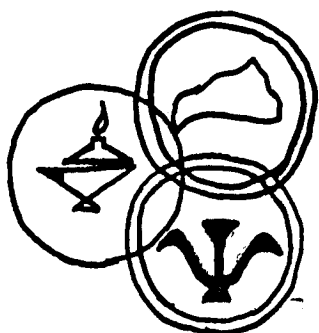


THE KAPS REVIEW



Founded 1978

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume I Number I

Summer, 1980

Joseph Zins, Editor

Janette Cahill, Associate Editor

HIGHLIGHTS

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KAPS OFFICERS FOR 1980-82

President	Stephen DeMers
Secretary	Janette Cahill
Treasurer	William Knauf
NASP Delegate	Joseph Zins

STANDING COMMITTEES

Membership	William Knauf
Liason and	
Public Relations	Diana Trenary
Ethics	Barbara Burcham
Legislative	Robert Illback
Newsletter	Joseph Zins
	Janette Cahill
Program	Eric Weiss

For Membership Information, *and*
write to:

comes at
address,
William
~~Bill~~ Knauf
95 Miami Parkway
Ft. Thomas, Ky. 41075

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published quarterly
in August, November,
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1980 *Jan.*

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~~Ft. Thomas, Ky. 41075~~

EDITOR COMMENTS

This issue represents our initial attempt in developing a newsletter for the state organization. It is easy to see that many improvements are needed and will be made in the future, but we now finally have a formal publication.

Suggestions from KAPS members concerning this issue and future issues are solicited. Anyone who is interested in helping with the newsletter (especially in writing articles) should contact us.

We are appreciative of the assistance and contributions of a number of KAPS members. They certainly made our task of assembling this first issue much easier. These include: Diana Trenary, Bill Knauf, Pat Guthrie and Susanne Hoagland. We also want to thank Kathy Cahill for designing the cover.

KAPS

Kentucky Association
for Psychology in the
Schools

MINUTES

of the June 7, 1980
Meeting.

by:

Janette Cahill, Sec.

The first meeting of 1980 was called to order at 12:05 p.m. by president Stephen DeMers. The meeting was held at the Upper Crust Delie in Lexington, and preceded an afternoon workshop at U.K. featuring Dr. Elizabeth Koppitz. Approximately 35 to 40 people were in attendance.

Steve reviewed the history and purpose of KAPS for new members. Officers for 1980-82 then were introduced, including: Bill Knauf, treasurer; Joe Zins, NASP delegate; Janette Cahill, secretary; and Steve as president. Minutes of the November 2, 1980 meeting were reviewed and approved.

Officer Re
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Officer Reports

Treasury: Bill Knauf reported that the treasury currently contains \$326.15. Of this amount, \$115 represents payment of 1980 dues by members.

Membership: Janette Cahill reported that 86 names comprise the current KAPS mailing list, and 23 of these persons have paid 1980 dues. Membership renewal forms were mailed in May, due to the circumstances surrounding cancellation of winter meetings. According to the organizational by-laws, persons not paying dues for one year should be dropped from the mailing list.

Committee Assignments

Newsletter: Joe Zins, who was appointed editor of the KAPS newsletter at the Nov. 2 meeting, described his ideas for its format and publication. Additional suggestions were received from the group.

Membership: Bill Knauf was appointed acting chairperson, and Lynn Petty, Carolyn Weeks, and Diana Trenary volunteered to serve on this committee. They are charged with cleaning up the membership roster by determining those who wish to remain active members, and with revising the KAPS brochure.

Ethics: Bobbie Burcham, Bill Knauf, Joe Zins, and Cookie Cahill volunteered to serve on this committee, and will decide upon a chairperson. The idea of including ethical situations/dilemmas in the newsletter was suggested.

Liason and Public Relations: Diana Trenary agreed to chair this committee, which coordinates KAPS activities and functions with those of other state and national organizations. It was suggested that a KAPS booth with descriptive literature be set up at various conventions, and that program participation be sought.

Legislative: The need for this committee in Ky. was discussed, recognizing our current stance with regard to certification and licensure. Steve will approach individuals for participation and chairpersonship.

New Business

Pat Guthrie distributed a list of Department of Education certified psychometrists and school psychologists employed by school districts in 1979-80. She also reported on the state certification exam, which had been offered twice at that date. She urged people who are certified to notify the DOE, for purposed of funding to local districts.

Joe Zins distributed NASP materials, including membership forms, samples of the Digest, and of the Communique. The benefits of NASP insurance were discussed.

Steve reported briefly on the KPA Task Force on School Psychology, which seeks to promote a constructive relationship between KPA and KAPS.

Announcements included: Symposium on the Future of School Psychology, to be held in Springhill, Minn. in Spring 1981. Sponsored by NASP and APA; Dr. Barclay's program for training psychometrists to become school psychologists was announced as operating again this summer.

The meeting was adjourned at 1:30 p.m., and was followed by the Koppitz workshop.

TREASURER'S REPORT by Bill Knauf

The current balance in the KAPS Treasury stands at \$321.15. This amount includes \$70.00 in dues renewed by KAPS members and \$45.00 in dues received from new memberships.

The current not include and mailing issue of the letter. It pated that mailing cost newsletter w the major ex covered by t during the l iod.

MEMBERSHIP by Bill Kn

Membership stands at 4 bers. This cludes 37 r berships an berships. ships is dc 80 persons last KAPS n (2/1/80). ed by the n mittee that seek out co might wish As an exam membership there were 47 certifie chometrists during the year who h KAPS.

The current balance does not include the printing and mailing costs of this issue of the KAPS Newsletter. It is anticipated that printing and mailing costs for the newsletter will become the major expenditure covered by the Treasury during the 1980-81 period.

MEMBERSHIP COMMITTEE
by Bill Knauf, Chair

Membership in KAPS now stands at 46 paid members. This number includes 37 renewed memberships and 9 new memberships. Our memberships is down from the 80 persons listed on the last KAPS mailing list (2/1/80). It is requested by the membership committee that KAPS members seek out colleagues who might wish to join KAPS. As an example of the membership in Kentucky, there were approximately 47 certified school psychometrists employed during the 1979-80 school year who have not joined KAPS.

Jefferson County Schools in particular employ a number of psychometrists who do not currently belong to KAPS. Write to William Knauf, 95 Miami Pkwy, Ft. Thomas, Ky. 41075 for membership forms and additional information about KAPS. Dues are still only \$5.00 per year.

* * * * *

SCHOOL PSYCHOLOGICAL
SERVICES

Ky. Department of Education
Certification

Year One -- August 1979 -
August 1980

Patricia M. Guthrie

A history of school psychology in Kentucky was compiled in January of 1980, submitted to the National Association of School Psychologists, and made available to those who assisted in the preparation of the history and those who requested copies. Therefore this summary will focus only on the events and actions which happened during the first year of certification by the Department of Education.

Examination

Kentucky's certification process has an examination component. This examination, administered three (3) times to date, was prepared and scored by six (6) school psychologists practicing in Kentucky. Three (3) were employed by local school systems as school psychologists, two (2) were affiliated with university training programs, and one (1) was in private practice; all were at the doctoral level. For the coming year the committee membership will be rotated, and a Master's level school psychologist will be included. Other states have requested information about our examination, and are considering adopting similar procedures.

A total of seventy (70) persons have taken the examination; eight (8) persons have taken it more than one time. The Kentucky Department has now certified (57) persons as school psychologists: thirteen (13) persons "grandfathered" into the program (not required to take the examination); (28) persons

have received standard certification; (17) persons have received provisional certification. (Note that one person who "grandfathered" into the program also successfully completed the examination and received standard certification).

State Consultant

In November of 1979 the state consultant for school psychological services was designated. This responsibility was assigned to Patricia M. Guthrie (school psychologist, standard certification), who was employed by the Kentucky Department of Education, Division of Guidance and Social Work (now Division of Student Services) as an area consultant for school guidance counselors. Services are thus provided on a part-time basis. A summary of the plan for services developed by the state consultant is attached; it includes an occasional services report for the first year through July, 1980.

Organizational Involvement

Approximately ten (10) to fifteen (15) school psychologists from Kentucky attended the National Association of School

Psychologists' Conference in Washington, D.C., April. The state consultant attended NASP's National Association of School Consultants' Psychological Services conference. The Kentucky Psychology Institute (KAPS), affiliated with the state consultant, continued its efforts to contribute to the development of school psychological services. In addition, the Northern Kentucky School Psychologists' Association, during the past year, has addressed the needs of the profession of the school psychologist in that geographic area.

Internship

The provision for certification completion of an internship shall consist of placement for one full academic year in a public (or other appropriate) setting, a variety of non-handicapped children).

Psychologists (NASP) convention in Washington D.C. in April. The state consultant attended NASP, and also the National Association of State Consultants for School Psychological Services (NASCSPS) conference. Within the state, the Kentucky Association for Psychology in the Schools (KAPS), affiliate of NASP, continued its role as a viable contributor to the continued professional development of its members. In addition, a group of Northern Kentucky school psychologists met monthly during the school year; programs were designed to address the needs and ongoing professional concerns of the school psychologists in that geographic area.

Internship

The provisional level of certification requires the completion of a supervised internship. This internship shall consist of a full-time placement for a minimum of one full academic year (or the equivalent of 1000 hrs) in a public school setting (or other approved equivalent setting serving a variety of handicapped and non-handicapped school-age children).

Though five (5) persons received provisional certification in August of 1979, only two (2) were employed by a school system in Kentucky for the 1979-80 school year, thus being eligible to complete their internship. In both cases, these persons were hired by school systems who had other school psychologists on the staff who could undertake the on-site supervision. One person was completing her training with a university (NCATE approved) program. The state consultant had an on-site visit with each intern and supervisor, and reviewed the reports of both interns and supervisors. The two (2) interns successfully completed their internships, and were granted standard certification at the end of the 1979-80 school year.

In July of 1980 the state consultant completed the Guidelines for School Psychology Internship. The following persons made written suggestions concerning the Guidelines: Steve DeMers, Diana Trenary of KAPS; and from the Northern Kentucky group Louise Adams, Carol Carson, David Feldman, Joe Zins, Lyn Petty, Bruce Wess, Janette Cahill, and Bill Knauf. Details concerning the internship requirements may be found in this document.

* * * * *

CALENDAR

- Oct. 16-18 Kentucky Psychological Association meeting, Louisville
- Oct. 17-18 Bureau of Education for Exceptional Children Conference, Louisville
- Oct. 29-31 Kentucky Personnel and Guidance Association meeting, Louisville
- Mar. 27-28 Kentucky Federation-Council for Exceptional Children Convention, Louisville
- Apr. 12-17 Council for Exceptional Children Convention, New York
- Apr. 14-18 National Association of School Psychologists Convention, Houston, Texas

At press time, no date had been set for the next KAPS meeting. Such information will be forthcoming in the near future.

* * * * *

LIASON AND PUBLIC RELATIONS COMMITTEE

by Diana Trenary

The KAPS Liason and Public Relations Committee is in the process of trying to establish channels of communication with other state professional organizations.

We have applied for "interest group" status with the Kentucky Personnel and Guidance Association. This form of affiliation will allow a KAPS representative to sit in at KPGA Board meetings and to receive a copy of any information mailed out to members. In addition, we are hoping to have a panel on the program of the October 29-31 KPGA meeting in Louisville.

At the August 3-5 meeting of the Kentucky Association of School Administrators, Pat Guthrie distributed NASP brochures describing the services of school psychologists. We hope to have some type of participation in the Bureau of Education for Exceptional Children's Fall Conference in the Kentucky Psychological Association's Fall Meeting. They are both being held in Louisville October 17-18.

Volunteers and are welcome. Public Relations now includes Bowling Green; Richmond; Pam and Diana Trenary

* * *

KOPPITZ

On June 7, 1968 was conducted by Beth Koppitz using the KAPS Barclay and S the U.K. Scho program (along of their stud sponsible for Koppitz to Ke topic was, "A for Elementar ren: The Ben Test, Visual Span Test, and Drawings." S the rationale mini-battery, advantages and The workshop ed and the at many KAPS men attendance for pitz's preser interesting a

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Volunteers and suggestions are welcome. The Liason and Public Relations Committee now includes Pat Guthrie, Bowling Green; Sue Hoagland, Richmond; Pam Rogers, Danville; and Diana Trenary, Richmond.

* * * * *

KOPPITZ WORKSHOP

On June 7, 1980, a workshop was conducted by Dr. Elizabeth Koppitz at U.K. following the KAPS meeting. Jim Barclay and Steve DeMers of the U.K. School Psychology program (along with a number of their students) were responsible for bringing Dr. Koppitz to Kentucky. Her topic was, "A Mini-Battery for Elementary School Children: The Bender-Gestalt Test, Visual Aural Digit Span Test, and Human Figure Drawings." She discussed the rationale for using the mini-battery, its purpose, advantages and limitations. The workshop was well attended and the audience included many KAPS members. All in attendance found Dr. Koppitz's presentation to be interesting and informative.

* * * * *

REPORT FROM THE KY DEPARTMENT OF EDUCATION Division of Student Services

Patricia M. Guthrie, State Consultant, School Psychological Services

The goal of the Division concerning the provision of school psychological services during the first year of the program (1979-80) was as follows: "To provide the leadership and technical assistance necessary for the development and implementation of a program of school psychological services within the state."

Accomplishments related to this goal were submitted for the annual Division report as follows;

1. Established and filled (on a part-time basis) the position of State Consultant for School Psychological Services.
2. Developed and implemented standards for the supervision of school psychologists.
3. Assisted the Division of Teacher Education and Certification in the preparation, administration and scoring of three examinations for school psychologist certification.
4. Cooperated with the National Association of School Psychologists, the Kentucky

Association of State Consultants for School Psychological Services, and other organizations in planning and presenting professional development activities for school psychologists.

5. Provided technical assistance to local school districts concerning school psychology programs.

Summary of Occasions of Service/Contacts---November, 1979
--July, 1980

- 40---school psychologists and local school districts representatives
- 56---other Bureaus and Divisions with KDE
- 15---school psychologist educators

Continuous update of mailing lists and locations of certified school psychologists.

Plans for the coming year include the development of a brochure explaining the role of the school psychologist and the services that may be given through the development of an effective psychological services program within a local school district.

Suggestions and assistance will be appreciated in this and all service attempts.

* * * * *

CERTIFICATION OF SCHOOL PSYCHOLOGISTS

Robert B. Sivley

The State Board of Psychology adopted a policy concerning supervision of those certified in school psychology. Since it is now necessary that those employed in the public schools be certified through the Board of Education, the Board of Psychology's policy shall be that such persons who hold dual certification will not have to have a supervisor of record in order to maintain their certification by the Psychology Board. A letter documenting the fact that the person is certified by the Board of Education and is working exclusively in the school system must be placed in the certificand's folder.

When a person applies to the Board of Psychology for certification in school psychology, the applicant will be required to abide by the supervisor of record requirements until such time as he or she notifies the Board of dual certification and certifies that his or her work is solely within the school system.

This policy was adopted in order to encourage those who are

qualified for in school psychology Board to obtain such certification even though the schools require certification of Education.
(from KPA Newsletter)

* * * *

KPA Newsletter

"SUPERVISOR OF
SCHOOL PSYCHOLOGISTS

Joseph E

A number of New York State school psychologists provide a professional peer supervision group meeting monthly in the present time approximately 10 persons attending. These include Adams, Bill K and Bruce West Schools; Jane David Feldman son - Newport City Schools; Erlanger School - Grant C Mary Goetz -

qualified for certification in school psychology by the Psychology Board to maintain such certification, even though their work in the schools requires only certification by the Board of Education.

(from KPA Newsletter)

* * * * *

KPA Newsletter, March 1980

"SUPERVISION" FOR SCHOOL PSYCHOLOGISTS

Joseph E. Zins

A number of Northern Kentucky providers of school psychological services have formed a professional development/peer supervision/mutual support group that has been holding monthly meetings. At the present time there have been approximately ten to fifteen persons attending each meeting. These include: Louise Adams, Bill Knauf, Lyn Petty and Bruce Wess - Kenton Co. Schools; Janette Cahill, David Feldman and Carol Carson - Newport City Schools; Joseph Zins - Ft. Thomas City Schools; Tim McCann - Erlanger Schools; Rick Deglow - Grant County Schools; Mary Goetz - Owen County

Schools; Ellen Hackman - Comprehensive Care Center and Bellevue Schools; Richard Daniels - private practice; and Marilyn Hagenseker - Covington Independent Schools. Guests at the meetings have included Steve DeMers from U.K.; a representative from the Kentucky Department of Education and educational diagnostician; a school psychology trainee; and a speech/language pathologist in private practice.

Various members of the group have made presentations on a variety of topics, ranging from psychoeducational assessment instruments to actuarial assessment techniques to Kaufman's interpretation of the WISC-R to accountability/evaluation methods to low incidence assessment. On a number of occasions members have discussed various cases which have been problems for them or sought support from the group after a particularly frustrating event. Consultations among the members have also been frequent outside of the meetings as a high level of trust has been established.

Since the State Board of Psychology decided not to require supervision for those with dual certification (from Psychology Board and Department of Education), such support and supervision as is received in this group is extremely important.

Even the members of the group who are licensed often express great satisfaction at the benefit they receive from the group. It is suggested that other school psychologists and clinicians throughout the state would benefit from the establishment of similar groups.

* * * * *

REPORT FROM NASP DELEGATE by Joseph Zins

As of July 1, 1980 I will begin serving a two year term as the Kentucky delegate to the National Association of School Psychologists. I am replacing Pat Guthrie who has done an outstanding job in the position for the past year.

One of my first responsibilities will be to attend the Delegate Assembly Meeting in Milwaukee on Oct. 31-Nov. 2, 1980. I will not be receiving the agenda until Oct. 15, so I am unable to include it in this brief report. However, all state members of NASP will receive a summary of the meeting when I return.

Membership in NASP has grown

considerably during the past few years. There are numerous benefits to joining the organization including subscriptions to the School Psychology Review and the Communique. These are helpful in keeping members informed about current relevant school psychology issues. Several listings of employment opportunities are sent to members during the year. Members can also obtain professional liability insurance at reasonable rates.

Anyone interested in obtaining further information about NASP membership should contact Joseph Zins, P.O. Box 17217, Covington, Ky. 41017. Student members are especially urged to apply. They are given full membership privileges in the organization. NASP members should feel free to contact me at anytime with their comments and concerns about the organization and how it can better serve them.

* * * * *

CALL FOR PRESENTATIONS

The Program Committee of the Illinois School Psychologists Association is pleased to announce its Second Annual Conference, to be held February 26-28, 1981 at the Brandywind

Holiday Inn In

We are seeking
sponsors of papers
and symposia.
conference will
a poster session

Presentations
topics of general
to school psychology
range from 40
in length.

Those interested
a proposal must
PAGE ABSTRACT
PRESENTATION NO. 1
DECEMBER 15, 1980

All those submitting
proposals will be
regarding deadline
December 15, 1980

All proposals
submitted to:
ISPA PROGRAM
c/o JAMES LUNN
120 S. ELLYN
GLEN ELLYN, IL

* * * * *

Holiday Inn In Peoria, Ill.

We are seeking potential presentors of papers, workshops, and symposia. This year's conference will also include a poster session.

Presentations should concern topics of general interest to school psychology, and range from 40 to 90 minutes in length.

Those interested in submitting a proposal must provide a 1 PAGE ABSTRACT OF THEIR PRESENTATION NO LATER THAN NOVEMBER 15, 1980.

All those submitting proposals will be notified regarding details by December 15, 1980.

All proposals are to be submitted to:

ISPA PROGRAM COMMITTEE
c/o JAMES LUND
120 S. ELLYN
GLEN ELLYN, ILLINOIS 60137

* * * * *

Northern Kentucky Providers of School Psychological Services

The Northern Kentucky members of KAPS have planned several Fall meetings. These are usually held on the last Friday of the month at Riverside-Good Counsel Center (see related article elsewhere in the Newsletter).

September- Presentation by a speech pathologist on language and learning disabilities.

October- Presentation by Janette Cahill on Values Clarification and Social Skills Training with disadvantaged children.

November- Development of a survey to sample the satisfaction of persons participating in ARC's in local districts.

For further information, or to attend one of the meetings, contact Joseph Zins (P.O. Box 17217, Covington, Ky. 41017) or Bill Knauf (95 Miami Pkwy., Ft. Thomas, Ky. 41075).

* * * * *

CALL FOR PAPERS

Kentucky Federation - Council for Exceptional
Children Convention

March 27 & 28, 1981
GALT HOUSE
Louisville, Kentucky

(Return by Oct. 1, 1980 - use the following format)

Name Position

Business Address City State Zip Phone

Role you would like to perform (check one):

Speaker _____ Chairperson _____

Primary Classification of presentation (check one):

<input type="checkbox"/> Behavioral Disorders	<input type="checkbox"/> Gifted/Talented
<input type="checkbox"/> Learning Disabilities	<input type="checkbox"/> Early Childhood Educa-
<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> tion
<input type="checkbox"/> Multihandicapped	<input type="checkbox"/> Secondary Education
<input type="checkbox"/> Physically/Visually/Hearing	<input type="checkbox"/> Parent Involvement
<input type="checkbox"/> Impaired	<input type="checkbox"/> Administration
<input type="checkbox"/> Communication Disorders	<input type="checkbox"/> Teacher Training

☐ Other (specify) _____

Length of Presentation (check one):

☐ 2 hours ☐ 1 hour ☐ Other _____

Title of Presentation _____

Length of Prese

☐ 2 hours

Title of Presen

Brief, 150-200

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INTERVENTION STRATEGIES
by Cal Hainzinger

This column will address the need to pull together various strategies for remediation or accommodating learning, emotional, or behavioral disabilities. School psychologists need to be remediation experts as well as diagnosticians. Diagnosis without reference to educational implication or intervention is only part of the responsibility of the school psychologist. Since psychologists are scientists of the mental processes involved in education, it is a primary responsibility to consult with the educational team and parents in the development of the Individual Educational Plan. Merely interpreting test results is insufficient... Parents and teachers desire practical suggestions for assisting the child in the classroom and at home. The intent here is not to write an elaborate research article on this topic but provide a potpourri of suggestions which may stimulate the reader's consideration of "new" and "old" ideas.

Conceptualization refers to the ability to abstract, formulation of ideas, and ability to categorize - categorical reasoning. If a child has difficulty abstracting, he/she is more stimulus-bound, more tied to present, observable circumstances, more concrete. Perception is immediate meaningful interpretation of the environment while conception is "manipulating internally without reference to the immediate non-verbal physical environment". A child with conceptualization deficits, needs assistance in learning to generalize and categorize. This child is unable to organize materials and thoughts in a normal manner. This affects comprehension skills in listening and reading. When reading a child may become confused by multiple meaning of words and misinterpret concepts. In contrast to conceptualization, thinking is the "intelligent manipulation of concepts." (Bannatyne)

The consultant might suggest the following strategies and explore the references below after diagnosing a conceptualization deficit.

1. Children build through experiences. They should progressively developing skills in concluding these experiences. Lastly, they learn to classify, summarize, and conclusions experiences
2. To develop attributes provide concrete of experiences illustrate the Lerner suggest pictures an ex. rough-s ugly, little cold.
3. Emphasize concrete in class identify logic thinking concrete, restruct, when tions until straction a Give instructions for situations. tory and vi
4. Vocabulary-comprehension should be concrete without the such as duration.

1. Children build concepts through primary experiences. Then a child should progress to developing skill in drawing conclusions from these experiences. Lastly, the child should learn to classify, summarize, and generalize conclusions from several experiences.
2. To develop concepts of attributes of words, provide contrasting sets of experiences that illustrate the attributes. Lerner suggests using pictures and objects. ex. rough-smooth, pretty-ugly, little-big, hot-cold.
3. Emphasize common elements in class identity and analogic thinking. Stress concrete, rather than abstract, when giving directions until child's abstraction ability improves. Give instructions individually for new learning situations. Use auditory and visual clues.
4. Vocabulary-building and comprehension exercises should be carried out without the printed word, such as during a discussion.

The teacher should ask the child orally what words mean prior to the reading lesson because word meanings are more associated with the auditory/vocal modality than the visual/reading modality. Dyslexic children may concentrate so much on the code-breaking that they do not understand what they have read. Conceptual development may be arrested unless attention is focused on comprehension as well.

5. To develop comprehension in reading teachers should focus on a) finding the main idea and essential details, b) following directions, c) adjusting reading rate to different purposes, d) vocabulary development, e) finding inferences, f) critical reading, g) interrelationship of ideas. To adapt to reading a) develop use of picture clues, b) work on context clues, and c) emphasize oral reading. Use story cards (e.g. comic strips, etc.) for getting the main idea.

Emphasize thinking skills through listening exercises prior to reading.

6. To accommodate this child in the classroom a) ask simple, direct questions, b) structure questions for logical answers, c) point out similarities and difference in new materials, d) make generalizations for the child, e) use books that appeal to the child's interests to put him in safe territory since he is most likely well-acquainted with the vocabulary and can make good use of the contextual and picture cues.

7. Matching activities:

- a. match pictures (ex. from a pile of several pictures, match the two different kinds of boats, two kinds of cars, two kinds of fruits)
- b. match objects that usually go together (ex. shoe and sock, knife and fork, salt and pepper).
- c. match colors, using same-sized paper cutouts, sticks, etc. Next, match color, using different objects and sizes such

as blocks, beads, circles, triangles, and squares.

- d. use picture cards for generalizing programs from identical color and form to identical function: pictures of transportation, food, clothes, housing, books, television sets, etc. Then have pupils group and describe class qualities by function.
8. Categorization
- a. sort objects by size: big, bigger, biggest, same size, etc. Sort Buttons by color, shape, or size. Many items around the house can be used for sorting such as egg cartons, muffin tins, and plastic containers.
 - b. point out that bananas, oranges, apples, and pears are fruits; potatoes, onions, carrots, and beans are vegetables; dresses, shirts, trousers, and coats are clothing; etc. Play games such as: Name all the fruits you can think of. Can you think of any musical instruments? How many animals can you name?

c. Introduce time and including up/down, young/old and coins of old and people, a

d. put objects by size first to last Measuring cups, jar buttons of sizes are this.

9. Become familiar with various coin denominations. Grouping. Tell amounts made up of different denominations.

10. Put objects on, above, below, etc.

11. Help child learn neighborhood, not specific route. Show them see you at the same different route.

12. Let child feel in vegetable long-short, color).

13. Let child build create picture clay, paint, from a category him.

- c. Introduce classification by position in time and space, including taller/shorter, up/down, first/last, young/old. Use sticks and coins, pictures of old and young people, animals, etc.
- d. put objects in order by size from smallest to largest. Measuring spoons, cups, jar lids, and buttons of various sizes are good for this.
9. Become familiar with the various coins in the monetary system to learn grouping. Teach identical amounts of money are made up of different denominations.
10. Put objects under, inside, on, above, below, beside, etc.
11. Help child learn the neighborhood, not just one specific route. Help them see you can arrive at the same place by two different routes.
12. Let child feel differences in vegetables (rough-smooth, long-short, soft-hard, color).
13. Let child build models, create pictures formed by clay, paint, or crayons from a category you give him.
14. Have child make a scrapbook. Tell child to think of all the animals that fall under the category of insects, mammals, reptiles, etc.
15. Name two objects differing in size and ask the child to name the larger object first: mouse-rabbit mule-burro bush-tree book-pencil lion-fox worm-snake.
16. Tell the child to give a specific example of: a fruit, a mountain, a tree, a lake, a state, a car, a river, a soap, a cooking utensil, a river.
17. Assemble a number of random objects. Describe various situations and ask the child what objects would be needed to handle each situation.
18. Use pictures to help a child predict what will happen or figure out what happened.
19. Show child pictures from which he/she can make up stories or pantomime the actions of a person in a picture.
20. Simple riddles, like "What has eyes but cannot see?" (potato) help build comprehension.
21. Jokes have subtle meanings. These meanings are not always understood by young children.

- A good practice is to begin getting the child used to a simple joke.
22. Games to be played:
- "I am thinking of three things - leaves, bark, branches" (tree). Have the child name a category all three will fit. These riddles can then be made up by the child, and you guess the answer.
 - A game of likenesses and differences - why things are alike or different. Such as, a ball and a balloon - or a plane and a ship.
 - Guessing games: "I sell medicine. I am a ____". "She looked after us in the hospital. She is a ____" (nurse). This is fun to play as a time killer while driving, waiting in a doctor's office, etc.
23. Familiarize your child with common metaphorical sayings, teaching him/her not to interpret them literally; for example, "Don't try to kill two birds with one stone." Teach them one at a time and help them to understand what they really mean.

24. Help child get a clearer picture of the world around him through real experiences:
- take them to the grocery store, post office, bank, and see that they understand their function.
 - give them skills which will help them develop their independence. Start by buying an item at the store - the child selecting and handling the money transaction, borrowing sugar from a neighbor, teaching them how to cut a paper, or cut a loaf of bread.
 - teach days of the week by tying them to specific activities or television programs that occur on the various days.
 - where necessary, help compensate for poor memories or poor perception. Make crutches available to the child, e.g., a calendar where the days are marked off or can be turned off - helping one keep track of the week. Circle or color in important dates as reminders.
25. Becoming familiar with the short-cuts and conventions of our society:

- The mea that re clöck, mileage stick, thermom scale.
- Learn t three-d space i Maps: a might k child's neighb hunt is
- Transla dimens: comic s diagram where v succes: Someti repres time m ligible who ha izing A fami unders lation
- Learn device short book, cloped slide
- Learn extend teleph camera

- a. The measuring devices that record such as clock, calendar, ruler, mileage gauge, yardstick, speedometer, thermometer, bathroom scale.
- b. Learn to translate three-dimensional space into dimensions. Maps: a first step might be a map of the child's room, then the neighborhood. A treasure hunt is another idea.
- c. Translate time into two dimensions, as we do in comic strips and some diagrams and charts where we illustrate successive steps. Sometimes this way of representing events in time makes them intelligible to children who have trouble organizing temporal material. A family tree helps one understand family relationships.
- d. Learn to make use of the devices to compensate for short memories: telephone book, dictionaries, encyclopedias, cookbooks, slide rule.
- e. Learn to use tools that extend our capacities: telephone, binoculars, cameras, machines.

26. Develop a list of cause-and-effect relationships and have pupils discuss possible relationships. Have children role-play possible solutions to problem situations. Or have children create new games and explain them to others.

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Summer, 1980.

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PSYCHOLOGICAL SERVICES PERSONNEL

submitted by
Susanne Hoagland

In a recent survey in Indiana
of psychological services
personnel conducted by Richard
Surber, several findings
may be of interest to KAPS
members:

1. Unquestionably, the most
significant fact revealed
is that twenty-three per-
cent (23%) of the districts
cannot comply with federal
law and state regulations

for timely psychological
services and another twenty-
six (26%) cannot comply
part of the time. This
means that there are forty-
nine percent (49%) who
are violating the rights
of potentially handicapped
children and their parents.

2. There is a need to increase
the availability of psycho-
metrists by fifteen per-
cent (15%).
3. There is a need to increase
the availability of psycho-
logists by at least twenty-
five percent (25%).
4. Since Saturday work helps
meet the forty school day
timeline while extended
contracts do not, perhaps
it is an option that should
be considered by more of
the districts.
5. Conflict over professional
roles appears to be a pro-
blem in one-third of the
districts.
6. Some administrators wish to
maintain the label of psy-
chometrist because it sup-
posedly helps keep these
people testing. Others
wish to keep it because it
maintains a "pecking order"
in terms of their compe-

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INTERNATION PSYCHC

by Bob C
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of my experience
International
gy Colloquium
in Jerusalem,

tence related to those who are psychologists. However, it appears that Indiana can accomplish these same purposes by adopting the more common practice of certifying only two levels of psychologists. This would help the districts in nation-wide recruiting efforts.

7. Each district has its own philosophy, ethics, or rationale for the establishment of salaries. However, the wide range of salaries paid in Indiana and the fact that several states (including surrounding states) are paying somewhat higher salaries, may cause some of the districts to reassess their positions in this regard.

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INTERNATIONAL SCHOOL
PSYCHOLOGY

by Bob Germain
NASP ISP Chairperson
University of Missouri
Columbia

I'd like to present a stream of consciousness relating some of my experiences from the 4th International School Psychology Colloquium which was held in Jerusalem, Israel from June

30 to July 3, 1980.

I'd been somewhat hesitant to go to Israel because of the militarism and politics, and because I wasn't sure I could appreciate either the religious history or the sense of national development that other visitors had talked about. How wrong I was... The strong sense of rootedness and human continuity deriving from a 5,000 year history... And out of this sense of history, derives the basis for present day political goals and strategies (which now seemed more rational than I thought it had a right to be). I was able to meet Israelis during the additional week I spent there, and was invited into homes, discussing everything from politics (always) to lifestyles, to ethnic jokes. ...And professionally...The formal presentations--some had new ideas and some didn't. But there were some mind-boggling ones, for example, "How to present the Holocaust to children." I never would have considered that. The presenter had been in a concentration camp, and in discussing some positive aspect of the experience (???), --like some people risking their lives for others--read a poem about life and love written by her 12 year old friend at Auschwitz. It's

the first convention presentation I've been to where an entire audience was moved to tears.

...There were the informal chats with psychologists and teachers from the 30-plus nations represented...and meeting some people whose work I respect greatly...and when one French School Psychologist said that in France the major role they are called on to do is to get the difficult children out of the regular classroom, there was an immediate cry of "Us too" from all corners of the room and world. Such validation!

...There were the activities planned by the convention committee--folk entertainment, a light dinner, and dancing; a reception by the wife of the President (of Israel) at their home. And there were other surprises...taking a tour of Jerusalem, getting to meet and chat with Dinah Shore at the Wailing Wall.

...In short many of us didn't sleep so well; the stimulation and challenge had our minds racing. I never feel so fully alive as when I travel.

In case you're interested, the 5th Colloquium will be held in 1982 (late June/early July)

in Sweden. If you'd like to be put on the mailing list to receive information about it, write to Peter Burzynski, P.O. Box 639, Vincennes, Ind. 47591.

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THE NASP CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

by Jacqueline Schakel
Advisement and Information
NASP

As information and techniques in the field of school psychology proliferate it becomes more crucial that responsible school psychologists take steps to update their skills and knowledge in the field. A few states have some mechanism which assures continuing education among school psychologists. Many have inadequate standards or no standards at all for promoting the professional growth and development of school psychologists. In answer to this problem and in keeping with its policy to operationally define various standards for school psychological services, the National Association of School Psychologists has established a Continuing Pro-

Professional Development Committee. It described the conduct of this work. It is individual psychologists, and each state psychology organization combining the education of NASP-CPD. This is an overview of the basic components of the program.

The NASP-CPD is designed to meet the needs of both practicing school psychologists and those in training. Both the attendance and participation in the professional development activities are recognized as continuing education. Five categories are appropriate for credit in the

* Accredited
University

* Formal
Seminar

fessional Development (CPD) Committee. The program described here is the product of this committee's work. It is hoped that individual school psychologists, and ultimately, each state school psychology organization or certifying body will consider combining their continuing education efforts with NASP-CPD. The following is an overview of the basic components of the program.

The NASP-CPD Program is designed to meet the needs of both practicing school psychologists and trainers. Both the attendance and participation aspects of professional development and the presentation and publication aspects are recognized as valid continuing education experiences. Five categories of activities are considered appropriate for earning CPD credit in the program:

- * Accredited College or University Coursed
- * Formal Workshops and Seminars

- * Attendance at Professional Gatherings
- * Teaching and Instruction
- * Research and Development

In order for these activities to receive CPD credit, they must be specific to or closely related to the field of school psychology. The program is designed such that contact hours in the above five categories are converted into CPD Units.

In order to earn a "Continuing Professional Development Certificate" an applicant must earn five (5) CPD Units in each of three basic competency areas during a three year period. The three competency areas are these:

Assessment & Evaluation

Activities which update or improve skills in evaluating school aged individuals, including "non-test" assessment techniques.

Intervention & Remediation

Activities which increase expertise in such intervention strategies as behavior management, counseling, IEP

writing, curriculum intervention, affective education, consultation, and others.

Program Planning, Development, and Research

Educational research activities, as well as planning, development, and evaluation of various programs in educational setting.

As a general guideline for converting contact hours in an activity to CPD credit, ten (10) contact hours equal one (1) CPD Unit. There are modifications of this general guideline to assure that more formal and structured activities receive more credit than less structured activities. It is the applicant's responsibility to adequately document and validate any activities submitted for review. Details on specific conversion guidelines and documentation procedures are spelled out in the CPD Handbook which is available to all applicants.

The activities submitted by the applicant to fulfill CPD standards are reviewed semi-annually by state or regional review teams to assure that they meet requirements.

These review teams are composed of both academic and field school psychologists. The Regional Review Team Coordinator will be in contact with applicants at least twice a year to update them on their program status.

As mentioned above, when an applicant earns a total of 15 CPD Units (5 in each of the 3 competency areas) s/he is awarded a "CPD Certificate". If three "CPD Certificates" are earned within a five year period, a "Special Certificate of Distinction" is awarded. On request, the NASP-CPD Committee will send a letter of endorsement to the applicant's employer, Supervisor, or state certification agency after the certificate is awarded. Those receiving certificates are also recognized at the annual NASP Convention and through NASP Communication.

The NASP-CPD Program is available to all school psychologists, both NASP and non-NASP members. Application fees are \$15 for NASP members and \$25

For non-NASP members, an application can be obtained for application for up to the application to the application CPD Handbook is all applicants of the initial the material provide more detail.

If you are interested in continuing and retraining for your efforts, program may be the continuing professional development is not on and valuable contribution to school psychology responsibility. forms and/or write:

Nat'l Asso. of School Psychologists
Continuing Professional Development Committee
1629 K Street
Washington, D.C.

for non-NASP members. Credit can be obtained at the time of application for activities engaged in up to one year prior to the application date. A CPD Handbook is available to all applicants upon receipt of the initial fee. It covers the material presented there in more detail.

If you are interested in documenting and receiving recognition for your continuing education efforts, the NASP-CPD Program may be the answer. Continuing professional development is not only a stimulating and valuable component of school psychology, but a responsibility. For application forms and/or more information write:

Nat'l Asso. of School Psychologists
Continuing Professional Development Committee
1629 K Street, Suite 520
Washington, D.C. 20006

* * * * *

KAPS

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