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President's Column

Bob Illback

The beginning of each school year is a time of great expectations as new goals are formulated and energies are rekindled. I would like to take this opportunity to reflect for a moment on where we've been and where we can go as an organization. Not too long ago, we were a relatively small organization with innumerable obstacles to overcome if we were ever going to achieve our goal of establishing school psychology as a viable profession within Kentucky. Very few people had ever heard of KAPS, and most educators were unaware of the broad range of services a school psychologist/psychometrist could provide. Most notably, we had very limited experience in the legislative (social and political influence) arena.

Over the past few years as we have matured, many of these obstacles have been overcome. Presently, we are a medium-sized organization of about 150 members. Through a number of public relations initiatives, such as the School Psychological Services Handbook, we have become much more visible as an educational profession within Kentucky. Also, we have become much more viable through our affiliation with the Kentucky Association of School Administrators, our active legislative program, our testimony on a broad range of educational and psychological issues, and similar involvements. Most importantly, we have remained an organization steadfastly committed to professionalism and the promulgation of high standards for practice, as exemplified by our various workshop programs, our newsletter, our CPD program, and the like.

There are a number of issues which we will need to confront in the coming year. For one, the Council on Teacher Certification and Education will be reviewing new regulations to establish a nine credit hour training program for school counselors to administer intellectual/psychological evaluations. We have taken a strong position against such an approach. Unfortunately, this position brings us into conflict with some school counselors. Working with the Kentucky Association for Counseling and Development, we

need to find ways to resolve this situation to the mutual satisfaction of both groups, and most importantly, to assure high quality services to children. The new KACD President, Dr. Richard Hazler, has asked that we create a KACD/KAPS committee for this purpose, and I think this will be an important first step.

Also, the Legislative Committee has completed its work on a paper which documents the current state of school psychological services in Kentucky, and which proposes an experimental funding program. I am certain you will be hearing more about this in the near future. Another important legislative issue may be the revisions to KRS 319 proposed by KPA. The legislative committee has been communicating with Dr. Sheila Schuster, President of KPA, about some concerns we have.

A further challenge for KAPS will be to continue to build on the momentum we have established in articulating to educators, legislators, and others the importance of quality school psychological services. We must continue to build bridges and coalitions in order to create opportunities to accomplish this. A final challenge relates to the need to continue to grow as professionals through organizational functions. By interacting with one another through KAPS, encountering new ideas and developing new skills, we increase our capacity to be effective and thereby enhance the profession as a whole.

As my term as President draws to a close, I'd like to express my appreciation to all of the hard-working folks who have been involved with various projects and committees over the past two years. I am especially indebted to the members of the Executive Committee who have worked so tirelessly to make things happen. We have some extremely talented people in KAPS, and I am hopeful that even more of the membership will be involved in KAPS business over the coming months.

Have a good year!

Editor's Comments

Marcia Mc Evoy

The editorial staff of the **KAPS Review** would like to welcome the membership back for another stimulating and rewarding school year. We hope everyone has had a relaxing summer and feels ready to start the year with renewed energy and enthusiasm.

The last issue of the **KAPS Review** (Spring, 1985) presented a thematic content with articles addressing some of the conceptual, statistical, and practical problems underlying the use of an LD discrepancy formula for identifying students as eligible for special education services. These articles were timely given Kentucky's decision to use a discrepancy formula as part of the process in identifying learning disabled students.

The goal of the Office of Education for Exceptional Children has been to develop and implement a statewide set of procedures which would attempt to produce consistency in the numbers and types of children identified in every district within the state. However, although the formula appears to be a fiscal and administrative solution to the increasingly larger numbers of children being referred for school-related difficulties, the problem of children being disenfranchised from service once the regulations go into effect remains to be addressed.

In partial response to this concern, the OEEC has included in the model the systematic implementation

of prereferral interventions in the regular classroom as the first step in the referral process. Research has indicated that the implementation of classroom interventions before a child is formally referred for testing has substantially decreased the number of children subsequently assessed and placed in special education programs. However, if this is to realistically occur, it will be necessary to obtain administrative sanction and support for school psychologists to spend more time engaged in consultation and inservice activities with staff members so that effective interventions can be developed. Obtaining this sanction and the release time from other responsibilities to provide these services has been troublesome, particularly in districts where school psychologists are expected to test upwards of 200 children a year.

One of the goals for the newsletter this year is to keep the membership informed of any new developments in the guidelines for identifying children as learning disabled. We are encouraging members of KAPS and other interested professionals to use the newsletter as a forum for sharing/addressing concerns about the new model. We hope to hear from you!

NASP DELEGATE REPORT

Pat McGinty

The new NASP officers have been chosen. Alex Thomas is President-Elect, Pat Howard is Southeastern Director, and Joe Zins is Secretary. Way to go, Joe!

Please don't forget that membership renewal is due. Even though Kentucky has fewer school psychologists than many states, more than 80 percent of them are members of NASP. With the growth in KAPS membership this past year, Kentucky is likely to have well over 100 members in NASP for the 1985-86 year.

Those who have NASP Professional Liability insurance have received notice of a significant rate in-

crease with exclusion of private practice coverage. While NASP intends to negotiate reasonable private practice coverage in the future, it is suggested that anyone desiring such coverage now might consider contacting the St. Paul Fire and Marine Insurance Company for a relatively low rate.

Let me hear from you if you are interested in being considered for the proposed state advisory board that I mentioned in the last issue of the Review. I am planning on a meeting at the KAPS Fall Convention. If you have any further questions, please write or call.

NASP POSITION STATEMENT

Editor's note: The following position statement, drafted by the National Association of School Psychologists (NASP) Task Force on Advocacy and Child Service Delivery Systems, has been unanimously adopted by the NASP Delegate Assembly on April 11, 1985 at the Annual Convention in Las Vegas, Nevada. It has also been adopted by the Executive Boards of the State School Psychology Associations in New Jersey, North Carolina, Florida and Louisiana.

P.L. 94-142 (The Education for All Handicapped Children Act) has achieved major goals in serving handicapped children, many of whom had been previously excluded from appropriate educational programs. Since its enactment in 1975, all handicapped children have been guaranteed a free and appropriate education, the right to due process, and individualization of program according to need. We strongly support continuation of legislation which has mandated these guarantees.

We also recognize that serious problems have been encountered as school districts strive to meet these mandates and that quality education is still an elusive goal. Some of these problems reflect difficulties within special education; others appear to be special education issues but have their origins in the regular education system.

One major set of problems involves reverse sides of the issue of access to appropriate education: (1) On the one hand, access to special education must be assured for all significantly handicapped children who need and can benefit from it. (2) Conversely, children are being inappropriately diagnosed as handicapped and placed in special education because of: (a) a lack of regular education options designed to meet the needs of children with diverse learning styles, (b) a lack of understanding, at times, of diverse cultural and linguistic backgrounds, and (c) inadequate measurement technologies which focus on labels for placement rather than providing information for program development.

It is not a benign action to label as "handicapped" children who are low achievers but are not, in fact, handicapped, even when this is done in order to provide them with services unavailable in general services for children. This is an unfortunate result of categorical models which attach funding to classifications. Other problems originating in the classification system include:

- Labels that are often irrelevant to instructional needs.
- Categories, based on deficit labels, that are rather arbitrarily defined, particularly for mildly handicapped and low achieving students, but which come to be accepted as "real" and may prevent more meaningful understanding of the child's psychoeducational needs.
- Reduced expectations for children who are placed in special needs programs.
- Assessment processes aimed at determining eligibility which often deflects limited resources from the determination of functional educational needs and the development of effective psychoeducational programs.
- A decreased willingness on the part of regular education, at times bordering on abdication of responsibility, to modify curricula and programs in order to better meet the diverse needs of all children.

As increasing numbers of children are classified as handicapped and removed from regular classrooms for special instruction, there has been a dramatic reduction in the range of abilities among children who remain within the general education system. Concurrently, as national standards for excellence are being raised, the number of children at risk for school failure is growing dramatically. Without provisions to prepare students for higher expectations through effective instructional programs, many of these children may also be identified as handicapped and placed in special education. This climate, in which children are tested and labeled as failures or as handicapped in increasing numbers, creates an urgent need for reexamination and change in the system which provides access to services.

In view of these problems, and based upon the commitment to see that all children receive effective and appropriate education irrespective of race, cultural background, linguistic background, socioeconomic status, or educational need, we believe:

- All children can learn. Schools have a responsibility to teach them, and school personnel and parents should work together to assure every child a free and appropriate education in a positive social environment.
- Instructional options, based on the individual psychoeducational needs of each child, must be maximized within the general education system. Necessary support services should be provided within

general education, eliminating the need to classify children as handicapped in order to receive these services.

- Psychoeducational needs of children should be determined through a multi-dimensional, nonbiased assessment process. This must evaluate the match between the learner and his or her educational environment, assessing the compatibility of curriculum and system as they interact with the child, rather than relying on the deficit based model which places the blame for failure within the child. Referral to the assessment and placement process must always relate directly to services designed to meet psychoeducational needs.

- In addition to maintaining current protections for handicapped children, protections and safeguards must be developed to assure the rights of children who are at risk for school failure and require services while remaining in general education without classification as handicapped.

We propose a new national initiative to meet the educational needs of all children:

We propose the development and piloting of alternatives to the current categorical system. This requires reevaluation of funding mechanisms, and advocacy for policy and funding waivers needed for the piloting of alternative service delivery models. It also requires the development of increased support systems and extensive retraining of all school personnel to enable them to work effectively with a broad range of children with special needs within the regular education system. This initiative will encourage greater independence for children by enabling them to function within the broadest possible environment, and independence for school personnel by providing them with training and supports so they can help a wide range of children.

The types and extent of change we are suggesting should be made cautiously. Targeted funds intended for children with moderate and severe handicapping conditions must be protected. Similarly, resources for children who are not handicapped, but who experience learning difficulties, must be protected even though these children are served within general education. We need to assure that no child is put at risk for loss of services while the change process is occurring.

Our task is to reduce the rigidities of the current system without taking away the protections offered by P.L. 94-142. All experimentation and research

must take place within a framework of maximum protection for children. It is highly likely that this may require the development of temporary parallel systems-the traditional system of classification and placement under P.L. 94-142, and a system of experimental programs, primarily within general education-until satisfactory models can be developed which meet the requirements of accountability, due process, and protection of students' and parents' rights, and provide funding for students in need of services. In addition, while these recommended modifications might reduce the risk of misclassification due to cultural or linguistic differences, we caution that these issues must continue to be monitored and discussed during the transition period and beyond.

Because of the complexity of these issues, the generation of effective solutions will require a national effort of interested persons and organizations which we hope to generate through this task force. We will actively work toward the collaboration of a wide variety of individuals and organizations, joining together to develop a strong base of knowledge, research, and experience in order to establish new frameworks and conceptualizations on which to base decisions, design feasible service delivery options, advocate for policy and funding changes needed to implement these alternatives, and coordinate efforts and share information for positive changes. We invite you to join with us.

Issues in Rural School Psychology Service Delivery: Towards Some Possible Solutions

John MacDonald
Eastern Kentucky University

Rural issues affect a large number of school psychologists: of Smith's (1984) national sample of school psychologists, for example, 27% described themselves as serving rural areas. A similar proportion (22%) of students find themselves enrolled in schools having less than 2500 total enrollment. The majority of school districts themselves are rural: 53% enroll fewer than 1000, 75% enroll fewer than 2500 (National Center for Educational Statistics, 1985).

However, almost all school psychology training programs and early child study clinics were located in urban areas (Fagan, 1985), so that the first service models in school psychology to emerge were developed to fit urban environments. Although the number of rural districts declined drastically between 1940 and 1970, P.L. 94-142 created increased demands for psychological services from rural districts and a new interest in rural service delivery within school psychology. In the last eight years there have developed special interest groups within NASP and AERA, a professional organization for rural special educators (ACRES), several occasional and perennial conferences, and at least two research and development centers on rural service delivery (at Western Washington University and Indiana University). As with any new interest area, work initially has focused on descriptions of problems and promising practices. It may have appeared to onlookers that everyone talks about rural problems but few prescribe solutions. The main goal of the Summer Institute workshop on rural school psychology was to provide a model which described service options available to school psychologists and varying environments in which services are delivered, and some experience in meshing service options with service environments. A second goal was to test these models as presented against the rural experiences of participants, and to revise features of the models as needed.

The most frequent problems reported by rural school psychologists involve transportation time; professional, cultural, and recreational isolation; providing services to many school districts and communities, each with different cultures and service experiences; lack of privacy and anonymity in rural communities; difficulty in maintaining confidentiality; being drawn into a generalist role (and being called on to perform psychological service roles for which one is ill-prepared); a reluctance among many rural residents to make a referral unless they personally know the service provider; and a mistrust or exclusion of "outsiders". These problems can be divided into problems related to the **task** of providing service (isolation from professional consultation, time management, transportation problems) and **affective** aspects of working in rural environments (isolation from social contact with peer professionals, cultural isolation, lack of privacy). Of course, these two groups of factors interact (exclusion of outsiders can make one personally uncomfortable as well as interfere with task effec-

tiveness), but separating them is useful for generating strategies to resolve problems. The affective aspects of rural service may be especially important in retaining staff in rural settings.

Task factors are divided into two domains: service delivery options and service environments. Within school psychology, service options include choosing service **targets** (persons, skills, behaviors, settings, and system levels--individual through community system levels--which can be chosen as targets for change), service **agents** (parents, teachers, peers, child, psychologist, paraprofessionals, etc.), the **content** and **process** of service (specific tests and interventions used, for example), the **mode** of service (personal vs. remote; interactive vs. one-way), and the **timing** of service (proactive or reactive). All of these service options need to be considered at each phase of service delivery from problem identification through the evaluation of a plan's effectiveness. These options are not unique to rural areas.

Service delivery does not take place in a vacuum, however. The service delivery environment is the second task factor. The environment contains a number of human and non-human resources, controls, demands, and other conditions which create service opportunities as well as constrain service options. Although occasionally under control of the school psychologist, most often the environment cannot be directly controlled and effective service delivery depends on successfully matching service options to environmental conditions. School psychology has a rich history of service options, options which are frequently under-utilized in practice. For example, within the option of **service agent** the most common option is either the psychologist (direct service) or the teacher (consultation, in-service education) as agents. Yet successful uses of peer tutoring, self-monitoring, parent consultation, peer counseling, and paraprofessional counseling have been reported and these alternative agents can stretch scarce human and financial resources as well as have indirect benefits. The use of retired persons as aides in an Indian cultural education program in one Minnesota district, for example, resulted in greater participation by the retirees in other school programs and greater community support (McLeskey, Huebner, & Cummings, 1984). Even when alternative service agents are used, it is most frequently during the plan implementation (intervention) phase of service. Relatively unexplored are the uses of alternative agents during problem iden-

tification (referral), problem analysis (assessment), and plan design phases.

The service delivery model just presented is based on service to single cases. But few psychologists serve a single case at a time. Services to multiple cases require efficient scheduling, combining services when possible, and efficient use of on-site human resources. Several time management techniques for school psychologists were reviewed in the workshop. Combining services depends on other service considerations. The service model presented above is referenced to the psychologist's service planning. There are also a number of alternative reference points for service delivery. Models using the child as reference point for special education service (the Deno (1970) and Reynolds (1962) "cascade" models, for example) and for the organization of the educational service system (local district, cooperative, etc.: see Kirmer, Lockwood, Mickler, & Sweeney, 1984, Helge, 1984) currently exist. The psychologist needs to be aware of these service models as they represent aspects of the service delivery environment, and service options need to be matched to them.

The affective problems encountered by school psychologists are not as easy to conceptualize. A good deal of time during the workshop was devoted to brainstorming possible solutions to a wide range of problems including developing social support and professional support networks, becoming involved in community activities beyond the school including activities which are likely to make the psychologist appear less "foreign", taking advantage of the wider personal availability of cultural entertainment, arranging leave time to travel to other environments, and taking an intellectual interest in the variety of school cultures encountered.

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CLINICAL (SCHOOL) PSYCHOLOGY — NINETY YEARS AGO

John MacDonald
Eastern Kentucky University

Who was Lightner Witmer? That was my initial thought when as a graduate student I heard presentations or encountered articles by Witmer Award winners. When I found out that the Witmer Award is given to researchers who make great contributions, it struck me as ironic that the recipients were more well-known to me than Witmer was. Later, through Tom Fagan, Joe French and others who made presentations at NASP on the history of school psychology (Cohen et al., 1984), I learned that Witmer is thought to have been the first school psychologist when he set up the first child study clinic and training program in 1896 at The University of Pennsylvania. My curiosity was raised about what the first school psychology trainer's thoughts were about such fundamental issues as assessment and intervention processes. As I was getting a lecture on historical perspectives ready for a seminar in school psychology, I found a complete set of **The Psychological Clinic**, Witmer's journal, in

KENTUCKY COUNCIL FOR EXCEPTIONAL CHILDREN

CALL FOR PAPERS AND PROGRAM SUGGESTIONS

1986 Annual Conference

March 21, 22, 1986

The Galt House, Louisville, Kentucky

The Kentucky CEC Program Committee announces the call for papers and suggestions for the program of the 1986 Annual Conference. Individuals wishing to present papers or to make suggestions for program sessions or other conference features are invited to submit these contributions and suggestions to Dr. Don Cross, 229 Taylor Building, University of Kentucky, Lexington, Kentucky 40506.

Proposals submitted for consideration must be postmarked no later than November 15, 1985. Notice of acceptance or rejection will be made before January 31, 1986.

Presenter:

_____	_____	Position	_____
Name			
Business Address	_____	City	State
			Zip Code
Telephone-Business	_____		
Co-Presenter:	Home		

Business Address _____ City _____ State _____ Zip Code _____
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Title of Presentation _____
(If more than two presenters, please submit additional name and information attached to this form.)

Length of Presentation: _____ 1 hour _____ 1 1/2 hours _____ 2 hours _____ Other _____
If other, specify _____
Audiovisuals needed: _____ Overhead _____ Screen _____ Cassette Tape Recorder _____
_____ 16 mm Projector _____ Filmstrip Projector _____

//////////////////////////////////// (Other Audiovisuals are the responsibility of the presenter.)
/ Please attach a Summary of Presentation (approximately 250-300 words) and a brief Abstract of the Presentation //
/ (approximately 50 words). See Example of abstract on other side of Call For Papers. //
////////////////////////////////////

Although conference presenters do not receive any form of reimbursement from Kentucky CEC and are responsible for their own registration, it is hoped that the expenses incurred will be offset by the many benefits of participation in such an important training event.

***NOTE: All proposals must be accompanied by TWO self-addressed, stamped envelopes.
SEND TO: Dr. Don Cross, 229 Taylor Building, University of Kentucky, Lexington, Kentucky 40506

the University of Kentucky library. I was not disappointed. Witmer had some remarkably modern ideas.

In the first article of the journal, Witmer introduces a new term: Clinical Psychology. The reasons for creating this new field involved the need for a bridge between science and practice:

The school room, the juvenile court, and the streets are a larger laboratory of psychology. An abundance of material for scientific study fails to be utilized, because the interest of psychologists is elsewhere engaged, and those in constant touch with the actual phenomena do not possess the training necessary to make their experiences and observations of scientific value. (Witmer, 1906, p.7)

Perhaps not surprisingly, the majority of the first clinical psychologists Witmer trained were those in "constant touch with the phenomena"--primarily school teachers. He believed teachers already had specific abilities which would make them effective in using the "clinical method"--a method which bears striking similarity to the test-teach-test process assessment methods currently enjoying favor (Hutson & Niles, 1974, Feuerstein, 1979, Kratochwill & Severson, 1977):

It is not **what the child is**, but **what he should be taught**, which occupies the center of [the teacher's] attention. Pedagogy is primarily devoted to mass instruction, that is, teaching the subjects of the curriculum to classes of children without reference to the individual differences presented by members of the class. The clinical psychologist is interested primarily in the individual child ... [and] examines a child with a single definite object in view,--the next step in the child's mental and physical development. It is here that the relation between science and practice becomes worthy of discrimination. ...The purpose of the clinical psychologist is to discover the relation between cause and effect in applying the various pedagogical remedies to a child who is suffering from general or special retardation. (Witmer, 1906, p.9)

Also noteworthy is Witmer's advocacy that clinical (school) psychology be available to all students, not just those in special education:

I would not have it thought that the method of clinical psychology is limited necessarily to mentally and morally retarded children. These children are not, properly speaking, abnormal, nor is the condition of many of them to be designated as in any way pathological. They deviate from the average of children only in being in the lower stage of individual development. Clinical psychology therefore does not exclude from consideration other types of children that deviate from the average--for example, the precocious child and the genius. Indeed the clinical method is applicable even to the so-called normal child. For the methods of clinical psychology are necessarily invoked whenever the status of an individual mind is determined by observation and experiment and pedagogical treatment applied to effect a change, i.e., the development of such individual mind. (Witmer, 1906, p.9)

Whenever I present a historical session in my classes, my goals are that students get an understanding of where present institutions and practices come from, and that they will learn about the accomplishments and mistakes of their predecessors so that they can avoid the same mistakes. But with Witmer, we're stumped. Many of his ideas did catch on: by 1935, there were over 80 Child Study Clinics in 26 states based on Witmer's model. As chair of the Clinical Section of APA, he advocated the scientist-practitioner model of training and advocated doctoral-level entry (suggesting that those with Masters degrees be called "psychological associates") (Witmer, 1936). But we think of "clinical teaching" or the "clinical method" as a relatively new idea, or at best, as an idea that Piaget originated in the 1920's. Witmer is all but forgotten today, but for the Division 16 award, and occasional mentions of the establishment of the first child clinic in school psychology and child clinical texts. Why have Witmer's ideas about the clinical method been forgotten? Why has school psychology so rarely been as associated with regular education as with special education, despite such an early plea for a general service school psychology? Did he associate with the wrong people? (G. Stanley Hall was a strong supporter of the child study movement and Witmer's ideas, but was himself unpopular because of his con-

servativism and personal attacks on James, Munsterberg, and others (Ross, 1972). It's tempting to think that knowing something about the history of Witmer's advocacy of these ideas could help with school psychology's current advocacies. Are there any history buffs out there with some answers or who are interested in exploring? I will continue to explore what happened to Witmer's ideas, and am hoping to present a sequel.

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COMMITTEE REPORTS

MINUTES OF THE JUNE 17, 1985 EXECUTIVE COUNCIL MEETING

Pat McGinty

The Executive Council of KAPS met at KASA headquarters in Frankfort, Kentucky. Bob Illback called the meeting to order at 5:50 p.m. The following Executive Council members were present: Bob Illback, Marcia McEvoy, John MacDonald, Randy Kamphaus, Peggy Harrell, Charlene Ponti, Cookie Cahill, Ronda Talley, Alan Kite, and Pat McGinty. Pat McGinty reviewed the minutes which had been sent to EC members and the minutes were approved as written. As the Mental Health Coalition liaison, Pat reported that Ronda Talley represented KAPS at the MHC Dinner for Legislators on May 24, and Ronda and Bob represented KAPS at the Mental Health Fair in Louisville in May. Pat reported that Kentucky has 102 NASP members, which represents more than 80 percent of those eligible to join NASP. The new special interest groups in NASP (i.e., Preschool, Social-Emotional Assessment and Intervention, and Family-School Psychology Interest Group), the changes in NASP professional liability insurance coverage and rates, and a proposal of a position paper

by the Colorado Society of School Psychologists against the use and interpretation of intelligence tests by non-psychologists were considered in the NASP delegate report.

Alan Kite reported that the treasury balance is \$2619.99. Randy Kamphaus requested \$200 to put together a legislative handbook for KAPS members. The EC voted travel reimbursement at the rate of 15 cents per mile for travel to and from EC meetings, committee meetings, or on official KAPS business. Lodging under special circumstances when on KAPS business must be approved in advance by the Treasurer. Travel to the annual convention will not be reimbursed.

Bob Illback reported the results of the state election: Ronda Talley, President-Elect and Bob Kruger, Secretary. They take office July 1, 1985. 47 members voted in this election. Results of the NASP election are as follows: Alex Thomas, President-Elect, Joe Zins, Secretary, and Pat Howard, Southeastern Regional Director. Bob reviewed the issue of

counselor testing, which will be considered at the July Board meeting of the State Board of Education. According to Margaret McClain, the Kentucky Department of Education will propose that counselors continue to receive endorsement to do IQ testing, with the provision that they have lifetime certification with 9 hours of coursework by 1987. KASA is also being asked to mediate this issue among member organization on July 2.

Bob related that there was no support from the Council on Teacher Certification for making the school psychologist certification equivalent to teacher certification as a prerequisite for administrator certification. The KAR's revisions are not likely to be completed until November. Assessment regulations are still in draft form. The LD Steering Committee will meet Tuesday, June 25, to reach a decision on a state-wide formula for determining LD and plans for implementation.

The Consultation position paper, written by John Murphy, Marcia McEvoy, and Robert Kruger, was discussed and unanimously approved by the EC. An Educational Leadership Proposal by Bob Duncan was discussed. He will provide KAPS with a workshop in exchange for our sponsorship of this Instructional Leadership Program.

Peggy Harrell reported that the Ethics Committee had meetings in February and June, working on KAPS adjudication procedures. She plans to have a draft ready by the next EC meeting and then begin reviewing procedures to investigate ethical complaints.

Ronda Talley reported that the KAPS poster is in process and will be printed in July. Pat McGinty and Randy Kamphaus volunteered to join Ronda on a joint KAPS/KPA Consumer's Guide to Psychological Services committee. Ronda shared information concerning the KASA Resolutions Committee meeting, some public service announcements, a proposed EDNEWS article, and the Kentucky Institute for Women in School Administration.

Randy Kamphaus reported that the Legislative Committee met in late April to draft the unit funding proposal which he disseminated. Since the state already spends \$310,000 for contractual services, a recommendation in this proposal is for a state-funded experimental school psychological services program. Randy requested that EC members review the proposal and forward comments to him or a member of the Legislative Committee by June 24. The EC

unanimously approved the proposal. Randy also discussed the proposal for a Legislative Action Handbook to be developed this summer at the Institute and a Convention legislative workshop to develop a legislative agenda and target bills for which to lobby. A legislator will be considered for keynote speaker at the Convention banquet. The concerns raised by EC members regarding KRS 319, the psychology licensing regulation, will be taken up with KPA. In addition, Randy submitted a report on the EKU/KAPS Summer Institute to be held July 9-10. KAPS will split profit/debts 60%-EKU and 40%-KAPS.

Charlene Ponti reported on Convention plans. The theme of the Convention will be Psycho-educational Interventions. There will be three mini-workshops, 9 presentations, and a poster session. Joe Zins was recommended to coordinate a committee to select the person to receive the KAPS Award. Ronda has contacted Pro-Ed, DLM, AGS, and PsyCorp for booths at the Convention. Kentucky and Jefferson County have approved September 15-21 as School Psychology Week. KAPS will seek a letter of approval for the Convention from Alice McDonald.

Marcia McEvoy reported that there was much material for the current issue of the newsletter. Marcia stated that there is a need for convention reporters for the fall issue and more articles from Kentucky school psychologists.

Bob Illback reported that the CPD requests EC approval to purchase self-study modules on Non-biased Assessment, School Psychology in the Classroom, and School Psychology - State of the Art, which will be available for CPD credit. The next deadline for submitting CPD materials is August 15. There will be a \$5 renewal fee. Members will be informed by letter.

There are now 143 members in KAPS. Dues will increase to \$25 in the fall. Student memberships will remain the same. Bobbie is contacting KASA for the fall membership drive.

It was decided that the next EC meeting will be held in Richmond on Thursday, September 19, at 7:30 p.m. The meeting was adjourned at 9:01 p.m.

LEGISLATIVE COMMITTEE REPORT

Randy Kamphaus and Cookie Cahill

The legislative committee met in Richmond on 7/9/85 to address a full agenda of topics. One very important issue which was discussed at length is the proposed amendment of the Kentucky Administrative Regulation related to counselors performing individual intellectual assessments (704 KAR 7:020). It will be recalled that counselors were granted authority to administer IQ tests by virtue of a policy statement issued by the State Superintendent of Public Instruction in 1976. That departmental policy was struck down by legislation passed by the 1984 General Assembly. However, the Division of Student Services revived the issue recently and asked for input from local districts and others throughout the state. Despite the concerns voiced by KAPS and other organizations and individuals, the proposed regulation was adopted by the State Board of Education on July 2, 1985. Specific components of the regulation which are of significance to KAPS members follow:

- 1) Until September 1, 1987, certified school guidance counselors who are appointed by their local school superintendent, are recognized as being qualified to administer, score, and interpret individual intellectual assessments to students in public schools. These individuals must meet specified criteria in order to be appointed, which include: A minimum of three (3) graduate hours coursework in individual intellectual assessment; supervised experience in administration, interpretation, and report writing; experience in the identification and placement of exceptional children; and a job description which includes IQ testing;

- 2) After September 1, 1987, counselors must obtain a certificate endorsement in order to continue administering and interpreting intellectual assessments. This endorsement will require completion of an approved nine-hour program in the administration, scoring, and interpretation of intellectual assessments.

The proposed regulation raises a number of important concerns. In addition to the obvious issue of level of training necessary to accurately administer, score, and interpret intellectual assessments, there also is the concern that the regulation actually may prohibit counselors from performing counseling duties, by virtue of usurping available time. KAPS members are encouraged to discuss this issue with other special services providers in their local districts and to voice their joint concerns. A public hearing to review this and

other regulations adopted by the Board at its July meeting, was scheduled on August 30, 1985 at 9:00 a.m., E.D.T., in the State Board Room, First Floor, Capital Plaza Tower, Frankfort.

Another issue which was discussed at length is KRS 319, the Kentucky Psychological Association's proposed bill for changing the psychology licensure law. KAPS' concerns regarding the bill were voiced in writing to KPA, and a response was received in August. KPA made changes in the bill which addressed the issues of school psychologist' titles and certification, demonstrating responsiveness to KAPS' concerns. The legislative committee wishes to publicly express KAPS' appreciation to KPA for the opportunity to provide input regarding this important piece of legislation.

The position paper entitled "Funding For School Psychology Services In Kentucky" has been finalized. Strategies were discussed and are being pursued relative to 'next step' on this issue. KAPS members will receive copies of the position paper at the Fall convention. It will be included in a Legislative Handbook, which will also be distributed to members. Committee member Rick Deglow is spearheading the effort to collect and compile materials for this Handbook, which hopefully will prove very useful to members for contacting their legislators and letting their views be known during the meeting of the 1986 General Assembly.

A telephone tree for contacting the membership at the time of legislative events was discussed and Connie Wright agreed to organize this activity. A legislative contact network also is being pursued.

KAPS TREASURER'S REPORT

Alan Kite, Treasurer

Current account balance: \$2,444.45
Interest accrued this quarter: \$48.12
Dues deposited: \$60.00
The election of officers cost around \$90.00. Thanks to Joe Zins for handling that job!
The joint KAPS/EKU Summer Institute took a loss this year. The share that KAPS absorbed was \$128.54. Very few KAPS members attended. Despite the loss,

it is good to see more programs relating to School Psychology being offered. Please support the Program committee's offerings.

ETHICS AND PROFESSIONAL STANDARDS COMMITTEE REPORT

Peggy Harrell

After meeting over the summer, the Ethics and Professional Standards Committee has prepared an initial draft of the proposed KAPS Procedural Guidelines for the Adjudication of Ethical Complaints. This draft was developed after reviewing numerous exemplary complaint and adjudication procedures solicited from several national and state school psychological organizations. The complaint procedures will enable the Ethics Committee to better monitor the ethical behavior of practicing school psychologists and to protect the general well-being of individuals served by them. It will also provide a vehicle through which school psychologists who observe unethical behavior may register complaints.

Copies of the recently developed NASP Procedural Guidelines for the Adjudication of Ethical Complaints have been distributed to all members of the Executive Committee. Any KAPS members desiring to obtain a copy of either the KAPS draft or the NASP complaint procedures may request one from me at 3400 Merrick Drive, #546, Lexington, Kentucky, 40502.

KAPS members in need of assistance in working their way through ethical problems are encouraged to contact any of our current committee members: Ruth Bewley and Mike Norris, Louisville; Bobbie Burcham, Denise Lawless, or Peggy Harrell, Lexington; or Bobby Smith, Paducah.

PROGRAM COMMITTEE REPORT

John MacDonald

The EKU/KAPS Second Annual School Psychology Summer Institute was held July 9th and 10th, and was a big success. This Institute doubled the First's number of offerings, with workshops on the newly-revised Vineland (Randy Kamphaus),

gifted and talented education (Steve DeMers), health psychology in the schools (Bob Brubaker), and strategies in rural service delivery (John MacDonald). An interview with Steve Demers even made the six o'clock news on WTVQ (ch. 36) in Lexington. What is significant about the good press coverage received was that school psychologists were seen and heard talking about educational issues other than special education (Gifted and Wellness) on a day when the attention of the news media was directed to debates about educational reform in Frankfort. Give an A in advocacy for Randy and the EKU Public Information Office! The only down side to the Institute was the lower-than-expected turnout: only 55 registrants, compared to the crowd of 75 last year, possibly because the Institute was scheduled in the middle of the week. We will try to schedule the Third at the end of a week, as the First was.

Planning for the Fall Conference (Friday, September 20th and Saturday, September 21st at the EKU Perkins Building) is well underway, and this year the conference will have a theme: Psychological Interventions in the Schools. Charlene Ponti mailed out the Call for Papers the week of July 8th. Format for presentations will be different this year. Because of the great number of papers received for last year's conference, a frequent complaint of participants was that there were too many presentations to choose from in the three hours available. We have tried to remedy this by choosing for presentation the nine papers of the highest quality with the most significance for the membership, with other papers being presented in poster sessions. Papers for presentation will be chosen by a committee chaired by Bob Kruger. This is a sign that the organization is continuing to mature; we wouldn't need to be considering this format if the number of persons submitting papers and the number of participants had not continued to grow at the healthy rate that it has. Given the quality of past submissions, the decisions will be difficult.

The paper presentations and poster sessions are scheduled for Friday afternoon. There will be three workshops Friday morning: Lynn Rapin (University of Cincinnati) on Behavioral Counseling; Janet Graden and Joe Zins (University of Cincinnati) on Pre-Referral Interventions; and Robert Duncan (Ft. Knox) on Individualizing Instruction. So that the Northern Kentucky/Cincinnati crowd doesn't get too many swelled heads, Saturday's all-day workshop will be on issues in implementing interventions in the

schools, presented by Tom Kratochwill (University of Wisconsin). We are fortunate to have such an array of expertise on implementing interventions available to us (choosing which workshops to attend will be difficult.)

We haven't forgotten the social side. The sit-down banquet will be held on Friday night as usual, with a social event at the ECU/Arlington Mule Barn following the banquet. A convention brochure will have reached you by the time you read this.



KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS