

# KAPS Review

Volume 18 Issue 3

Spring 1998

## President's Message

Alan Mullins

As we quickly approach Spring Break I realize that another school year is winding toward a close. Many things about this year have been similar to the past seven: the referrals for evaluation/reevaluation continue to "stack up" (literally) regardless of what time management methods I implement; I have been reminded at least weekly that some key school system personnel don't have a clue as to what I do or am capable of doing on a regular basis regardless of how much PR I do (they just don't get it!); my professional library has grown by six books which I can't wait until summer gets here so I can read (although each one is relevant to ongoing work but I don't have time to read!); and my caseload continues to find kids whose learning styles, academic functioning, emotional development, or behavioral difficulties astound me.

Of course, in many respects this has been far from "just

another school year". IDEA was officially reauthorized, functional behavioral assessments were instituted, school psychologists are now officially considered "educational administrators", and violent death has become commonplace in schools (Pearle, MS; Heath, KY; and Jonesboro, AR). Changes continue to occur in our profession as well as in our society at a fairly quick pace although when viewed through the lens of our typical everyday test-kit-carrying and report-writing roles it may seem that change never comes quickly enough. This paradox is frightening. Our success in working with today's students is so dependent upon individuals being as "up-to-date" as possible in our professional knowledge, yet it sure seems that our current jobs do not afford us ample opportunity to achieve this status because we're always playing "catch-up". This appears to be the challenge facing all school psychologists. I don't have the answers to this dilemma, I don't think anyone does; but I do have better understanding of some of the "tools" which are necessary to be a successful school

psychologist as we prepare to close this century. As I write this list I surprise myself because these "tools" are not knowledge-based and are not necessarily taught from books. However, I sincerely believe that these "tools" represent the key ingredients to making a better school psychologist.

Commitment--to the profession and to each client you serve, you must feel some sense of obligation to the profession of school psychology as well as feeling obligated to the students, families, and teachers with whom you work.

Communication--it is absolutely essential that you be able to clearly communicate with a variety of children, different types of parents, and all forms of educators.

Determination--you must be determined to provide what you consider to be "best practice" to your clients despite a variety of obstacles which will undoubtedly continue to be placed in your

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way, and you must be determined to go beyond the normal limits/boundaries of typical job roles.

Empathy--it is vital to be capable of having "feeling" or "understanding" for the pain and turmoil that today's kids suffer.

Self-improvement--it is necessary that you constantly strive to become better at what you do, individual school psychologists should never reach a point where they feel they have "learned it all".

So it is with that brief but important listing that I close this message. It has been a very challenging year serving as President of your organization. I have grown as a professional because of the many experiences that come with serving in the KAPS organizational structure. I extend my deepest thanks to the many other individuals who have worked hard in recent years on behalf of school psychology in the state of Kentucky and to those who have supported me.

## Editor's Comments

Laura McGrail

It is spring break in Henderson County as I write these words. Our district is moving to an alternative calendar for the next school year and as a preview, we have a two-week spring break which includes a week of remedial intersession classes. Next week my family and I will be in Orlando and I hope to see some fellow KAPS members at the national conference.

The weeks falling between spring break and the end of the school year are the "crunch time" for school psychologists. It seems to get harder every year to meet deadlines to complete assessments and reports in time for annual review meetings. If you're like me, you receive several last-minute referrals each spring which "absolutely must be done" before the end of the school year. I know I need to learn how to say "no" but my assertiveness skills fail me when confronted with students and parents in need of assistance.

As Alan mentioned in his President's Message, a current "hot topic" in the field is functional behavioral assessment. Several opportunities for training in this topic are on the horizon, including a summer institute at Western Kentucky University and a workshop at the fall KAPS Conference. Our district recently hosted a day-long workshop on FBA which while excellent in content, created more questions than answers. I urge all school psychologists to attend training on FBA, as this is an issue which will surely touch us all.

As always, I welcome articles, ideas, and suggestions for the KAPS Review. During the summer break, I can be reached at 605 N. Main St., Henderson, KY 42420 or by e-mail at [lmgrail@henderson.net](mailto:lmgrail@henderson.net).

## Legislative Committee Report

Jim Batts and Connie Adams

WOULD ALL SCHOOL ADMINISTRATORS PLEASE STEP FORWARD. THAT'S RIGHT, DISTRICT

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**SCHOOL PSYCHOLOGISTS, YOU TOO.** In the fall of 1998, district school psychologists will be school administrators. House Bill 100 was signed into law the week of March 30, 1998 by Governor Patton. This was a bill initiated by KAPS with special work done by Connie Adams, Susan Burgan, Nancy Stivers, Alan Mullins and others. KAPS gives special thanks to Barbara Colter of Manchester for sponsoring the bill.

The legislative committee has received the phone trees from all but two regional representatives. We did not need the phone tree during the General Assembly, however, it is used for any situation requiring our leadership's and membership's quick response.

The legislative committee did not send our legislative packages to the general membership this year. We did include the Legislative Research Commission's brochure with the last KAPS newsletter. The regional representatives were supplied with the "General Assembly Names and Addresses" list with all of the House and Senate committee

assignments. We were able to track bills through three main avenues this year: (1) Joe Bargione received and monitored the Legislative Record, (2) We all monitored bills electronically through the on-line services, and (3) Jim Batts monitored school related bills via KASA's legislative HOTLINE.

The SPAN Listserve is switching over to a one-way List-serve. NASP will use it to post its weekly e-mail legislative updates, legislative alerts, and ongoing information. In order to sign up for the SPAN listserv send an e-mail to: **nasp-span-request@lists.ltsi.net** in the body of the message (only) write: **subscribe**. This is an automated process, therefore directions must be followed precisely.

Please note your March Communique' (p.31) had a federal legislative update containing a summary of President Clinton's FY 99 Education Budget Proposal.

## **NASP Delegate Report**

Joe Bargione

Greetings from NASP. By the time you read this, the convention in Disney World would have come and gone. If you were fortunate enough to go to the convention you would have been in the presence of thousands of school psychologists. It is quite a sight to see so many school psychologists with "mouse ears" in one place. NASP reached a milestone by topping the 20,000 mark in memberships. This milestone is a first for NASP. Kentucky contributed to the milestone by increasing its NASP membership by five percent this year.

With an increasing membership, NASP is able to have more of an influence and impact on national issues that effect school children. One such issue is IDEA '97. NASP representatives were invited to speak at the open forums held around the country about IDEA '97. As always, NASP was able to advocate for students to have access to comprehensive school psychological services.

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If you would like to know more about what NASP is doing and you are at an apprentice level in computer skills, you can reach NASP at [www.naspweb.org](http://www.naspweb.org). However, if your computing skills are at a novice level, or you just prefer things the "old fashioned way" you can contact me for information about the latest events or happenings with NASP.

Finally, I want to thank the membership of KAPS for giving me the opportunity to represent the organization for a second term in the NASP delegate assembly.

## Region 1 Report

Beth Huff and Wendy Watts

The spring meeting for Region 1 has been rescheduled for May 21, 1998 in Lake City. The speaker will focus on clinical diagnoses and the school adaptation/response. She is currently doing research on nonverbal specific learning disabilities so if the group wants that topic explored, we need to know. We will send out a flyer at the start of May, but mark your calendars now!

## Region 2 Report

Laura Dillard

The second region had a regional meeting on November 7, 1998 at Mariah's in Bowling Green. There were over 30 school psychologists present and we all had a great time talking with our peers. Barbara Locker, KDE, presented to the group about Medicaid Billing issues for school systems. There were some updates given and some of the school systems in our region have already received some monies from Medicaid.

Debra Myers also presented. Debra is a school psychologist with an extensive background in behavior management. Debra discussed the issues of Functional Behavioral Assessments in the classroom and the importance they play to help the children we serve. Debra gave us several examples and gave wonderful hand-outs. She stressed the importance of performing the Functional Behavioral Assessment and that we will become more comfortable with the process as we "practice". Debra then discussed making a Behavior

Intervention Plan after conducting a Functional Behavioral Assessment and shared several ideas with the group. The large group enjoyed lunch at Mariah's and we had some time to share ideas and talk with our peers.

The region two school psychologists also met after the KAPS Spring Meeting on March 6th, in Elizabethtown. Laura Dillard urged the members to nominate a school psychologist in our region to run for regional representative. Laura explained the duties involved and discussed the importance of the role. If you would like to nominate a fellow peer, please turn in the name to Alan Mullins. We also nominated peers for the regional award to be given at the KAPS Fall Meeting. The ballots will go out to members later in the school year. If you would like to nominate a fellow peer, please call Laura Dillard at 769-8886.

## Region 4 Report

Alicia Lateer-Huhn

Region 4 had a meeting in April. Jim Hicks, guidance counselor, at Beechgrove

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Elementary, presented information regarding how to access resources on the internet. He provided some helpful hints on different search engines to utilize and ways to create a productive search. Additionally, he shared some interesting web addresses to access educational resources. He has developed his own web page which contains educational resources and links. The address is: [www.tso.cin.ix.net/user/jh/jhicks/index.html](http://www.tso.cin.ix.net/user/jh/jhicks/index.html).

The regional award process was discussed. **PLEASE SUBMIT REGIONAL AWARD NOMINATIONS TO ME ASAP.** A ballot will be used to determine the regional winner. Each person who is nominated will be asked to submit a brief synopsis.

## Region 6 Report

Angie Chandler

A regional meeting was held in December at Kurtz's restaurant in Bardstown, Kentucky. Peggy Blanton from the Region 5 Service Center served as the speaker.

The general theme of the meeting was a question and answer session about anything and everything that comes across our desks. We had nine people in attendance. Maryann Mills (Harrison County) won the door prize. Robin Pope (KSD) was featured in an article in the new school psychology journal, School Psychology Today. Way to go, Robin! Suggestions were presented for the Public Relations Committee. It was recommended that if anyone wanted to nominate a person for the Regional Award they could e-mail, fax, or call the nomination into Angie anytime.

## Training in Elizabethtown a Success!

Alan Mullins

KAPS recently sponsored a one-day training at the Nolin Rural Electrical Cooperative offices and fifty-eight people were in attendance. All attendees were provided with a highly-informative, fast-paced workshop led by Mark Fenzel who has an extensive history of involvement in

education-related litigation. One major focus of the day was on issues relative to discipline procedures for students identified as eligible for special education services according to IDEA. A decision-making flowchart was provided as a hand-out to assist schools with proper procedures in cases which may lead to placement changes, interim alternative educational settings, suspension, or expulsion. A brief summary of recent court rulings was also presented. Significant attention was given to typical procedures followed in due process hearings as well as strategies directly relevant to school psychologists in preparing for participation in hearings.

The afternoon portion of the training focused on a role-play presentation of an actual due process hearing including extensive review of the types of questions and legal tactics that school psychologists could expect to experience. The audience witnessed remarkable performances by KAPS members Mike Norris and Dorothy Brock! A special thanks goes to Laura Dillard for arranging a very comfortable work setting and

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to Mike and Dorothy for working closely with Mark Fenzel on making the information very relevant to all attendees.

## IDEA '97 Update

Mike Norris

On March 24 and 25, I was invited by the Kentucky Department of Education to participate in discussions about amending KARs for special education to comply with the 1997 amendments for IDEA. Participants at the Galt House conference included directors of special education, principals, special education teachers, parents, various administrators, parent advocates, special education cooperative directors, one school psychologist (moi), and no school counselors. (The rationale seemed to lump psychologists and counselors into one category for mental health).

Nevertheless, it was two days of rather intensive focus on comparison of our state regulations with the newly reauthorized federal special education statute.

About 80% of discussion involved global special education issues, such as class size, waivers, funding, ARC attendance, and similar things that do not immediately affect the role of school psychologists in our state. However, whenever issues about eligibility and evaluation procedures arose, I was "hot property". Based on issues that directly affect us:

**OHI/ADHD:** Proposed that the state amend the requirement for a physician's statement for OHI/ADHD. A proposed rewording of 707 KAR 1:200, Section 11, allows for the physician statement for all medical-health impairments, with the exception of a "qualified professional's" statement for ADHD only. Most participants reported great difficulty and confusion about acquiring the doctor's statement for ADHD.

**Learning Disability:** Proposed to rework (or "burn") academic processing and delete the need for adaptive behavior/social competence measures unless necessary. Participants reported great confusion and uncertainty about academic processing.

**Mild Mental Disability:** While a subcommittee proposed raising the cutoff IQ score to 75, most participants agreed that this was too high, and would sweep in the slow-learner child with an IQ of 75-78. Discussion also involved the vague academic achievement criteria ("severe deficit"), as there are more specific criteria for the IQ and adaptive behavior scores.

**Reevaluation Procedures:** Rewrite to allow ARC decisions regarding the necessity of IQ and achievement tests, with more reliance on IEP progress and similar data.

**Emotional-Behavioral Disability:** Proposed to rewrite in accordance with the federal definition.

**Developmental Delay:** Data collection regarding status of DD kids who were exited from special education programs and later identified as eligible for special education (after age 6) will begin early April. Not much discussion centered around raising the age level to 9 from age 6. This was not as big an issue as I expected.

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The major theme that reverberated for both days was: simplify, reduce paperwork, get rid of excessive requirements, and return decisions to local ARCs. I will soon receive the facilitator's report for my review and return. The specific proposals made by the group are to be presented to KDE for consideration. I will report the findings to KAPS as soon as I get them.

## The Reader

written by Tracey Jefferson  
submitted by Terri Kendall

The reader was looking forward to the morning. His TaeKwonDo school was supporting the America Reads to Kids Day and he had volunteered to go and read at an elementary school. He had always loved to read and even as a child had read to his young cousins and half brother whenever given the chance.

He entered the school in his martial arts uniform and headed for the program director's office. She asked him to consider reading to a class that was often left out of

important events -- the special needs class. She said she would understand if he didn't want to because it was likely to be a somewhat difficult assignment. He was unsure about this proposition, but at the same time intrigued, so he agreed. She gave him a book by Dr. Seuss to read to the class.

The reader approached the room filled with apprehension. What were they going to be like? How did he get himself into this one?

He nervously looked around the room as he entered. There were kids with obvious physical disabilities; others looked normal but their eyes and actions showed mental problems. This was going to be a tough crowd.

The teachers gathered everyone at a circular table. Some appeared interested; others distant. He wasn't sure a couple even knew what was going on. But for the most part, they seemed as intrigued about the reader as he was about them.

He began to read with the book open to them so they could see the pictures. He tried to point out pictures that related to the words. He had no way of knowing if what he was doing had any effect, but he kept trying. And totally contradicting what he expected, the children seemed interested and tried to respond to his comments and bad attempts at humor.

After the story, one of the youngsters came over and without hesitation climbed onto the reader's lap. The reader smiled. He had been accepted into this little boy's world. The little boy kept rubbing his fingers through the reader's beard, and said only one word that the reader could understand: soft.

The boy sitting next to the reader who had not moved or seemed to notice quickly picked up the book as soon as it was laid on the table. He thumbed through the pages, methodically looking for something. Then he found what he wanted - a Zizzer Zazzer Zuzz! This little boy who seemed to be in his own world had been paying attention in his special way and wanted to see this mythical creature again. The

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reader was intrigued by this and realized that somewhere in the darkness a light had been turned on, and the entire trip was worth it for this reason alone.

The questions were different than might have been in another class. The teacher asked the students if the reader was wearing pajamas and one student quickly shouted "that's a karate suit!" When asked what color his belt was, one smiling young lady chimed in "purple." The reader had to resist the urge to give her the belt as a reward for her own victories in life.

When ready to leave, the reader was escorted to the door by two of the children. He left a confused but happy person. All of his stereotypes had been dashed. Instead of a bunch of idiots, he had found warm, loving children who needed a little more care than others, but who had so much to give, even to a burned out systems engineer/philosopher.

After returning home, the reader picked up his Siddur and said the prayer of healing, the Mi she-berakh, for his newfound friends:

"May He who blessed our ancestors, Abraham, Isaac, and Jacob, Sarah, Rebecca, Rachel, and Leah, bless and heal these children. May the Holy One in mercy strengthen them and heal them soon, body and soul, together with others who suffer illness. Amen."

Later that day, he returned to the school and brought a gift for the class. He had overheard a teacher saying they had no Dr. Seuss books in the classroom, which are some of their favorites. The reader brought them a dozen from his family's collection. As he stood outside the door chatting with the teacher, one of the children looked out the window, grinned from ear to ear, and waved at the reader. The reader also smiled and waved back.

These children are very special. It's easy to question God's wisdom at having this happen to children, but then again perhaps they have a very special place in His universe. But one thing is certain, in the life of a book reader, they have made a big difference.

**Note:** This article is dedicated to the special needs class at Indian Trails Elementary School.

## Graduate Corner

Windy Mullins

Following articles on Kentucky School Psychology Programs at Eastern Kentucky University and the University of Kentucky, this article provides information regarding the School Psychology graduate program at Western Kentucky University.

The Department of Psychology at Western Kentucky University is located within the College of Education and Behavioral Sciences. Western Kentucky University's School Psychology program was the second program in Kentucky to offer a degree program leading toward certification of school psychologists in Kentucky. While previously granting a Masters of Arts Psychology degree, in June 1993, the program began granting a Specialist in Education School Psychology degree. The school



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psychology program is accredited by the National Association of School Psychology (NASP) and the National Council for Accreditation of Teacher Education (NCATE).

Admission requirements for the Western Kentucky University School Psychology Specialist degree program include the following: a baccalaureate degree with a background in psychology, including a course in statistics and experimental methodology; a minimum score of 850 on the Graduate Record Examination General Test (verbal and quantitative combined); and a minimum undergraduate GPA of 3.0 in psychology courses. Three letters of recommendation along with the psychology department application, graduate school application, and transcripts are also required. Beyond these minimum criteria, selection for acceptance into the program is competitive. Financial assistance is available to many graduate students in the form of graduate assistantships which are assigned in the spring for the following school year.

WKU's School Psychology program emphasizes the philosophy that a school psychologist is a "problem solver" and emphasizes the need for training to provide a broad range of services including classroom management, basic academic skills, consultation, basic life skills, affective/social skills, parental involvement, classroom organization and structure, system development and planning, personnel development, individual differences, school/community relationships, instruction, legal/ethical/professional issues, assessment, multicultural concerns, and research. With this emphasis in mind, the school psychology program requires 75 graduate hours and three years of full-time study. Graduate hours are comprised of lecture courses, practica, an internship, a specialist project, and a comprehensive examination. All courses required by the program are designed to meet the certification requirements set forth by the Kentucky Department of Education and accreditation requirements specified by NASP and NCATE. Upon completion of course work, students are eligible for certification by the

Kentucky State Department of Education.

WKU highlights practica experiences as a component of the curriculum. During the first year of study students complete a practicum within the clinic in the psychology department of WKU. Equipped with one-way mirrors and video/audio equipment, the clinic provides a supervised environment in which to gain practical experience and receive important feedback on performance. During the second year of graduate work students complete practica in a field placement each semester. The field placement offers practical experience as well as an environment in which to satisfy requirements for courses being taken in conjunction with each practicum: Psycho-Educational Assessment and Consultation in Education; and Mental Health Settings: Theory and Practice. Students are paired with a practicing school psychologist mentor during the field placement. The students experience a sequence of activities under the mentorship of their school psychologists. This placement is designed to

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provide further exposure to school and the professional role of the school psychologist.

The specialist project is comprised of a research-based thesis. Students choose a professor with whom to work closely on their projects. This professor along with two other chosen professors combine to create the specialist project committee for each student. The committee meets to discuss the project's proposal, determine the viability of the project, and ensure safeguards are met. At least three weeks prior to graduation the student must orally defend the thesis with the committee.

For more information on the School Psychology program at WKU, contact Dr. Carl Myers, Director of School Psychology Training, Department of Psychology, Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101 (502) 745-4410.

## Upcoming Conferences and Workshops

The Western Kentucky University Diagnostic Network Coordination Center and the Western Kentucky University Department of Psychology are proud to sponsor a series of seminars by the Institute for Applied Behavior Analysis in Bowling Green, KY. Thomas J. Willis, PhD will be the presenter for three seminars: June 10: Nonaversive Behavioral Support, June 11: Behavioral Assessment, and June 12: Emergency Management within a Nonaversive Framework. Call 1-800-457-5575 for a descriptive brochure and registration form.

The Western Kentucky Assistive Technology Consortium is sponsoring assistive technology training July 15 and 16 at the Weaks Community Center, Murray, KY. Call 1-800-209-6202 for more information.

The Badgett Regional Cooperative for Educational Enhancement is sponsoring a safe schools workshop July 21 and 23 at Christian County High School. Ronald D.

Stephens, executive director of the National School Safety Center will be the keynote speaker. To request a registration packet, contact Jane Martin at (502) 821-4909.

The Kentucky Conference on Dropout Prevention is scheduled for July 28 and 30 at Louisville's Executive West Hotel. The theme of the conference is "Building Bridges to Keep Students in School". Call (502) 564-3678 for more information.

The Kentucky School Boards Association and Kentucky Department of Education are sponsoring a School Safety Conference September 28 and 29 at Hyatt/Heritage Hall complex in Lexington. Contact Bill Scott at 1-800-372-2962 for more information.

## Book Announcement

John Murphy, a longtime member of KAPS who is now an assistant professor at the University of Central Arkansas, has authored a book entitled

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Solution-Focused Counseling in Middle and High Schools (1997, American Counseling Association). Promotional information for the book describes it in the following manner: "Disruptive classroom behavior, failing grades, truancy, and violence are serious problems that require effective strategies to promote change. This cutting-edge publication presents a practical and empirically based approach to resolving these problems that is responsive to the time constraints and large case loads of helping professionals. Murphy's techniques make the best use of every counseling opportunity by focusing on solutions that respect the client and utilize his or her own individual resources." The price is \$23.95 plus shipping and handling. Call 1-800-422-2648 to order.

## **International School Psychology Association Study Tour**

"School Psychology in Scandinavia and the Baltics": This 12-day International School Psychology Association pre-Colloquium

study tour will visit Finland, Sweden, Norway, Denmark, and Latvia. The International School Psychology Colloquium will be held at the seaside resort of Jurmala, Latvia, July 31-August 4, 1998. Estimated cost of the 12-day study tour: \$2,995, including airfare. For more information contact: Dr. Liam K. Grimley, School of Education, Indiana State University, Terre Haute, IN 47809. e-mail address: [epgriml@befac.indstate.edu](mailto:epgriml@befac.indstate.edu).

## **NASP Children's Fund Grants**

The NASP Children's Fund is soliciting applications for projects for the 1998-99 school year. The Children's Fund is an affiliated, but independent charitable organization of NASP. As a tax-exempt, nonprofit charity, the Children's Fund can do things that NASP cannot, such as accept and disburse monies for charitable purposes. We solicit applications for projects that are consistent with the Fund's priorities (based upon NASP's strategic objectives) which include: 1) Advocate for the essential rights and welfare of

all children and youth 2) Embrace individual and group differences in children and youth based upon gender and diverse ethnic, cultural, language and experiential backgrounds 3) Promote learning environments which facilitate optimal development 4) Produce effective interventions which address both learning and social/emotional issues that impede a child's success and happiness.

We invite you, as a professional dedicated to children, to consider submitting an application for funding. You may call for more details if necessary about the Children's Fund Awards Procedures. Please note that the deadline for applications is June 1, 1998. Contact: Randy Isabelle Olley, 98 North Main Street, Rutland, Vermont 05701. Phone: (802) 775-5365. Fax: (802) 773-4742\*51.

## **Job Opportunities**

Henderson County Schools will have an opening for a school psychologist beginning July 1998. This position will

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be filled with either an experienced school psychologist or an intern. If you are interested, please contact Rebecca Cole, Special Programs Coordinator, 502-831-5010.

Applicants are being sought for two School Psychology openings for the 1998-99 school year. Boone County is a growing school district located in Northern Kentucky. Contract is for 207 days with administrative pay scale. Will consider interns or experienced psychologists. Varied role includes assessment and comprehensive services. KY School Psychologist Certificate required. Request an application from: Boone County Schools, Human Resources, 8330 US 42, Florence, KY 41042.

## **KAPS Elections/Nominations Process Moving Slowly**

Notice was provided in the winter issue of the KAPS Review of the upcoming election process for several KAPS leadership positions. All eight regional

representative positions are due for election as well as the President-Elect and Treasurer positions. Very few official nominations were received prior to the April 1st deadline so this closing date is being extended to April 30th. The lack of nomination activity is somewhat disappointing considering what had seemed to be a growing interest among the current association membership with KAPS activity. This issue demands a straightforward response from the President: it is time for individual KAPS members to "stand up and be counted". The leadership of our association has been concerned about the apparent general lack of interest among the membership as a whole for several years. The Executive Council has begun to take strides toward improving communication and services that KAPS provides to each individual member and current plans are to continue these extensive efforts. It is becoming less acceptable for individual members to rely on the pat response of "What has KAPS done for me lately?" in explaining the lack of individual member involvement. If school psychology is to survive and flourish in the public educational system of the

next century, it is going to take united efforts of many individuals. The days of safely playing out your career quietly in some remote county or independent school system with nobody bothering you (and vice versa) are almost gone. It is vital that more individuals become more active in the ongoing activities which directly impact the delivery of school psychological services across the state. We guarantee that you will find your individual involvement will be both professionally and personally rewarding! Again, please complete the nomination form provided on the last page of this issue and return it to the address provided. Please feel free to nominate yourself, and return the form ASAP.

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Laura E. McGrail, Editor