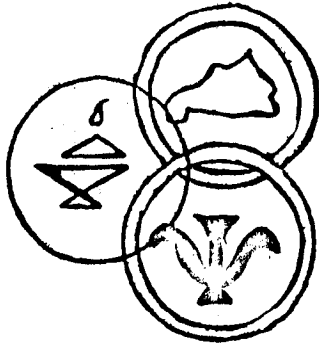


THE KAPS REVIEW



Founded 1977

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Volume 2 Number 1

Winter, 1981

Joseph Zins, Editor

Janette Cahill, Assoc. Editor

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Secretary	Janette Cahill
Treasurer	William Knauf

The KAPS Review is published quarterly in August, November, February, and May.

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Program	Bruce Wess

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Next Deadline: April 15, 1981.

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Fayette County:	B. Burcham
Northern:	C. Cahill
Eastern:	R. Illback
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EDITOR'S COMMENTS

It seems difficult to believe, but I've been overwhelmed with material for the Review!!! In fact, I was unable to include in this issue all of the information which was submitted and am therefore holding some of it for the Spring edition. The contributions of many members has made my job both easier and more difficult. Easier because I didn't have to search for material; difficult because decisions had to be made about what to include. The end result is what I hope and believe is the best, most informative newsletter yet! I am certain that the entire membership joins me in appreciating the enthusiastic response of the many contributors.

At the December 6 meeting the Newsletter committee met to discuss our goals (dreams?) for 1981. They included the following:

1. Publish four newsletters.
2. Develop a network of regional reporters/asst. editors.

As you will notice in this issue, several of them have already submitted reports. Help make their job easier by submitting information to them.

3. Develop regular features.
Again, evidence of these is included in this issue, such as the column on interventions, News from Around the States, NASP, committee chair columns, etc.

4. Develop a budget. We will keep the average cost at \$150.

With the continued cooperation of everyone, we will accomplish these goals.

Incidentally, if you submit material to the KAPS Review in the future, please type and double space with one inch margins if at all possible. If you cannot do this, send the articles at least two weeks in advance of the deadline so that a newsletter committee volunteer can type it.

Finally, I would like to thank John Maurelli and Duane Miller for their time and effort in searching for alternative means of duplicating the newsletter. As a result of their efforts, we have substantially reduced our costs. Look for further developments/improvements in this area in the future!

MINUTES OF THE DECEMBER 6, 1980
MEETING

Cookie Cahill, Secretary

The December meeting was held at the Upper Crust Deli in Lexington, following morning committee meetings held at U.K. Twenty-three persons attended the general business meeting.

OFFICER REPORTS

NASP: Joe Zins, Kentucky Delegate

Joe reported that he will be sending out a report to NASP members of the Milwaukee delegate assembly meeting he attended. Regarding the NASP convention in Houston, pre-convention workshops will be held on Tues., April 14, and the convention will run from Wed. to Fri. Joe is looking into possible means of cutting travel costs. He also asked for reactions from members regarding the issue of ETS developing a nation-wide school psychology exam.

PRESIDENT'S REPORT: Steve DeMers

Steve reported that a team from the Public Advocacy office will be visiting several sites in the state from Dec. 8-12, to observe

districts' compliance with P.L. 94-142. He then announced KAPS recommendations of persons for the school psych examining committee of the State Dept. of Education. Persons wishing to nominate themselves for the committee independently of KAPS are free to do so.

Steve described a discussion which he had with Dr. Simandle, regarding possible alternatives to the certification exam. As KAPS has never defined a position on the exam or on certification in general, Steve and Diana Trenary agreed to take a survey of the membership on this issue. Steve suggested that Dr. Simandle be invited to speak to KAPS.

Steve reviewed the Murial Forest case, and announced that NASP is entering the case and providing funds for her defense. NASP has asked state organizations to support the case. Diana Trenary moved that KAPS send \$25, and the motion passed.

COMMITTEE REPORTS

NEWSLETTER: Joe Zins, Chairperson

Joe announced that the committee's goal is to publish four issues of the newsletter in 1981. Regional reporters have been identified. Regular features of the newsletter are to include columns on News from Around the States; Ethics; Interventions; State Department News; NASP; President's Column; Job Announcements; and KAPS committee reports. The possibility of having the newsletter typeset is being investigated.

PROGRAM: Bruce Wess, Chairperson

This committee's goal is to arrange programs for the organization. Bruce announced tentative plans for speakers on Children of Divorce and Low-Incidence Assessment; a possible two-day KAPS convention to be held at Western Ky. University; and plans for a Distinguished Service Award to be granted to the KAPS member contributing most to the field.

MEMBERSHIP: Bill Knauf, Chairperson

Lyn Petty reported for Bill on this committee's activities. The membership application form is being revised to include roles and resources available to members, and will be published soon. The committee also is working on a membership handbook.

LEGISLATIVE: Bob Illback, Chairperson

Bob reported that this committee's goals are to inform KAPS members of legislation impacting school psych, and to influence upcoming legislation. The committee will investigate liaison with other organizations' legislative committees. Issues of interest include the future of the psychometrist certification and future funding of school psych positions.

LIAISON AND PUBLIC RELATIONS:

Diana Trenary, Chairperson

This committee intends to develop an informational brochure, describing the role of the school psychologist, a psychological evaluation, etc.

A KAPS booth is also being planned for upcoming Spring conventions.

ETHICS: Bobbie Burcham, Chairperson
Pamela Orwin reported for Bobbie Burcham that this committee intends to develop a regular column in the newsletter on ethical issues.

NEW BUSINESS

Proposed By-Laws Changes were distributed and discussed. These will be sent to the membership for a vote in January.

REGIONAL REPORTS

Northern Kentucky

Cookie Cahill

The Northern Kentucky Providers of Psychological Services met on December 12 at Riverside School in Ft. Wright. This group, composed of doctoral and masters' level school psychologists within the local area,

has been meeting regularly each month since September of 1979, for purposes of professional development. This month's meeting was held in conjunction with a visit to Riverside by Dr. Alan Seitel, who is a member of the Communications Disordered faculty at Murray State University. Dr. Seitel conducted language assessments on a number of the students at Riverside, a school for mentally and physically handicapped youngsters. He also spoke at the end of the school day to a group composed of speech and language therapists, teachers, and a number of school psychologists. Dr. Seitel's topic was "Augmentative Communication", which he defined as containing two categories: orthographic (written) communication, and gestural (sign language, manual) communication. Dr. Seitel concerned himself primarily with bliss symbols, a form of orthographic communication. He described the usefulness of such symbols in aiding the communication abilities of a defined population. Particularly with physically impaired and multiply handicapped persons, Dr. Seitel reported that bliss symbols have been shown to be effective in pro-

viding a medium of communication.

He replied to questions from the group concerning the abstract nature of the symbols, the apparent impracticality of symbol boards with ambulatory children, and the impact of use of the symbols upon the child's development of oral language. In all, the session was an interesting and informative one, on a topic with which some school psychologists have had limited contact.

Following Dr. Seitel's presentation, the school psych group retired to Cookie Cahill's apartment for a little Christmas cheer. It was the consensus of the group that such social gatherings should become more frequent!

The next meeting will be held at Riverside on Friday, Jan. 30 at 3:30 p.m. The topic to be discussed is "Report Writing: Alternative Approaches to Writing a Meaningful and Practical Psychological Report". Any KAPS member from around the state who is interested in attending

on the 30th is welcome to join us. Call Bill Knauf, Bruce Wess, or Lyn Petty at Riverside (331-7742) for directions.

Carol Carson, who currently is a school psychologist with the Newport Schools, has been named an associate editor of KPA Newsletter. Congratulations, Carol! We are sorry to report that Carol has been on medical leave recently, following surgery. However, she is reported to be regaining strength quickly, and planning to return to work soon.

Jefferson County

Doris Campbell

Those school psychologists/psychometrists seeking "job openings" in Jefferson County may find that "job closings" is a more appropriate term in this area. The University of Louisville has no openings at present, although the University's Learning Improvement Center may be a possible place for future job seekers to look. And, because Jefferson County Public Schools system is involved in further reorganization, there is apparently a moratorium on hiring additional psychologists/psychometrists at this time. If one is willing

to move to Illinois, however, openings evidently abound in school psychology.

The good news is that within the Jefferson County Public School system, the psychologists/psychometrists, for many years limited primarily to evaluations, are now broadening their roles in the schools. Work with individual students, parents, teachers, and counselors has proved challenging and rewarding. Several psychologists have helped set up and monitor behavior modification programs for particularly difficult cases of inappropriate classroom behavior. Another special project involved working with a school phobic child. And, finally, the acceptance by classmates of one severely burned child was facilitated through work in small group sessions. School psychologists here look forward to more of these interesting projects in the future.

Fayette County

Bobbie Burcham

Since P.L. 94-142 has been in effect, huge numbers of

youngsters have been referred for educational and psychological evaluation and possible placement. Fayette County, like most other places, is having to deal with the extreme pressure that this brings on. So far this year, 451 children have been processed through the Review, Referral and Testing Unit at Fayette County's Special Pupil Services Unit. It has been our observation that an increasingly large number of kindergarten and first graders make up this population. There has been concern expressed by various people within the system related to improper identification of these very young children as handicapped.

In an attempt to deal with this issue, in October, 1980 an Early Childhood Committee was formed to investigate the problems. The following recommendations were made in an effort to legitimize those referrals and then more appropriately evaluate and place those children. These procedures have been implemented as of January 1, 1981 on a trial basis in the county to be reviewed at the end of this school year.

1) It is recommended that a kindergarten referral not be made until after four months of instruction and a first grade referral not be made until after two months of instruction. (This does not apply to children with obvious and severe handicaps.); 2) Before a referral is made at the kindergarten or first grade level, the teacher will complete a developmental checklist on the child in order to help him/her look at normal development; 3) A PPVT will be administered by the counselor or diagnostician; 4) Classroom observations will be made; 5) Prescreening forms will be completed for possible learning disability candidates; 6) The referral will be discussed and it will be initiated if considered legitimate; 7) Speech/Hearing screening will be completed; 8) Parents are contacted, permission for testing will be requested and a social and developmental history as well as an adaptive behavior scale will be completed; 9) Educational testing will then be completed in two or more sessions. (Tests may include the LAP-D, Kraner Preschool Math, TOLD, Lindamood, Boehm, VMI, Jordan Basic Educational Skills Inventory, Jordan Left-Right Reversal

Test, Inc.); 10) After the appropriate due process materials have been sent to the Central Office, psychological assessment will be initiated. The first setting will include tests such as the Binet or the WPPSI along with human figure drawings and the Bender. For psychologicals returned that have an intelligence score within the MR range, additional psychological testing will be completed using the McCarthy, the Leiter and/or other appropriate instruments; 11) Due process will be completed; 12) For those early childhood referrals who receive a special education placement, re-evaluation will occur within one year.

It may also be of interest to KAPS members that Fayette County was visited by a Federal Audit Team on December 10th and 11th. The team was very positive in reviewing policy, procedures, monitoring, due process forms, variation plans, etc. The team used phrases such as "very impressive" and "excellent" to describe Fayette County's programs. They did report finding some forms missing in some of the folders they reviewed and suggested more attention be focused on curriculum.

As Frankfort lies between the Jefferson County and Fayette County regions, it is difficult to determine which area should carry this news. In any event, readers may be interested in noting that Don Cheser from Frankfort will be making a presentation to the Illinois School Psychologists Association in February.

ETHICS COMMITTEE

Bobbie Burcham, Chair

The Ethics Committee met for the second time at the December 6th KAPS meeting. Bobbie Burcham, Joe Zins and Pamela Orwin were present. Cookie Cahill, John Maurelli and Doris Campbell also participated in the meeting. The purpose of the committee as well as goals were discussed.

The primary purpose of the Ethics Committee is to serve as a consultant to the KAPS membership who are in need of assistance in working through ethical dilemmas. We will be doing this in two ways: 1) A regular column in the news-

letter; 2) Development of position papers.

In order to focus in on concerns pertinent to you, we are asking that you submit questions regarding ethical/legal issues which you feel would be of some value to yourself or others. This may involve confidentiality, privileged communication, laws and rules governing school psychologists, or other matters related to everyday procedures. We are available to respond to your questions. (Contact: Bobbie Burcham, 701 East Main Street; Review, Referral and Testing Unit, Lexington, Ky. 40502).

All members of the Ethics Committee are encouraged to attend our next meeting. You will be notified of the date, time and place when it is scheduled.

Program Committee Report

Bruce Wess, Chair

A meeting of the Program Committee was held in Lexington on December 12, 1980, with attendance being rather sparse. The official function of the Program Committee was defined as follows for consideration for inclusion in the By-Laws:

There shall be a Program Committee to arrange programs and activities designed to enhance the professional development of those providing school psychological services. Among the topics discussed was the possibility of holding a KAPS Convention, possibly in the Fall of 81 or Spring of 82. It was also decided that KAPS would establish a Distinguished Service Award for outstanding performance by a member. Information on nominations for this award is forthcoming. Also, forthcoming is a needs/interests survey put out by the Program Committee in an effort to determine member preferences for future programs sponsored by KAPS. Keep in mind the next two programs - Sheila Schuster on "Children of Divorce" in March and Michael Forcade on "Assessment of Children with Low Incidence Handicaps" on May 9 (tentative).

Treasurer's Report

William Knauf

Our most recent bank statement shows that KAPS checking account with a balance

of \$331.49. This balance does not reflect the expenses involved with publishing and mailing this issue of our newsletter, or for the membership directory. Prompt renewal of membership dues will do much to insure KAPS financial stability.

Membership Committee Report

William Knauf

The committee is pleased to report that 99 persons joined KAPS during 1980. All these members will be listed in the membership directory which should be available in February, 1981. A change has been decided for the information on each member to be listed in the directory. Due to the unavailability of complete information on some members, information beyond name, address and phone numbers will not be included.

The 1981 membership renewal form should be in the mail shortly. Please complete your dues payment as soon as possible to ensure that you receive the next issue of the newsletter. If you have not paid by the date of the next newsletter, you will not be included on the mailing list.

NASP DELEGATE REPORT

Joseph Zins

The April convention program is being finalized and it promises to be exciting and informative. It will be held at the Adam's Mark Hotel in Houston on April 13-17. Preconvention workshops include "Incorporating a Family Perspective in School Psychological Assessment" (Christine Anderson), "Some Problems in the Assessment of the Handicapped" (John Salvia), and "Description on Pediatric Psychology in Schools" (Logan Wright). Nadine Lambert and Gilbert Trachtman will present a discussion on "Is There a Future in School Psychology?" While the hotel rates are relatively "inexpensive" (\$30-36), airfare is quite high. Diana Trenary reports a night flight with Delta from Lexington at \$221; Bill Pfohl reports U.S. Air at \$183 from Nashville or \$136 from Charlotte, N.C.; I found American at \$221 from Cincinnati. Of course, these are subject to change and were "super saver" rates. If anyone is looking for a roommate, let me know as soon as possible.

I will be representing the state at the Delegate Assembly meetings (at my expense). If you have any concerns let me

know by early April. Undoubtedly, there will be additional discussion on the proposed national exam, Muriel Forest, Olympia Conference, and the APA/NASP program accreditation process.

NASP has recently instituted a PIC (Public Information Committee) Exchange to facilitate the dissemination of information among key NASP personnel. Jean Ramage is chairing the Exchange. The following are some recent updates from the PIC.

New Handicapped Regulations: The Dept. of Education issued a notice of intent to develop regulations or policy statements in the following areas: due process protections; extended school year for handicapped students; nondiscrimination in evaluation procedures, among other issues. A copy of the notice appeared in the December 24, 1980, Federal Register.

Forest Case: The N.Y. Supreme Court in December indicated that the school district does have to recognize professional ethics and has sent the case back to the Commissioner of Education to take a new look at the issues raised by Forest, especially her contention

that she was required to violate professional ehtics and state and federal laws.

The NASP Executive Board recently met in Nashville. I will send NASP members a summary of the proceedings when I receive them.

Finally, I am pleased to report that as of December 31, we had 69 Kentucky members of NASP! That is certainly a relatively high percentage of those eligible. Remember to continue to enlist new members for our "Join NASP" campaign.

ETHICAL DILEMMA

Q: My handicapped child has been suspended from school because of a fairly serious behavior problem. I understand how difficult he can be, but isn't there anything that I can do to keep him in school?

A: First of all. ask the school for a review of your child's IEP. Possibly the goals and objectives are not meeting your child's needs or the placement may be inappropriate. In addition. you should be aware that the district should not suspend any child for behavior problems that are related to the child's handicap (such as a child in

in a severe behavior disorder class having a temper tantrum). Also, recently the federal Office of Civil Rights has informed school districts that no handicapped child can be suspended for more than ten days in any one school year. They have also indicated that expulsion of a handicapped child should not be used as a remedy.

ENCOURAGE YOUR COLLEAGUES

TO JOIN KAPS AND NASP!!!!

Students enjoy full membership privileges in both organizations.

INTERVENTION STRATEGIES
John A. Maurelli

At the December meeting of the KAPS Newsletter committee, the present author volunteered to edit a column about intervention strategies. After considerable thought concerning the general thrust of such a column, the focus and the format, it seemed most reasonable to place the issue before the Review readership. Suggestions, comments and good advice about the following proposal will be welcome from all KAPS Review readers.

At the present level of funding for psychology in the schools and at the present ratio of students to psychologists, it seems unlikely that psychologists in Kentucky schools can provide much more than consultive services. Direct services for children in need will continue to be provided by classroom teachers and parents. Therefore, the general thrust of this column will be to provide practical information about ways that teachers and parents can help children grow.

The major focus of this column will be upon intervention strategies that enhance academic learning and cognitive processes. This focus is not intended to exclude other areas of concern, such as interventions for

children with emotional and/or behavioral dysfunction, adjustment difficulties, and/or crisis trauma. Rather, the intent of this focus is to provide help for the most commonplace concerns of parents and teachers.

The format will be a "Dear Abby," question-and-answer style. The intent of this format is to share ideas from among the readership. Each column will include the topic under consideration for the next issue. Readers will be able to send their responses to the editor who will compile this information and prepare a column for the following issue of the KAPS Review. Questions and concerns from the readership may also be submitted to the editor. Questions and responses from the readership will be given first priority in preparing this column. The present author perceives his major role as that of compiler and editor.

Our initial topic for consideration comes from a relatively "new" learning disabilities teacher. The concern is diagnosis/remediation in arithmetic. Some specific questions are as follows. Are there any other diagnostic tests better than the KEYMATH, BRIGANCE and/or Woodcock-Johnson? Opinions and comments on the relative

merits of each are germane to the issue and would be appreciated. Are there any commercially available materials and/or teacher-made materials that will teach to "numerical reasoning"? Does anyone have strong feelings about whether it's better to stress computational skill development first with learning disabled children, or is it better to stress reasoning and application (assuming the child is weak in both)?

Please respond to these questions and the general topic as soon as possible. All responses will be used in preparing the Intervention column for the Spring, 1981 issue of the KAPS Review. Also send in your ideas about other topics that can and should come before the readers of the KAPS Review.

Mail all responses to the following address for fastest communication.

John A. Maurelli, Educational Psychologist
Daviess County Public Schools, P.O. Box 1510
Owensboro, KY. 42301

IN ORDER TO CONTINUE RECEIVING
THE KAPS REVIEW YOU MUST
RENEW YOUR MEMBERSHIP BY
THE DATE OF THE NEXT NEWS-
LETTER. PLEASE PAY YOUR
DUES AS SOON AS YOU RECEIVE
THE NOTICE SO THAT YOU DO NOT
MISS ANY ISSUES OF THE REVIEW.

TEST PROTOCOLS IN RELATION
TO SOLE POSSESSION RECORDS

The Department of Health, Education, and Welfare (HEW) has taken the position, in the form of a letter from the acting director of the Fair Information Practices Staff, that, "Certain personal notes maintained under certain limited conditions are not education records by definition. As a result, a school does not have to make these notes available for parental inspection. However, it would be most unusual for a test protocol to fall within this exception." The rationale for this position, according to HEW, is that the student participates in the making of the record or protocol, which therefore does not satisfy the criteria for sole possession records.

The issue of whether protocols can be protected legally is not clear. Even the definition of protocols is not clear. At this time, one approach to "protocol" protection is the statement that follows.

Not inconsistent with the above, the Division of School Psychologists of the American Psychological Association reaffirms its commitment to Principal 8: Utilization of Assessment Techniques of the Ethical Standards of Psychologists, which reads as follows:

"In the development, publication, and utilization of psychological assessment techniques, psychologists observe relevant APA standards. Persons examined have the right to know the results, the interpretations made, and, where appropriate, the original data on which final judgments were based. Test users avoid imparting unnecessary information which would compromise test security, but they provide requested information that explains the basis for decisions that may adversely affect that person or that person's dependents."

The Division recognizes "protocols" as the actual record of the student's answers during the examination. Protocol, as defined here, does not include the test form which is copyrighted, whose validity and reliability are protected through restricted sales and distribution, and whose use is limited to health service providers in psychology and related specialties and professions.

Given the above definition, procedure for implementing HEW's opinion on sole possession records would include the following:

1. Test forms would remain in the psychologist's files.
2. When a parent requests permission to review protocols, the student's actual test responses as recorded by the psychologist would be typed (or handwritten or otherwise reproduced with the questions blocked out) for the parent(s) to see in the protocol review conference.
3. During the protocol review conference with the parent the copyrighted questions of the tests would be simulated to the extent possible. (For example, the test question might be, "What is the capitol of Greece?" Keeping in mind that the construct being evaluated is intelligence, not geography, the question might be simulated or approximated by informing the parent that the child was asked to name the capitol of a particular foreign country. The parent could then see the student's response.)

It must be anticipated that a legal interpretation can be made by a court of law to permit parents to see any data relevant to their child(ren)

-- reports, notes, printed test forms, etc. Therefore, to extent that test security is not compromised, these materials may be shown to parents if they so request, but as indicated above it is desirable not to volunteer showing the materials if parents do not ask. In any event, percentiles, stanines, grade levels and/or descriptions of content and of tasks presented are often helpful to most parents. This is essentially what is intended in #3 above.

The single most important guiding principle is to provide the parents with information that is useful in arriving at appropriate decisions for their children, which means that the type and form of information discussed might vary for different parents depending upon their level of understanding. It is important that the school psychologist personally convey results of psychological tests to parents. The school psychologist's knowledge of the theoretical bases of tests and the clinical skills involved in sensitive and meaningful interpretation are as essential to parent's understanding as the test scores themselves.

¹Correspondence from Peter Gness, Acting Director, Fair Information Practice Staff, HEW, July 25, 1978.

(Ed. Note: The above is a "position statement" of the American Psychological Association, Division of School Psychology. It is an opinion only and not legally binding).

EMPLOYMENT ANNOUNCEMENTS

SCHOOL PSYCHOLOGY, Assistant Professor: Illinois State University, Dept. of Psychology. Tenure track position. Ph.D. and internship required and applied experience desirable. Duties include teaching undergraduate childhood psychopathology, psychology of exceptional children and graduate assessment and practicum courses in a state and NCATE approved master's program; conducting research; and supervising theses. Salary and rank dependent upon qualifications. Application deadline is March 1, 1981 for position commencing August 16, 1981. Send vita, transcripts and three letters of recommendation

to: Barbara L. Goebel, Chairperson, Faculty Search Committee, Department of Psychology, Illinois State University, Normal, IL 61761. (309) 438-8365. Equal Opportunity/Affirmative Action University.

Director of Clinical Experiences - University of Kentucky. Responsible for coordinating training and clinical service functions at a university-affiliated facility (UAF) serving the developmentally disabled. Training functions (approximately 45%) involve planning with departments and colleges for student experiences and development of proposals for external funding. Clinical service functions (approximately 45%) involve development of proposals and agreements for clinical services, supervision of disciplinary staff of the UAF and ongoing design and planning of clinical experiences. General dissemination, management and administration activities (approximately 10%) will be required to support other UAF functions. Doctorate in psychology or related professional area with appropriate licensing and/or administrative experience or equivalent combination of education and experience. Experience in training programs desirable. Salary commensurate with training and experience. Send resume, including salary history, by Feb. 28, 1981, to:

Bill George
Campus Employment
350 Service Bldg.
University of Ky.
Lexington, Ky. 40506

(Phone) 606-257-3841

News from Other State
Associations

William Knauf

We decided to present this column again, with apologies to Alex Thomas. I enjoy the task of digesting the newsletters from neighboring state school psychology associations. My favorite newsletter (other than our own, of course) is fast becoming that published by the Illinois School Psychology Assoc. The ISPA newsletters are loaded with useful articles concerning professional role and practice. The association plans to soon publish a journal as well. The contents of the recent ISPA newsletter shows the organization's continued efforts to take affirmative action on issues of professional credentialing and on advocating the due process rights of children at the local school district level. Apparently ISPA has drawn some heat on

the latter for "interfering" in the local issues, but ISPA declares its intention to carry on.

In Ohio, OSPA has been working with the Department of Education, Division of Special Education on improved standards for school psychological services. Significant issues include service to non-handicapped children, screening activities, supervision of psychological aides and funding for additional units in major cities. A note of interest for those who find KAPS 1981 dues to be excessive, OSPA plans to increase its annual dues to \$60 for full members, with insurance coverage optional. And for those of you familiar with a recent legal case in No. Ky. concerning the expulsion of a special education student from school, the Division of Special Education in Ohio has announced its position that school expulsion is not permitted for handicapped children and suspension of handicapped children is limited to not more than 10 days per year.

An issue on the length of the academic year for handicapped

students has become a legal case in Georgia. Attorneys representing the educational needs of mentally retarded children are expected to argue that these children need a range of educational and related services, including speech and physical therapy, in the summer. The Georgia Association of school psychology, continuing education committee plans a series of workshops during the 1980-81 school year and the committee is seeking input from the membership on speakers and topics. For those of you who find the KAPS 1981 dues to be excessive, GASP plans to keep its dues at \$10 for professional and affiliate members.

Down in North Carolina the members of NCSPA hope to increase NCSPA's political influence for the improvement of school psychological services to children in that state and in the southeastern United States. NCSPA plans an Annual Winter Working Conference in February which the organization can use to formulate positions on areas of professional interest. The theme of the conference will be Current Issues in School Psychology, including such issues as a national certification examination

for school psychologists and implementing recommendations from the Spring Hill Conference. Like KAPS, NCSPA is a young organization that is growing quickly and wishes to assert its influence in state educational and psychological service planning.

The Florida Association of School Psycholgists is another state organization which conducts an annual state conference. The Seventh Annual Fall Conference in Orlando is described as the most successful in FASP's history. A total of 385 school psychologists attended, which represented over 50% of the practicing school psychologists in Florida. Donald Bersoff and Elizabeth Koppitz were in the headliners at the Fall Conference. With the influx of Cuban and Haitian refugees in southern Florida, assessment of non-English and bilingual students is receiving considerable attention and planning.

Speaking of headliners, the Kansas Association of School Psychologists presented a workshop by Jerome Sattler

on clinical and psychoeducational assessment for the 80's as the focus of its fall conference. Also presented at the conference was a workshop dealing with the issue of school psychology "burn out" (as opposed to those of us who are swiftly rusting away!).

PREPARING FOR PRESCHOOLERS

Betty Allen
Ft. Campbell Schools

- I. What is a "significant" difference in early childhood development?
- II. How do we evaluate three year olds?
- III. What if the three year old refuses to be tested?

"What is a "significant" difference in early childhood development?"

The Fort Campbell Dependent School System began serving three and four year old handicapped preschoolers beginning in August 1980. For a year prior to that a committee in the system formulated guidelines for such a preschool program. As one member of the committee, the school psychologist was specifically tasked with the formulation of cri-

teria for entry into the program. Consequently the first consideration lay in determining significant differences in early childhood development.

The first order of business was to bone up on infant and early childhood normal development. From the Gesell materials, plus other early childhood authors, a developmental scale was derived which plotted the usual growth sequence from birth to six years in the areas of fine gross motor coordination, language and speech development, and social and adaptive behaviors. Pinpointing the development of these skills served to illumine a stage of human growth normally not heavily emphasized in school psychology programs. Books and pamphlets were read, observations of preschoolers were made and a new set of growth and achievement expectations were established.

With "normal" development in mind then, the problem of differences from normal development could be addressed. Statistically, it is a simple matter to compute differences in terms of months of growth—that is, to compare the chronological age in months with the developmental level in months.

But, to establish the criteria for provision of services, one would need to consider first his population of preschoolers, and secondly, his resources for service in terms of facilities and personnel.

Demographic information about the population of the school district would need to be considered. Is the community urban or rural, stable or mobile, racially and culturally homogeneous or heterogeneous, culturally enriched or culturally deprived? Knowing the population not only carries implications of needs, but also implies much about parental expectations for educational services. At Fort Campbell, our military families are transient, live away from the support of the extended family, culturally and racially are unusually mixed, often are bilingual, and include a percentage of people from culturally deprived backgrounds. However, they have lived all over the nation and the world, and are used to a high level of service provision medically and educationally. They are rather knowledgeable about educational mandates and about effective

programming in various parts of the country. Therefore, our population might be expected to contain more high risk children than usual, and also to contain more parents with high expectations for service.

In considering our criteria for provision of services, the more stringent 2 standard deviations from mean (or normal) development was recommended. Statistically a three year old (36 months) who shows a lag of 12 months in development would show a "significant" lag in development, if 2 standard deviations from the mean is accepted as the service criteria. Children showing developmental delays below 2 standard deviations from the mean would show a 12 month lag at 3 years, a 14 month lag at 3½ years, a 16 month lag at 4 years, an 18 month lag at 4½ years and a 20 month lag at 5 years. Because of the "needs-heavy" military population, we set this stringent level of criterion to keep from being overwhelmed during the developmental years of the program. The guidelines were actually set, saying that a "significant" (2 standard deviations) delay must be shown in two of the four areas of childhood development (motor coordination, language and speech, personal/social, adaptive behavior).

Thus while we expected to use our judgment in accepting borderline candidates, we hoped not to be overrun initially by large numbers of mildly affected children.

If one defines a significant difference in development as being below 1 standard deviation from mean development, then a 6 month delay at 3 years becomes significant, 7 months delay at 3½ years, 8 months delay at 4 years, 9 months delay at 4½ years, and 10 months delay at 5 years. Probably these less stringent guidelines would better serve most stable, more rural populations.

At Fort Campbell, we have to guess our population of three and four year old children. We guess (based on the number of kindergartners we serve) that we have approximately 1,000 three and four year olds. Of this 1,000, approximately 60 children have been referred and evaluated. Of these, 15 children receive speech therapy only. Twenty-six children have been accepted in the Early Childhood Developmental Program. Thus 41 children are being served,

or approximately 4 percent of the assumed total population. With criteria levels as stringent as those we have set, this represents an unusually high incidence rate for moderate to severe handicaps. Our experience seems to bear out our demographic hunch about a "need-heavy" population.

Deciding how to evaluate these children with widely diverse backgrounds, languages and medical and educational handicaps, was and is a challenge. In the next issue of the KAPS Review, I hope to share some of the considerations and decisions made about preschool evaluation.

FUNDS FOR SCHOOL PSYCHOLOGY AS A RELATED SERVICE

Fat Guthrie

The Information Bulletin #33, May 1980, issued by the Div. of Development Support Services, Office for the Education of Children with Handicapping Conditions, explains a district's right to use funds from Part B of the Education of Handicapped Children Act grant for the salary of a school psychologist.

This concept can be applied to all related services such as school counseling and school social work. The following information is quoted from Information Bulletin #33 in reference to Part B of the Education of Handicapped Children Act:

"May a district write off to Part B, EHA, the salary of a psychologist whose essential responsibility will be the evaluation of children referred by teachers, administrators, etc.?"

Yes, a district can justify such an expenditure if it meets the following criteria:

- a) if the psychological services are not for a Child Find activity, but related only to children who have been referred to the Committee on the Handicapped (ARC in Kentucky) for classification, IEP development, and placement.
- b) if the cost was not previously borne by the district.
- c) if these services extend the evaluative services provided by other staff members to handicapped pupils.
- d) if the services are in accord with the 'protection in evaluation procedures' found in Section 121a.530 of the Federal Regulations.

Generally, supplanting is considered to occur when Federal funds are used to support mandated services. However, so long as other assurances are met, using Part B funds to enable a LEA to be in compliance with a new mandated service would be allowable."

For clarification of the bulletin contact the Division of Development Support Services, Office for the Education of Children with Handicapping Conditions (518) 474-8917.

(The above may be helpful to those who wish to "get a job where none exists" - Sell your services and know where the funding is!)

INTERNATIONAL SCHOOL PSYCHOLOGY NEWS

Pat Guthrie

It is time for ISP to formalize its existence. Copies of the proposed Constitution and By-Laws of the International School Psychology Association are being circulated, and comments/changes are requested as needed. Hopefully, the finalized documents will be distributed to the membership before the 1982 Colloquium. Here's your chance to become a charter member of an international organization -

proposed dues will be \$20 per year.

University training programs are being contacted and asked to appoint a "contact" person for international concerns.

Cal Catterall, chair of the International Steering Committee, has offered to speak to KAPS membership/convention on "School Psychology in Copenhagen, Chuangchon and Chicago: A Cross Cultural Comparison." In the fall of 1979 Cal spoke to a group in Bowling Green and was well-received at that time. Also, Cal will be coming our way on his way to Houston, and has offered to be available to speak to a group on April 8th. If any local groups are interested in sponsoring this (no cost involved), please let me know at once.

HISTORY OF SCHOOL
PSYCHOLOGY IN KENTUCKY
by Patricia Guthrie

I. Major Legislative Efforts
Concerning Certification
by Dept. of Education

In December, 1974, the Superintendent of Public Instruction, Dr. Lyman V. Ginger, sent a communication to the Council on Teacher Education

and Certification with respect to the need for certification for the position of school psychologist and requesting the Council to activate a study committee. At its next meeting in January, 1975, the Council established a study committee. Subsequently, the Committee on School Psychological Services was constituted as follows:

Dr. George Denemark, University of Kentucky

Dr. George Trout, Kentucky Dept. of Education

Dr. Curtis Phipps, Kentucky Dept. of Education

Dr. Emanuel Mason, University of Kentucky

Dr. Ernest Thro, Hardin County Schools

Dr. Sidney Simandle, Kentucky Dept. of Education

Mrs. JoAnn Walker, Eastern Kentucky University

Mr. Ben Hicks, Kentucky Dept. of Education

The study committee had representation from special education, guidance & counseling, and school psychology

A significant reality faced by the committee was an opinion from the Attorney General's Office - in fact two separate opinions - stating that while the State Board of Education had jurisdiction over the certification of school personnel the State Board of Psychology also had jurisdiction with respect to the position and practice of school psychology. Consequently, for service in the public schools a school psychologist would necessarily have to satisfy the requirements of both the State Board of Education and the State Board of Psychology. The statute establishing the State Board of Psychology was passed by the General Assembly in 1948 (with extensive revisions and amendments in 1964) and these opinions from the Attorney General's Office were dated April, 1967, and January, 1974. Prior to the activities of this study committee there had been no attempts to change the statutes to make an exclusion or exception for the position of school psychologist. Obviously at this time there were few school psychologists employed by school systems in Kentucky. During the 1974 session of the General Assembly, the Superintendent of Public Instruction endorsed a proposal to change the sta-

tutes to provide for a joint licensing procedure by the State Board of Psychology and the State Board of Education. The legislative proposal was never actually introduced, but it was determined that upon approval of the State Board of Psychology a joint licensure procedure would still be possible. The Superintendent of Public Instruction again endorsed a joint effort.

Accordingly, the Committee on School Psychological Services of the Council on Teacher Education and Certification communicated with the State Board of Psychology with the result that a joint committee was established to devise a preparation program and procedures for certification which might be acceptable to both boards. This joint committee was made up of the following personnel: Dr. George Trout, Chairman; representing the Council Committee on School Psychological Services were Dr. Curtis Phipps, Dr. Emanuel Mason, and Dr. Sidney Simandle; representing the State Board of Psychology were Dr. Charles McArthur and Dr. Duane Miller.

In due time the joint committee prepared a proposal which was then approved after slight mo-

dification by the Council Committee on School Psychological Services and subsequently approved by the Council on Teacher Education and Certification. After consideration of the report by Dr. James B. Graham, Superintendent of Public Instruction, and by the State Board of Education, regulations to implement the program were approved in June, 1976.

However, this plan was soon severely challenged through the normal hearing process. The major point of contention had to do with the notion of two cooperative boards--the State Board of Education and the State Board of Psychology. Therefore, while the curriculum standards were adopted and a part of the "state plan", certification regulations were not approved.

In February of 1978, the General Assembly voted a change in the statutory authority for certification within the schools. The added sentence is as follows: "When so certified, (by the State Board for Elementary and Secondary Education) teachers and other school personnel shall not be required to have licensure, certification, or other forms

of approval from any other state agency for the performance of their respective assignments within the common schools." Consequently, the original proposal was resubmitted with appropriate revisions to make the State Board for Elementary and Secondary Education the certifying agency, independently of the State Board of Psychology, effective with the 1979-80 school year.

Next issue: The Examination Process

KAPS

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