with positive impressions and with negative ones.

I expected a content-oriented conference and studied the Spring 1981 issue of the *School Psychology Review*, *The Future of Psychology in the Schools: Proceedings of the Spring Hill Symposium*, in preparation. I expected a program outline or some informative materials to arrive in the mail before the conference — but none came. Others I talked to, even enroute, seemed equally puzzled by the apparent lack of organization. As complicated transportation arrangements, hotel room assignments, and the opening session proceeded smoothly, it was evident that there had been extensive planning. Like a massive surprise party, over 350 people from all over the nation had convened at the appointed hour and were held captive for an overgrown skills workshop.

It was stimulating to hear about the *Forces Shaping the 80's* from Jim Ogilvie, and it was the thought provoking and fun to play *Future Games*. Not only did we get to know a few people in our small groups in greater depth than is typical for new acquaintances at professional meetings, but also I felt a greater self-awareness in a philosophical way.

Considerations of alternate future perspectives, political systems, economic changes, social conditions, etc., had my head swimming. The possibility of unexpected events disrupting the course of our individual and collective histories was unsettling. Projections of future personal and world events brought into view some less than desirable predictions. For the small group of which I was a part, the idea of World War III or the nuclear holocaust cast a gloomy shadow over the remainder of the conference.

As we went about the business of writing scenarios for the 1990's and beyond, our group seemed subdued. As we were advised "Take control of your future" and began to develop action plans for interventions to shape the future of school psychology, the effort appeared half-hearted. Many of us felt a need to talk more informally, but our linker saw to it that the structured activities moved along on schedule.

A mock hearing on the role of school psychology in American society brought a welcome change of pace and a return to the here-and-now. It also set the stage for networking, the formation of flexible interest groups.

"School psychology can make a difference in the future," it says on my Olympia mug. I may have learned some proactive strategies for enhancing or inhibiting future events, but I didn't come away with the motivation to action that may have been intended. Maybe ten years from now, I will know better what value Olympia had. Right now, I am not sure.

OLYMPIA REACTION

by Dennis P. Labriola, E.K.U.

For many weeks following the Olympia Conference on the future of school psychology I was not sure how to react. Two widely different and conflicting feelings resulted from my experience. One was a feeling of excited satisfaction at having had the opportunity to meet and interact with the majority of the most famous individuals in the profession, and the other was a feeling of sadness and disappointment in response to the significant discontent expressed about the conference by some participants. This disappointment was a function of a strong desire to be involved in a major event in my new profession, and following the conference I was not sure whether or not I had satisfied that wish.

During the weeks following the conference I was able to keep the advice of Dr. Gil Trachtman, the closing speaker at Olympia, firmly in mind. He suggested that participants withhold judgments regarding the success or failure of the conference until they had ample time to reflect on the experience. Having done so, I was able to withhold most judgments until now. Being relatively new to school psychology at the time of the conference I did not fully realize how much I had been exposed to. Having recently been formally introduced to the school psychology literature I now realize that much more occurred that I was able to understand at the time. Reflecting back, I now believe that three hundred individuals were brought together to deal with the survival of a profession and other related issues. Although some conference members voiced discontent with the agenda at Olympia I was still absolutely sure that these feelings were a function of a deep commitment that sometimes leads to impatience. Thus, these conference participants understandably had a strong need to deal with a more personal agenda.

In general, all of the participants were friendly, serious, reflective, committed to school psychology, and quite willing to engage in the tiring problem solving activities that were scheduled for the majority of each day. Most often stressed was a proactive approach to school psychology in that it seemed a prerequisite for the survival of our profession. Most groups also stressed political activism as a desirable role for school psychologists now and in the future.

Personally, the event that had the most impact on me was a short conversation with Dr. Mike Curtis of U.C. He made the observation that, when discussing the enabling steps to reach certain goals, very few individuals took personal responsibility for the various necessary actions.

Too much responsibility for the profession and its future was being placed out of the hands of school psychologists by school psychologists. As I think back I now realize how much that single statement has created a sense of personal responsibility within me. I feel more personally responsible to the profession and for the profession, and I now more than ever feel that I am part of a national movement. Thus, in summary my reaction to the conference is a positive one. I remain hopeful that when we reach some necessary goals, school psychology will not only survive but it will become one of the most socially meaningful and important of all the professions. I feel that I have been part of a major event in my new profession at least at a personal level.

NASP DELEGATE REPORT

by Joseph Zins

Since my last report in the KAPS Review, the *Olympia Conference on the Future of School Psychology* has been held. Reactions of the Kentucky representatives are included elsewhere in the newsletter. A number of states (including Kentucky) have held or scheduled their own followups to the conference, and I am certain that its influence will be felt at the Delegate Assembly meeting Toronto.

As I mentioned in one of my up-dates to Kentucky NASP members, there was considerable discussion about the NASP-APA Task Force at the Delegate Assembly meeting following Olympia. This discussion continued at the NASP Executive Board meeting held in January in Dallas. According to reports from NASP, one of the highlights of that meeting was the passage of a proposed joint resolution that reads as follows:

NASP and Division 16 of APA request that APA designate the level of preparation required by the *NASP Standards for Training Programs in School Psychology* as the entry level for practice under the title of Professional School Psychologist.

(As you may know, the title of Professional School Psychologist will refer only to doctoral level school psychologists following a grandparenting period which will end January 31, 1985, according to *APA Specialty Guidelines for the Delivery of Services by School Psychologists*, cf. *American Psychologist*, 1981, 36 (6), 670-681).

NASP President John Guidubaldi and Division 16 President Marcia Shaffer presented this resolution to the Division 16 Executive Council on January 20, and it was not accepted by the Council. The following day, after Guidubaldi's departure, the Council passed a resolution charging the NASP-APA Task Force with the responsibility of devising a proposal on or before August, 1983, relative to the issues of entry level and use of the title. I am certain that there will be further action on this issue at the Toronto meeting.

The election of new officers in NASP will be taking place in the near future and you should be receiving ballots about the time that you receive this newsletter. I hope that each NASP member will take time to vote.

The 1983 NASP Convention will be held at the Detroit Plaza Hotel in the beautiful Renaissance Center. Since Detroit is a relatively easy drive for most of us in Kentucky, I hope that we will have a large turnout.

WORKSHOP BEHAVIORAL APPROACHES TO FAMILY THERAPY

On Saturday, April 3, KAPS and the Department of Psychology at Eastern Kentucky University will co-sponsor a workshop by Dr. Robert Wahler, Director of the Child Behavior Institute at the University of Tennessee. The topic for the workshop is *Behavioral Approaches to Therapy with Low-Income Families*. Dr. Wahler is nationally known for his theoretical and empirical contributions in areas such as parent training, behavioral observation, ecological assessment, and child behavior therapy. He will present a theoretical model for conceptualizing family techniques for use with dysfunctional families (using videotapes, slides, and a discussion format). The workshop will be held at the convention facility in the Carl Perkins Building at Eastern Kentucky University from 9:30 AM to 3:00 PM. Advance pre-registration is required by March 26. The cost is as follows:

KAPS Member	\$15.00
Non-member	20.00
Student	10.00

Please make checks payable to KAPS and send to: Dr. Robert Iliback, Department of Psychology, Eastern Kentucky University, Richmond, KY 40475.

ANNOUNCEMENT -

CALL FOR PAPERS:

Dr. Ronda Talley has information regarding a special student symposium at the 1983 APA Convention. The symposium is sponsored by the Student Affiliates in School Psychology (SASP), national student group for Division 16, in conjunction with the Division's Convention Program Committee. Students with faculty sponsors are encouraged to apply for a seat on this panel. The qualify, students

must be currently enrolled in a school psychology training program with completion of degree work no earlier than August 15, 1983. They must be able to attend the APA 1983 Convention to present accepted papers on a topic relevant to the field of school psychology. For further information, contact SASP Co-Chair, Ronda Talley at (502) 456-3266 or 244-1275.

WORKSHOP ANNOUNCEMENT
MICROCOMPUTER APPLICATIONS IN
SCHOOL PSYCHOLOGY

Saturday, April 24, 1982, 9:00 a.m. to 4:00 p.m.

The University of Kentucky Human Development Program and School Psychology Program will jointly sponsor an all day workshop. Both large group and small group sessions will be held covering hardware and hardware possibilities, software and software possibilities, and "hands on" experience. Topics will include the history of computer use in education, components of a school microcomputer system instructional applications, record keeping, word processing, and more.

For more information, send your name and address to: Ms. Garland Niquette, Human Development Program, 114 Porter Building, University of Kentucky, Lexington, KY 40506.

THE PROCESS OF INTERNSHIP

by Cheryl N. Boyd

Hey relax
We've done this all before
and so,
this time,
It should not be so hard
to get
it
right.

This year you have acted
as parent
to me.
And I, your child
on unsteady feet
You have acted as parent
And I have grown next to you,
A part of you
A part.

I have done this all before
And hope to do it better now.
you know,
And grew apart
A part
And never left my home
Without tendrils of resentment
Willowing behind me.

That is over now. I am a child again
And should do better
At letting go
this time
At first I was you
And then your shadow
And now a voice that
echoes ---
And sometimes doesn't.

This year you have been
a parent to me
And I am teenager
Stomping feet and shaking my head
But really listening
Inside.

I hear you
And here, I am listening
carefully
for words I can echo
and shadows to touch
(Not intruding
Bu standing
beside)
I have done all this before
And hope to do it better,
now.

Dr. Robert Illback
SCHOOL PSYCHOLOGY TRAINING PROGRAM
EASTERN KENTUCKY UNIVERSITY
Richmond, KY 40475

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