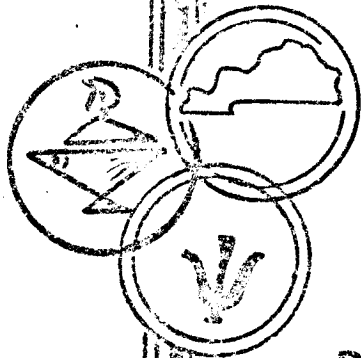


THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS

VOLUME 3, NUMBER 5 SUMMER 1983

KAPS OFFICERS FOR 1982-1983

President Joseph Zins
Secretary Barbra Burcham
Treasurer Burce Wess

STANDING COMMITTEES

Membership Bruce Wess
Liaison & Public Relations Patricia McGinity
Ethics Peggy Harrell
Legislative Robert Illback
Newsletter William Knauf
Program Janette Cahill

NEWSLETTER COMMITTEE

William Knauf, Editor
Carol Carson, Associate Editor
John Maurelli, Managing Editor

The KAPS Review is published quarterly in March, June, September, and December. Materials are due by the 15th of the month preceeding publication. The next deadline: August 15, 1983

Send Newsletter articles to:

William Knauf, Editor
KAPS REVIEW
95 Miami Parkway
Fort Thomas, KY 41075

REGIONAL REPORTERS

Jefferson County Ruth Bewley
Fayette County Lynn Rice
Northern Kentucky Lyn Petty
Western Kentucky Betty Allen

KAPS ELECTION RESULTS

Our congratulations to the newly elected 1984-86 KAPS Officers:

ROBERT ILLBACK - PRESIDENT

PATRICIA MCGINTY - SECRETARY

ALAN KITE - TREASURER

PRESIDENT'S MESSAGE

JOSEPH E. ZINS

As you read through this issue of the KAPS Review, I believe that you will be pleased to note the many positive activities in which the organization is involved. Each of us are affected to greater and lesser extents by these endeavors, but it appears that overall KAPS is effectively representing the interests of the membership.

There are several items that I would like to specifically bring to your attention. First, and potentially one of the most important, is our pursuit of state funding for school psychology positions. While it is unlikely that such support will be forthcoming in the near future, it is crucial that we begin working toward that goal now. If the federal funds for such services were cut back, many more children and families would be without the valuable services that we provide.

I continue to be appalled by the fact that, while services are gradually growing each year, nearly fifty percent of Kentucky's school districts do not employ either a school psychologist or psychometrist. Only approximately twenty-five percent employ a school psychologist according to the data that Pat Guthrie reported in the last issue of the Review. Clearly, we need to work to insure that our services are available to all children.

Relatedly, KAPS members rated this issue tied for first in terms of future impact in the recent Futures Meeting directed by Beth Doll. We will need to become much more active politically if we are to seriously pursue such a goal. Not only will more members need to put time into such activities, but it likely will be expensive financially. A dues increase may be necessary in the near future (Incidentally, our dues continue to be one of the lowest in the entire country! Our northern neighbor, Ohio,

for example, recently increased theirs to \$85 per year). Our priorities will have to be established.

Moving on to other areas...We have been corresponding with the State Board of Psychology regarding several issues. In a letter to them dated January 4, 1983, I proposed the establishment of a "collaborative relationship" between KAPS and the Board to insure the development and maintenance of high professional standards. They have yet to respond.

We also have been exchanging letters in reference to the Board's ruling regarding psychologists who are permitted to make commitment and competency to stand trial examinations. Briefly, the Board ruled that all clinical and counseling psychologists can conduct such exams, but no other psychologists can do so. While these two specialty areas generally are the most appropriate ones to conduct such evaluations, I pointed out to the Board that it has in effect made "some psychologists eligible to conduct these evaluations based on title and not competence. On the other hand, it has excluded others due to their title and not their competence." These rulings are one indication of our frequent lack of input to the Board and their limited understanding of school psychology related issues. Hopefully, they will become more aware of school psychology in the future.

Finally, I would like to encourage everyone to attend and to participate in the SECOND ANNUAL KAPS CONVENTION. Many of you are providing exemplary services in the schools. Share your techniques and results with your colleagues by presenting a paper. Even if you cannot present, be sure to attend and encourage your colleagues to do likewise. Last year's convention was well attended and extremely worthwhile. This year, Cookie has promised that it will be even better! See you in Richmond on September 30 and October 1.

EDITOR'S COMMENTS

BILL KNAUF

Another school year has drawn to a close and, much like our case load at this time of year, this issue of the newsletter consists mainly of "odds and ends". In this issue the key word is "ipsative" and I had to call the local public library to locate a reference to obtain the definition!

The summer issue seems an appropriate time to extend my thanks to all the KAPS members who submitted material during the past academic year. I'll add an extra special thank you to Joe Zins, Pat Guthrie, and Carol Carson for their consistent and extensive contributions.

I hope everyone has a good summer vacation and returns refreshed, renewed and ready to kick off the 1983-84 school year at the KAPS Convention in Richmond!

TREASURER'S REPORT

BRUCE WESS

As of 5/15/83 the balance of the treasury stands at \$1,658.63. Thank you for your interest in the KAPS treasury.

ACTION OF NASCSPS

PAT GUTHRIE

The following motions were passed by the National Association of State Consultants for School Psychological Services and endorsed by NASP at the Detroit meeting in March. NASCSPS invited NASP to name one or more representatives to work with us in developing action plans to address concerns identified in the resolution, and urged NASP, trainers of school psychologists, and Division 16 of APA to join with NASCSPS in supporting the definition of psychological services.

RESOLUTION:

The National Association of State Consultants for School Psychological Services is concerned about reports that a significantly large number of children who are experiencing difficulty in school are being inappropriately classified as handicapped, particularly learning disabled, and that such occurrences have the potential for serious harm to these children. NASCSPS does not condone inappropriate assessment and placement practices. Therefore, NASCSPS recommends that all professional groups involved in the assessment and placement of children seriously investigate this problem and communicate to all of its members necessary changes in policies, training and practices. NASCSPS further recommends that federal, state and local educational agencies utilize viable regular and vocational education alternatives, including the services of such professionals as school psychologists, to assist these children who are not in fact handicapped.

DEFINITION OF PSYCHOLOGICAL SERVICES:

NASCSPS proposed the following definition of psychological services for incorporation into the proposed revision of Public Law 94-142 regulations: "Psychological services" include:

- (i) preventing educational and behavioral problems through early identification and consultation;
- (ii) identifying special needs of children through consultation, observation, and other psychological and educational assessments;
- (iii) analyzing, integrating and reporting psychological and education information about child behavior and conditions related to learning;
- (iv) consulting with teachers and other staff members in planning, implementing and evaluating school programs and interventions to meet the identified psychological and educational needs of individuals and groups of children;
- (v) planning and managing a program of psychological services including:
 - a) pre-referral, referral and assessment services;
 - b) early identification services;
 - c) intervention and counseling for children;
 - d) parent counseling and training; and,
 - e) program evaluation and applied educational research; and,
- (vi) other activities as defined by state and local educational agencies.

ANNOUNCEMENT FOR SUMMER INSTITUTE '83

JULY 11-15

Summer Institute entitled School Psychology and Education, offers 3 graduate credits and top speakers; Dr. Larry Lezotte on Effective Schools; Dr. Ed Sontag on the Washington Scene; also Tom Fagan, Doug Brown, Jerry Benson, Frank Luth, Dave Hanson, Jim Couch on assessment, teamwork, special education, and featuring a 1-day mini-workshop on computers in education, and a half-day field trip on vocational education or rehabilitation. Excellent study-vacation opportunity, on campus, including dinner theater. Contact Dave Hanson, Psychology Department, James Madison University Harrisonburg, Virginia 22807 or call (703) 433-6288.

AN UPDATE ON THE PROVISION OF SCHOOL
PSYCHOLOGICAL SERVICES IN CENTRAL AND
EASTERN KENTUCKY

NANCY G. JANUS

In order for school psychology to be a growing and vital profession in Kentucky it is essential that we demonstrate a high level of accountability in terms of the role and function of our jobs. To this end, interns working full-time in school settings in central and eastern Kentucky kept records of their use of time during the spring semester of 1983. Percentage averages were determined for five full-time interns, two of which practiced in Fayette County, one each in Harlan, Madison and Whitley counties. Practicum students working only part-time in the school were not included in the averaging of percentages.

In 1982, a study was done by Bob Illback and Connie Wright looking at the relationship between training and practice in school psychology in Kentucky. They had a sample of 33 school psychologists. A comparison of percentages of time spent in various activities in that sample and the present sample yields great similarity of results. The breakdown of activities of the school psychology interns is rank ordered and presented by percentages, with a comparison of percentages from the Illback and Wright research in parentheses.

Paperwork	28.9%	(20%)
Testing	23 %	(22%)
Teacher Consultation	17 %	(13%)
Inservice Workshops	7.5%	*(not inc)
Travel	7 %	*(not inc)
Classroom Observation	5 %	(4%)
ARC Meetings	4.8%	(4.5%)
Counseling	3.8%	(2.8%)
Parent Consultation	3.6%	(6.3%)
Home Visits	-1%	*(not inc)
(*not included)		

While school psychologists in Kentucky are clearly burdened by paperwork, and spend a considerable percentage of their time in testing activities, it is encouraging to note the increase in provision of indirect services in the schools here. Using Bardon and Bennett's (1974) typology of three levels of school psychological services, it appears that our psychologists are functioning at a more advanced level two stage, providing increased consultation, observation and counseling. What is necessary now, is to increase the awareness of the school districts in Kentucky as to the many roles which we are playing in some of the cities and counties, and to use this awareness to market our services throughout the state.

References

Bardon, J.I. & Bennett, V.D. School Psychology. Englewood Cliffs, N.J.: Prentice Hall, 1974.
Illback, R.J. & Wright, C.V. School psychology in Kentucky: relationships between training and practice. Paper presented at NASP, Toronto, 1982.

KPA CONVENTION ANNOUNCEMENT

This is to give you advance information about the next KPA Convention, to be held in Louisville October 21 and 22. We are looking forward to having it downtown at the Seelback Hotel, which has recently been remodeled to its turn-of-the-century elegance.

Our programs will begin at ten o'clock Friday morning, October 21, to accommodate those driving in from out of town. Donald Meichenbaum will be the workshop presenter, discussing his work in cognitive therapy. The workshop will begin Friday afternoon and continue Saturday morning.

Events are being planned of interest to families of KPA participants, and reservations will be available for a "night on the town". Mark your calendar now and look for your registration materials this summer.

NASP DELEGATE REPORT

Joseph E. Zins

The convention in Detroit was very exciting as usual. I want to bring you up to date on several of the issues.

1. A "Best Practices Manual" is being developed. If you would like to contribute to it, please contact me as soon as possible.
2. NASP is working toward having school psychology included in the accreditation procedures of elementary and secondary schools. This could be a significant step forward for school psychology.
3. Election results should be announced by the time you receive this newsletter. Alan Coulter will be assuming the Presidency in July, and I expect him to provide excellent leadership for the organization.

4. A new editor of the School Psychology Review is being selected to take over in 1984. I believe that the journal continues to improve every year and that it is now "must" reading for all school psychologists (Hint: it's one of the benefits of being a member - contact me if you'd like to join!).
5. NASP again affirmed its commitment to the specialist entry level for independent practice in the private and public sectors.
6. Kentucky had the highest percentage of eligible persons who were members of NASP in the entire country. I'd like to thank each of you who helped us to attain such a feat! Last year we were second.
7. The next convention will be held in historic Philadelphia on April 17-21, 1984. The Executive Board will meet in Boston on July 8-10, while the Executive Board/Delegate Assembly meeting will be held in Olympia, Wisconsin, on October 7-9, 1983.
8. Dues will be increased to \$59 when you receive your membership renewal for July 1. It's still a very worthwhile bargain!
9. The new Training and Field Placement Standards were adopted at the convention. Anyone who is involved in or interested in training school psychologists should find them of considerable interest! No date has been set for presenting them to NCATE for adoption.
10. NASP supplied the coffee and doughnuts at the recent KAPS meeting in Lexington in April. I'm attempting to obtain funding to partially fund the hospitality session at the KAPS Convention.
11. Help Kentucky maintain its Number One ranking in NASP. Encourage your colleagues and students to become members. I have plenty of application forms available!

ETHICS AND PROFESSIONAL STANDARDS
COMMITTEE

Peggy Harrell

The Ethics and Professional Standards Committee met on April 12 and on April 23. Much of our energy is still being devoted to developing and having adopted by KAPS a set of ethical principles which will be recognized as a guideline for actions while functioning as a school psychologist in the state of Kentucky.

At the April 12 meeting Barbara Burcham, Ruth Bewley, and Peggy Harrell attempted to incorporate suggestions from the Executive Committee into the original draft of our proposed KAPS Ethics Code. During the work session on April 23, which followed the KAPS business meeting, Connie Wright, Ruth Bewley, Barbara Burcham, Mike Norris, and Peggy Harrell were each given worksheets in order to more effectively review and revise our second draft prior to presenting it to the Executive Committee. We are also comparing our draft to the most recent NASP Ethics Revisions to insure that ours will be current and pertinent to the present practice of school psychology.

We hope to have the second draft ready for presentation to the Executive Committee sometime in June, 1983. KAPS members wishing to review the draft may do so by contacting:

Peggy Harrell
3400 Merrick Drive, #546
Lexington, Kentucky 40502
Phone: 606-269-3014

MEMBERSHIP COMMITTEE REPORT

BRUCE WESS

KAPS continues to grow and now boasts a record 117 members for the current year. In fact, in their haste to remain members of a vibrant professional organization and to ensure their place in history, two members have already renewed for the upcoming year.

Please add the following new members to your membership directory:

DAVE BARNETT -
526 Teacher's College, M.L. #2
University of Cincinnati
Cincinnati, Ohio 45221
W) 513-475-3337
H) 513-961-5045

GENE W. KING -
417 Darby
Newburgh, Indiana 47630
W) 502-826-3733
H) 812-858-5132

It has been decided that KAPS will issue official membership certificates (suitable for framing), probably beginning with the 1983-84 membership year. The certificate is being designed and will be printed in the future.

CALL FOR PAPERS

Contribute to the Second Annual KAPS Convention by making a presentation on Friday afternoon, September 30. Presentations of interest to practicing school psychologists, trainers, students, and persons in allied professions in education and psychology are invited. School psychologists may wish to team up with administrators, regular or special educators, guidance personnel, etc., in developing programs. Welcomed presentations include: case studies; innovative educational practices; results of research; accountability procedures; original assessment or data collection tools; etc. Complete the following information to submit a proposal:

PROGRAM TITLE _____

Names, addresses, and phone numbers of presenters

NAME

ADDRESS

PHONE

Use an additional sheet if necessary.

Program Type (Check one)

- _____ 25 Minute paper presentation, demonstration, etc.
- _____ 55 Minute paper presentation, research review
- _____ 80 Minute mini-workshop, symposium, panel discussion

Describe any audio-visual equipment or other special needs:

Please submit along with this proposal an abstract of your presentation. It should be typed and approximately 100 to 150 words in length. Also include a stamped, self-addressed envelope so that the convention committee can notify you of the status of your proposal and scheduling. Submit this page, abstract, and envelope to:

Charlene Ponti
P.O. Box 17217
Covington, Kentucky 41017

DEADLINE: Proposals must be postmarked no later than Sept. 6, 1983.

This international conference will be held in nearby Indianapolis on August 8-11, 1983. Registration will be \$40 which includes several social activities. The impact of the conference promises to be far-reaching.

Anyone desiring information about this important meeting should contact Joe Zins, P.O. Box 17217, Covington, Kentucky 41017, for additional information.

PROGRAM COMMITTEE REPORT

COOKIE CAHILL

The KAPS Program Committee met on March 9 and again on April 23, following the general business meeting. At the first meeting, plans were made for a Spring workshop on Rational Behavior Therapy. Lyn Petty volunteered to organize this event and lined up Susan Gaffield of the Rational Behavior Therapy Training Center in Lexington as the speaker. The program was held on April 18 from 9:00 to 12:00 at the University of Kentucky. Despite a torrential downpour and flashflooding, twenty-two persons were in attendance. The workshop was followed by a general business meeting and then meetings of the various KAPS Committees. A big "Thank You" is extended to Lyn for her efforts in putting together this event.

At the April meeting of the Program Committee, the Second Annual KAPS Convention was the prime focus of discussion. **MARK YOUR CALENDARS!!** Convention dates have been set for Friday, September 30 and Saturday, October 1 and the Carl D. Perkins Building at the Eastern Kentucky University has been confirmed as the convention site. The Committee discussed convention formats and it was resolved to utilize the same format as last years' convention. Thus, three major workshops will be presented on Friday morning, followed by paper presentations in the afternoon. (See the Call for Papers in this issue.) A keynote speaker will be featured at the banquet on Friday evening, and will present a major workshop on Saturday morning. Alan Coulter, NASP President, has been contacted and has agreed tentatively to act as that speaker. His topic will be Adaptive Behavior, which should be of great interest to KAPS members. This topic received top billing in the most recent Needs Assessment conducted among the membership, and is expected to draw people from outside KAPS as well as our

own members. The other workshop speakers have yet to be determined.

Convention committees were set up and people volunteered to assume chairmanship of them. The convention is an ambitious undertaking, and anyone who might be able to offer assistance would be greatly appreciated. Contact the people listed below, to join a committee and contribute to the success of our Second Annual Convention!

<u>Committee</u>	<u>Chairperson</u>
Major Workshops	Cookie Cahill
Paper Presentations	Charlene Ponti
Physical Arrangements	Alan Kite and Sue Hoagland
Publicity	Lyn Petty and Bob Kruger
Social	Mike Norris

GUIDELINES FOR THE PROVISION OF SCHOOL PSYCHOLOGICAL SERVICES REVISION

The NASP Guidelines for the provision of School Psychological Services are currently being revised by the Professional Standards and Employment Relations Committee. Some of the new additions to the documented include requirements for supervision for all school psychologists, a comprehensive description of school psychological services, minimal working conditions, requirements for continuing professional development/peer review, and consideration of issues regarding contractual services and private practice. If you are a school psychologist, you have a vested interest in having input in these Guidelines. To obtain a copy of the second draft, contact Joe Zins, P.O. Box 17217, Covington, Kentucky 41017.

AN ASSESSMENT INSTRUMENT OF POTENTIAL INTEREST TO SCHOOL PSYCHOLOGISTS

Trial use of the British Ability Scales in a research project here suggests that the BAS have considerable potential for meeting practical measurement needs faced by American school psychologists. The BAS are more American than they may seem by title. Britain has long depended upon the importation of the chief American individual instruments, such as the WISC, WISC-R, McCarthy, ITPA, etc. The British Ability Scales were developed over a 17-year period in a project funded by the Department of Education and Science and given advisory support by the British Psychological Society. In this context it is not surprising that the BAS make significant contributions to this existing Anglo-American assessment armamentarium.

These contributions fall under the headings of time-efficiency and child-centered, helping emphasis. While allowing for relatively quick global IQ measure--and for global visual and verbal measures, as well--the central purpose of the Scales is to delineate clearly discrepancies so as to pinpoint learning problems and thus make maximum contribution to a remedial effort. This ipsative (measuring traits using the individual's own behavior for comparison-editor) focus is greatly aided by such features as expectancy tables that permit clear delineation of discrepancies among an examinee's abilities and of discrepancies between abilities, on the one hand, and such basic achievement domains as word reading and arithmetic, on the other. Most scales have short forms. By virtue of content homogeneity and probabilistic scaling, these short forms are fully integral to, and comparable to, the full scales from which they are derived. These short forms permit quite rapid survey across a wide domain of test content, and as few as four scales having short forms may be given for a global IQ estimate.

By design and standardization practice, the BAS may be given in any order (with trivial exception) and may be used singly or fitted together to assemble a tailor-made battery for specific purposes. More importantly, this impressive flexibility permits the examiner to branch logically as examinee performance suggests the need to test sequentially generated hypotheses.

Some scales bear a clear piagetian imprint: Formal Operational Thinking, Rotation of Letter-Like Forms, Verbal-Tactile Matching, Visualization of Cubes, and Conservation Items. Speed of Information processing, Immediate Visual Recall, and Delayed Visual Recall all show particular promise for detecting many forms of learning Handicap. Other scales bear more familiar titles but are much more than merely warmed-over content from existing instruments; Matrices, Similarities, Block Design, Recall of Designs, and Recall of Digits. There are 23 scales, some reaching down to CA 2-6; others, up to CA 17-6.

Content homogeneity means that items in a scale will differ only in difficulty, not in basic content design. Probabilistic scaling on the basis of content homogeneity affords norm-free characteristics to the BAS. For instance, examinees of varying ability for a particular scale will have varying odds of success on, say, Item one. But if item two is twice as difficult, these success probabilities will be cut in half for all of the examinees. This affords a probabilistic interval scaling not unlike that of a conventional yardstick, which can measure equally well in Las Vegas or Oxford. This scaling, based on the

British standardization of N 3,435, will permit the BAS to be anchored and adjusted to the American population by careful sampling of a total N little more than 400. The BAS "as is" can be cautiously used for ipsative measurement purposes since the British norms correspond rather closely to U.S. norms for most of the existing individual instruments. The matters of norms will, however, quickly become moot, as an N 400 is not that much of a barrier.

The biggest barrier, I think, is the reflexive assumption that if the BAS had merit, they would necessarily be brought to our attention by established channels of information about new products. These channels do not seem, however, to reach far beyond our borders. I find reason, also, to believe that an imported product can be both professionally attractively and commercially unappealing. I will be happy to furnish additional information about the BAS.

In addition, I seek to network communication with school psychologists or school districts using, or interested in using, the Raven Progressive Matrices. I am scheduled to meet with a representative from Britain to explore possibilities for gathering comprehensive American norms for the Matrices.

MR. W.A. SUMMERS
Geary County Schools
Box 370
Junction City, Kansas 66441
(913) 238-6184

DATES TO REMEMBER

- JULY 24-26 KY ASSOCIATION OF SCHOOL ADMINISTRATORS- Louisville, Executive Inn West, Contact Bill Nallia, KASA, 66 Fountain Place, Frankfort; 502-875-3411
- SEPTEMBER 30 KAPS CONFERENCE
& OCTOBER 1 Richmond, Eastern Kentucky University-Perkins Building
- OCTOBER 21 BUREAU OF EDUCATION FOR
& 22 EXCEPTIONAL CHILDREN FALL CONFERENCE
Louisville, Executive Inn West
- OCTOBER KENTUCKY PERSONNEL AND
26-28 GUIDANCE ASSOCIATION
Owensboro, Executive Rivermont, contact Division of Student Services, Plaza Tower, Frankfort; 502-564-3678

NORTHERN KENTUCKY NEWS

LYN PETTY

We have much to be proud of here in the North Country. Our own Cookie Cahill has been accepted into the University of Cincinnati's school psychology doctoral program. She will continue working part-time for Kenton County while pursuing her degree. Cookie's schedule will include running her daily eight miles between 3 and 4 a.m. We wish her much luck.

Congratulations to Luann Wise who has moved one step closer to her doctorate in school psychology. Luann's dissertation proposal was recently accepted. The soon-to-be Dr. Wise, (A.K.A., the "Radiant Redhead"), presented an aspect of her research at the April meeting of Northern Kentucky Providers of School Psychological Services. She demonstrated how ethnographic research, most frequently used by anthropologists, can be applied by school psychologists. A lively discussion period followed Luann's presentation.

Though the 1983 NASP is now a historical event, we would like to recognize KAPS members from our group who made the trek (on snow shoes) to Detroit. Those who presented included Dave Barnett (a new and welcome KAPS member), Marcia McEvoy, John Murphy, Charlene Pontl, Luann Wise, and Joe Zins. (Our apologies if we have inadvertently omitted anyone.)

We wish happy, safe and long summer vacations to our friends in KAPS. See you at the Second Annual KAPS Convention, September 30.

JEFFERSON COUNTY NEWS

RUTH BEWLEY

Dr. Ronda Talley, Director of Assessment/Placement Services, and JCPS School Psychologists/Psychometrists, have been goal-directed this year in two major efforts. The first is to expand the role of school psychologists beyond assessment by providing more opportunities for consultation, attendance at SBARC meetings and provision of special services such as parent or teacher training. Another major goal has been to develop and implement the best methods to attain multi-cultural assessment. The psychologists/psychometrists have worked toward reorganization by revising the Teacher Referral Form, Parent Information Form, and developing consistency in the format in which assessment reports are written. This does not preclude individuality of report writing style, yet allows some consistency in content.

Also, psychologists/psychometrists are developing a School Psychology Services Handbook for publication throughout the district.

Workshop and committee speakers have provided much insight towards attaining of JCPS goals. On April 14th, the topic Issues in Multi-Cultural Assessment was addressed. On April 21st, Dr. James Chalfent, University of Arizona, and Margaret Pysh, Northern Suburban Illinois School District, spoke on Teacher Assessment Teams. TAT's have worked successfully in other school districts to provide solutions for children which do not qualify for special education. On May 10th, Multi-Cultural Assessment/Alternative Programming was discussed by Dr. Larry Maeady. On May 13th, one of our own, Lynn McCoy-Simandle, discussed Parent Training, providing valuable information on approaches to parent training and discussing her parent training program with JCPS. Dr. Charlie Maher, on May 19th, presented Gaining Control Over Professional Functioning in School Psychology: A Marketing Perspective. Prior to this, JCPS Psychologists/Psychometrists had completed a Needs Assessment Survey of current practices. Dr. Maher was able to address the results of our survey.

A "Child Find" poster was published throughout the district May 15 through May 19 entitled Parents in the School and Community - Working in Child Education. Also on May 19, an evening session, continuing our multi-cultural assessment topics, discussed more methods of alternative programming. Speakers were Dr. Joseph Zins and Dr. Ruth Arbitman-Smith. Their topics were the K-ABC and the LPAD Assessment Instruments. On May 23rd, Multi-cultural Alternative Programming was addressed by the founder of SOMPA, Dr. Jane R. Mercer. The following evening, May 24th, the topic was Programming After Multi-Cultural Assessment with speakers Tom Evert, Alan Coulter, and Jane Mercer.

As many of you may know, JCPS Psychologists/Psychometrists are housed in three separate regional offices. Thus, to continue providing consistent services and professional development among all, Dr. Talley established tri-weekly meetings of psychologists/psychometrists. These have been successful in providing continuous communication and consistency throughout our district. Tri-weekly meetings have included presentations from the NASP Conference by those who attended on new mathematics assessment alternatives, announcements of upcoming workshops, and the previously-mentioned parent training sessions. Plans are now being made for staff development for the 83-84 school year. Many of these will be made available to other school psychologists throughout the Commonwealth.

SCHOOL PSYCHOLOGISTS PROFILE

1982-83 SCHOOL YEAR

Data is gathered for this survey from the Professional Staff Development (PSD) forms submitted by local districts on all employees. This data thus represents 54 school psychologists employed by 32 local districts.

This profile does not include data on the following school psychologists who are certified by the Kentucky Department of Education:

private practitioners	7
university trainers/state consultant	6
out-of-state	6
psychologists employed in other positions in local districts	4
psychologists employed by consortiums	4
interns (those not considered by local districts as employees)	4
not employed in psychology field	3
dependent and residential schools	2
retired	<u>2</u>
total not included in survey	38
Number included in survey	54
Number not included	<u>38</u>
Total School Psychologists Certified by KDE effective October 1, 1982	92

RANK

By virtue of certification requirements, all school psychologists are at Rank 1 level.

SALARY SOURCE

The numbers and percentages reflected below represent those school psychologists whose salary is totally provided from the source indicated.

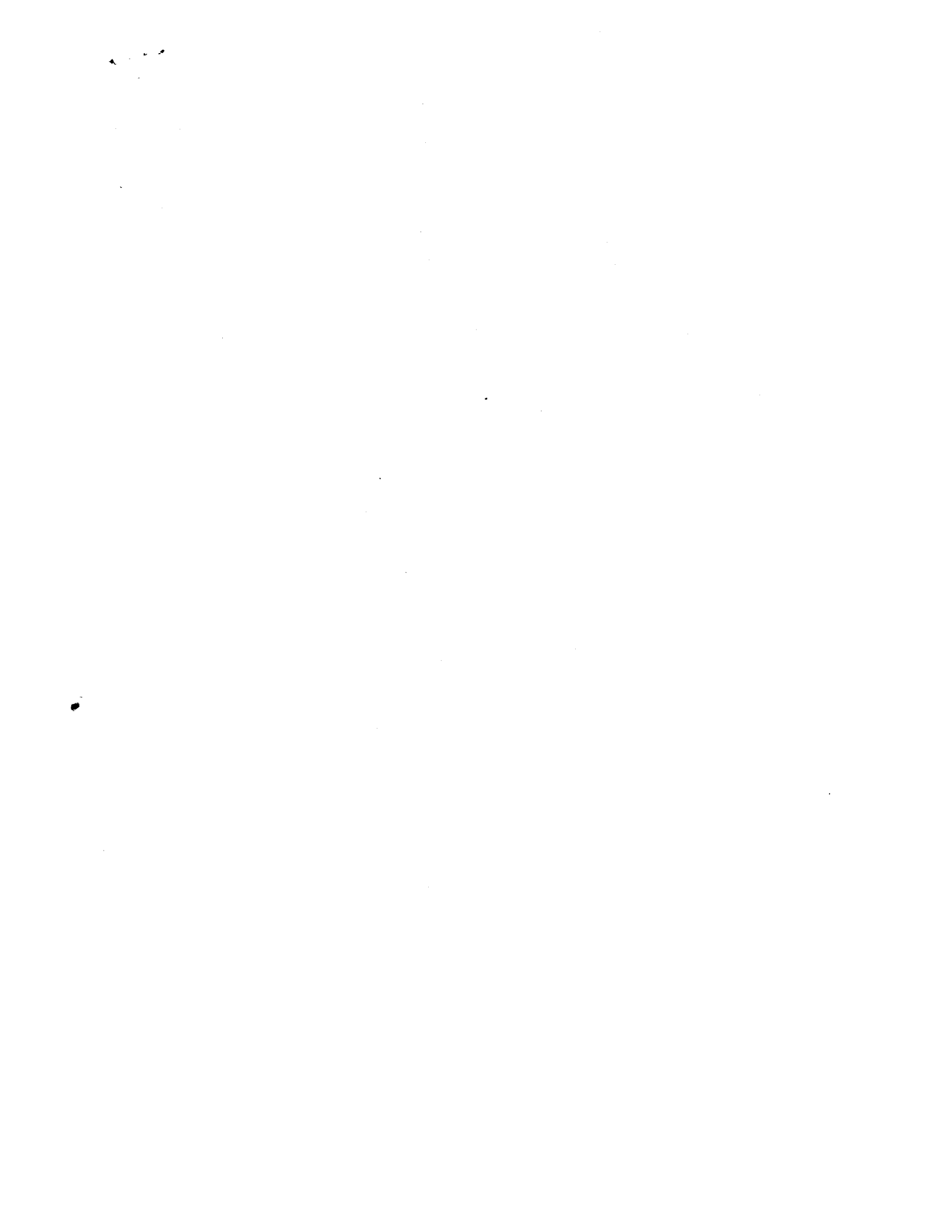
<u>Source</u>	<u>Number</u>	<u>Percent</u>
EHA-3 (Special Education)	23	48%
Chapter 1	1	2%
Chapter 11	2	4%
Other Federal Funds	10	21%
General Fund	9	19%
Other Reimbursement (i.e., Disadvantaged & Handicapped)	3	6%

Six school psychologists receive salary from a combination of 2 sources, and are not included in the above chart.

SALARY RANGE

To provide consistency, this data is organized using base salary of 9 1/4 months (185 days). Any extended time salary is not included.

Highest	\$25,073	(29 years experience)
Lowest	16,186	(2 years experience)
Average	19,488	(does not include 4 part-time persons)



KAPS REVIEW
William Knaut
95 Miami Parkway
Fort Thomas, KY 41075

7