

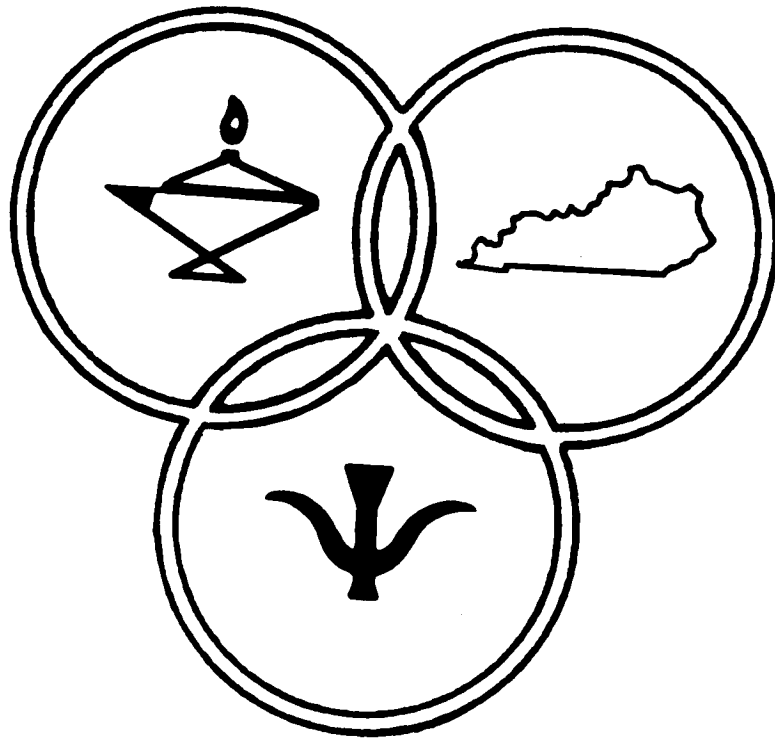
the
KAPS

Summer 84

REVIEW

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

founded 1977



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KAPS THIRD ANNUAL CONVENTION

FRIDAY AND SATURDAY

SEPTEMBER 28 AND 29, 1984

EASTERN KENTUCKY UNIVERSITY

RICHMOND, KENTUCKY

KEYNOTE SPEAKER: DR. DANIEL J. RESCHLY

NASP President

Professor of Psychology

Iowa State University

“ASSESSMENT AND TRAINING OF SOCIAL SKILLS IN CHILDREN”

Convention Format Similar to Past Years

---THREE WORKSHOPS FRIDAY MORNING

Strategies and Techniques for Low Incidence Assessment

Dr. Michael Forcade

Consultation: Working with Difficult Situations

Dr. Michael Curtis

Assessment and Remediation of Reading Difficulties

Dr. Marilyn Kapel

---PAPER PRESENTATIONS AND BUSINESS MEETING FRIDAY AFTERNOON

---BANQUET AND HOSPITALITY FRIDAY EVENING

---RESCHLY WORKSHOP SATURDAY MORNING

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PAPERS AND REGISTRATION MATERIALS CONTACT:

Charlene Ponti
2630 Brookview Dr.
Villa Hills, KY 41017

or

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Dept. of Psychology
Eastern Kentucky University
Richmond, KY 40475

PRESIDENT'S COLUMN

Bob Illback

I'd like to take this opportunity to express my appreciation to the membership for the strong and positive response to our KASA affiliation initiative. At this writing, 56 KAPS members are members of KASA, out of a total eligible pool of 103 persons. Of these 56, 40 are *new* KASA members. Based on these verified numbers, I attended the recent KASA Board of Directors meeting, and the KAPS affiliation was *unanimously* endorsed by the 45 or so members present. The only remaining step will occur at the KASA convention (July 21-24), at which time the full membership will vote to amend the KASA constitution to include KAPS as the ninth affiliate organization. This appears to be virtually assured.

While I'm pleased and gratified that we've seized this opportunity, our real task has only begun. During the deliberations with KASA regarding affiliation, I was told that our application was looked upon favorably due to the special expertise we have to offer in areas such as measurement, educational psychology, and remedial intervention. Therefore, my goal now is to promote active participation of a cross-section of our membership in KASA activities.

There are a number of standing and adhoc KASA committees to which we will be asked to provide a representative. Specifically, I have been asked to develop a list of interested persons who would be willing to serve on committees. If you are interested in getting involved, as I hope you are, please contact me at your earliest convenience. By way of information, the KAPS EC has appointed me to serve on the

KASA Executive Committee and Board of Directors.

One area that I hope to move into with KASA, is the increasing emphasis on standardized testing in the schools. The CTBS and TCS scores are now being published at the district and building levels, and I am concerned that people may be unaware of some psychometric and practical limitations related to the use of these scores. Additionally, over the next year the state will begin assessing "essential skills", and assigning children to remedial programs on the basis of performance. I think we can play a role in clarifying some of the issues involved in these processes.

Moving to a different subject, the Comprehensive School Psychological Services Handbook is now complete and is being distributed to superintendents, special education coordinators, psychologists/psychometrists, and other interested persons. I think it is an exemplary piece of work, and would like to commend the committee and reviewers for their efforts. Now our task is to insure that people read, understand, and implement the content of the publication. I'd be interested to hear of any reactions at the local school district level.

Relatedly, the new KAPS brochure on school psychological services is complete and copies will be distributed to the membership. These can go a long way toward marketing the range of services we provide.

Have a good summer. See you at the KAPS convention.

KASA AFFILIATION

The following KAPS members have joined KASA for the 1984 - 85 school year. We wish to thank them for their support.

Barbara Armstrong
Lynn Barlow
Ruth Bewley
Jane Bottorff
Susan Brock
Barbara Burcham
Janette Cahill
Doris Campbell
Gail Cannon
Michael Carr
Patty Coakley
Teresa Cornett
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Connie Wright
Rosemary Young
Joseph Zins
Terry South
Randy Kamphaus
John Beardsley
Garland Niquette
Julia Emberton

Old members 16
New members 40

Direct 27
Dues Deduction 29

Regular members 47
Students 9

EDITOR'S COMMENTS

Bill Knauf

This issue of the **KAPS Review** may serve to welcome the membership back for another challenging and rewarding school year. We hope everyone has relaxed, recreated and generally renewed themselves after the hectic events typically encountered at the end of a school year.

The Newsletter Committee is planning to continue typesetting the newsletter since the quality of the print is so superior to other methods we have tried. However, the Northern Campbell County Vocational School, which printed our last issue, cannot promise to print any issue ahead of time. Therefore, an issue by issue negotiation will be required making each issue a small adventure, much like "Indiana Jones" might encounter!

The 1984 Summer issue of the **KAPS Review** presents a thematic content with articles addressing the expansion and specialization of the school psychologist's role and function beyond special education evaluation and report writing. Information from KAPS members and from other state association newsletters indicates that barriers to role expansion in the public schools are a source of much concern and frustration to school psychologists across the nation.

An essential step toward role expansion and service diversification is to effectively reduce the number of unnecessary evaluations for special education placement required of school psychologists. We must find ways to change evaluation referral procedures to allow for prereferral screening and problem solving, and expand existing procedures and policies beyond special education decision making.

Expansion of school psychological services beyond a "test-report" level has become a vital issue for many KAPS members. Indiscriminate special education referral procedures not only underutilize the extensive skills and knowledge of school psychologists, but also tend to deny access to school psychological services for the regular education population of our schools. It appears that indiscriminate special education referral procedures and policies become absurdly counterproductive when school psychologists are so overburdened with special education evaluations and report writing that they find themselves excluded from direct participation in the multidisciplinary team process. It seems highly questionable that a school system is meeting the requirements of state and federal regulations to insure that students are properly evaluated and placed without a functional multidisciplinary team, which includes the school psychologists. Also school psychologist must examine their actions in light of their ethical responsibility to deliver services that are consistent with the intent of P.L. 94-142 and state department regulations.

The recently published (and excellently conceived) handbook on school psychological services from the Kentucky Department of Education addresses many role and service delivery issues. The handbook reviews the inherent service limitations of a "Special Education Model" and clearly supports a broad based "Student Services Model" as more appropriate. In addition, the school psychologist is specifically described as an *active* participant in the "Child Study Team" The team

also provides services to meet regular education student and program needs.

Clearly, Kentucky Education Department regulations and standards for school psychological services support a broad based and diversified role for the school psychologist in the Kentucky Public Schools. What barriers and problems are field school psychologists encountering when they attempt to put appropriate standards into practice and influence local school district policies and procedures? To follow up on the service issues raised by the articles in this edition of the **KAPS Review** and by the new services handbook, the editorial staff, in collaboration with Joseph Zins, plan to conduct a panel discussion on influencing referral procedures and gaining entry for the "Student

Services Model" in public schools at the upcoming 1984 Annual KAPS Convention. The panel members will review current issues and problems for service expansion and present examples where Kentucky school psychologists are successfully implementing a broad range of services. The audience will be called upon to contribute with examples of problem situations and attempts to surmount barriers to effective service delivery. From the ensuing discussions and dialogue between the panel and audience, material will be gathered for a summary article to be printed in the 1984 Fall edition of the **KAPS Review**. Any KAPS member interested in serving on the discussion panel should contact Joseph Zins or one of the **KAPS Review** editors, prior to September 15, 1984.



INFLUENCING REFERRAL FLOW

Frank Smith

School psychologists often feel trapped on a treadmill, evaluating Special Education referrals that seem to stack up regardless of strategies used to process them. Opportunities for an expanded role seem light years away. In many systems where this occurs, the problem can be stated in simple terms: too many students are being referred for Special Education. The answer lies in a combination of forces and procedures which act in concert to produce too many referrals. These factors need to be addressed individually in order to influence referral flow.

Probably the most powerful force maintaining the status quo is the attitude of educators and the general public that any departure from ordinary classroom teaching must be a Special Education endeavor. This attitude has been shaped and reinforced by fifteen years of constantly increasing funds for Special Education. Sometime during that period the identity of Special Education changed from "services for handicapped students" to that of "services". As these "services" became increasingly available, other methods of dealing with significant learn-

ing or behavior problems were simply crowded out - bypassed by the path of least resistance. Classes originally filled with legitimately handicapped students became diluted by a flow of students who simply did not fit the regular class milieu. Any student who fell "below grade level" gradually came to be seen as a possible candidate for Special Education.

Compounding this attitude is the reluctance of a placement committee to say "no". Thus, a referral to Special Education is sometimes tantamount to placement, because the process itself often limits the options to place or not-place.

To change the status quo, attention must be focused at the source of the referral itself, where options are almost unlimited. Keeping in mind that it is easier to modify and shape than to extinguish, we know that the classroom teacher must be provided with viable alternatives to a Special Education referral. Looking at cost-effectiveness, we know that it is preferable to provide services to the *teacher* up front than to provide an excess cost program for the student downstream.

Before we can pinpoint specific changes, we must dispel a few myths, such as the belief that permission-to-evaluate automatically creates a Special Education referral. *Not true!* A student could be evaluated for *many* purposes, *one* of which is for Special Education. Permission-to-evaluate is simply what it says. The teacher has the option of having a student evaluated, with permission, to obtain information on how best to handle a learning or behavior problem. Due process becomes applicable *only* when the student is suspected of being *handicapped*, NOT simply because the teacher has run out of ideas or patience and decided to refer.

Some school systems are hamstrung by their own devices: for example, the only form for requesting an evaluation may say "Referral for Special Education" at the top, and the Permission-to-Evaluate form has a list of parents' due process rights on the back. They have essentially painted themselves into a corner with such limitations.

From the above statements, it becomes clearer what kind of flexibility is needed, and what kind of help can then be delivered at the referral source. First, the teacher needs to be able to issue a "request for assistance" short of a Special Education referral, on an appropriate form, if desired. Second, one or more persons are needed to be available to study the problem and offer remediation suggestions. Many systems are using in-school teams to fill this need, drawing upon the collective expertise of a variety of professionals, including school psychologists. The problem is dealt with *in the regular classroom*, through the regular teacher. Only after it becomes apparent that a possible handicap may be involved - one that *cannot* be remediated in the regular classroom - is the student than referred for a comprehensive psychoeducational evaluation.

The school psychologist may wonder at this point, "where do I get the time to do a non-Special Education evaluation?" There is no magic answer to this, but there is the persuasive logic than an upstream evaluation usually takes less time than a full-blown Special Education evaluation. "Do it now or do it later" is an appropriate axiom in this case. Furthermore, useful results at this stage of the problem have a cumulative effect on the teacher's confidence on handling such challenges in the future, with a net result of fewer referrals.

What about systems that have not yet embraced the concept of in-school teams? The question must be asked of them, "Who ensures that referrals to Special Education are valid?" If it is the teachers themselves, they must have regular inservice that is more than an overview of Special Education. If it is a centralized referral screening process, it must exert meaningful "quality control" over referrals, with clear indication of possible *handicap* as the essential criterion for validity.

How can a referral system be monitored? One measure of referral validity is the percentage of referrals eventually placed in Special Education. The fact that over-identification has occurred statewide, though, tends to reduce our confidence in such a statistic. A more useful set of data is generated through documenting alternative strategies attempted in the regular classroom, with

professional judgment attesting to the soundness of the strategies employed. Under this type of scrutiny, problems that are legitimately beyond the scope of regular classroom intervention become apparent.

It is this type of behavioral inquiry that calls for skills possessed by the school psychologist. Before this process can become a reality, though, other skills of communication and persistence will be needed in order to convince persons at all levels of the school system that students and teachers are better served in such a fashion. The light at the end of the tunnel is one of our own making. The time to point it out is before the start of the next school year.

(Reprinted from the June, 1984 issue of **Dialogue**, the newsletter for the Georgia Association of School Psychologists.)

INNOVATIVE SERVICES IN THE SCHOOLS

Lee Tucker

(Editor's Note: The following article is reprinted from the 1984 Spring issue of The Ohio School Psychologist and provides an example of how one school psychologist was able to expand his role beyond assessment.)

Interview with John Tallman-Toledo Public Schools

John Tallman is a school psychologist with the Toledo Public School system, a large urban system with a student enrollment of approximately 45,000. John is assigned to both elementary and secondary schools. The district employs 20 staff psychologists. Please note that the following is meant to be an example of how one school psychologist works to influence his role. No attempt is being made to pre-

sent "the" way to do so; individual circumstances and personalities obviously preclude this.

1. A common view seems to be that doing more than testing in a large school system is very difficult. How do you go about providing non-traditional services in the face of pressures for individual child studies?

I use as a model the procedure advocated by Havelock, which was a major thrust of my master's degree program at Bowling Green State University. It's a guide to implementing innovations within an educational setting. I've taken ideas from this model and integrated them into my own thinking about my role in a way that fits for me.

2. I understand that as part of your approach to service delivery you survey your schools to see what they want from you.

Yes, it's called "needs assessment" and is part of the Havelock model, but that comes later. It's very important to lay the initial groundwork. I believe that it is important to first work toward modifying educators' perceptions of what I have to offer; in this way I am able to influence the types of requests for services that appear later on the needs assessment. The intent here is not to be deceptive. Rather, I am aware that I have skills in certain non-traditional areas that might be helpful to the consumers of my services; in other areas I don't have as much expertise. I believe I can be most effective by providing services I am competent to provide. Hence, it's crucial that I spend enough time in Stage One of the Havelock model, where the emphasis is on relationship building.

3. I'm not sure how you use this to affect educators' perceptions of what you're able to do.

I find out what the minimum expectations are in a building and work to meet them. I use the building norm as my "foot in the door." For instance, if the number of assessments is traditionally high it's critical that they continue to be done. The question is, how do I give them what they're used to and also help them want new services? The answer is in doing very careful follow-up on individual assessment cases. This gives me an opportunity to discuss children and ideas with teachers. We talk about various ways to deal with certain kids in the classroom, and in this way I give them more than they're used to getting. I'm modeling an example of the kind of new services I want to provide, and at the same time I'm muddying their perceptions of what a school

psychologist's role is. This is important because they've often been led in the past to expect primarily testing. It's also necessary at first to select appropriate cases for doing such follow-up demonstrations, then expand the approach later.

Another way of building a solid relationship with teachers and administrators and influencing how they see me that I like to use is being very visible in the building. I'm predictable, and for me that means being on a schedule. I'm in the building on the days I say I will be and they can count on the appointments I make with them. I don't leave the school for lunch. I brown-bag it and eat with the teachers. In this way I use lunch as another time to discuss ideas, because you can bet they'll talk about kids. It's a chance to convey information I want to convey and thus perhaps change how they perceive a child. I respond to their expressed needs and introduce new ideas through informal conversation. Also, it's a time to observe and assess the school's informal power structure. I look for who listens to whom, who the gatekeepers are (these are critical people in the information chain, like the most respected teachers), who the resisters tend to be, and who feels burned out. Facing 30 kids each day is a really stressful job! I also look for who dislikes school psychologists; there are clearly teachers who see us as overpaid and underworked. This kind of information is critical if you want to get some things changed and implement novel services. I use it to help me focus my initial efforts at case follow-up on certain teachers, teachers who are leaders, who are respected by their peers. I look for teachers who seem cooperative also. Once they receive the extra services they tend to share their reactions with colleagues; they become internal public relations agents for me.

I've also learned that in building relationships it's important to make immediate contact with the kindergarten teachers. They tend to give a positive reception and are enthusiastic. Often they express surprise at my willingness to deal with kids and issues without a formal referral. My approach here also reflects my own values. I believe in the importance of early identification and intervention, so I make sure to spend time in the kindergarten classes.

I start work in September, and it usually takes until November to implement Stage One as I've described it. It's only at this point that I do the needs assessment you asked about, only after teachers start to ask for and about the informal services. By this point they're aware that the services exist, and they see that the follow-up is delivered in the context of competent traditional assessment services. "Consultation" may mean something entirely different to them until I demonstrate how I do it, so I don't come in talking about being a consultant. About this time, positive comments also start to surface, and I don't just say "thank you." Instead I tell them that that's how I prefer to operate, and I discuss implications of my approach, like the time it takes. I'm up front with the fact that the informal follow-up will mean testing fewer children this year, and that we may even not get some cases closed. I also talk about how the services are important because not every child referred to me will get special education services. Those days are gone. I stress how we'll continue to work together with kids this year.

4. When you get to this point, how do you go about performing the needs assessment?

Here I go through formal channels, the building committee and administration. The first step is to construct a very simple

survey to present to the entire school staff. This is introduced in a situation such as a teacher's meeting, so I can respond to follow-up questions. I also take the opportunity to point out that learning the kinds of services they want is something that's very important for me. One of my values is responding to the consumers of my "services" and I let them know that. On another level, terms like "services" and "consumers" communicates that I've got something to offer them, and that helps. I'm also clear with them at this time that there are certain things that I'm required by law to do, and that these requirements will always have to be balanced with their requests for more innovative services. Anyway, the survey is essentially an open-ended question, e.g., "Imagine the school psychologist in your school was providing services that **you** saw as being extremely helpful to teachers, students and parents. What would those services be? (please be as specific as possible)." Getting as high a response rate as I can is important.

5. What kinds of services are usually described?

Common responses I've received include the following: Counseling individual students with concerns they have; Counseling children in small groups; Follow-up on children who've undergone individual assessment; Psychological assessment (standard MFA's); Classroom observations with suggestions for the teacher on how to better meet student needs; Faster turn-around on referrals; Publishing a newsletter; Discussing with teachers ideas on how to deal with students' academic problems not involving special education; Same as above with regard to emotional difficulties like shyness or acting out.

Requests like the last one are not, in my experience, made in the context of removing the child from the classroom. The list is obviously affected by the informal services I've been providing in Stage One, and that's what I want. Usually consultative services with teachers and individual counseling rank around one or two. Individual assessment frequently ranks four or five.

The second step in needs assessment is to take all the responses from round one compile them on a checksheet that says something like "On November 6 I asked you to respond and here are the responses of the entire faculty. Please check every service you think is important, then circle the three most important services." This gives me a list of the building's priorities. I score one point for each check, and three points for every circle. I then compile a brief summery report and tell the faculty the rank orders, as well as how the items were rated. The end result is a set of objective data, a mandate really, for providing those services. It's great if your priority as a school psychologist is to provide the services requested by your consumers; if this doesn't fit for you philosophically, it's best to omit the needs assessment. Now, providing requested services doesn't equate with doing whatever the staff asks. I may need to educate them as to what's available or important, and that gets back to the relationship-building stage. That part is an on-going process really, not a single event. It doesn't end in November.

6. OK, so you've got you—information. What do you do next?

Meet with the building committee and principal to discuss the expressed priorities. I approach it with them as a modification of the traditional role. We look at the five highest priorities and the aspect I stress heavily with them is the

time involved in the various services. This is done in the context of my availability to that particular school. I clarify the large amount of time involved in individual assessment, and note that this often doubles for more difficult cases. I present the time involved in services like one-to-one counseling, that it takes longer than 15-20 minutes. A result of this time emphasis is that demands for rapid turnover on multifactored assessments tend to decrease, and the desire for non-traditional services increases even further.

7. It would be helpful to know some of the problems you encounter with this approach to service delivery.

Well, first of all let me emphasize again that if you've done your groundwork appropriately—the relationship building stage—you'll get the requests for non-traditional services. Now, if you don't deliver on the faculty's priorities as established in the needs assessment you'll definitely cut your own throat. That's not to say that there aren't times when I have to communicate that I'm having problems with my schedule, such as the 90-day clock on suspected handicapping conditions. The important thing is to let people know what's happening so that you aren't perceived as simply not doing what you said you'd do.

Another problem inherent in this orientation is that it takes more time than just doing assessment. I take work home more often this way.

8. How about if your suggestions to teachers don't work?

I don't try to come across as the expert, and I don't lay all my cards on one intervention. My suggestions are process oriented. I say things like, "Let's try this and see what happens." I'm definitely a team member. I learned early in this profession that I'd get a lot farther

with teachers by adopting a team mentality. Both the teachers I work with and I have valuable perspectives, and both are considered when we work together. Consultation for me is an interaction; we get together and decide what to do. If an agreed upon intervention doesn't work we'll try again. Sure there are times when a teacher and I disagree. But to me a good school psychologist is an influencer in relationships. My approach is "this is my perspective and here's how I see yours, and here's why I disagree." It's important to legitimize their point of view without compromising my own principles or necessarily going along with what they want. Not only does this tend to defuse their anger, but for someone to say they disagree without being hostile is perhaps a new experience for them. If they're ever going to hear my point of view I have to first demonstrate that I can hear them. The counseling skills become very important.

9. Since Toledo has an assessment quota, doesn't doing fewer assessments pose a problem?

The results of the needs assessment carry a lot of weight with my supervisors. It's a very concrete way of demonstrating the importance of doing more than testing. The teachers and principals have been very supportive of me.

10. What kind of feedback have you received as to your approach?

The reactions of teachers and administrators have been quite positive. I've had letters from entire faculties asking that I return the following year, and principals have also been encouraging, both verbally and in writing. For a group of union members to request the return of a management person, one whom they can't run over, is pretty unusual I think. There have been a lot of positive reactions, probably more positive than negative. I guess

a crucial factor in deciding whether to use this approach is the risks one wants to take, which are based on one's philosophical commitments to the job. One's values affect the prices one is willing to pay. In addition to being congruent with my values the job is also more interesting to me this way. It's more fulfilling. I see a lot of positive results from the non-traditional services as well as from the individual assessments I do in this context.

Fairchild, T.N. School psychological services: An empirical comparison of two models. **Psychology in the Schools**, April 1976, 13 (2), 156-162.

Hughes, J.N. Consistency of administrators' and psychologists' actual and ideal perceptions of school psychologists' activities. **Psychology in the Schools**, April 1979, 16 (2) 234-239.

Ohio School Psychologists Association, Public Relations Committee. **Get out of the Testing Rut: A Manual of Inservice Programs Designed to Expand the Non-Testing Role of the School Psychologist**, 1981.

Roberts, R.D. Perceptions of actual and desired role functions of school psychologists by psychologists and teachers. **Psychology in the Schools**, 1970, 7 (2) 175-178.

Waters, L.G. School psychologists as perceived by school personnel: Support for a consultant model. **Journal of School Psychology**, 1973, 11 (1), 40-46.

MINUTES OF THE JUNE 11, 1984 EXECUTIVE COUNCIL MEETING

Pat McGinty, Secretary

The Executive Council of KAPS met at the Fort Wright School in Northern Kentucky on June 11, 1984. Bob Illback called the meeting to order at 5:40 p.m. The following Executive Board members were present: Bob Illback, Joe Zins, Bobbie Burcham, Charlene Ponti, Alan Kite, Bill Knauf, Ronda Talley, Marcia McEvoy, Peggy Harrell, Beth Doll, Randy Kamphaus, John MacDonald and Pat McGinty.

OFFICER AND COMMITTEE REPORTS

TREASURER: Alan Kite presented a Treasury update which indicated that the program committee made a profit of \$293.00 on the computer workshop.

LEGISLATIVE COMMITTEE: Beth Doll has identified unit funding as a major area of concern and proposes to draft a position paper regarding funding by the time of the committee's next meeting, July 13th. The Mental Health Counseling Bill was also discussed. The Legislative Committee plans to contact Pat Guthrie, President of the Kentucky Association for Counseling and Development to dialogue about our concerns.

LIAISON AND PUBLIC RELATIONS COMMITTEE: Ronda Talley related that KAPS now has a brochure. Members of the EC suggested that copies be sent to members of KAPS, parent groups and advocates, and be distributed at both the Institute in July, and the KAPS Convention in September. Ronda plans to contact political leaders to have the week of September 23-29 declared School Psychology Week in Kentucky.

PROGRAM COMMITTEE: John MacDonald reported that Jim Fouché, Assistant Superintendent, will represent the Department of Education at the Fall Convention. Charlene Ponti related that Dan Reschly will be speaking at the Convention. Workshop presenters and their topics are as follows: Marilyn Kapel, Bellarmine College: Reading problems; Mike Forcade, University of Cincinnati: Low-incidence assessment; and Mike Curtis, University of Cincinnati: Consultation. KAPS will pay mileage for these speakers in addition to covering their fee for presenting. The EC decided to raise the convention fee to \$30 for members, \$35 for non-members, and \$15 for full-time students or for Saturday only. This year there will be a buffet meal for the banquet.

MEMBERSHIP: Bobbie distributed the new stationary to all EC Members. She reported that KAPS now has 115 members (including 8 new members for 1984-85). There was some discussion of raising KAPS dues. EC members feel that the membership committee should prepare some information for distribution at the General Business Meeting at the Fall Convention in anticipation of a dues increase for 1985-86 since the members must have a chance to vote on any increase.

NASP DELEGATE: Pat McGinty has been elected Kentucky delegate to NASP. Joe Zins was elected Southeast Director for NASP.

NASP. Kentucky now has 98 members in NASP.

NEWSLETTER: The newsletter is currently being mailed to the membership, other state newsletter editors, some legislators, and members of the Department of Education.

ETHICS AND PROFESSIONAL STANDARDS COMMITTEE: Peggy Harrell distributed copies of the KAPS Code of Ethics and reviewed proposed changes. The EC unanimously voted to adopt the Code with the recommended changes. Copies are to be distributed to the membership. Peggy plans to have an ethical issues program at the KAPS Fall Convention.

PRESIDENT: Bob Illback recommended

that the EC consider a systematic and comprehensive review of the By-laws. He suggested that KAPS might want to consider having a President-elect, with a one-year term for President and an alternate election for Secretary and Treasurer. Proposed revisions are to be drafted in time to be presented during the General Business Meeting at the Fall Convention. Bob reported that 56 KAPS members have also enrolled as members of KASA, and KAPS has been accepted by the Board as an affiliate. Bob was chosen by the EC to represent KAPS on the Executive Committee of KASA. Bob has recommended Beth Doll and Pat McGinty to serve on the Council on Teacher Education.

The meeting was adjourned at 8:20 p.m.



PROGRAM COMMITTEE REPORT

Charlene Ponti

John MacDonald

Since the Spring newsletter, the program committee has been busy arranging two workshops. The first was a full day program on **Microcomputer Applications in School Psychology** presented by John Hanna and Bob Illback of Fort Knox Schools. The workshop was well-attended and quite enlightening in regard to the use of word processing, personal filing, and data management systems, as well as informative about available psychological software.

The first annual Summer School Psychology Institute, co-sponsored by KAPS and Eastern Kentucky University, was held on July 13 and 14 in Richmond. Randy Kamphaus presented a program focusing on the **Interpretation of the K-ABC**. The topic of John MacDonald's workshop was **The Applications of Learning Strategies Research to Assessment**

and Intervention. The summer institute was a great success drawing people from four surrounding states (Ohio, Pennsylvania, Tennessee, and Indiana), as well as from Kentucky.

The program committee has also been busily engaged in preparations for the Third Annual KAPS Fall Convention!!! The convention will be held on Friday, September 28 and Saturday, September 29, at Eastern Kentucky University. Many stimulating workshops are being planned based upon the responses we received on the needs assessment survey which was sent out to the membership. NASP President Dan Reschly will present the keynote address at the banquet and a three hour workshop on Saturday concerning **Assessment and Intervention of Social Skill Deficits**. The three Friday workshops include: (1) **Strategies and Techniques for**

Low Incidence Assessment by Dr. Michael Forcade; (2) **Consultation: Working with Difficult Situations** by Dr. Michael Curtis; and (3) **Assessment and Remediation of Reading Difficulties** by Dr. Marilyn Kapel. There will also be an opportunity to relax and socialize at the infamous KAPS hospitality gathering to be held on Friday evening after the banquet!

By now you should have received the call for papers in the mail. We hope that many of you will submit proposals so that KAPS will be able to maintain its usual high level of convention participation again this year. Mark your calendars now!! Plan to attend and meet other professionals, share ideas, enhance your skills, and have an enjoyable time!



MEMBERSHIP REPORT

Bobbie Burcham

The fall membership drive is now underway. Please complete the enclosed membership application TODAY or by September 15th and return it to me. You will notice the dues have not increased. If you know of other individuals interested in joining KAPS who are not currently involved in the organization, please include their name and address on your application and they will be contacted. Thanks for your continued support.

ETHICS COMMITTEE REPORT

Peggy Harrell

The KAPS Code of Ethics was formally adopted by the Executive Committee on June 11, 1984. Upon renewal of membership, KAPS members will be mailed a copy of the Ethics Code. Anyone wishing to receive a copy immediately can write to:

Peggy Harrell
3400 Merrick Drive #546
Lexington, KY 40502

The Ethics Committee is now beginning to develop a complaint procedure for violation of ethical standards. They also will continue to serve as a resource to members of KAPS who have questions relating to ethics.

CONTINUING PROFESSIONAL DEVELOPMENT COMMITTEE REPORT

Teesue Fields

The CPD Committee is getting ready for a new review session to be held the end of August. All CPD participants have been requested to have activity forms and documentation in by August 15. Those who have earned at least three CPD credits will receive their certificate at the KAPS banquet on September 28. Judging by our April review, KAPS members have

been very busy and we are looking forward to giving out a large number of certificates.

The Committee would like to have still more participants in the CPD program. KAPS members can join at the convention, or if you want information sooner, just write to me for an application and a copy of the guidelines.



LOUISVILLE AREA NEWS

Teesue Fields

Spalding University had three students finish the school psychology certification program in May. KAPS Member Joe White received his specialist degree and was named winner of the Sister Agnes Lucille Raley Award as the outstanding graduate student in the department of psychology. Joe has been working for the Kentucky Department of Human Resources in the special needs adoption program.

KAPS members Bob Illback and Ronda Talley will be teaching courses in the

School Psychology program at Spalding in the fall. Bob will also teach in the Psy.D. program in Counseling-Clinical Psychology.

Congratulations to new NASP state delegate Pat McGinty! Pat is a school psychologist with Jefferson County Public Schools, is working on her dissertation at the University of Kentucky and is coordinator of the Louisville Area School Psychological Association.