
the

KAPS REVIEW

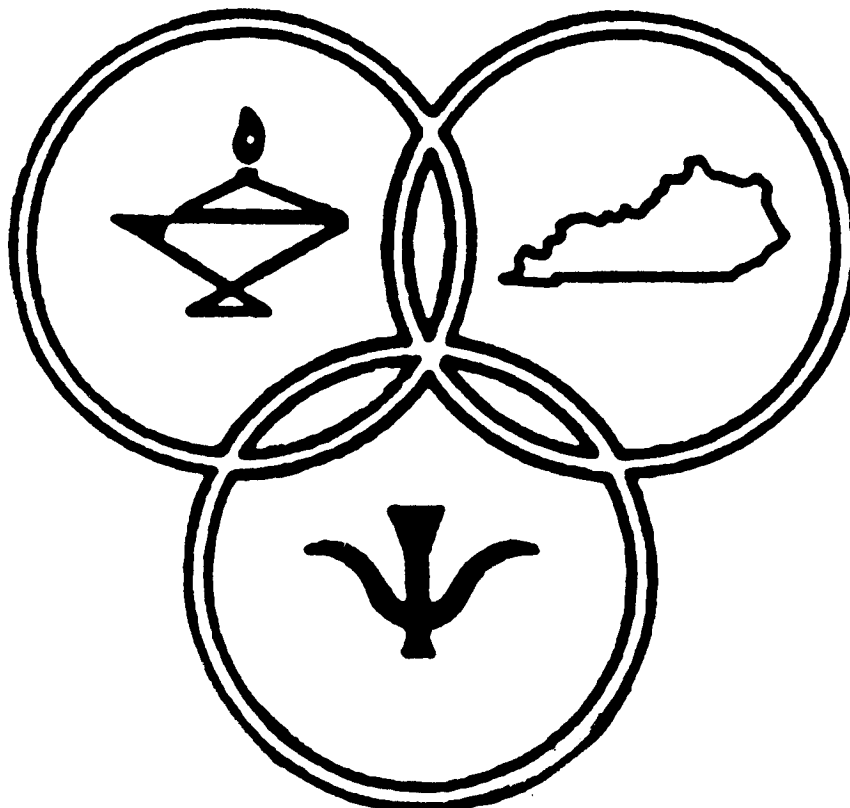
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The KAPS REVIEW is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS) and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily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

Articles and announcements to be published should be submitted to:

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PRESIDENT'S MESSAGE

Ronda C. Talley, Ph.D.

It's hard to believe that another school year is almost at an end. Where did it go? KAPS members can be proud of the innovative and creative activities in which they have been involved. I will name only a few of the initiatives which are representative of the breadth and scope of efforts by our organization. You can rightly be proud of the members who have contributed endless hours to make their contributions to the profession of school psychology in Kentucky!

Of course, planning for implementation of the Experimental School Psychology program has got to be one of the year's highlights. Many more districts applied for grants than the 25 which were awarded; this is a gratifying statement regarding educators' recognition of the need for and importance of school psychological services for Kentucky's children and youth. Many thanks go to Bob Illback and Jim Batts for their work with the Kentucky Department of Education Advisory Committee on this important innovation.

Also this year, KAPS hosted a very successful Fall Convention at the Seelbach Hotel in Louisville. The convention theme was "Mental Health Intervention with School-Aged Children." The first KAPS awards for innovative practices in consultation, psychological counseling, research and program evaluation, assessment, and organizational development were given. Carolyn Brown and Sue Hoagland did a fantastic job in putting together an outstanding convention program at a classy location. In the spring, a workshop on vocational assessment in school psychology was offered to members.

As a result of the fall membership drive, KAPS membership peaked at 134. A membership directory was published for the second time and distributed to the membership. Kudos to Patsy Thompson for her work in this area.

In the area of public and professional relations, KAPS maintained exhibits at several state conferences, including KASA and KY CEC. Our "stress busters" were a great hit at every location! KAPS pins were ordered for the membership for the first time. KAPS continues to be represented on the Executive Committee of KASA, the KPA Council, the Kentucky Mental Health Coalition, and the Kentucky Coalition for the Handicapped. Many thanks to Lois Beimrohr for her work in this area. KAPS brochures continue to be requested and KDE began revision of the state school psychology handbook entitled Comprehensive School Psychological Services.

With every issue, the KAPS Newsletter has continued to improve in format and content. Many thanks go to Marcia McEvoy for her diligent work as newsletter editor. In March, Marcia passed the torch as editor over to Betty White and Joyce Stevens who will assume publication of the newsletter three times yearly.

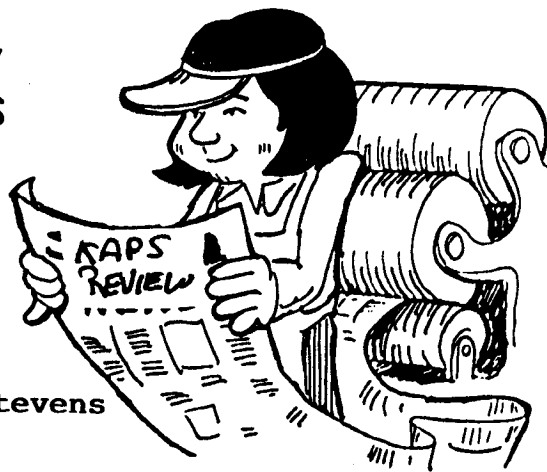
In the area of ethics, we saw the finalization of KAPS adjudication procedures for ethical violations. Much appreciation goes to Peggy Harrell Rigsby, who worked on the ethical standards, and Lynn McCoy-Simandle, who finalized the adjudication procedures for addressing ethical complaints. KAPS members received copies of these in the spring.

In addition to the Experimental School Psychology Program, state-level activities by Jim Batts included work on the KDE school psychology exam which will be administered a record three times this year. A summer administration was added to accommodate the many school psychologists who will be coming from out-of-state to fill new positions with the Commonwealth in the fall of 1987.

Among the elected officers, John Murphy, our money man, has helped KAPS accumulate approximately \$6,000 for our treasury. In addition, John and past-treasurer Alan Kite worked together to incorporate KAPS. That's right, KAPS is a formal, not-for-profit corporation in Kentucky! Bob Kruger has taken meticulous minutes of our EC meetings and also represented KAPS at several NASP convention functions. Cookie Cahill-Flower, KAPS President-Elect, has spent considerable time working to recruit members of the Executive Committee who will serve during her presidency.

In closing, I'd like to say how grateful I am to have had the privilege of serving as KAPS President for the last year and a half. I have worked with a truly outstanding, dedicated Executive Committee who have put in thousands of hours this year to benefit you the membership as well as to promote access to school psychological services for all Kentucky's children and youth. Our association can be justifiably proud of all we've accomplished and all we've given to make life better for the kids. Truly, "KAPS is for kids!" Thank you for allowing me the opportunity to serve you and the kids as KAPS President. I have been deeply enriched in the process.

EDITORS' COMMENTS



Joyce Stevens
and
Betty White

Being responsible for publishing a newsletter is a new and exciting experience for your co-editors. We are looking forward (somewhat nervously) to the challenge.

We want to apologize for the delay of this issue. The changing of the editorial staff and having to find a new publisher contributed to the delay. We are most appreciative of those persons who responded on very short notice to our call for articles for this issue.

The Executive Committee voted at the last meeting in March, 1987 to publish three issues per year-- Fall, Winter, Spring. Printing costs and time factors were prime considerations in making this decision.

This issue of the KAPS Review focuses on vocational education. Topics to be featured in upcoming newsletters will be determined by your input. We encourage you to complete the survey in this issue.

We welcome any suggestions for future newsletters.

THE SCHOOL PSYCHOLOGIST, VOCATIONAL ASSESSMENT AND THE SPECIAL EDUCATION STUDENT

Kathy Buckland Heer

Kathy Heer is a recent graduate of the School Psychology program at Virginia Tech which emphasizes vocational assessment skills. She has worked as a school psychologist for over ten years in a variety of settings, from rural West Virginia to a large university counseling center. Currently she is employed with the Fairfax County Schools in Northern Virginia as a School Psychologist.

If parents of special education students are asked what they want for their children after 12 years in the public schools, most will respond that they want them to be independent and self-supporting. It was Freud who said that the hallmarks of adulthood were an individual's capacity to love and work. This applies to the handicapped population as well.

As school psychologists we spend our time evaluating abilities, making placement decisions and helping to set realistic learning goals for special students. Sometimes those goals are short term while others are more long term. The ultimate educational goal, however, is to prepare handicapped students for independence and a vocation. For many handicapped kids the goal may not only be education, but more accurately preparation for adult life in terms of practical skills and appropriate behavior. In this sense the 12 to 14 years we may serve a special education student in the public schools is a very short time to accomplish this task. We cannot afford to wait until the last years of high school to begin the vocational assessment process. We must begin early to prepare them for the real world.

The first step in adding a vocational component to the School Psychologist's skills is to develop the "vocational mindset." Most of us are terribly ignorant of the world of work. We know little about the wide spectrum of unskilled and skilled labor, technical and clerical jobs, community college, trade schools or service work. We don't know the options available in vocational schools, apprenticeships or universities. Every school psychologist could profit from a day spent browsing in the career library of a local college or high school. A psychologist serving at the secondary level must have some awareness of the many possibilities available and how these might fit, or be adapted to, special education students as potential members of the work force. The question we must begin to ask ourselves (and others) as we evaluate and re-evaluate our special education kids is: Given this individual's abilities and disabilities, what will he or she be able to do in the work world? We must also assess what will this person want to do and be motivated to do. The higher functioning the student, the more he or she will be actively involved in the decision-making. For more impaired students the decision will be made for them by parents, teachers, and the school psychologist.

For the most part the tools we use in the decision making process are many of the things we are already doing as School Psychologists. We continue to interpret our tests but with a new twist. We consider our test results as they would apply to a potential worker. The critical information that is typically obtained in our routine evaluations is: A.) Intellectual functioning, B.) Academic levels, C.) Gross and

fine motor capabilities, and D.) Social/emotional functioning. To make the evaluation more thorough several additional components should be included. A vocational interest test such as the MRIOT¹ or JOB-O² might provide useful information particularly with older students. Vocational aptitude can be measured in informal ways such as just observing what the student might have a knack for; to formal means such as administering a test (like the Differential Aptitude Tests); to very sophisticated techniques such as work sampling which are usually offered through special centers and the Department of Vocational Rehabilitation. Lastly, the psychologist must assess the student's Vocational Adaptive Behavior. This would include such factors as: Can he or she follow a routine, get along with others on the job, deal with authority and supervision? Does the individual have appropriate grooming? Can he or she perform with reinforcement (a paycheck) given only once a week or once a month? Does the person have the stamina to work a 40 hour week? Is the family or significant others supportive of this individual holding a job? All these components make up a vocational assessment. This information can be gathered slowly over time or through intensive short term evaluation.

The School Psychologist has long served as a child advocate. It is especially important that this role continue as the School Psychologist becomes involved in the Vocational Assessment Process. As junior and senior high level special education students move into vocational classes and begin making career plans, there may be resistance. The School Psychologist must be prepared to serve as liaison, advocate and consultant. An anxious shop teacher may balk at having a physically handicapped or L.D. student in class. Both teacher and student may need encouragement and a creative consultant to solve problems that arise. They may need help in setting goals. Not every student will be a master mechanic but if a handicapped student can learn to change tires quickly and efficiently, then it could lead to a job at the local tire sales store. The School Psychologist should support and encourage Guidance Counselors to explore opportunities in higher education with capable handicapped students. This aspect of vocational assessment is often overlooked. Many colleges and universities have programs especially for the qualified physically handicapped or learning disabled student. Directories are available as a guide to such programs.

There is a counseling component to the Vocational Assessment process as well. Many handicapped youths do not have a good sense of self. Their life experiences often have been limited. Their vocational aspirations may be fantasy based. Through the feedback provided from testing and good observation,

these students can be guided toward appropriate and realistic vocational goals. Through the counseling process, interests may be determined for those students who don't know what they are interested in. This is where an interest test or a vocational card sort exercise might be especially useful. The Vocational counseling component of the process is within the duties of most high school guidance counselors, yet they may be inexperienced or reluctant to deal with the special education population. The School Psychologist encourages, supports and takes up the slack in these services for these students.

Lastly the school psychologist must work with the parents of special education students starting in elementary school to prepare them for vocational decision making. Families often have difficulty in perceiving their handicapped child as ever being an adult. Their goals for the child's future may be unrealistic. Not every handicapped child is capable of going to college, nor is each one doomed to janitorial work. Whatever the vocational options, it is important for the family to be supportive. The commitment of the family to vocational plans and goals is especially important the more severely the child is handicapped. The more severe the handicapped student, the more responsibility parents, teachers, and psychologist must take in making the decision for him or her.

The School Psychologist has a special responsibility to secondary level handicapped students. Since many special education kids are staying in school longer, we need to make those years count. In sophisticated school districts where many vocationally oriented services are available to special education students the role of the psychologist may be an auxiliary one. In districts where resources are more limited the School Psychologist may be the key figure in the vocational evaluation and planning process. At any rate it is an important responsibility of the School Psychologist to become involved in the vocational decision making for special education students.

To summarize then, it can be seen that vocational assessment is not just a matter of learning a few new tests to administer, it is more a new set of responsibilities that the School Psychologist is obliged to undertake in order to serve our high school students adequately. We must shift when the time is appropriate from the educational "mindset" of reading levels and grades to the "vocational mindset." After developing the vocational process, then one must begin refining the skills necessary to really participate in the evaluation process. A vocational assessment battery that might be appropriate for a handicapped secondary level student would include:

- mental ability
- academic achievement levels

gross and fine motor coordination
 personality and social maturity
 vocational interest
 vocational aptitude
 adaptive behavior/readiness for vocational
 experiences
 career maturity

Interpretation of the battery would be specific to the individual being assessed. Mental and achievement measures are very important because they provide the best predictors of an individual's success and potential in any vocational or academic program. Coordination and vocational aptitude are important predictors for many trade and industrial occupations. Vocational interests and career maturity of the student being assessed are important in generating viable vocational possibilities. Lastly, personality, social and adaptive behaviors are crucial for job success. In fact most research is consistent in reporting that most people lose jobs, not because they lack skills or ability, but because they can't "get along" or "fit in" on the job. Fortunately the ability to "get along" or "fit in" can be taught or cultivated in handicapped students who lack these skills if this important area of their work adjustment is not overlooked.

The Vocational planning process ideally should begin in junior high and certainly no later than the first year of high school. The law now mandates that special education students should have access to vocational training classes. Over time the career planning process for handicapped students should run something like this:

Career Planning Model

1. Determine decision to be made
 - depends on the student's level of educational and psychological functioning
2. Collect appropriate information
 - internal information: interests, aptitudes, values, aspiration, achievement personality, motor skills
 - external information: types of occupations available, entry requirements, educational requirements, social/adaptive requirements, relation of curriculum to various career options
3. Generate Alternative Career Options
4. Select Primary and secondary choices
5. Reality test in sheltered environment such as school courses, co-op programs, simulated work experiences, volunteer work, observations
6. Evaluate Results of Reality Testing
7. Continue with appropriate primary or secondary alternatives

A critical need exists for the vocational development of our handicapped students. For many their self esteem and independence as adults is dependent on the guidance and job training they receive in high school. The School Psychologist with his or her unique training and expertise is an appropriate professional to facilitate this process in the public schools. This article serves only to give a brief summary of a set of competencies each School Psychologist is encouraged to develop. It presents a challenge, but the future of many handicapped kids is at stake.

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EVOLUTION OF VOCATIONAL SCHOOL PSYCHOLOGY

Eugene Kelly

Vocational School Psychology is a relatively new phenomena. Federal legislation set the stage for Vocational School Psychology's birth in the 1970's. Hohenshil, Shepard and Capps (1982) point to five landmark pieces of legislation that provided an impetus for Vocational School Psychology. This legislation includes the following:

- Vocational Rehabilitation Act (Sections 503 and 504)
- Education For All Handicapped Children Act (PL 94-142)
- Vocational Education Amendments Act
- Career Education Incentive Act
- Comprehensive Education and Training Acts Amendments

Federal legislation mandated that handicapped persons have the same rights to participation in career development programs as non-handicapped individuals and provided federal funding to assist handicapped individuals select, prepare for, and participate in gainful employment (Hohenshil, Shepard and Capps, 1982). Although the courts had defined the territory and the services, there was no one professional group which currently exhibited the necessary preparation to provide instructional and support services in vocational and career education for handicapped persons. School psychologists, because of their knowledge of diagnosis, handicapping conditions, learning theory and human development, were designated by default. It was generally determined that it would be cost efficient to provide school psychologists with additional training in vocational and career education for handicapped persons, vocational assessment skills, and career planning skills. This lead directly to the birth of the Vocational School Psychology concept as a field of study, practice, and research which integrates knowledge and skills of traditional school psychology, vocational education for the handicapped, career planning processes and vocational rehabilitation.

School Psychology as a discipline responded to this opportunity in 1974 when the leadership in the National Association of School Psychologists (NASP) addressed the issue of roles for psychologists in career education programs by publishing a special issue of The School Psychology Digest. A number of conventions and journal articles followed. In 1979, the NASP Delegate Assembly formally recognized Vocational School Psychology as an official specialty area in School Psychology (Hohenshil, 1984).

More recent legislation, the Carl Perkins Act of 1984, addressed the issue of equity and quality of vocational services. This law placed emphasis on providing supplemental services for handicapped students within the regular program and stressed the building of programs and relationships within the community and private sector. The intent of the law was consistent with the intent of PL 94-142, that handicapped students be educated in the least restrictive environment. (Cobb and Kingsbury, 1985).

Title II, Part A of the Perkins Act mandated particular services for handicapped and disadvantaged individuals. These services included:

- Information about local vocational education opportunities; assessment of student interests, abilities, and special needs; guidance counseling and career development activities; counseling services to facilitate the transition from school to employment; and other special services, including adaptation of curriculum, instruction, equipment and facilities (Cobb and Kingsbury, 1985).

These requirements can generally be interpreted as mandating a switch from special class placement in favor of regular class placement with a variety of support services.

Conclusion

Fagan (1982) suggests that the future for vocational specialization for school psychologists appears to be an optimistic one. Fagan bases his optimism on observed increases in interest in the field; a growing recognition of need; and the availability of funding. In addition, role expansion in this area is generally compatible with the current focus on psychoeducational evaluation as reflected by the perceptions of school psychologists and role expectations as they are interpreted by most school districts.

Fagan's views appear to be supported by a report from the National Commission on Secondary Vocational Education. This report basically asserts "that vocational education should become coequal and complementary to academic education within the secondary school." It generally supports an expanded and stronger role for vocational education in secondary schools by requiring a "balanced curriculum", a curriculum that includes both academic and vocational preparation for each student. The impetus for this position is directly related to recent curricular reform in secondary schools that has lead to more stringent requirements (generally academic in nature) for high school matriculation (Lotto, 1985). Implications are that vocational education may be the only remaining resource for a sizable portion of the exceptional and disadvantaged populations currently attending public schools.

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When all the funding is totaled, nearly \$900,000,000 has been made available to school districts on a matching-fund basis over a five year period. All school districts to one degree or another are already eligible to receive large amounts of funds from the Perkins Act because many large expenditures already in place in most school districts can be applied as matching funds. Given the continual battle of the budget few school superintendents are expected to be able to resist this new source of federal largesse.

The Perkins Act will largely affect vocational education planners and all who deal with "inadequately served" populations, which are identified as: the handicapped, the disadvantaged (limited English proficiency, ethnic minorities, academically disadvantaged, economically disadvantaged), displaced homemakers, single parents, inmates of correctional institutions, and non-traditional trainees. In my school district almost 19% of our total population was identified as eligible in one category or another. The "academically disadvantaged" population can be a very large one, depending on how the local school district chooses to define it.

THE ROLE OF THE SCHOOL PSYCHOLOGIST

A reasonable successful effort has been made in recent years to thrust school psychologists into the vocational assessment/training gap through which the handicapped appear to be falling. The advent of the vocational school psychologist on the scene signaled a new role for school psychologists, but their numbers are not expected to meet the demands of the Act, even in the capacity of trainers or consultants.

Planning/Administering

The school psychologist is seen as being in an advantageous position to implement several important provisions of the Act. His/her holistic view of students, experience in synthesizing data gathered from several sources, awareness of individual differences, and expertise in human measurement prepare him/her better than most for such a role. In small school districts she/he might even be the one identified to do much of the administrative planning. (Such a role increases the school psychologist's sphere of influence, though it may be outside his/her training and odious, perhaps, to his/her personal proclivities.) School psychologists are urged to bring the availability of such funds to the attention of the local school administration or to seek input into the planning that is in progress, or soon to begin, in their school district.

Consulting/Assessing

Another role the school psychologist may play in the Perkins Act is, as usual, an assessment role. One provision of the Perkins Act, and the one which has received undue attention by administrators, is that

CARL PERKINS VOCATIONAL EDUCATION ACT AND THE SCHOOL PSYCHOLOGIST

Lee H. Stroud

THE ACT

The Carl D. Perkins Vocational Education Act of 1984, PL 98-524, may be likened in impact to Public Law 94-142, and this period of time, to the year or so after 94-142, when its implications were not widely known. There is now, of course, a greater awareness of the effect of law on education, due to the ten or so years of wrestling with 94-142 in all its ramifications.

The Perkins Act lists nine specific purposes, but there are two broad themes:

- 1) to improve the quality of existing programs and thereby promote economic growth; and
- 2) to make existing vocational programs accessible to all persons.

THE WORK SAMPLE: AN APPROACH TO VOCATIONAL ASSESSMENT

Virginia Coleman

each handicapped or academically disadvantaged student who enrolls in a vocational education program will receive an assessment of his/her interests, abilities, and special needs with respect to completing successfully the vocational education program. Implementation of this requirement varies greatly. Some districts use teacher interview, others group testing, and others computerized individual screening. The school psychologist may have a role in consulting in any of these models.

As a minimum, the school psychologist may become involved when performing triennial evaluations of identified handicapped students. As has been elaborated upon in the Best Practices Manual (NASP), the nature of the triennial assessment is different from the initial assessment. Any secondary-aged handicapped youngster warrants an investigation of his/her vocational capacities. In fact, the triennial assessment for many, if not most, secondary-aged handicapped youngsters is a vocational evaluation to determine the adequacy of the present educational program to meet his/her vocational needs.

Assessment: Two Approaches

Two schools of thought appear to be forming in the implementation of the assessment function of this monumental governmental action. The Rehabilitation Model relies heavily upon formal testing, and observation, usually in controlled assessment centers. It is a well established model which has an enviable history of accomplishment in dealing with especially severe physical and sensory handicaps. Its strengths are its research base; the well-trained, skilled, and caring individuals who are its adherents; and its success in dealing with comparatively small numbers of severely disabled individuals.

By comparison the Curriculum-Based model has virtually no history, little delineation, and minimal apparent influence. It does spring from an educational foundation, however, and is more likely to be implemented in schools due to its capacity to deal with large numbers of students. It uses the information and processes available in the schools and/or the judgement of school personnel to assess students' vocational readiness, interests, abilities, and needs.

(Those interested may contact the author for further references and recommendations.)

The work-sample is a well defined activity involving an individual in the use of materials and tools to perform a specific task that simulates an industrial operation which is identical or similar to those performed by workers in an actual job or cluster of jobs. The work-sample may incorporate a series of tasks and materials resulting in a product or it may measure individual worker traits or characteristics as defined by the Dictionary of Occupational Titles (DOT) required by specific jobs within job clusters.

Work-samples provide an opportunity to observe the actual work behavior of an individual in a controlled atmosphere and serve as predictors of success as it relates to vocational training and employment when used in conjunction with other data.

The following work-sample series are commercially produced. Each assesses a variety of specific worker traits as related to job clusters identified by the DOT. Since work samples can be purchased individually, the user can focus on a single company's product or any combination as dictated by the population to be assessed, the population used in establishing norms and the training and job opportunities locally available.

COATS: In addition to the work-samples identifying individual worker traits, an audio-visual component assesses interest and knowledge related to a variety of jobs.

VALPAR COMPONENT WORK SAMPLE SERIES: Work-samples for money, sorting and a TMH population are available.

MESA: Microcomputer Evaluation and Screening Assessment. MESA provides a separate component: Vocational Interest Areas. In addition, a computer print out links individual worker traits to specific job tasks based on the DOT according to areas of interest identified by the client.

SINGER-GRAFLEX: is another commercially made work sample. The Singer system consists of a series of individual carrels which provide the opportunity for the client to use the tools and equipment related to individual trades such as: health, foods, woodworking, plumbing, etc.; to complete an entire task resulting in a finished product according to directions presented both auditorily and visually. Interest and aptitude are also identified.

CARL D. PERKINS COMPREHENSIVE REHABILITATION CENTER

Andrew Jones

The Carl D. Perkins Comprehensive Rehabilitation Center (CDPCRC) located in Thelma, Kentucky, is a division of the Office of Vocational Rehabilitation in the Kentucky Department of Education. The mission of CDPCRC is to provide multidisciplinary assessment and treatment services to clients of the Office of Vocational Rehabilitation or other agencies with which the Center has agreements in order to determine vocational potential or to enhance employability. The various programs apply the philosophy that all services necessary to successful rehabilitation should be provided as a part of a client's program of services.

A person who is unable to gain or to maintain employment as a result of a physical, mental, or emotional disability may qualify for Vocational Rehabilitation (VR) Services. Anyone who qualifies for VR Services may also benefit from participation in any of CDPCRC's service programs. These programs include: (1) Vocational Evaluation, (2) Vocational Adjustment Program, (3) Vocational Training, (4) Physical Restoration and (5) Independent Living Program.

Vocational Evaluation is usually the initial service provided to clients entering CDPCRC. Vocational potential is determined through vocational assessment, psychological assessment, and physical capacities/medical assessment. The evaluation period is eight days in length. Recommendations could result in continued service at CDPCRC or at any other feasible site.

Vocational Adjustment Program (VAP) is designed to promote social competence and vocational-related independent living skills prior to attempting vocational training. Classes included in the Vocational Adjustment Program are: Home Living, Community Living, Sex Education, Personal Development, Work Adjustment, Interpersonal Problem Solving Skills, Reading, Math, Driver's Education, and GED Preparatory.

Vocational Training provides instruction in eight vocational areas: Business Education, Cosmetology, Drafting, Food Service, Graphic Arts, Nurse Aide/Orderly, Small Engine Repair, and Woodworking. Students are allowed to progress at their own rate of speed and can graduate upon achieving certain competencies and by completing the maximum number of hours required for completion.

The **Physical Restoration Program** is designed for individuals who because of injury, illness or congenital condition have inadequate living skills which would hinder employment, training, or a valid vocational evaluation. Depending on the individual's need, a person enrolled in Physical Restoration Program may receive the following medical services: nursing services, physical therapy, occupational therapy, speech/language therapy, physician services, audiological services, orthotic evaluation, psychological and adjustment services.

The **Independent Living Program** is designed for individuals who have previously been determined to lack vocational potential, but are in need of acquisition of skills to assist in independent functioning. The program consists of a two to four week evaluation period to assess an individual's needs with follow-up services provided in the client's home area.

All referrals for services at CDPCRC are made to the Center's Admissions Office. Potential clients are usually referred by Kentucky Vocational Rehabilitation Counselors. Other agencies may sponsor a client by contacting CDPCRC's Admissions Office at (606) 789-1440, extension 31.

VOCATIONAL REHABILITATION SERVICES

Don Beckhart

The Kentucky Department of Education, Office of Vocational Rehabilitation program enables individuals who are vocationally handicapped due to various disabilities to become suitably employed as a result of its services...it's a program that has been in existence 65 plus years...and according to the Congressional Record, dated September 8, 1986, the economy realizes a return of \$11 for every \$1 invested in vocational rehabilitation expenditures.

The Office of Vocational Rehabilitation's program is an eligibility program and not an entitlement program. The following conditions must be met.

1. The individual must have a physical or mental disability.
2. The disability must impose a substantial handicap to employment.
3. The individual must reasonably be expected to benefit in terms of employment from vocational rehabilitation services, including substantial guidance and counseling.

4. The individual must be of employment age by the time vocational rehabilitation services are completed.

Each applicant for vocational rehabilitation services must be subjected to a total eligibility test, on an individual basis including:

1. The securing and review of necessary medical, psychological, educational, work histories, social histories and other information regarding the applicant to determine if there is a disability and if it imposes a substantial vocational handicap to employment.

The three basic services of the Office of Vocational Rehabilitation include:

1. **Evaluation**, which includes the securing of medical, psychological and vocational evaluations to determine the abilities and limitations of the individual.
2. **Guidance and counseling** to select a vocational goal and determine the objectives toward achieving the goal.
3. **Placement** in an occupation suitable to the skills, abilities and limitations of the client.

None of the above are based upon the economic needs test.

Additional services may include: 1. physical and/or mental restoration services to modify a disabling condition; 2. job training skills; and 3. other services or goods necessary to render a vocationally handicapped disabled person employable including maintenance, transportation, occupational tools and supplies and technological aids.

Some of the above services are based upon economic need and all are based upon the lack of availability of other community resources.

The Office of Vocational Rehabilitation operates one comprehensive rehabilitation center. The Carl D. Perkins Comprehensive Rehabilitation Center is located in Thelma, Kentucky, offering many services including work evaluation, vocational adjustment training and specific vocational training in nine (9) different areas.

To apply for vocational rehabilitation services an individual should contact one of the following district offices:

2929 Lone Oak Road
Paducah, KY 42001
(502) 444-8304

Douglas Oates Bldg.
Madison Square Shopping Center
Madisonville, KY 42431
(502) 825-6549

311 West Second St.
Owensboro, KY 42301
(502) 686-3308

Potter Building
948 Elm Street
Bowling Green, KY 42101
(502) 843-5489

2210 Goldsmith Lane
Louisville, KY 40218
(502) 459-0770

620 South Third St.
Louisville, KY 40202
(502) 588-4235

Central State Hospital
Louisville, KY 40223
(502) 245-4121 (ext. 243)

803 Maple Ave.
Danville, KY 40422
(606) 236-8885

7410 U.S. 42, Suite 124
Florence, KY 41042
(606) 371-9450

1033 Industry Road
Lexington, KY 40505
(606) 231-7403

Eastern State Hospital
627 W. 4th St.
Lexington, KY 40508
(606) 255-1431 (ext. 373)

102 Cundiff Square
Somerset, KY 42501
(606) 579-7495

P.O. Box 84
404 Main St., Suite 5
West Liberty, KY 41472
(606) 743-7978

108½ S. Cumberland Ave.
Box 879
Harlan, KY 40831
(606) 573-3890

2904 Carter Ave.
P.O. Box 1323
Ashland, KY 41105
(606) 325-9725

All Offices Voice or TTY
or Call Toll Free
1-800-372-7172 (Voice or TTY)

Additional information may be secured by calling the following toll free number of 1-800-372-7172 (voice or TTY).

VOCATIONAL EDUCATION MOVES INTO THE 21ST CENTURY WITH ADVANCED TECHNOLOGY CENTER

Danny O'Bryan

The first of four Advanced Technology Centers planned in Kentucky is scheduled to open August 3 on the campus of the Bowling Green State Vocational Technical School. The Center, which will teach robotics/automated systems and computer technology, hopes to recruit 200 students by August 1.

State Superintendent of Public Instruction Alice McDonald, speaking recently to business and government leaders at an announcement breakfast in Bowling Green, said "The Center will move Kentucky's vocational education program toward advanced manufacturing technology and into the 21st Century."

The Advanced Technology Center's marketing, recruitment, and program awareness efforts are vital to the success of the entire project, McDonald said.

Students will be recruited for the school from throughout the state, and will pay \$20 for registration and \$16 a month tuition. The Center's initial cost will be \$850,000 with \$650,000 of that amount going into state of the art equipment and building modifications.

For recruitment information, contact Fran McIntosh, Office of Vocational Education, Kentucky Department of Education, 2017 Capital Plaza Tower, Frankfort, KY 40601, or phone (502) 564-4286.

NASP DELEGATE UPDATE - SPRING 1987

Bill Pfohl, State Delegate

For those of you who did not go to New Orleans, you missed a good time. And for those who did go, wasn't it great to meet all those new folks, while waiting in lines to register for the hotel! Many did come early to try to go to Mardi Gras but many of us listened to airplanes near the airport foregoing the \$18.00 each way taxi fee because the Hilton had

too few rooms for us. Oh well, it was a good time to meet with old friends and see "how bad it is out there." It seems about the same every year. The Delegate Assembly was rearranged so we could go to more presentations but we ended up staying a day extra. It was one of the most successful conventions ever for NASP with estimates of over 2,100 registering. We seem well under way with the new management firm. I got to talk to our new Executive Director, Jack Donahue who seems to have made a quick transition and is solidly at the helm. NASP benefits by having a new address and phone number. The new address should you need it is: **1511 K Street NW, Washington, D.C. 20005**; and phone: **(202) 638-4750**. But you can always call me for help too.

At the conference a new publication - **Children's Needs: Psychological Perspectives** - was available. It appears to have lots of new ideas and will be a "best seller" as was **Best Practices**. The cost is only \$20.00 for members until 7/1/87 when the price will go to \$25.00. So order yours now! NASP Delegates voted against a dues increase this year. It is inevitable it will need to happen but everyone felt the timing was poor. We did break 10,000 members due to the great efforts of Pat Howard. Kentucky now has 157 members which won for us an award for the largest percentage increase as well as density increase for our size. I don't know where you all are but thanks. NASP looks very favorably on Kentucky.

Also discussed were Regional Meetings which the various NASP regions are beginning to have. The Southeastern Region will be holding their meeting June 8, 9, 10 in Charlotte, N.C. I will be going and KAPS has also been invited to go. The purpose is to work on state and regional issues. More when I get back.

Mike Curtis will be running for president of NASP. Please vote. Joe Zins will be running for Ohio Delegate but I don't think they will allow us to vote for him. (Congratulations are in order for Joe and Charlene - due date?). It appears that there is a good likelihood that a national school psychology exam will be ready within two years. The pilot trial will be in April. This will be quite a development with NASP contributing to it.

There are now approximately six Special Interest Groups within NASP and they have their own newsletters. They include Social/Emotional; Family; Urban; Preschool; Computer; Mental Retardation, Independent Practice. I will be glad to give you the names and addresses for more information. This is more for you from NASP.

There was much discussion about new federal legislation including 99-457. We are still waiting for the regulations to be published. It may specify school

psychologists specifically as approved examiners. It may also specify that to assess you have to have the highest minimum credential for your profession which is being pushed by speech people.

It was brought to my attention that two federal rulings directly affect our practice. **First**, that a complete evaluation must be conducted every three years as comprehensive as the original placement assessment or more so. You can use different tests but all the areas must be covered. **Second**, they have become more specific about parents' access to protocols. Yes, they do have the right to see it and to have copies made of it. The ruling did not address the issue of copyright infringement. If you have specific questions contact the OEEC office in Frankfort for clarification, or Jim Batts.

All the Delegates received a reel to reel tape of PSA's for NASP. If you would like a copy to get on your local radio station please let me know. You can put your own school district on it if you desire. You need to make a copy and return the original to me. There was some discussion on Curriculum Based Assessment becoming mandated in some states (eg. Washington state). It appears to be the new "in" topic. We still have much to learn about it but I see it as helping, not hurting, us, especially if we want to get away from the tight testing roles some of us are in.

The next convention will be in Chicago on April 5-10, 1988 at the Hyatt O'Hare. Plan now to attend. All the Delegates received from Alex a memo from Dr. Richard Woodcock about his test, trying to answer some criticisms. (ED. A copy of that letter can be requested from the KAPS editors.) I found it quite interesting. There were a lot of other tidbits but I will be writing more directly to the NASP members in the near future. Remember to vote when you get your ballots. Call me if I can be of help.

KAPS EXECUTIVE COMMITTEE REPORTS MINUTES - DECEMBER 1, 1986

Robert Kruger

The EC of KAPS met at the KASA office in Frankfort, Kentucky. The meeting was called to order at 6:15 p.m. Members present were: Ronda Talley, Lois Biemrohr, Bob Kruger, Cookie Cahill-Flower, Jim Batts, Carolyn Brown, Sue Hoagland, Betty White, Lynn McCoy-Simandle, and John Murphy.

Treasurer: John Murphy reported a current balance of \$6,350. Convention profits were approximately \$200. Ronda Talley presented John with the "Articles of Incorporation" for KAPS and asked him to further discuss with Wayne Young, KASA's legal counsel, the financial benefits/advantages with our incorporation.

State Consultant: Jim Batts reported on the status of the application process and procedures associated with the "experimental units" for school psychologists. The committee, with leadership from KAPS members, had developed the content of the application, and there had been preliminary discussions of the evaluation criteria and procedures for the applications. The committee hoped to have a February deadline for applications, with the selected applications submitted for State Board approval shortly thereafter. Any awarded position not filled by mid-August would have to be turned back. Jim also detailed the publicity efforts to be undertaken to assist in securing qualified psychologists to fill the awarded positions. A motion was passed for KAPS to allot up to \$200 for promotional efforts, if needed. Cookie Cahill-Flower, a member of the committee, suggested that KAPS may be called upon in some capacity to assist in any training activities which may accompany the "start-up" of the awarded units. Mention was also made of the necessity for the KAPS' EC to consider how our organization needs to nurture the continuation and/or expansion of this program in the future.

On another topic, Jim apprised the EC of a recent meeting at which he and other KDE representatives met with school psychology trainers. He felt it was a productive meeting which opened communication on issues relevant to school psychologists in the state (eg. the revision of KRS 319, the compatibility of Kentucky's school psychology certification with NASP's position statement on credentialing). Jim indicated that the trainers expressed a desire to continue to meet in the future, and he suggested that KAPS may want to establish a close liaison with this group.

On a final matter, Jim reported on the initial meeting of a committee which his department has established to develop an "Assessment Handbook." He indicated that school psychology was well represented on this committee. One of the goals was to develop a document which could be used as an orientation manual for all individuals providing psycho-educational assessments in Kentucky's schools.

Secretary: Minutes for the 9/25/86 EC meeting were approved. Bob Kruger, as KPA liaison, reported on a conference which he and Ronda Talley had with Sheila Schuster, KPA president, during the KAPS' convention. He reported that the discussion centered

around the expressed intention of KPA to establish an ad hoc committee to study the psychological assessment process as it is carried out in Kentucky's schools. Concern was expressed to Dr. Schuster that our organization have substantial input in working with any KPA committee that is established for this purpose. Bob indicated that he informed Dr. Schuster that KDE was also concerned about assessing the quality of the psychological assessments performed in the schools, and that it was embarking on the development of a "Handbook of Assessment" which would be a sort of quality control manual. He also reported that he had told Dr. Schuster that he would attempt to secure and pass along more information on the current manner in which school districts secure psychological assessments. He requested that Mr. Batts pass along information in this regard to him. Bob indicated that Dr. Schuster seemed interested in knowing more about how the KDE was going to address the issue of quality psychological assessment in the schools. She indicated that KPA would work with KAPS and other organizations in this matter, and that KPA would use information supplied by KAPS in determining when and if their committee would become active.

Liaison and Public Relations: On Public Relations matters, Lois Biemrohr expressed concern about the effectiveness of the KAPS' booth for Public Relations promotions. Aside from being unwieldy, she expressed concern that it lacked contemporary appeal. She indicated that many exhibitors utilize banners to promote their groups and that perhaps that this could provide a relatively low cost and more appealing mode of presenting. The EC agreed, and asked that Lois check some prices on banners. Lois reported that KAPS' pencils went over big at our exhibit at the C.E.C. conference. The design for the KAPS' pin has gone to a company for production.

On Liaison matters, it was reported that Pat McGinty would continue to serve as KAPS' liaison to the Mental Health Coalition. KAPS' has received no response to its request for liaison to the school counselors' association. Ronda indicated she would follow up by contacting leadership of that group.

Ethics: Lynn McCoy-Simandle reported that the "Adjudication of Ethical Complaints" document was completed. The EC asked that Lynn contact KASA legal counsel for any final comment prior to its distribution. The EC also ask that a companion cover letter be developed to clarify the document's intent and to highlight procedures related to its use. Lynn was to develop a draft of this letter and send it to the elected EC officers.

President Elect: No report.

Newsletter: Betty White and Joyce Stevens were introduced as the new co-editors for the KAPS' news-

letter. To facilitate more timely production, Ronda indicated that she had asked KASA for a bid on the set up and production for the newsletter. She suggested that Betty pursue other bids after receiving the one from KASA. She also asked Betty to investigate whether our bulk mailing permit was due for renewal.

Legislation: Cookie Cahill-Flower indicated that the pressing issue for legislative committee would be how to direct further legislative efforts for promoting increased funding for school psychology units within the state. Cookie indicated she would be giving up her co-chair position on this committee as she prepares to assume the KAPS' presidency. Ronda informed the EC that Sue Hoagland and Alan Kite would assume the legislative committee leadership. She suggested that some future endeavors of this committee might include: a) looking at a revision of the legislative "telephone tree"; b) developing information and procedures to assist membership to use informal personal legislative contacts to promote school psychology services; and, c) looking at how to use the visibility of the "experimental units" to further promote school psychology services.

Program: Carolyn Brown reported that although there was not a high rate of return of evaluation forms for the Fall Conference, those that were returned were generally favorable. A final commitment from Tom Hohenshil for the Winter/Spring Workshop to be held in March had not yet been obtained. Carolyn was to follow up, and Cookie offered to assist in securing a site in Northern Kentucky for the workshop.

Membership: Ronda reported for Patsy Thompson. KAPS currently has 115 members. The mailing list was being updated, and one official list would be continually revised. Patsy was going to prepare a letter to Kentucky psychologists and psychometrists who are providing services in the schools but are not KAPS members. Ronda requested that Jim Batts provide a list of service providers to Patsy.

Continuing Professional Development: Ronda reported that there had apparently been past problems with communications and mailings of C.P.D. materials between herself and Janet Graden. Ronda indicated that Janet, along with Bill Knauf, would continue to head this committee.

President: Ronda, Jim Batts, and Bob Illback had met to discuss initial plans for long range planning (LRP) for KAPS.

It was decided that a late spring, early summer weekend retreat at a Kentucky State Park would be presented for EC consideration. June 5 and 6 were discussed as tentative dates. It was felt that a commitment from all EC members to this meeting would

be very important. An open invitation would be extended to all KAPS members. The focus of the LRP would be to look at an ideal environment for school psychologists in Kentucky, and then look at how KAPS would need to function and structure itself so as to move toward this ideal. It was concluded that group facilitation at the initial meeting could be handled "in house" and that only school psychologists would not be brought into the LRP process at this point.

In other matters, Ronda indicated that she was investigating sources for free paper for the KAPS poster. She also indicated that she would be discussing with Sheila Schuster, KPA president, how KAPS might facilitate a recent APA initiative to establish a national grass-roots political organization to promote the interests of psychology.

Meeting adjourned at 8:15 p.m.

Respectfully submitted,
Robert Kruger

- B. Armstrong:** Elementary - grief, divorce, children with alcoholic parents
- R. Bewley:** Elementary - education parent training (how to prepare 1st graders for a successful school experience), divorce
- D. Campbell:** Middle - children with alcoholic parents
- J. Jones:** Elementary - social skills training
- P. McGinty and M. Morris:** Multiple Handicapped Special School - helping parents and siblings cope with a handicapped family member (they presented their program recently at CEC), social skills training for MH students
- J. Stevens and B. White:** Middle - parent education program covering six topics (ranging from suicide, drug education to communication skills), divorce, grief, self-concept with EMH students, social skills training with BD students, social skills training with other select students, life skills development
- K. Stevenson:** Middle - effective parenting techniques
- M. Tate:** Elementary - social skills training, study skills, self-esteem
- B. Armstrong and B. White:** stress management workshop for vocational school students
- L. Beinrohr** has a unique position in JCPS. Lois serves one middle school full-time. She conducted a mental health needs assessment of students. She found their top concerns to be study skills and grades, making good decisions, and maintaining friends. A needs assessment was also completed with parents whose main interests included obtaining information on drugs and alcohol and developing effective parenting techniques, such as, how to communicate effectively with their children and help them at home. Lois developed student and parent groups to address these concerns. Her group work has focused on (1) social skills, (2) helping students who are repeatedly suspended evaluate their problems and develop better problem-solving techniques, and (3) parenting workshops conducted with the STEP Program. In addition, Lois has done much individual counseling. Assessment has played a very minor role in her work at the middle school.

REGIONAL NEWS

JEFFERSON COUNTY

Ruth Bewley

Jefferson County Public Schools (JCPS) reorganized Exceptional Child Education at the beginning of the 1986-87 school year. The goal of reorganization has been to increase prevention and early intervention and reduce inappropriate referrals. Reorganization has, for the first time, legitimized roles for school psychologists other than assessment including: (1) attendance at all initial placement meetings allowing thorough interpretation of test results and recommendations; (2) behavioral consultation with teachers, parents, and administrators; (3) in-service training on topics such as appropriate methods of educational testing and developing Teacher Assistance Teams at local schools for crisis intervention (suicide, child murder cases). The mental health intervention project has expanded this year to include 12 psychologists and team leader, Judy Brettschneider. Much positive feedback has been received by the staff for its efforts from local school personnel. In alphabetical order, participants, their age group served, and the topics they included are listed:

In other regional news, Ft. Knox Independent Schools is organizing another Golden Field Day for May 16th. Bob Illback, Special Ed. Director, is anticipating 1,000 handicapped children will participate. Community involvement is an integral part of the success with approximately 30,000 spectators expected. Bob hopes for several celebrities to participate such as Denny Crum, Howard Schnellenberger, and cheerleaders from various universities. The U.S. Army Band will also be present. The day long event includes athletic competition and special events such as face painting, drill teams, and horseback riding. Participation and having a good time are emphasized.

Ft. Knox is piloting a non-categorical special education program at its largest elementary school. All the specialists and regular teachers at one grade level have been categorized and reorganized to deliver instructional services based on the programmatic needs of the students. This has required re-thinking the curriculum and coordinating new roles for the resource teachers. In many instances, resource teachers are now working the classroom rather than having students come to them. Finally, Gail Cannon is resigning her position at Ft. Knox Independent to pursue courses in marriage and family therapy.

On the other side of the river, Greater Clark County Schools, Indiana, are focusing on vocational assessment, training, and job placement. School psychologists, Carolyn Weeks and Carolyn Brown, are part of a state task force working on developing procedures for working effectively with emotionally handicapped students. Carolyn Weeks does much independent work at a day treatment center for the emotionally disturbed. Greater Clark psychologists work with teachers and help train them to lead social skills training with BD and vocational students. Carolyn Weeks is working closely with the Probation Department helping recalcitrant families receive counseling.

Marcia Hubbert, School Psychologist, is organizing an Indiana Chapter of NASP. Marcia will be the first president of the chapter. Although Indiana has had representatives to NASP in the past, this is the first major step towards a state organized chapter. Congratulations on your efforts, Marcia!

NORTHERN KENTUCKY

Bruce Wess

The northern region of our fair commonwealth has been a veritable beehive of activity of late. Before considering the scholarly and professional endeavors of our renowned populace, let us intrude unabashedly into their personal lives (which always makes for more interesting reading!). And what could be more personal than intimate family matters? Indeed, there appears to be "something in the water" in Kenton County as one present and two former staff members are "in a family way!" Congratulations to Cookie Cahill-Flower and her husband Dave on the birth of Carolyn Cahill Flower on March 27. Mother and daughter are both doing fine. The identity of the two other expectant mothers will be revealed at a later date. Stay tuned! A final note - in spite of the current "baby boom" several of the other notables in the area are sticking by the story that they have no children "that they know of."

Appearances to the contrary notwithstanding, procreating is not the only thing on the minds of Northern Kentucky school psychologists. The recent NASP Convention witnessed an assault by a contingent from the area. Those attending included Bill Knauf, John Murphy, Marilyn Hagenseker, Bob Kruger, Karen Carey, Judi Hughes, Joe Zins, Charlene Ponti, Natalie Braun, Dave Barnett, Janet Graden, and Bruce Wess. As a challenge to our readers, I invite you to match the following activities with the names of those attending listed above: 1) noticeably absent (a significant non-occurrence) during the return trip on the St. Charles streetcar because of other "desires"; 2) seen assaulting small children to snatch Mardi Gras beads from their grasp; 3) his last words before he expired were "Don't order the flounder"; 4) last seen succumbing to the romantic, sensual lure of New Orleans; 5) since his return has been muttering about "mirrors, blackened redfish, and second honeymoons." (Answers to appear in next column unless substantial cash incentive is forthcoming.) Those who endeavored to increase the knowledge base in school psychology through erudite presentations included Joe Zins, John Murphy, Bruce Wess, Natalie Braun, Charlene Ponti, Dave Barnett, and Janet Graden. Anyway, bon temps were had by all.

While scholarly presentations are the topic at hand, several Kenton County staff members should be recognized for their stellar presentation on Curriculum-Based Assessment at the recent CEC Convention in Ft. Mitchell. Those presenting included Bill Knauf, Louise Adams, Katie Hamilton, Lin Cook, and Karen Carey. I have heard that the presentation was well attended and very well received. Unrelatedly, Cookie Cahill-Flower, John Murphy, and Judi Hughes all figured prominently in a recent article on school psychological services which appeared in the Cincinnati Enquirer.

Congratulations are in order to several Northern Kentucky school districts for their success in procuring school psychology positions through the Experimental School Psychological Services Program. Districts which will receive matching state funds to hire new school psychology staff members include Covington Independent, Boone County, Kenton County, and the Northern Kentucky Cooperative for Special Education.

Due to a lack of diligence on the part of the present scribe, several recent additions to the school psychology scene in Northern Kentucky have yet to be recognized. A belated welcome is extended to Mike Carr, Melinda Hastman, and Karen Carey, all of whom are "part-timers" with the Kenton County School Psychological Services staff. Mike is a graduate of the training program at ECU and has previously worked in Illinois and Hopkins County. Melinda is a doctoral candidate in the University of Cincinnati.

program. Karen is also a doctoral student at UC, having worked the preceeding six years as a school psychologist in Las Vegas and serving as Nevada NASP representative and Nevada state association president.

By the time this reaches the hands of our faithful readers summer vacation will be nigh. I hope to see you at the KAPS Retreat - but if not, have a safe and restful summer.

LEXINGTON

Garland Niquette

The biggest news in the Bluegrass has been the funding of several new experimental school psychology positions in school districts in our area including: Bourbon, Fayette, Franklin, Scott and Woodford. We certainly appreciate the individuals whose effort made the new positions possible, and we look forward to welcoming new school psychologists to the area.

School psychologists in one of the districts receiving funding, Woodford County, are already involved in systematic program planning and continuing expansion of their services for the 1987-88 school year. Peggy Rigsby and Susie Marsh are presently conducting a psychological services needs assessment and evaluation of their present program with Woodford teachers. Peggy and Susie have also been busy in district-wide efforts to identify gifted children.

The University of Kentucky School Psychology Program is pleased to announce that the program has obtained provisional APA accreditation. The program will be reviewed after a three year period. The School Psychology Program will be hosting a presentation by Dr. Janet Graden of the University of Cincinnati on May 15th. Dr. Graden will address the topic of family interventions.

The 1986 General Assembly passed major revisions in Kentucky's psychology licensing act known as KRS 319. Under the revised version of this law, certification as a clinical, counseling, or school psychologist at the subdoctoral level by the Board of Psychology will be phased out in 1987 and replaced by certification as a psychological assistant. However, current certificate holders, including those who are approved for examination prior to the end of 1987, may obtain the status of autonomous functioning by completing two years of supervised experience and passing a special exam prior to the end of 1990. Autonomous functioning means that the certificate holder may practice psychology at the subdoctoral level without supervision from a doctoral psychologist.

For school psychologists certified by the Department of Education and working as an employee of the public schools this change has no real impact unless such individuals wish to offer services outside of their position with the public schools. The revisions in KRS 319 specifically prohibit an individual from selling services to districts without being an employee (e.g. contractual services) unless licensed or certified by the Board of Psychology. In other words, the exemption for school psychologists from certification by the Board of Psychology applies only to salaried employees of public school systems. Thus, if a school psychologist is interested in private practice work or contractual services they must become licensed or certified by the Board of Psychology and may want to take advantage of the opportunity to obtain autonomous functioning.

Certification in school psychology by the Board of Psychology requires the completion of a master's degree in psychology containing 45 graduate semester hour in specified areas plus completion of a six-month internship supervised by a doctoral level psychologist. Most school psychologists certified by the Department of Education can meet the requirements for psychology board certification. The typical deficiencies for some school psychology applicants are first, a master's degree in education or some field other than psychology; second, lacking a course required in the biological bases of behavior (e.g. physiological psychology, neuropsychology, etc.) and third, lacking doctoral supervision in their internship.

If you would like more information about the specific requirements to obtain certification and/or autonomous functioning, please write to the Kentucky Board of Psychology, P.O. Box 456, Frankfort, KY 40602.

**REVISIONS IN PSYCHOLOGY LICENSING
LAW CREATE OPPORTUNITY FOR
SUBDOCTORAL PRACTICE OUTSIDE THE
SCHOOLS WITHOUT DOCTORAL SUPERVISION**

**Stephen T. DeMers, Chair,
Kentucky Board of Psychology**

PREPARING FOR THE KDE SCHOOL PSYCHOLOGY EXAM

Jim Batts

Since 1979, the Kentucky Department of Education has required successful completion of a state examination for certification as a school psychologist. It was the first such exam in the country, however a number of other states have followed Kentucky's lead. NASP, working with Educational Testing Service, is currently developing a nationally standardized school psychology examination for use in two years.

The KDE School Psychology Examination can best be described as an objective essay exam. Often "essay" and "objective" are thought to be mutually exclusive terms. The questions are scored against a prepared guide or scoring criteria. The questions on the exam are developed and scored by a seven-person examination committee, five practicing certified school psychologists and two trainers, who are certified or licensed in school psychology. The questions are developed to cover the seven major areas in the curriculum standards:

(1) Psychological Foundations: human development, learning, cognition, personality theory, abnormal, and social psychology; **(2) Education Foundations:** School organization and administration, organization and administration of school psychological services, educational philosophy and history, psychology of reading, curriculum, and psychology of exceptional children; **(3) Psychoeducational Diagnosis and Intervention:** pre-referral and referral procedures, assessment, integrating information, working as a student services team member, and interventions; **(4) Consultation:** understanding and applying consultation models to various situations; **(5) Preventive Mental Health;** **(6) Professional Identity and a Sense of Ethical and Legal Responsibility;** and **(7) Research, Evaluation, and Statistics.**

A logical place to begin exam preparation is with these curriculum standards. To study for the "foundations", reviewing introductory texts in school and general psychology, learning, and curriculum is advisable for refreshing one's memory of key concepts. In the diagnostic and interventions area, one must be familiar with the current assessment instruments and procedures, the alternatives to conventional assessment techniques, linking assessment to interventions, and being able to design behavioral or instructional interventions strategies. The examinee may be required to apply a consultation model to a situation, therefore, one should know a good definition of consultation, the stages or steps, and the advantages and barriers related to consultation. The prevention area usually requires the examinee

to be knowledgeable of primary, secondary, and tertiary prevention, but also may require incorporating prevention theory with organization and program evaluation.

In preparing for the professional identity area, the examinee should know the profession of school psychology and be able to compare and contrast it with other related professions. It is important to know the main laws and regulations school psychologists deal with routinely such as PL 94:142, 93:380 (FERPA), the Rehabilitation Act - 504, and the KAR's Related to Exceptional Children. A working knowledge of APA, NASP, KAPS professional ethics has been known to be of benefit for addressing exam questions. A review of basic descriptive and inferential statistics needs to be included in the examinee's preparation paying particular attention to being able to apply the concepts to assessment, research design, decision making, and program evaluation.

Four resources may be of particular use in preparing for the exam: The Handbook of School Psychology, (Reynolds and Gutkin, 1982), Best Practices in School Psychology, (Thomas and Grimes, 1985), Comprehensive School Psychological Services, (Kentucky Department of Education, 1984), and Kentucky Administrative Regulations Related to Exceptional Children, (Kentucky Department of Education, 1986). The last two documents are available through the Kentucky Department of Education at no cost.

The exam consists of three required questions during the morning session with each question designed to take a half hour to answer. Two hours are allowed to answer the three questions. During the afternoon session, the examinee chooses three of four questions to answer. Each question is scored independently by two committee members using the scoring criteria. The identity of the examinee is kept anonymous throughout the scoring process. If there is more than a half-point discrepancy on a question the examiners must reconcile their differences. The scores of the individuals failing the exam are reviewed by the entire committee. Written feedback is given to everyone who takes the examination.

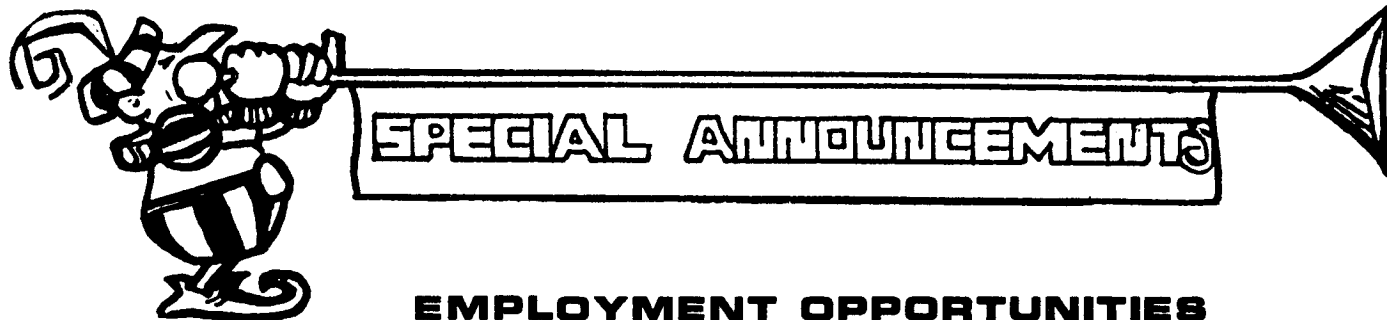
The Kentucky Department of Education School Psychology Exam provides prospective school psychologists with the opportunity to apply classroom and textbook knowledge to probable school situations and student needs. The examination process encourages a thorough and comprehensive review of the school psychology profession and gives valuable feedback to the examinees on the adequacy of their preparation. Apparently the school psychology exam "passes the test", as other states, NASP, and other professions (teachers and principals) are emulating our example.

UK OBTAINS APA ACCREDITATION

Stephen D. DeMers

The PhD program in School Psychology at the University of Kentucky has recently been awarded provisional accreditation by the American Psychological Association. This accreditation is effective as of February, 1986, the date of APA's site visit to the Lexington program. The program will be revisited in three years for consideration for full accreditation.

At present, the APA accreditation does not apply to the joint doctoral program (i.e. EdD program) offered cooperatively by the school psychology programs of UK and Eastern Kentucky University. However, once that program has been operating for a few years and graduates its first students, the intention is to obtain full APA accreditation for both doctoral programs. The University of Kentucky also operates a specialist level certification program in school psychology which has long been accredited by NCATE. For more information about any of the UK school psychology programs contact Dr. Stephen T. DeMers, Coordinator (251 Dickey Hall, University of Kentucky, Lexington, KY 40506).



25 NEW SCHOOL PSYCHOLOGY POSITIONS FOR KENTUCKY

In the Spring of 1986, the Kentucky General Assembly funded the **EXPERIMENTAL SCHOOL PSYCHOLOGICAL SERVICES PROGRAM** to encourage the development and expansion of psychological and mental health services for children in Kentucky schools. The program provides matching funds to 25 school systems and cooperatives to hire school psychologists.

The 25 recipients will share a total of \$300,000 in 50-50 matching funds for the 1987-1988 school year. The districts/cooperatives were selected from 44 applications representing 105 of Kentucky's 178 school districts. An advisory committee recommended the applicants to the State Board based on the quality of the program described in their applications. The positions have to service a student population of less than two thousand students, must be comprehensive in nature, and address both regular education and special education needs. Districts also had to commit to funding the positions when state support ceases.

The **EXPERIMENTAL SCHOOL PSYCHOLOGICAL SERVICES PROGRAM**, in addition to providing the matching funds for positions, includes \$100,000 for administration, training, and evaluation of the program. The training and evaluation components of the program are being designed at present. The training will include modules for the psychologists in areas such as curriculum based assessment and behavioral consultation. Training will also be provided for district personnel.

Single systems to be funded are the county districts of Anderson, Boone, Bourbon, Boyle, Fayette, Franklin, Harlan, Harrison, Henderson, Kenton, Marshall, Meade, Rowan, Scott, Shelby and Woodford. The independent school districts of Berea, Cloverport, Covington and Owensboro are also to receive funds.

Consortia receiving funds are Kentucky Valley Education Cooperative, Northern Kentucky Educational Cooperative, Rough River Educational Cooperative and the Western Kentucky Educational Cooperative. The Fulton County/Fulton City multi-district application will also be funded.

The positions must be filled with certified School Psychologists or interns from an approved school psychology training program. The salaries and job descriptions vary with each position. For detailed information on each position contact: Jim Batts, School Psychology Consultant, Kentucky Department of Education, 1731 Capital Plaza Tower, Frankfort, Kentucky 40601, or contact the districts directly.

MICHIGAN ASSOCIATION OF SCHOOL PSYCHOLOGISTS NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS WITH CENTRAL MICHIGAN UNIVERSITY

Subscriptions are available for single, bi-weekly, and monthly issue rates.

MASP and NASP members are eligible for member rates. All rates include postage and handling. Subscriptions may also be picked up at the Psychology Dept. of Central Michigan University for a reduced rate.

New, updated Bulletins will be printed every two weeks. Each will be prepared on the following dates. Starred dates represent monthly issues, and bi-weekly and single issues will be available on all dates.

May 1, *15, 29, June *12, 26, July *10, 24, August *7, 21, and Sept. *4.

After Sept. 4th, single issues will be available with job listings added on an addendum.

Each subscriber will receive a two part packet. Part A will contain a list of state contacts, certification requirements, and employment outlook for each state. Part B will have the job listings which will include, as information is available, duties, salary, fringe benefits, required skills, length of contract, caseload numbers, and name, address, and phone contact for the job listed. Part A will only be sent once for bi-weekly and monthly subscriptions.

Each employer will be contacted at least twice to check on the continued availability of the job opening.

Last year the Employment Bulletin had over 300 jobs throughout the nation listed. Michigan is NOT the only state listed.

RATES

	MEMBERS after 6/12		NON-MEMBERS after 6/12	
SINGLE	\$ 7.50		\$15.00	
BI-WEEKLY	\$30.00	\$20.00	\$60.00	\$40.00
MONTHLY	\$20.00	\$15.00	\$40.00	\$30.00
EXTRA PART A	\$ 5.00		\$ 7.50	

PLEASE RETURN TO: Sharon Bradley-Johnson Ed.D.
Central Michigan University
Psychology Dept.
Mt. Pleasant, MI 48859

NAME: _____ SIGN ME UP FOR:
ADDRESS: _____ SINGLE ☐
CITY/STATE/ZIP: _____ BI-WEEKLY ☐
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MATERIALS

CHILDREN'S NEEDS: PSYCHOLOGICAL PERSPECTIVES

Ninety-three chapters dealing with social, physical, emotional, and family factors that influence children's potential. Chapter topics include:

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Regular Price will be \$25 for MASP Members; \$35 for non-members. Introductory price of \$20 for Member Prepaid orders before 7/1/87. An essential reference for all school psychologists. Mailing of volumes will be in March, 1987.

Order Form

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No. Copies _____ X \$20
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Introductory Price = \$20
Regular Price = \$25 & \$35

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1511 K Street NW
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20005

FREE MATERIALS

The following free publications may be requested by writing to Developments, Dept. for Mental Health and Mental Retardation Services, Division of Mental Retardation, 275 East Main, Frankfort, KY 40621.

"Kentucky Directory #1, Early Intervention and Pre-School Programs for Children with Mental Retardation/Developmental Disabilities"

"Kentucky Directory #2, Vocational and Employment Training Programs and Services for Adults with Mental Retardation/Developmental Disabilities"

Kentucky Directory #3, Your KEEPSAKE Directory of Advocacy, Leisure and Residential programs and Resources for Persons with Mental Retardation/Developmental Disabilities and Their Families"

"Everybody's Alike--Some Thoughts About Mental Retardation/Developmental Disabilities"

WORKSHOPS/CONFERENCES

FALL CONVENTION 1987

The KAPS fall convention will be held October 1, 2, and 3, 1987 in Florence, Kentucky. A brand new Hilton will be the site. If you have any ideas about a theme for this year's convention, please contact:

Karen Carey
4214 32nd Street
Cincinnati, Ohio 45209

ATTENTION DEFICIT - HYPERACTIVITY DISORDERS (AD-HD): ASSESSMENT AND INTERVENTION TECHNIQUES

A conference examining the causes and assessment and treatment techniques of AD-HD in children and adolescents will be held at the Radisson University Hotel, Minneapolis, Minnesota, June 15-17, 1987.

For more information on the conference, contact Gordon J. Amundson, Department of Professional Development, University of Minnesota, 207 Wolte Center, 315 Pillsbury Drive S.E., Minneapolis, MN 55455, or call (612) 625-3504.

OTHER

VIRGINIA TECH ANNOUNCES NEW DOCTORAL PROGRAM FOR SCHOOL PSYCHOLOGISTS

Degree Options

Ed.D. in Counseling for School Psychologists
Ph.D. in (School) Psychology

Specialization Options

Child/Family Emphasis
Vocational School Psychology Emphasis

Students will choose one of the two specialty areas within either degree option. Both degrees and both areas of specialization will include coursework from Virginia Tech's Department of Psychology, various Departments in the College of Education, and the Department of Family and Child Development in the College of Human Resources. For further information, contact:

Thomas H. Hohenshil, Ph.D.
School Psychology Doctoral Program
Office of the Dean
226 War Memorial Gym
Virginia Tech
Blacksburg, VA 24061
(703) 961-6426

KAPS PINS

The classy KAPS pins which were ordered last fall have been received and are now available for purchase. The pin is a horizontal diamond shape with a Greek psychology symbol imposed over a drawing of the Commonwealth of Kentucky. The pin's colors are gold, red, sky blue, and white. Several KAPS members have already been complimented on their pins!

To order your KAPS pin, please mail a check for \$5.00 made payable to KAPS to Lois Beimrohr, KAPS Liaison and Public Relations Chairperson, 4409 Preston Highway, Room 243, Louisville, KY 40213. Wear your KAPS pin with pride!

NEW MEMBERS WELCOME

If you would like a KAPS membership application for yourself or for a friend, send the information below to: Judy Hughes, Boone County Schools, 8330 U.S. Hwy. 42, Florence, KY 41042

Name: _____

Address: _____

MOVED?

Send change of address information to: Judy Hughes, Boone County Schools, 8330 U.S. Hwy. 42, Florence, KY 41042

Name: _____

Old Address: _____

New Address: _____



NEWSLETTER

QUESTIONNAIRE

I prefer the KAPS Review to:

- _____ 1. Have no feature articles--list only news as it relates to the membership and organization.
- _____ 2. Have feature articles relating to a particular topic.

If you checked No. 2, please list three topics you would like to see addressed.

- 1. _____
- 2. _____
- 3. _____

Return to: Betty White/Joyce Stevens
3024 Bank Street
Louisville, KY 40212