
the

KAPS REVIEW

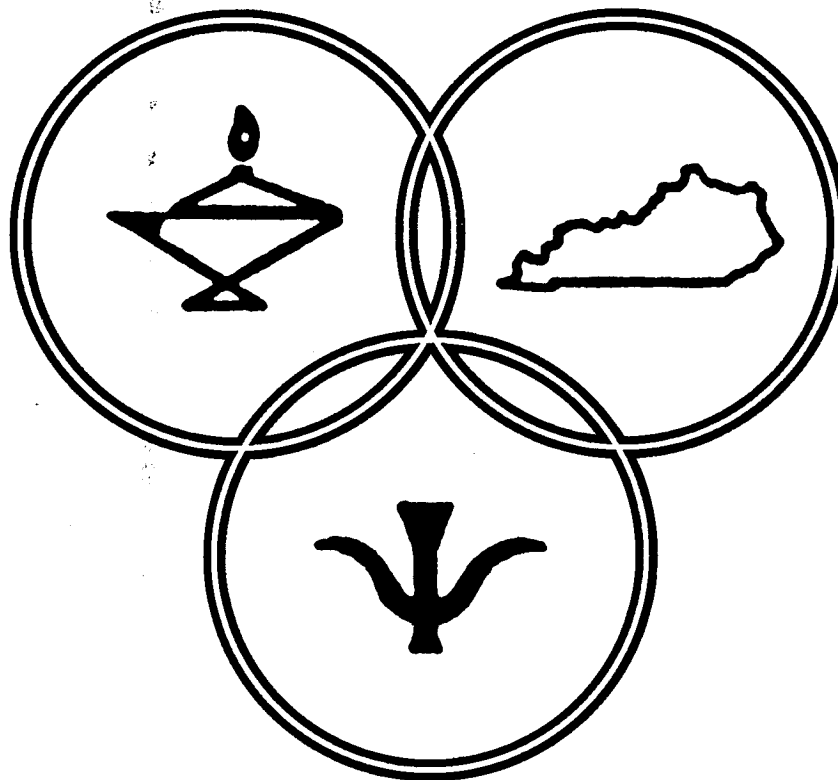
*A PUBLICATION OF THE
KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS*

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THE KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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. Editors reserve the right to edit articles submitted.

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President's Message

Bob Kruger

As you read this message, my year of service as President of KAPS will be coming to an end. It has certainly been an eventful year, one that has been both challenging and rewarding. I would like to report that all my goals for the organization have been accomplished, but quite honestly I feel that I am leaving with some unfinished business. Movement forward with concrete action plans on some of the goals of our Five Year Plan did not proceed as I had hoped, due in no small part to the very inclement weather which decimated attendance at a February Executive Committee meeting. Also, I had hoped by now to have involved KAPS members in a conference with allied educational and mental health organizations focused on issue(s) of common concern. However, this goal will not be abandoned. It is my intention to advance this idea and to begin formalized planning at a meeting which I will soon be attending which will involve the leadership from several educational groups. I also plan on continuing in an active role as Past President in advancing progress on the organization's Five Year Plan.

While unfinished business and new challenges will no doubt continue to face us, we have much of which to be proud. At the time of my last message, the Executive Committee had scrambled to formulate a position statement on psychological services and other support services for consideration in the Educational Reform Package. I and the co-chairs of the legislative committee, Peggy Harrell and Sue Hoagland, contacted several legislators to discuss our concerns. I was also in frequent contact with the executive director of KASA. Unfortunately, what KASA sensed was happening early in the legislative session, eventually proved to be largely true, namely, that the agenda had been set and that efforts to substantively effect changes would be very difficult. In fact, we were told by legislators that as a result of the Education Reform Package, schools would have resources to pursue new courses of action and services to improve the education and mental health for Kentucky's children. So while our efforts may not have resulted in school psychological services being directly addressed in the Education Reform Package, I feel that school psychology did gain some further recognition and support through our endeavors. While the exact way in which the specific details of the Education Reform Package will be implemented remains unclear to a great extent, what is clear is that we will be faced with ever-increasing responsibilities to promote our profession in unique and creative ways. We will no doubt face many new challenges arising out of additions or changes in regulations or out of other systemic conditions. From my perspective, our adjustment as professionals will only be accomplished by KAPS membership working through the organization. We will increasingly need each other for support and creative problem-solving in generating organized efforts to promote comprehensive school psychological services for Kentucky's children and youth. We need each other, and we need KAPS to remain a viable, strong organization.



As I have learned this year, professional commitment is perhaps more difficult and time-consuming than I had anticipated. But it is rewarding, and above all, necessary. The rewards come not only from meeting the challenges, but even more so from the opportunities to involve yourself with dedicated, interesting, and yes, fun individuals. In closing, I would like to thank all of the members of the Executive Committee for the help and support which each of you has provided to both the organization and to me personally this year. Many of the accomplishments of KAPS have followed directly from your efforts. Sharon and Mike Kieta deserve special recognition for their efforts in revitalizing our Continuing Professional Development Program. Peggy Harrell and Sue Hoagland have made significant contributions to the organization this year as co-chairs of the Legislative Committee. Bruce Wess and Mike Carr have my special thanks for stepping forward into the difficult and time consuming job of Newsletter editors. Under Michael Walters' leadership, membership in KAPS has grown to about 160 individuals.

It has been my pleasure to serve KAPS as President this past year, and I hope that we will be in capable hands as Pat McGinty serves in this capacity in the upcoming year. My wish is that each of you becomes involved in KAPS, if not at the state level, then within your region. Have an enjoyable and restful summer!

Editor's Comments

Bruce Wess

Welcome to our second edition. On behalf of Mike Carr and myself, I would like to thank those who complimented us or otherwise provided feedback on our first attempt. (Of course, providing positive reinforcement is something that seems appropriate for psychologists.) I hope that while the number of solicited contributions has increased, no "spontaneous" offering have been received in spite of my call (challenge?) for such. Just a reminder—if you write it and submit it, we'll probably print it.

Allow me to comment briefly on my experience at the recent NASP Convention in San Francisco. While some details of convention behavior are best left to the imaginative, I found the luncheon for state newsletter editors to be a thought-provoking as well as informative gathering. It certainly served to emphasize the importance of the newsletter as the "voice" of a professional organization and also the responsibility of the editors to shape a meaningful and professional product. It also increased my awareness of fellow editors as readers and of the "cross-fertilization" that occurs among newsletters.

I would like to call your attention to a couple of items in the present issue. Our feature article is by Dr. Cookie Cahill Flower and concerns parent permission as it relates to the activities of school psychologists. It is an extremely well researched and comprehensive article and we are very grateful to Cookie for providing it. Also, please note the "Call for Papers" for the KAPS Fall Convention which appears herein. While it may seem ironic to be looking forward to another school year as we end the current one, I urge you to consider submitting a presentation for the convention.

Speaking of the end of the school year, I hope your thoughts are of accomplishments and feelings are of satisfaction (as well as relief). Have a safe and restful summer.



Secretary's Report

Mary Ann Sarmir

An Executive Committee meeting was held on January 13, 1990 at General Butler State Park. The fifteen members in attendance included officers, chairpersons of committees and regional representatives. The major topics of discussion included the following: (1) The treasurer reported the highest balance of funds that the organization has had. It was agreed that some of these funds would be channeled towards membership activities and an annual income statement would be published in the summer newsletter. (2) Concerns were raised about the eligibility criteria outlined in the proposed Legal Standards and Obligation manual. It was reported that a written summary of the concerns were being sent to Nancy LeCount at the Department of Education after university students critiqued the guidelines under the guidance of Bill Pfohl and Jim Batts. (3) It was agreed that the 1990 KAPS convention would be held in the Louisville area during the first week in October and additional information was discussed regarding the planning process. (4) The Experimental School Psychology program was reported to be in the departmental budget through the 1991-92 school year. Unfortunately, two or three positions have not been filled in the Eastern region of the state. (5) The Legislative Committee reported on the position statement that was sent to the legislators on the task force for contemplated educational reform. A copy was printed in the previous newsletter. (6) The total KAPS membership was reported to be 145 after a mass mailing campaign. (7) The CPD committee agreed to extend the deadline for submission of documentation towards National certification and notify members. (8) Jim Batts agreed to speak to the Council for Teacher Education on the need for revisions of the state certification standards. Lesa Billings was also welcomed as the new State consultant.

Due to time constraints, the afternoon session which had been set aside for an update of KAPS long range goal had to be rescheduled for February 24, 1990. Only a few hearty souls attended this session due to the blizzard-like conditions. For some of us, driving to our destination was a near "cliff hanging" experience!

Parent Permission: Legal and Ethical Considerations

Cookie Cahill Flower
Kaps Ethics Committee Co-Chair

Questions related to the obligation of school psychologists to obtain parent permission for a variety of services have surfaced repeatedly within the professional literature, as well as among KAPS membership. While some believe that this matter was put to rest by PL 94-142, the ongoing discussion of concerns would appear to indicate that the issues are not so easily resolved. It is the purpose of this article to discuss questions which have been raised regarding parent permission and to provide information from legal and ethical sources which may be helpful in resolving them. This expose is by no means meant to represent the final word on this issue, but rather to stimulate thought and discussion among the KAPS membership. Readers are encouraged to respond with their own positions, questions or concerns in subsequent issues of the newsletter.

When must the school psychologist obtain parental permission? Certainly for initial psychological evaluations, but what about for re-evaluations? When must consent be obtained for counseling with a student? Must permission be obtained prior to an initial counseling interview with any student, or only if more than one session is deemed necessary? Must permission be sought for group counseling? Does it matter whether group counseling services are offered to all students in a school or if only a select group are provided such services? Should the school psychologist seek parent permission for consultation with a teacher regarding a student? What about for classroom interventions stemming from such consultation? Must consent be obtained prior to conducting classroom or other observations of a student? Does it make a difference if the professional is functioning in a traditional school psychologist role versus a nontraditional role such as counselor within a school? What if the effectiveness of the school psychologist's program hinges on confidentiality with the student, including absence of parent knowledge of the student's involvement, such as in drug-related student assistance programs? Does it make a difference if the student is in elementary school versus senior high school? What should the school psychologist do when a high school-aged student requests counseling assistance but on the condition that his/her parents not know of their interaction? These are some of the questions related to parent permission which pose dilemmas for school psychologists. The remainder of this article will provide legal and ethical information which may assist school psychologists in clarifying at least some of these uncertainties.

Let us turn first to legal mandates. Perhaps the landmark legislation affecting school psychologists and one with which most of us are very familiar is PL 94-142, The Education For All Handicapped Children Act of 1975. The purpose of this legislation was to insure a free, appropriate public education, including special

education and related services, to all handicapped children and to protect the rights of these children and their parents. Within the realm of parental rights, the issue of consent for specific activities involving a child was addressed. "Consent," which is defined within the act, must be obtained for only two activities: 1) conducting a preplacement evaluation; and 2) initial placement into a special education program. A preplacement evaluation is defined as a "full and individual evaluation of the child's educational needs" (§300.531). School psychologists should thus recognize that these are two circumstances in which parental consent is absolutely necessary. The law states further that written *notice* must be given to parents before the educational agency purposes to initiate or change the identification, evaluation, or educational placement of a child, or refuses to initiate or change the identification, evaluation, or placement of a child. Written notice to parents thus appears to be adequate prior to undertaking re-evaluations, since these also are full and individual evaluations. This is the course of action recommended by such legal experts as Bersoff (1982), who recommend that consent be obtained for *any* evaluations the school performs, "except where the instruments are used to assess academic performance only (e.g., reading, writing, spelling skills)" (p.1060).



Although 94-142 applies exclusively to handicapped children, it remains uncertain as to when in a school psychologist's involvement with a particular case the procedural safeguards of the legislation become effective. At what point in the consultation/screening/observation process does this process become a preplacement evaluation? Even if consent is not required, must notice be given to parents regarding activities which could eventually lead to identification of their child as handicapped? Bersoff (1982) states that:

"...large-scale screening of children to identify those who might be handicapped and need individually focused assessment would fail outside this definition (of a preplacement evaluation), although school

systems would need to inform parents of the impending screening. Classroom observation designed to assess teacher-child interaction or for screening purposes would also fall outside the definition. Involvement of children in this kind of assessment is minimal and there is no immediate or direct negative effects on them. When an assessor observes members of a group acting in public, there is, at best, an inconsequential invasion of privacy. However, when a particular child becomes the focus of an assessment whose effect or intent will be to recommend placement in a special education program, then parental consent must be secured for all procedures including testing, interviewing, and observation. (p. 1060)"

Comments by Kevin Dwyer in the December, 1989 issue of the NASP *Communique* are also pertinent in this regard. Dwyer discussed the Office of Civil Rights' legally binding opinion that the San Diego City School System was using pre-referral problem-solving teams as a means for circumventing the rights of some handicapped children. Dwyer states:

"Problem solving teams, consultation teams within schools, using specialists like school psychologists, are perfectly legal provided that the focus is upon helping the teacher teach. When the focus is primarily upon the child the consultation team's role becomes more fuzzy. If anyone is or becomes suspicious that the child may be handicapped there is a legal responsibility upon the officials of that team to initiate a special education process which requires, by law, parental consent and participation. (p. 18)"

It thus appears that, so long as there is no suspicion that a particular child might be handicapped, there is no legal mandate for parental permission to engage in consultation, observation, etc. If however, as noted by Hughes (1989), pre-referral consultation is a mandatory step in the process of referring a child to determine special education eligibility and the child's response to a planned intervention is used as referral information, then parental consent is required prior to the school psychologist meeting with the teacher (as cited in Canter, 1989). However, differentiation between these two scenarios remains problematic, at best.



Consider next the troublesome question of parent permission for counseling. Ethics aside, what legal precedents/stipulations exist in this regard? Bersoff (1982) reviewed the existing case law related to the question of whether children have an independent right to privacy which enables school psychologists to intervene in students' lives without parental knowledge or consent. He concluded that they do not. The courts, including the Supreme Court, have ruled repeatedly that children, even in adolescence, are incompetent to make decisions due to their lack of experience, perspective and judgment. The courts presume that parents, as preferred caregivers, are competent to represent their children's interests. Bersoff concludes that "...in the light of the Supreme Court's overriding preference for parental control and its distrust of minors' ability to make mature judgments, it is presently very risky for school psychologists to agree to see children for any kind of therapeutic purpose without their parents' consent" (p.1068).

There are exceptions to this rule in certain prescribed situations. For example, in a crisis situation where a student seeks out a school psychologist because of concerns related to parents or home, the psychologist may need to assess the nature of the problem prior to obtaining parental consent, for the child's protection (Osip, as cited in Canter, 1989). If the psychologist concludes that the child's safety is in jeopardy, s/he then is legally obligated according to KRS 620.030 to make an oral or written report to the local law enforcement agency, CHR, or the Ky. State Police. If, on the other hand, the psychologist feels that the child's safety would not be endangered, then the consent of the parent(s) for any intervention should be sought.

The specific Kentucky state law pertaining to the above scenario states: (Medical, dental and other health services may be rendered to minors of any age without the consent of a parent or legal guardian when, in the professional's judgment, the risk to the minor's life or health is of such a nature that treatment should be given without delay and the requirement of consent would result in delay or denial of treatment" (KRS 214.185, Section 4). School psychologists might wonder how broadly they can interpret a "risk to the minor's life or health." It seems reasonable that in some situations, a psychologist might make the decision that counseling with a student without his/her parents' consent represents the only means of preventing such a risk to the minor's life or health. The legal foundation for such a decision is hardly certain, but it does seem arguable.

Other exceptions to the requirement for parental consent are found in Kentucky law, although their applicability for school psychologists operation in public school settings is unclear. KRS 214.185 (Diagnosis and treatment of disease, addiction or other conditions of minors) states:

1. Any physician, upon consultation by a minor as a patient, with the consent of such minor, may make a diagnostic examination for venereal disease, pregnancy, alcohol or other drug abuse or addiction and may advise, prescribe for and treat such minor regarding venereal disease, alcohol and other drug

abuse or addition, contraception, pregnancy or childbirth, all without the consent of or notification to parent or parents or guardian of such minor patient or to any other person having custody of such minor patient...

2. Any physician may provide outpatient mental health counseling to any child aged 16 or older upon request of such child without the consent of a parent, parents or guardian of such child.

The third subsection of this part allows for services also to be rendered to emancipated minors, meaning those who are married or who have borne a child. While this law might be viewed as provided some latitude for dealing with specific problems without parental consent, the specification of "physician" as the service provider seems to eliminate its applicability for school psychologists. A legal opinion from the Kentucky Attorney General on this issue will be sought by the KAPS Ethics Committee.

How does the above law affect drug-related programs based in schools? Federal laws specifically protect the confidentiality of alcohol and drug abuse patient records, forbidding a program from disclosing any information to a parent concerning a student/client's alcohol or drug abuse unless the student has signed a consent form authorizing the disclosure (42 U.S.C. §§ 290dd-3 and 290ee-3, CFR Part 2). School-based programs receiving federal assistance have been included as being governed by these regulations. However, state laws still govern in determining whether parental permission is required in order to provide services to minors ("Q & A: Confidentiality," 1988). Some Student Assistance Programs in Kentucky schools have assumed that the law pertaining to treatment of minors cited above pertain to their activities as well, and do not obtain parental permission. The Student Assistance model and its unique problems related to parental permission and confidentiality will be discussed in a future issue of this newsletter.

With regard to the issue of role diversification among school psychologists and its relationship to the need for parental permission, consider the circumstance of a school psychologist who has been hired by a district to provide counseling and consultation services. School counselors in Kentucky typically do not obtain parental consent for counseling with students, either individually or in groups. According to Pat Guthrie, Director of Special Education and Guidance Coordinator for the Warren County Schools (and also a school psychologist and former state consultant for school psychology), the issue of parental permission for counseling is considered to be covered within each school's Student Handbook. These handbooks contain a two-page description of the school's guidance program, including counseling groups which may be conducted as well as the possibility of the counselor engaging a child in individual sessions. The handbook contains a statement that parents should contact the school if they have questions or concerns related to their child's participation in the guidance program. Thus, counselors assume that they are permitted to see any student unless they hear from a parent to the contrary. Should a school psychologist



employed to do counseling assume the same? This question was addressed in the ethics column of the *Communique* in November, 1989. The consensus of the three respondents in that column was that a school psychologist, even one employed under these conditions, must seek parental consent for counseling (Canter, 1989). The respondents cited ethical guidelines and the NASP *Standards* as guiding principles in formulating their positions.

While the legalities discussed above may not provide the clarity we desire, the codes of ethics to which we adhere as school psychologists are clear and unambiguous on the question of parent permission. The NASP *Principles for Professional Ethics* address this issue in Article III, entitled Professional Relationships and Responsibilities. In Section C, dealing with relationships with parents, the Code states:

1. School psychologists confer with parents regarding assessment, counseling and intervention in language understandable to the parent. They strive to establish a set of alternatives and suggestions which match the values and skills of each parent.
2. School psychologists recognize the importance of parental support and seek to obtain this by assuring that there is direct parent contact prior to seeing the student/client. They secure continuing parental involvement by a frank and prompt reporting to the parent of findings and progress. (NASP, 1990, p. 933)

Similarly, the APA *Ethical Principles of Psychologists* addresses this issue in Principle 5, Confidentiality, and specifically in Principle 5.d. which states: (When working with minors or other persons who are unable to give voluntary, informed consent, psychologists take special care to protect these persons'

best interests" (APA, 1987, p. 74). This principle was further illustrated and defined in the 1987 *Casebook on Ethical Principles of Psychologists*. The case involved a school psychologist who interviewed sixth-graders without parental permission in a research project concerning the effectiveness of sex education. In the adjudication of this case, the APA Ethics Committee "...found the psychologist in violation of Principle 5.d... When dealing with a minor, it is the psychologist's responsibility to contact the parents directly. Written, informed consent of both parents and the child is advisable" (p. 75).

Our codes of ethics, by which we are bound as school psychologists, clearly indicate that we should obtain parental consent for nearly all of our child-related activities. Parental involvement is viewed as being in the child's best interest and as respecting the legal and civil rights of parents. Our ethical principles/standards thus appear to exceed specific legal requirements on occasion. Under such circumstances, it represents best practice for psychologists to adhere to the higher ethical standard. This may be a difficult standard to maintain, but its fulfillment will "ensure that each person served will receive the highest quality of service" (NASP, 1990, p. 931).

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Legislative Report

Sue Hoagland

The passing of House Bill 940 challenges us to actively publicize our role as School Psychologists. Since school districts will be allotted funds with no specific mandates concerning special programs or positions, it becomes imperative that we describe our qualifications to legislators, school administrators, and the public.

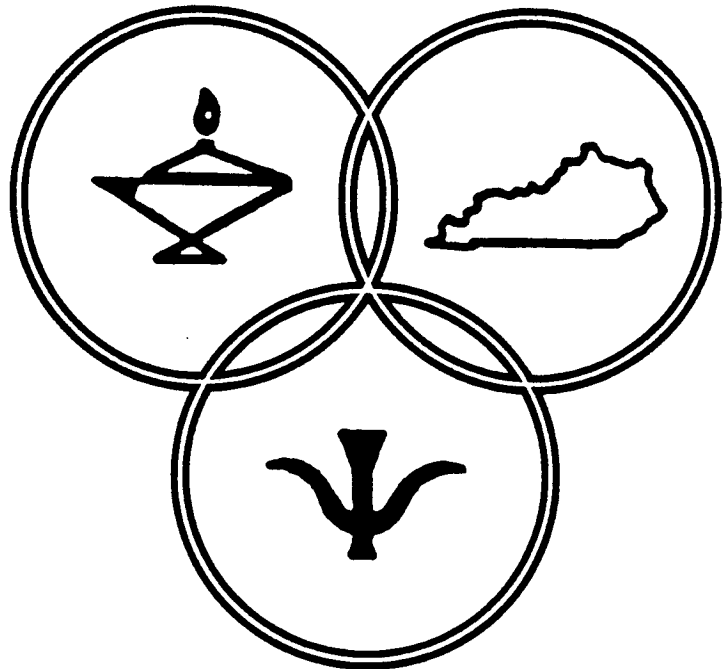
School Psychologists can provide effective leadership in assisting with Kentucky's new reforms. Each of us need to familiarize ourselves with the educational reform package and offer our assistance to public schools.

Membership Committee Report

Michael Walters

Current KAPS membership is 159 as of April 15, 1990, up from 137 last year. The Membership Directory was mailed to all members on April 23. Extra copies are available upon request. For this or other information regarding membership in KAPS contact:

Michael Walters, Membership Chairperson
Boone County Schools
8330 US 42
Florence, Ky 410042





State Consultant's Report

Lesa Billings

To begin on a positive note... THE EXPERIMENTAL SCHOOL PSYCHOLOGY PROGRAM HAS BEEN REFUNDED FOR THE 1990-92 BIENNIUM!!! The renewal process will be the same as that used in the past.

On April 26, 1990, the Council on Teacher Education and Certification held their final meeting. The Council heard recommendations regarding revisions to the regulation and curriculum standards for the preparation and certification of school psychologists. The ultimate changes to the standards are in keeping with those of NASP. In future:

- A cutoff score of 630 on the NTE-Specialty Area Exam will be required instead of the Kentucky School Psychology Exam.
- The standard certificate will be issued for a period of five (5) years (as opposed to three). There will be no continuing certificate. For each five (5) year renewal, three years of experience and 72 hours of continuing professional development will be necessary.
- A Provisional Certification may be granted upon completion of 48 semester hours of graduate preparation from the approved curriculum and successful completion of the NTE.
- Curriculum standard components will be reduced from seven (7) to five (5) components, and will include a one (1) academic year (1200 clock hours) internship, 600 of which must be in a school setting. This may be accomplished on a full-time basis for one (1) year of a half-time basis for 2 years.

As you know, Kentucky's education system is in the midst of rapid change. As yet, there are many questions left unanswered. In times of change it is easy to become overwhelmed. However, despite all of the uncertainty, it seems apparent that school psychologists will still be in demand (possibly more than ever before). Unlike many other school personnel, the traditional role of the school psychologist will not be noticeably altered or inhibited. In fact, this could encourage schools to broaden their utilization of school psychologists. Therefore, I believe we can safely view this period as one of tremendous opportunity for growth as professionals.

To expedite this process, the Kentucky Department of Education's, Division of Student Services is sponsoring a Student Services Summit. This meeting will bring together the leadership or organizations such as Ky. Association for Counseling and Development, Ky.

KENTUCKY EDUCATION REFORM ACT OF 1990

School Counselor's Association, Ky. Association for School Social Workers, Ky. Association of Psychology in the Schools, and Ky. School Nurses Association. This "Summit" will have three (3) objectives in mind:

- 1) Provide leaders in Student Services' organizations an opportunity to meet and become personally acquainted;
- 2) Cooperatively begin planning 1992 legislative strategies for employment of more Student Services' personnel in local districts;
- 3) Cooperatively plan informational materials on school nurses, counselors, school social workers and psychologists for future school councils (site-based management) and others.

The Kentucky Education Reform Act (KERA) mandates several services for which school psychologists are very well trained and often the best prepared at the local level. At present, it is not certain how the services will be operationalized, but it is obvious that school psychologists have expertise to offer in these areas.

However, many school systems still need to be educated to our services. For example, the KERA mandates that the education system provide "sufficient self-knowledge and knowledge of ...mental and physical wellness." It also relies heavily upon assessment outcomes in the evaluation of school effectiveness. Family and Youth Service Centers will be affiliated with many schools. Further, school-based professionals will be involved in policy making decisions. For the purpose of school-based decision making, school psychologists are allowed to serve on the school council under the definition "teacher". At least three (3) "teachers" will serve on each school council. Since these issues will be under investigation for the next several months, now is the time to provide input to the Department of Education and the Cabinet for Human Resources.

Many questions will arise as a result of the new legislation. Several attempts are being made to provide these answers. A booth at the State Fair will be devoted to the KERA. The Kentucky Department of Education's weekly television program, "Education Notebook," and radio program "New Directions" will feature the topic. As of May 1, a question hotline was gone into operation, 1-800-KDE-KERA. Further, each district will be appointed a contact person at the Department of Education, to help resolve any unanswered questions. As always, if you have special concerns or questions don't hesitate to call me at 502-564-3678.



Student Representative Report

Jennifer L. Rosenthal

Although it is very difficult for student members to meet together as we attend several widely-separated universities, we are an important element in KAPS. We are the future professionals in the field of school psychology.

One of my goals as student representative is to increase the number of student members in KAPS, KAPS provides an excellent opportunity for students to mix with practicing professionals and thus gather all kinds of useful information. By being involved in KAPS, student members keep up with current issues and increase their familiarity with the profession of psychology in the schools. Through participation in KAPS, students increase their practical knowledge by bridging the gap between theory and application, between school and practice, or as Lauren Resnick refers to in Learning In School and Out, between the world in-school and the world out-of-school.

Another goal which I have established is to increase student attendance at the annual KAPS Convention. This year the convention will be held in Louisville on October 3, 4, and 5. The theme is "Education Reform in the 90's: Meeting Professional Challenges." This timely issue affects all of us in education and will hold special relevance for all who attend. I would like all school psychology students to plan now to attend. Talk to your fellow classmates-carpooling and sharing expenses can save money and add fun! Encourage your professors to let you go see if you can get credit for attending. It is time well spent. I look forward to seeing you there!

NASP Delegate Report

Bill Pfohl

It has been a rewarding four years as NASP Delegate. Jim Batts will take over on July 1st. Congratulations, Jim! NASP has been through an evolutionary (almost revolutionary) process over the past four years. It has been both exhilarating and frustrating at times. My first vote as delegate, four years ago, was to drop the four manager system that had been part of NASP leadership since its founding in 1969, and go with a Management Organization-Bostrum. NASP had grown to almost 10,000 members four years ago and the management job was growing rapidly. Bostrum promised a centralized, coordinated operation, with excellent references from others who had been affiliated with them. It was also anticipated that having an office in the Washington, D.C. area would help NASP's visibility and coordination among other children's service agencies and organizations. Bostrum hired Jack Donahue as our manager. All operations were turned over to Bostrum as far as day to day operations - membership, convention, publications, budgeting, legislation, etc.. NASP's Committee structure still carried out the planning activities. Then along came the NCSP Certification Program, and problems with Bostrum intensified. The membership grew rapidly up to 17,000 in four years. The members (and delegates) become more aware that NASP was becoming more formal and remote to them. Membership problems and publication fulfillment became chronic problems with little hope of resolving problems quickly. Bostrum had an archaic computer system and was not able to keep up the services it promised. Membership lists ran 4 to 6 months behind, many publications were not received or were "very late". It was difficult to get straight forward responses. Because of the increasing problems and frustrations, it was decided about January of 1989 to go to an independent "captive headquarters". Bostrum dropped the convention planning right after this, which made for many uneasy moments for the San Francisco Convention. The vote to leave Bostrum was taken in July, 1989 at the EC/DA in Nashville. It was also voted to hire our own Executive Director, which was done in January, 1990. She is Dr. Margaret "Margie" Gibelman, a doctoral level social worker with management experience and training. NASP's new address after May 1st will be:

8455 Colesville Road Suite #1000
Silver Springs, Maryland 20910
Phone: 301 608-0500

The word at the San Francisco Convention is that now "you can talk directly to NASP". New staff is still being hired. June 1st is our official opening at the new headquarters. The last audit with Bostrum will be 5/31/90. I do warn you it will take at least a year to get up to full operation. Resolving membership and publication problems will be a priority. June Stafford has been retained for the NCSP program, a familiar person to many of you.

NASP has made many strides over the past year. We hired a part time lobbyist, Kevin Dwyer of Maryland. There are plans to hire a full time one because of his success. He has done a superior job in involving school psychologists in the legislation that is being written in Washington. We have dramatically increased our professional visibility in organization recognition, and in the media. Our position papers have generated much support and interest. While this does not appear to influence how many WISC-Rs you give every day, it has a positive professional impact on the profession you practice every day. It has been impressive and exciting to watch from a delegate's point of view. I feel good about the issues NASP has supported over the past few years. They have been directly focused on children's issues, and not guild issues as so many other organizations do. Carolyn Cobb, Peg Dawson, and Mike Curtis have been very influential in this child focus. Now children will become a focus on a national, state, and local level!

The EC/DA in San Francisco (besides dealing with an earthquake on Wednesday) passed our next five year plan. There was a great deal of discussion about it and particularly its wording. I feel it is a re-focus that we have had over the past five years. The major difference is letting others outside our profession know what we do and what we are for as an organization. The strategies have not been worked out on how to do this. These were the most controversial parts of the plan. This will still have to be worked out in July at the summer EC/DA. Despite our concerns, the convention was a success with about 2,500 registered.

George Batsche, now from Florida, is the new president-elect, while Beth Loman, from South Carolina, is our new treasurer. Peg Dawson is the new president after July 1st. I have been Co-Chair of the Publications Committee with Tom Fagan for the past year. I have been responsible for acquisition of new materials for the membership. I have been asked by Peg to move up to Chair, which I have accepted. This will keep me VERY involved in the NASP leadership for another year. I also would like to serve on the National Certified School Psychologist (NCSP) Board as the trainer representative. Nominations will appear in the next Communique. I would appreciate your support.

Bob Kruger, Pat McGinty, and I attended the Southeastern Regional Meeting in Atlanta in March. It was a good meeting of sharing best practices, and discussing "problems". Much of the meeting was spent discussing the NASP five year plan. Howie Knoff came and talked about the "Termination" issues with Bostrum, and the problems associated with "exiting" Bostrum, which have been very problematic. This meeting is a real highlight of the year to to to. I will miss them.

A few dates to mark on your calendar:

July 19-22, 1990 International School Psychology Conference Newport, Rhode Island. It will be a good opportunity to hear about what goes on in other countries.

October 31 - November 3, 1990 in Nashville, Tennessee. The Second Mid-Douth School Psychology Conference. The last one was a major success. All NASP Members will get registration notification. Watch for it. I have talked to the planners and many "famous" people will be there. It is so close to KY, we would like to have good representation.

March 18-24, 1991 NASP Convention in Dallas, Texas
April, 1992 NASP Convention in Nashville, IN
April, 1993 NASP Convention in Washington, D.C.
February, 1994 NASP Convention in Seattle, Washington

One final note, the original NCSP test is now history, a new form will emerge in July, 1990. By the way "What is a behavior trap?!!

Thanks to all of you for the support over the past four years. The baton now passes to Jim. Jim, I hope you have as much fun as I did.



Workshop on Behavioral Assessment In The Classroom

The School Psychology Program at the University of Cincinnati is sponsoring a full week workshop on behavioral assessment in the classroom from July 16-July 20. Dr Richard Saudargas of the University of Tennessee, who is a nationally recognized expert in this area, will be the featured presenter. The content will be very practical and appropriate for school psychologists, counselors, special education teachers, and others who work with children. Participants will learn direct behavioral assessment procedures to use in working with children experiencing academic and/or behavioral problems. A second workshop by Dr. Robert Wilson of the University of Cincinnati will be held June 11-15 on "Problem Identification and Diagnosis:DSM-III-R." The workshops may be taken for 3 graduate hours each or for CEU credit, and low cost on-campus housing and meals are available. If you'd like to receive additional information, please contact Joseph E. Zins or Fran Floyd, 522 TC, University of Cincinnati, Cincinnati, OH 45221-0002, 95130556-3335 or Donna Burns, Continuing Education, 95130556-5994.

James Madison University Summer Workshop

JMU faculty are presenting an interdisciplinary workshop for professional development of teachers and other school personnel. It will be held July 9 to 13. Three credits are offered for professional development. Topics include: Child Advocacy; Managing Conflict; Hothousing Children; Human Relations; Trends in Special Education; At-Risk Children; Middle Schools; and Stress and Burnout. Contact: Dave Hanson, Psychology Dept., JMU, Harrisonburg, VA 22807 or call 703-568-6288.

International School Psychology Colloquium - Newport, Rhode Island

The International School Psychology Association will hold its XIIIth Colloquium at Salve Regina College in Newport, Rhode Island from July 19 - 23, 1990. Members, as well as non-members from the field of school psychology or related disciplines, are invited to attend.

The theme of the 1990 Colloquium is "Children at Risk: Therapies and Interventions." Featured speakers will be Dr. Laurence Lieberman, Dr. Sylvia Rosenfield, and Dr. Robert Brooks. Workshop topics will include crisis intervention, ADHD, intervention with pre-schoolers, family therapy in the schools, behavioral strategies for use in the classroom, AIDS in the schools, substance abuse, child abuse, and more.

For more information and registration materials, write to:

Roger & Fredda Chauvette
ISPA 90 Colloquium-Newport
Box 636
Davisville, Rhode Island 02854

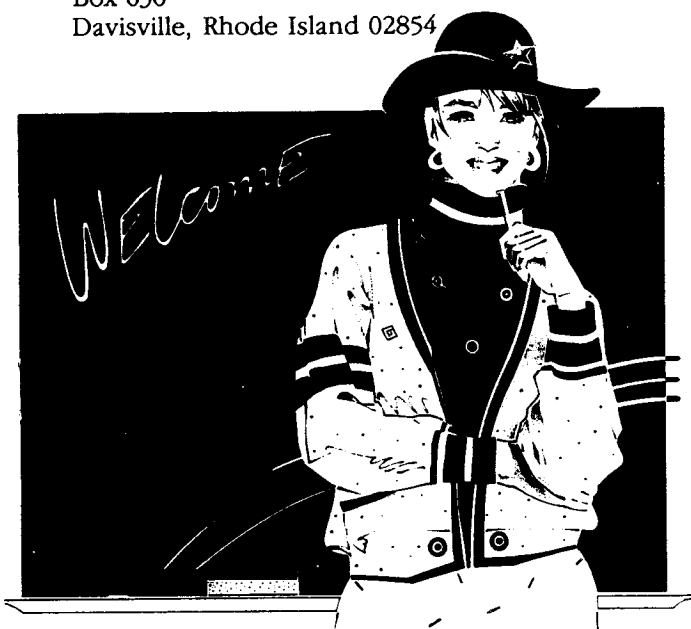


IOWA Clearinghouse for School Psychology Employment

The Clearinghouse for school psychology employment provides a means for you to make one call or write one letter and we will put you in communication with all employers who have positions open for school psychologists in Iowa. It's like one stop shopping. The energy is efficiently managed so that your time is focused on employment opportunities that match job expectations.

Iowa's standards for certification are the same as NASPs: Sixty graduate hour program, internship and a graduate degree. In some circumstances we can provide the internship opportunity.

Jeff Grimes(Ph: 515/281-3176)
School Psychology Clearinghouse
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319



Call For Presentations

1990 KAPS Convention

"Educational Reform In The 90's: Meeting Professional Challenges"

You and your colleagues are invited to attend the 1990 KAPS Convention on October 3, 4, and 5, at the Hurstbourne Hotel and Convention Center, in Louisville, Kentucky. The convention theme will be "Educational Reform in the 90's: Meeting Professional Challenges," and will follow the conference format of the successful 1989 Convention.

As always, the presentations of KAPS members and other interested professionals make the convention one of the outstanding events of the year. If you are engaged in a research project or experienced in a specific practice of school psychology, please consider making presentation at the convention. The Program Committee enthusiastically encourages you to share your ideas, experiences and newly learned skills with your colleagues at the 1990 Convention.

Presentations in the following categories are welcome:

1. Skill Development workshops - providing training in a set of skills or procedures related to the practice of school psychology
2. Symposia - providing a narrative detailing a program or service concerning school psychology or a related discipline
3. Research Presentations - summerizing the salient elements and results of a current study in an area relevent to school psychology
4. Professional Concerns Discussion Sessions - providing a discussion forum to explore and articulate a current issue in school psychology

If you wish to present, please complete the form below and attach an abstract (100-200 words) summerizing the purpose and content of the presentation. The Program Committee will review all proposals and make notification of acceptances. Early proposals will receive scheduling priority. Proposals are due by August 1, 1990, and should be sent to:

Stacy L. Heck
KAPS Program Committee
312 Norris Court
Glasgow, KY 42141

Title of Presentation: _____

Name of Presenter(s) _____

Position: _____

Address: _____

Office Phone: _____

Home Phone: _____

Time Needed: _____ 45 min. _____ 1 1/4 hrs.

Rank Order Time Preference:

_____ Friday a.m. _____ Friday p.m.

Equipment Needed: _____

Attention School Psychology Students!!

Students in school psychology interested in working six hours at the KAPS Convention to receive waiver of registration and workshop fees, complete the form below and return to Stacy Heck by August 30, 1990.

Name: _____

University: _____

Phone (daytime): _____

(evening): _____

List preferred dates and times to work: _____

Special Skills: _____

