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*the*  
**KAPS**<sub>REVIEW</sub>

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

FOUNDED 1977

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**VOLUME 6**

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## **NEWSLETTER COMMITTEE**

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

Materials due by the 15th of the  
month preceding publication. Next  
deadline: April 15, 1985.

### **Send Newsletter articles to:**

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## **REGIONAL REPORTERS**

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## PRESIDENT'S COLUMN

Bob Illback

Much is happening on a number of fronts, and space does not permit a full discussion of all these issues here, so I'll just focus on some of the more immediate ones.

First, the Office of Education for Exceptional Children (OEEC) is engaged in a full-scale revision of the Kentucky Administrative Regulations (KARs) pertaining to special education, and the Executive Committee authorized me to provide input on behalf of KAPS. The expectation is that OEEC will obtain input from individuals and groups, rewrite the KARs between January and March, and have the final document ready for the State Board of Education by May. I hope to be involved with the process as it evolves. The letter which follows this column outlines the areas of concern which I submitted to Lois Adams.

A second point of information relates to the remarkable growth of a special education coalition, currently named the Kentucky Coalition for the Handicapped. KAPS is a charter member of this group, and I serve on the Steering Committee. To date, over 100 in-

dividuals and organizations (statewide, regional, and local) have expressed an interest in this group, which has as its goals information sharing and legislative initiative. Two areas will comprise the coalition's initial efforts: special education and related services (with school psychological service prominently featured). Feel free to contact me if you would like more information on this.

Finally, I have testified on the issue of administrative certification for school psychologists recently. As you are probably aware, if one does not have a teaching certificate, it is impossible to be admitted to an administrative training program in Kentucky, and therefore impossible to obtain certification in administration. We are seeking recognition for the school psychology certificate as the functional equivalent of a teaching certificate for this purpose. More as it develops.

I trust you are having a fruitful and enjoyable school year.



December 17, 1984

Ms. Lois Adams  
Associate Superintendent  
Office of Education for Exceptional Children  
Capital Plaza Tower  
Frankfort, KY 40601

Dear Lois,

Thank you for the opportunity to provide input to the process of reviewing and revising the Kentucky Administrative Regulations pertaining to special education. As an organization concerned with the appropriate identification, placement, and education of handicapped children, the Kentucky Association for Psychology in the Schools has a number of specific issues in regard to the KARs as they are presently construed. In the remainder of this letter I will attempt to specify these.

1. In most of the categorical areas, the section of the KARs dealing with child evaluation specifies a component of the evaluation to be an **individual intellectual assessment**. In many districts, this translates into the generation of an IQ score through the administration of an IQ test (often by a minimally trained examiner). We believe that, as in nearly all other states, this requirement should be more properly termed **individually administered school psychological evaluation**, to imply a more thorough assessment of the child's cognitive functions by a school psychologist or psychometrist. Clearly, no one score is to determine a child's classification, and we believe the above will serve to clarify the intent of the regulation. Additionally, it is our hope that such language will lead to higher quality assessment services.

2. We believe that the KARs should explicitly **require** that LEAs make provisions to have the assessment specialist(s) who administer the assessment present at the meeting in which critical decisions about the child in question are made. We believe that many decisions are made without this critical involvement and input, leading to misclassification and related poor decisions. Concern about pupil identification procedures and effects is an emerging and complex issue, and we believe much of the problem relates to the regulation as currently written. In many districts, unfortunately, school psychologists are prevented from contributing to such decisions due to abnormally high testing loads and a lack of sanction for their involvement. We hope this can be corrected through a regulation change.

3. Re-evaluations are a major problem for assessment personnel. We would like to see some provision made for scaling down the requirements for re-evaluations, at least to allow for some clinical judgement regarding the scope of the assessment. Relatedly, we would like to see some changes in the requirement that graduating high school seniors need to be re-assessed on schedule.

4. The current KARs are not sufficiently explicit regarding related services, including school psychological services. We would like to see some guidelines which delineate LEA responsibilities and appropriate practices regarding related services (e.g., mechanisms to assure that related services are integrated with other forms of educational intervention). Additionally, we would like to see a definition for school psychological services adopted as part of the related services component. The definition from the Kentucky Comprehensive School Psychological Services Handbook, adapted from the National Association of State Consultants for School Psychological Services, follows.

School psychological services include:

- (a) preventing educational and behavioral problems through early identification and consultation,
- (b) identifying special needs of children through consultation, observation, and other psychological and educational assessments,
- (c) analyzing, integrating and reporting psychological and educational information about child behavior and conditions related

to learning,

(d) consulting with teachers and other staff members in planning, implementing, and evaluating school programs and interventions to meet the identified psychological and educational needs of individuals and groups of children,

(e) planning and managing a program of psychological services including:

- 1) prereferral, referral and assessment services
- 2) early identification services
- 3) intervention and counseling for children
- 4) parent counseling and training
- 5) program evaluation and applied educational research

5. In the area of the mentally handicapped, we would like to see the language pertaining to adaptive behavior made more explicit, to specify the essential components of the AAMD definition (which is generally accepted nationwide).

6. In the area of emotionally disturbed/behavior disordered, we believe there is an emerging crisis in relation to proper identification. At a minimum, we think there should be a requirement for **systematic** and sophisticated behavioral observation and assessment to pinpoint the nature of the behavioral disabilities. Additionally, we think the child evaluation regulation should read "individual school psychological or psychiatric evaluation".

7. As presently written, the KARs do not give sufficient recognition to the need, in many cases, for pre-referral consultation and intervention. This has resulted in abnormally high referral rates and an over-emphasis on testing. We believe the KARs should explicitly sanction pre-referral consultation and intervention by a range of specialists, to include school psychologists, special education teachers, educational diagnosticians, and others.

8. We believe there is a need to clarify the language pertaining to the category of multiple handicapped, such that these classes are not so vulnerable to become "dumping grounds" for children who do not fit elsewhere.

9. We perceive great pressure to increase class

sizes in special education, given the number of identified children, and hope this will **not** occur. As it is, many special education programs are serving equal or greater numbers of children than are in regular classes. Remediation programs in Grades 1 and 2 with ratios of 13:1 stand in sharp contrast to special education classes with 20 or more children.

I trust the above suggestions will be useful in your efforts to make judicious and useful revisions to the existing KARs. We stand ready to assist in whatever way you perceive as useful, knowing that your overriding purpose is to improve the quality of services provided to Kentucky school children. Thank you again for the opportunity to provide input.

Sincerely,

Robert J. Illback  
President

cc: Dr. Randy Kamphaus, Legislative  
Ms. Cookie Cahill, Legislative  
Ms. Pat Guthrie, KDE  
Mr. Bill Nallia, KASA

## NASP CONVENTION

The premiere national professional development program in the "Entertainment Capitol of the World" is tough to beat. The **1985 NASP Annual Convention** will be held in **Las Vegas, April 8-12, 1985**.

The school psychologists of the Clark County School District, the nineteenth largest district in the country, are very excited about hosting the upcoming convention. The area, which is now Las Vegas, was discovered by Spanish explorers in 1829, settled by Mormons in 1855, and the town was established in 1905. Today Las Vegas has a population of over 500,000 and serves as a cultural, educational and sporting hub of Nevada and the surrounding area.

But, the greatest benefit and most exciting part of attending a NASP Convention is the opportunity for professional development. The topics and formats seem endless. You can participate in roundtable discussions of professional issues with NASP governing boards and committees, you can attend full and one-half day pre-convention workshops, you will hear renowned psychologists and educators such as

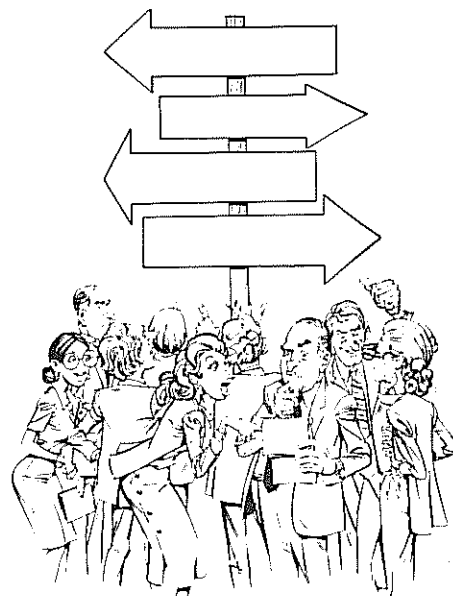
Carl Haywood and Herb Walberg in general sessions, and you can attend any of the over 400 presentations by practicing school psychologists, educators, school psychology trainers, and students. Finally, you can participate in some of the most enjoyable and informative informal conversations with other professionals, as well as the lively entertainment provided by Las Vegas. This is surely one event you cannot afford to miss.

Convention materials will be sent to NASP members in the near future. If you are not a NASP member and would like to obtain more information about the convention, contact Sharon Petty, 7047 Pebble Creek, West Bloomfield, MI, 48033 or call her at 313-851-3229.

## NASP ELECTION SLATE FINALIZED

The nominations for the 1985 NASP elections have been completed. The candidates for President are George Hynd (University of Georgia) and Alex Thomas (Port Clinton, Ohio Schools). Running for Secretary are Susan Vess (Northwestern Louisiana University) and Joe Zins (University of Cincinnati). Pat Howard (Florida) and Lee Hildman (Mississippi) are candidates for Southeastern Regional Director.

Ballots should be sent to all NASP members in May.



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**MARK YOUR CALENDARS NOW!!!**  
**THE FOURTH ANNUAL KAPS CONVENTION**  
**WILL BE HELD ON**  
**OCTOBER 4 AND 5, 1985**

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**NASP DELEGATE REPORT**

Pat McGinty

This past year NASP approved several documents which should have much impact on the professional training and practice of school psychologists. I recently received copies of the new **Standards for Training and Field Placement, Standards for the Provision of School Psychological Services**, the revision of the **NASP Principles for Professional Ethics**, and **Procedural Guidelines for Adjudication of Ethical Complaints**. In reviewing these documents, the **Standards for Provision of School Psychological Services and Ethics Code** will be very useful guidelines for practicing school psychologists in providing quality services to students. Their real value can best be realized if they are used to influence those with the responsibility for employing school psychologists. NASP members will receive copies at a later date. If you would like a copy of any of these documents now, please contact me. I will also attempt to have some copies at the next Regional meeting.

I have ordered my copy of the **NASP Best Practices Manual**. I hope you have too. The excerpts I have seen look like excellent resource material for school psychologists.

Registration information for the NASP Convention in Las Vegas scheduled April 8-12 has been sent to members. There appear to be a variety of informative workshops, with presentations on pre-referral interventions, social skills assessment and training, neuropsychology, affective and motivational assessment, microcomputers, etc. We have had a good representation of Kentucky school

psychologists at previous conventions. Hope we can do the same this year!



**TAKE THIS JOB . . .**  
**AND WATCH IT GROW!**

Judi Hughes

*(Editor's Note: In keeping with KAPS' continued efforts to expand the school psychologist's role beyond that of assessment and special education decision-making, the following article describes one Kentucky school psychologist's efforts to broaden her role to include a more comprehensive continuum of services.)*

In the fall of 1983, I accepted a position as School Psychologist for a district in which there were more than 8,600 students, 700 of whom had already been identified as having special education needs. I was responsible for serving 13 public schools (K-12) and 4 parochial schools. In addition, there was a significant and varied population with low incidence handicapping conditions, a large number of high-risk pre-school children identified through child-find, and I was the only school psychologist on the staff. In fact, I was the first school psychologist to be employed by this district, and they had little idea of my skills or training.

Prior to my employment, there had been a psychometrist on staff for nearly six years, and both she and the district's administration



had been comfortable with a testing-based problem-solving model. There was no established process for screening referrals. Instead, referrals came in with names of children needing testing. Furthermore, due to the extreme caseload, the psychometrist rarely found time to attend placement meetings. During the decision-making process, another committee member often relayed the test information. If a child did not qualify for special education services, alternative recommendations were rarely provided.

This was very discrepant from the model of comprehensive service delivery in which I was trained and with which I was most comfortable! To further complicate matters, I had no opportunity for an "entry level presentation". I was introduced to the schools in my district in a memo as "someone to help with special education placement and assessment". I was included in the district phone directory under **Special Education Tester**.

Several glasses of wine later, I realized that in order to survive and make an impact, I needed to communicate with my administrators and develop relationships with staff members. I found the administration generally supportive. They seemed to respect what I wished to accomplish. They declined, however, my request for in-service time in order to share ideas and concerns with other staff. I was going to have to accomplish things in a "piece-meal" fashion.

I visited all my schools and made contact with principals, secretaries, speech therapists, counselors, and special education teachers. I briefly described how I might function differently from the testing-based service delivery model to which they were accustomed. I shared my hopes of screening more referrals, and providing more consultation and prevention. No one balked . . . openly.

I found the counselors to be my closest allies as they were the principals' designated due process coordinators. Many agreed to screen with and/or for me. This was certainly not ideal, but a beginning. A screening committee of one or two was better than no screening committee at all. We collaborated on our goals for the screening process.

I chose not to compromise my model of service delivery. I observed students across settings, had contact with parents and teachers prior to assessment, did some consultation, attended all placement meetings, and was a key team member in the decision-making process. While receiving positive feedback from some teachers and most parents, many people were distressed at how "slow" I was. While school

personnel remained disturbed by this, when the reason for length of process was explained to parents, I found them to be exceedingly supportive of my efforts.

I had great support in fellow Northern Kentucky colleagues. With their help, I forged ahead. I solicited feedback regarding written reports and involved them in case consultation.

I spent a considerable amount of time on accountability. I documented case timelines and did daily and weekly analyses of my time. At year's end, with everything in black and white, I shared with the administrators why the process seemed so "slow". They said they understood.

In the fall of 1984, the district re-hired a psychometrist. I hoped that my case-load now would perhaps be more reasonable. Where there had been no time for anything more than assessment and special education decision-making, now perhaps I would enjoy some of that "role expansion".

When the Kentucky Department of Education recently adopted the standards for "Comprehensive School Psychological Services", I quickly xeroxed those sections which I felt to be most pertinent, bound them in booklet form, and distributed them to all counselors, principals, and school administrators. Additionally, as Governor Martha Lane Collins handed down an official proclamation delineating the merits of school psychologists and declaring September 23 - 29, 1984, to be School Psychology Week in Kentucky, I xeroxed that proclamation and distributed it to all administrators. Further, I sent signs declaring School Psychology Week to all schools and asked that they be posted.

Our Community Relations Director contacted the community newspaper to make notice of the declaration in the paper. From that phone call came an interview. On September 27, 1984, an article entitled **School Psychology Plays a Major Role in Education** appeared in the community newspaper. In that article, I was introduced, and the role and function of a school psychologist was briefly defined. The reporter quoted both my thoughts on the issue of role expansion as well as the KAPS recommendation for student to psychologist ratio.

Subsequent to that article, a parent whose child I had evaluated wrote a strong and highly supportive letter to the superintendent about my services. As a result, I received a formal letter of commendation.

I am currently enjoying more role expansion. I am involved in considerably more con-

sultation cases. In addition, informal screenings of referrals regularly occur, and new district guidelines call for formal pre-screening procedures. I am facilitating a weekly parent group through our community education program, and I am an advisor to a committee to establish a new curriculum for moderately retarded students.

While there were countless variables responsible for these positive changes, a few should be highlighted. First, the school staff had had the opportunity to work with me for a time and had grown to respect my model of service delivery. Therefore, they were more tolerant of change. Second, there were standards for service **in writing**, endorsed by the State Department of Education, that supported my previous claims. Third, there were now two service providers in the district which positively affected caseload and allowed for better quality of service delivery. Finally, the newspaper article provided information as well as some prestige for school psychological service providers.

I continue to collect extensive accountability data and recently sent out questionnaires to principals, counselors and teachers regarding the quality of school psychological service delivery. Of those returned, feedback was favorable. People indicated that they wanted the kind of service I was providing and they wanted increased availability of the psychologist within their schools. A prevailing comment was for more school psychologists to be hired.

In a recent memo I was referred to as "School Psychological Service Provider". That's a long way from "Special Education Tester"!



## **SOME ASSUMPTIONS ABOUT ORGANIZATIONS AND PLANNED CHANGE**

Robert J. Illback

School psychologists have been encouraged to become active participants in planned organizational change in public schools (Maher & Illback, 1983). Activities such as organization development (Gallesich, 1972), administrative-centered consultation (Gutkin & Tieger, 1979), training of multidisciplinary teams (Armer & Thomas, 1978), and program planning and evaluation (Maher, 1979) have

been seen as important aspects of practice. Moreover, the research of Schmuck and colleagues (Schmuck, Runkel, Martell, & Derr, 1972), as well as the writings of Bardon (1976) and Sarason (1971) have suggested that a psychological perspective on the school as an organization can enhance delivery of educational services (Maher & Illback, 1982). And, it has been suggested that viewing the school psychologist as an organizational boundary role professional can provide a basis for integrating disparate activities, reduce ambiguity produced by lack of role consensus, and facilitate more effective role behavior (Illback & Maher, 1984).

This brief article summarizes a number of assumptions about organizations and organizational change programs which can serve to focus the school psychologist's thinking about planned organizational change. For a more detailed analysis of organizational interventions generally, and specifically in relation to various assessment, instructional, personnel development, related services, and administrative programs, the reader is referred to **Organizational Psychology in the Schools: A Handbook for Professionals** (Maher, Illback, & Zins, 1984).

1. Organizations can be viewed along a developmental continuum, and are constantly evolving and changing.
2. Organizational change occurs as a function of both internal and external factors.
3. There is no singular, effective method of organizational change. Many change efforts fail because they simplistically focus on one aspect of the organization in relative isolation, such as the people, technology, organizational processes, or organizational structures.
4. In organizing an intervention program, there is a need to balance and control a complex set of factors, including people, procedures, products, and a host of other mediating variables.
5. Successful change programs are likely to be based on timely, relevant, and technically adequate organizational assessment data. Assessment is a continuous process that is designed to inform the managers of change about the effects of interventions.
6. Change can be transitory and superficial, or it may be pervasive and fundamental. Most organizational change programs seek to promote durable and meaningful modifications in the performance of the organization.
7. The organization's readiness for change



to a large degree dictates the parameters within which change can occur. A range of readiness variables need to be assessed, including felt need for change, sources of resistance, availability of resources to mount the change program, and prevailing circumstances.

8. Organizational intervention programs must reflect the fact that problems exist at multiple levels and usually affect more than one constituency (group) within the organization. Additionally, change facilitators must recognize that unintended changes in one area may produce unintended changes in other areas, due to the interdependency of organizational parts.

9. Intervention programs should be clearly specified, linking change activities to distinct goals and objectives for the intervention.

10. The manner in which an intervention program is "packaged" and "marketed" to others in the organization is crucial to its acceptance and utilization.

11. An important by-product of any intervention should be the more frequent use of evaluation data in assessing organizational performance. Self-evaluation and self-renewal become part of the routine in healthy organizations.

12. A critical component of the intervention program plan is implementation evaluation. The effects of a particular intervention can only be known insofar as the program has been fully and accurately implemented.

13. Implementers of change can be either internal or external to the organization. Durable change is more likely to result, however, when key persons in the organization view problems similarly, and take "ownership" of the intervention plan.

14. School organizations can be seen as human services delivery systems. Schools deliver services to children in five general areas: assessment, instruction, related services, personnel development services, and administration. These services are delivered through specific programs, which are assemblages of human, technological, informational, and financial resources. Programs can exist at individual, group, and organizational levels, and they can be specified and evaluated.

15. Schools have a number of characteristics that make them resistant to change efforts, including goal diffuseness, difficulties in expressing performance outputs, loose couplings of means and ends, low required interdependence of employees, low account-

ability and high autonomy of staff members, over-permeable boundaries and high susceptibility to both internal and external politics, and the lack of competition for resources (Fullan, Miles, & Taylor, 1980). 16. Schools also offer great possibilities for change, especially as societal criticisms of education and training increase. Particularly notable are the underutilized human resources in school organizations. Well-designed organizational interventions can have a potent impact on the educational process.



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placed in every school in Kentucky, in shopping malls, medical offices, State Department offices, and other public buildings. We will need each of you pitching in in order to make this happen!

Secondly, we approached the Executive Committee of the Kentucky Psychological Association about producing "A Consumer's Guide to Psychological Services." The KPA has agreed to co-produce this document with us. Bob Illback has selected Martha Hannifan, Peggy Harrell, and Ronda Talley as the three KAPS representatives to the committee which will produce the document. The three KPA members who will serve on this committee will be Paul Salmon, Michael Nichols, and Richard Klem.

Thirdly, the American Psychological Association Division of School Psychology has provided us with a television public service announcement (PSA). This PSA has been taken to WLWY, Channel 32, in Louisville for the KAPS logo to be added to the end of the tape. Laura Bradshaw, news reporter for Channel 32, has agreed to have this done as a public service. She has also indicated that WLWY may be interested in doing a story on school psychological services.

Fourthly, I am still working to compile an article on school psychological services in Kentucky for **ED NEWS**, the Kentucky State Department of Education publication. I would like to be able to report on a number of exemplary and/or innovative programs which school psychologists are engaged in developing or implementing. Therefore, if any of you would like to have a paragraph in this **ED NEWS** article, please send a paragraph which reflects what is going on in your district to Ronda Talley.

Fifthly, a KAPS Member Recognition Form has been developed for use by all school psychological service providers. A copy of this form is printed in this edition of the KAPS Review. Additional forms are available by contacting Ronda Talley. We would like for you to complete one of these forms each time you give a presentation, participate in any special activity, receive an award, or do anything worthy of recognition at some point in the future. After you complete the form, send it to Ronda Talley, who will then send out a press release to your home town newspaper, radio stations, or TV stations. We hope in this way to begin getting some recognition for individual KAPS members as well as for KAPS as an organization.

Finally, we also submitted a proposal to the Kentucky Federation of the Council for Excep-

tional Children to make a presentation at their spring conference on our new handbook, **Comprehensive School Psychological Services**. This proposal has been accepted by the program committee. Bob Illback, Joe Zins, Patty Coakley, Pat McGinty, Duane Miller, Pat Guthrie, and Ronda Talley will be making a presentation at that time.

If any of you would like to participate in the activities of the Liaison and Public Relations Committee, your participation would be most welcome!



## PROGRAM COMMITTEE REPORT

Charlene Ponti

The program committee has been busy with the planning of upcoming workshops as well as the KAPS Convention. Our winter workshop, which we co-sponsored with the Northern Kentucky chapter of the Council for Exceptional Children, was held on March 2, 1985 at Northern Kentucky University. Dr. Janet Graden presented this workshop entitled **Problems in the identification of learning disabilities: Is a discrepancy formula the answer?** Dr. Graden, who previously worked as a Research Assistant at the Institute for Research on Learning Disabilities at the University of Minnesota, is now a Professor of School Psychology at the University of Cincinnati and a new KAPS member. The committee would like to thank Bill Knauf for his help in making the arrangements with Northern Kentucky University.

We are also in the process of long range planning for future conventions. We are exploring the idea of moving the convention to different parts of the state and are gathering data on potential sites. Duane Miller has graciously agreed to explore potential facilities in the Owensboro area and Bill Pfohl is gathering information on sites in Bowling Green. We still need volunteers to explore the Louisville area and Northern Kentucky. Other projects underway include the designing of a new call for papers, a more extensive convention brochure, and new certificates of award. We are also in the process of selecting convention speakers and workshop topics. New convention formats are being explored and we would appreciate ideas from the membership. The committee has a great deal of work to do and we need more volunteers. Anyone interested in working on the program committee should call Charlene Ponti (606-341-4544) or John MacDonald (606-623-7490).

## KAPS MEMBERSHIP REPORT

Bobbie Burcham

Thank you for your response to the recent membership drive. We now are at an all time membership high with 120 members! However 30 of our 1983-84 members have not renewed, so please do so as soon as possible. Membership certificates are now being individualized with current members' names. KASA (Kentucky Association of School Administrators) has agreed to type and possibly produce an update on our directory - an extra benefit of our affiliation!

If you know of anyone interested in joining KAPS, please refer them to me. Your recruitment efforts will make KAPS more effective in initiating positive educational changes in Kentucky. It may be of interest to know that 85% of our current membership have a Masters or Specialist degree, while 19% hold a doctorate, and 6% a Bachelors. Also, 73% are certified through the Kentucky Department of Education in Psychometry or School Psychology, and 61% of our members currently belong to NASP.



## ETHICS AND PROFESSIONAL STANDARDS COMMITTEE REPORT

Peggy Harrell

Members of the Ethics and Professional Standards Committee are preparing to meet to develop our own procedural guidelines for the adjudication of ethical complaints. Copies of complaint procedures of other school psychological organizations, including the NASP procedures, have been distributed among members of the committee to peruse in formulating our own set of guidelines. We have established a tentative goal of having these procedures developed and adopted by December, 1985.

Any KAPS members who have not yet obtained a copy of the newly adopted **KAPS Principles for Professional Ethics** may secure one by contacting me.

In his presidential message in the November, 1984, issue of the **NASP Communique**, Dr. Dan Reschly expressed his strong belief that professional standards for the practice of school psychology **do** make a difference. He indicated that in the near future all NASP members will receive free of charge the **NASP Professional Conduct Manual**, consisting of the 1984 revisions of the **Standards for the**

**Provision of School Psychological Services, the Principles for Professional Ethics, and The Guidelines for the Adjudication of Ethical Complaints.** Dr. Reschly gave several examples of how these documents had been used as reference tools to foster desirable changes. Dr. Reschly realizes that the standards alone won't solve issues, but they do represent tools with enormous potential.

The members of the Ethics and Professional Standards Committee wish to echo Dr. Reschly's challenge to read these documents as well as our KAPS documents and then to use them to improve services for children.

May we remind you that in addition to the NASP Manual and the **KAPS Principles for Professional Ethics**, practicing school psychologists in the state of Kentucky have an excellent resource in the Kentucky Handbook entitled **Comprehensive School Psychological Services**. These guidelines are one of the essential means by which we can carry out our commitment to serve the mental health and educational interests of all children and youth.



## TREASURER'S REPORT

Alan J. Kite

Account balance at end of year:

\$2,554.24 (Balance 1/1/84 was \$2,984.58)

Membership dues paid in: \$750

Interest accrued: \$60.84

### EXPENDITURES:

### NEWSLETTER:

copying .....	\$22.44
mailing .....	\$199.26
typing .....	\$44.00
supplies (labels) .....	\$24.61
printing .....	<u>\$487.40</u>
total .....	\$786.37

### PAST-PRESIDENT:

telephone .....	\$110.91
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For a six week period during UK's regular summer session. Professor Franz Monks will offer two seminar courses. One seminar will center on adolescents as viewed from an international perspective. The other seminar will focus on gifted children. Dr. Monks is head of the developmental laboratory at the University of Nijmegen, one of the most prestigious psychology institutions in Europe. He is editor of the **International Journal of Behavioral Development** and has numerous publications. These seminars are open to visiting students as well as those enrolled at UK. For more information on the seminars, contact Dr. Fred Danner, chairman of UK's Department of Educational and Counseling Psychology, at 257-7878.

The school psychology faculty remains highly active both inside and outside the department. Dr. Mason has been elected Chairman of the Council of Directors of School Psychology Programs. This is a national organization of institutions affiliated with APA. The organization does research and makes recommendations on training issues. Dr. Steve DeMers, associate professor at UK, continues as editor of **School Psychologist**, the Division 16 Newsletter.

As some of you may know, in September, 1984, Dr. DeMers was appointed by Governor Collins to the Kentucky Advisory Council on Gifted and Talented Education. Four meetings have already taken place and have consisted of presenting testimony on how gifted and talented programs can best serve Kentuckians, developing a statewide definition for gifted and talented, and shaping policies surrounding these issues. Dr. DeMers stated that all nine members of the Governor's panel attended the convention of the **National Association for Gifted Children** held in St. Louis, Missouri in November. Dr. DeMers added that within the next month the advisory council will solicit research proposals for the study of gifted and talented children and/or programs that involve this population. This could be an excellent opportunity for anyone interested in this area to extend research efforts or develop a dissertation topic.



## NEWS FROM WESTERN KAPS

Bill Pfohl

The Western KAPS group has not had a formal meeting since last spring but that does not mean that nothing has happened. Individuals

have been busy. Bob Smith and Bill Pfohl have been appointed to the State School Psychology Exam Committee. Bob really "enjoys" the 3½ hour trip from Paducah, but more specifically he enjoys the whirlpool at the new Capital Plaza,--one of the few fringe benefits!

Shanna Waddington, who was working at Warren County Schools, married and relocated to Arizona. She immediately found a job and loves it. Lynn (Faxon) Croxton, a recent Western Kentucky University graduate, took her place and is busy. Lynn and Karen Collier, other recent graduates, passed the state exam. Congratulations! Karen is living in Owensboro and working part-time with Dwayne Miller.

The Western Kentucky University program will be coming up for NCATE review this March. If it passes, there will be two approved programs in the state. There is talk of raising the WKU program to Specialist Status from a Masters program. A committee will be looking into the change this semester. The WKU program has been admitting part-time students since the fall of 1983, and this has boosted enrollment to over 18 students. Many of the new part-time students are special education teachers who are very talented and have classroom experiences which they share with the full-time students.

The WKU students are participating in part of a new grant from the Child Evaluation Center at the University of Louisville Medical School. Three assistantships are being used for the next three years to train students in assessment of multi-handicapped and delayed infants and preschoolers. Two workshops on Medical and Genetic Disorders, and Speech Delays and Assessment have been given. The workshops have overlapped with the clinical program sequence at WKU and give that program's students some great experiences as well.

Another grant, with the Department of Social Services through Child Protection Inc. of Bowling Green, employs three graduate assistants to work with abusive/neglectful parents. The tasks involve instruction, interagency contact, and program evaluation, and will serve over 75 individuals. It has been funded for 20 months. The program of instruction was developed from scratch by the Program Evaluation class at WKU this past summer. They did a fabulous job and it gave them real "hands on" experience.

The Consultation class at WKU has been involved in two projects in the local schools. The first project helped develop new guidelines for the Warren County Schools identification of

Emotionally Disturbed/Behavior Disordered students. Previously a straight psychometric approach was used but now all referrals begin with consultation. This was a major step forward for services in this area. (I know others have done it for years-Right Kenton County?)(Darn Right!-Editors). The other project has involved providing consultation services to a local school. This has made WKU's students' experiences more meaningful and has provided them with experiences even before their internship.

Marshall County (their band was at the Macy's Thanksgiving Parade) is considering a full time school psychology position for next Fall. Mike Miller, new Special Ed Coordinator, has done many things over there this year. Consultation between Mike and myself has helped him see the advantages of having a full time position and he is selling the idea to his Superintendent. Also, the Western Kentucky Diagnostic services at Murray has an immediate opening for a school psychologist.

Finally, Congratulations to Mike Kieta, working for Rough River Co-op, and Sharon Coty (WKU School Psychology student) who were recently married in Radcliff over the Christmas break. May they have many years of WISC-R's together (or better).



## **LOUISVILLE AREA NEWS**

### **Teesue Fields**

Ronda Talley and Bob Illback have half-time faculty appointments at Spalding University. Ronda supervises practicum students and teaches a course on Individual Assessment. Bob teaches courses in consultation, behavioral assessment and intervention, and leads the doctoral seminar for the clinical/counseling psychology program.

The Psychological Services Unit in the Jefferson County Schools has started a mental health project in conjunction with Seven Counties Mental Health Services. A school psychologist will be part of the team in each of the six pilot schools. The team will provide consultation services to teachers and staff.

The Psychological Services staff at JCPS went through the Teaching-Learning Process workshop in October, 1984. A committee has been formed to revise report forms to include the language of the Teaching-learning model. The group will also work on a School Psychology Best Practices Manual for JCPS.

Staff notes from JCPS: EUGENE KELLY has entered the school psychology doctoral program at UK. He is also a new member of the school psychology exam committee for the State Department of Education. RUTH BEWLEY has taken a year's leave of absence to devote full time to her doctoral studies at UK. DORIS CAMPBELL has entered the clinical psychology doctoral program at Spalding. There are three interns this year: Spalding graduates LOIS BEIMROHR and JUDY BRETT-SCHNEIDER work with Ronda Talley. FRANK WILLIAMS is at Prestonia Environmental School. He formerly worked for DHR in Louisville.

Fort Knox Dependent Schools has established a special needs preschool program for three and four year old handicapped children. Thirteen children are enrolled this year with primary areas of disability being communication disorders and physical handicaps. John Ellis, an intern from UNC-Chapel Hill, is working with the preschool program.

The School Psychology Staff at Fort Knox is emphasizing prevention activities and has established a referral review committee in each school. GAIL CANNON attends meetings in each school and reports that many interventions are being worked out by the committees without further testing. Gail also attends a monthly meeting at Ireland Hospital to discuss cases with hospital medical and psychological staff.

Fort Knox has had inservice training for teachers and counselors on the Success reading program, behavioral interventions, and teaching learning strategies. A "Parents of Special Children" group has been established. Also a special Gold Day will be held, which is based on the Special Olympics concept but includes all handicapped children.

Fort Knox has set up an Automated Management Information System to track services to special education students. In the future this system will provide a method for managing curriculum and instruction in special education.

Fort Knox has two interns in school psychology: BETH MEHNY from IU-Bloomington and JOHN ELLIS from UNC-Chapel Hill. John is working primarily with the special needs preschool program.