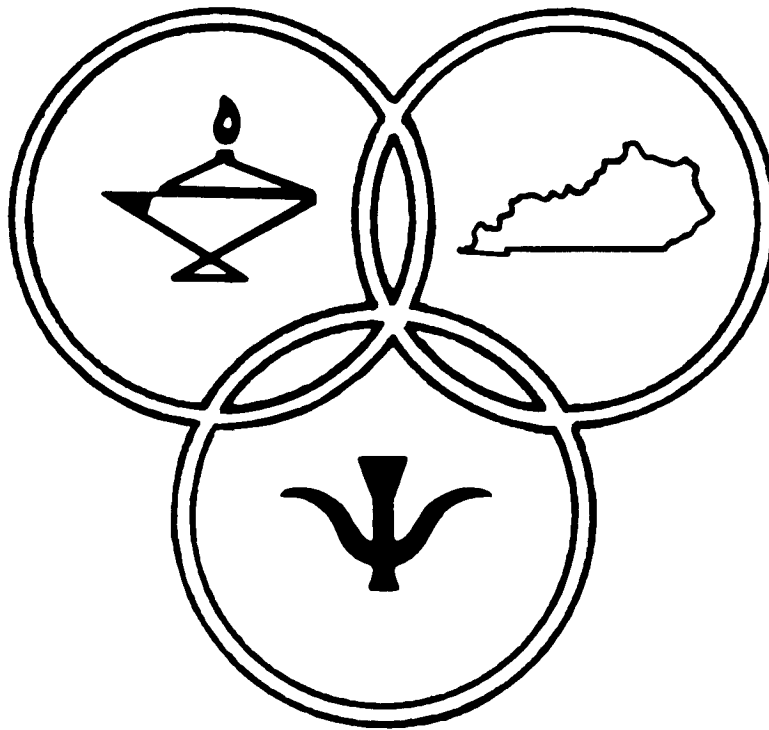

the
KAPS *REVIEW* *Winter 84*

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

founded 1977



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PRESIDENT'S MESSAGE

Bob Illback

During the past two years, we have witnessed tremendous growth and development within our organization. I don't need to recount the evidence for this, but do need to again congratulate Joe and the many people who have worked so hard on behalf of KAPS. During my term of office, I will seek to continue many of the initiatives which are currently under way. I also have some ideas about methods which can serve to further develop and improve our professional organization. In the remainder of this, my first President's Column, I'd like to delineate the activities and achievements which I hope will result in an even more effective KAPS.

KASA affiliation - The Kentucky Association of School Administrators is an exceptionally influential umbrella organization which represents the best interests of many of our educational colleagues. I believe we need to become its ninth constituent group in order to most effectively present the case for school psychological services to superintendents, principals, counselors, parents, legislators, and Department of Educational personnel. By aligning ourselves with key elements of the educational community, our ability to articulate concerns, propose reforms, and monitor current events will increase substantially. Despite the potential cost of this initiative to the membership, I think it would be shortsighted to not capitalize upon this opportunity (as witnessed by the long-term influence of some other pupil services KASA affiliates). Let me finally note that KASA dues can be deducted from paychecks in eight monthly instalments, which lessens the pain.

Pat McGinty has completed our application, and some of us will be meeting with the KASA Executive Committee to pursue the matter in the not-too-distant future.

Kentucky Handbook of School Psychological Services - At this writing, a draft of this important document is nearing completion. Hopefully, by Spring a final draft will be in place and ready for printing. When complete, I believe we need to insure that copies of the document are available to, and read by, a wide range of school personnel. This will be a task we all need to work on together.

CASE/KAPS Unit Funding Initiative - As many of you know, we have been working closely with Kentucky CASE to explore a more sound basis for funding school psychological and special education administrative services. To date, we have met a number of times, developed some written documentation, and met with a representative of the LRC. Mechanisms for accomplishing our goal in this endeavor are elusive and complex, but we need to continue our efforts. The growth of educational cooperatives is clearly one development that bodes well for increased school psychological services.

Other legislative initiatives - I believe we need to increase our visibility at the state level by testifying at legislative hearings (e.g., Mental Health Coalition), organizing and utilizing a legislative network, and obtaining representation on various state advisory groups, committees, and councils (e.g., BEEC, Council on Teachers Certification). Relatedly, I am proposing that we develop some brief but cogent position papers on key educational issues (delineated elsewhere in

this newsletter). We have written our membership some tremendous human resources; let's start bringing them to bear on some of the problems which exist in Kentucky's schools.

Professional development - A central role for KAPS has been to organize high quality professional development activities. We need to continue and extend this function, which is best exemplified by our annual convention. I'd like for us to (co) sponsor 3-4 activities per year at various sites (including the convention). I'd also like to see some of these focus on non-traditional psychological services (e.g., teaching/learning strategies, educational reform, consultation, therapeutic interventions). The exemplary CPD program which we now have in place can serve a critical role in fostering professional development and I want to encourage its use.

Liaison and public relations - Here, we need to continue and extend liaisons with various groups and organizations, such as BEEC, CEC, the LRC, KPA, the Mental Health Coalition, KASA, KPGA, and KSPF, among others. Specifically, I think we need to increase these groups' awareness of our organization, and identify key contact persons and networks. Additionally, we need to seek ways to make the general public more aware of school psychological services.

Ethics and professional standards - The soon-to-be adopted KAPS Ethical Code is a substantive document. Now, we need to begin monitoring our own behavior and that of our colleagues in relation to these standards. There are some real problem situations out there in terms of unethical and/or incompetent professional behavior, many of which center around

assessment and report writing. If we are to be credible as an organization, we must accept our responsibility to monitor and seek to correct inadequate practices. I would hope to see an increase in the use of the Ethics and Professional Standards Committee in bringing these problems to the fore.

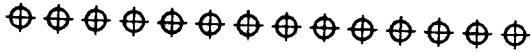
In regard to the need for promoting high professional standards, I'd like to see us begin to feature exemplary programs and practices. Many of you have developed creative and effective responses to complex problems; perhaps we can begin to give a yearly award for such exemplary practice. Similarly, I'd like to see the Department of Education begin to recognize exemplary programs through the Merit Rating program already in place.

State-wide representation - Kentucky is an extremely diverse and large state, and we have always had a difficult time involving providers from areas distant from central and northern Kentucky, such as Eastern Kentucky and the western part of the state. Bill Pfohl and some others have done an excellent job in organizing WKAPS, the Western Kentucky Association for Psychology in the Schools. I've asked Bill to work closely with KAPS to coordinate the activities of our overlapping groups. Overall, we need to explore new ways to reach out to psychological service providers in these areas.

Communication and involvement - Critical to all of these initiatives is the need to communicate effectively. Additionally, I hope to involve a broader sample of members in various organization activities. The newsletter can serve an important role in fostering communication and involvement, as

can less formal means of interacting with one another (e.g., networking, regional groups).

In sum, I look forward to the next two years with anticipation. There is much to be accomplished, but I'm continually impressed with the talent and enthusiasm in our group, and feel certain we can make significant progress. Feel free to call or write with your thoughts, ideas, concerns and suggestions.



NEW NASP DELEGATE

Bill Pfohl has been asked to replace Joe Zins as state delegate. He has accepted and will be filling the unexpired term until June 1984. Joe has been appointed the new director for the Southeastern region. If you have any NASP questions, please forward them or call Bill Pfohl at the following address(es) or phone numbers:

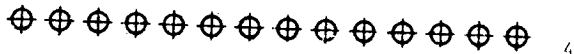
1705 Ogden Avenue
Bowling Green, KY 42101
502-782-9319

or

Department of Psychology
Western Kentucky University
Bowling Green, KY 42101
502-745-2695 or 745-2698

We hope for a big turnout in Philadelphia. Many are already planning to go, make sure you come and keep up the Kentucky "big turnout" tradition. It is rumored that WKU will have a bigger turnout than any of the other training programs! That is a challenge to y'all.

The 1985 conference site has been selected and is Las Vegas. Start saving your quarters and practicing your cards. You can have a "dry run" at Atlantic City. See you in Philly.



OUTGOING PRESIDENT'S REPORT

Joseph E. Zins

My predecessors in this office have established a tradition of writing a column in the newsletter describing the accomplishments of the organization during their term. Since I am one who is not inclined to break tradition, I am going to do likewise.

Overall, I view the past two years as ones of growth and gradual maturing for the organization. A major area of development has been in organizational planning. While we have not established a "formal" committee or mechanism for such activity (although we may wish to do so in the future), we are now better prepared to proactively deal with issues and challenges which arise. We have arrived at this position by becoming more involved in the political system within the state. We are represented on key committees within the Department of Education as well as within the political arena. We have become more involved in related professional organizations so that we now often have input into their positions or we are at least aware of their thoughts. We have a relatively effective manner of anticipating future issues which has helped us to avoid reacting on a crisis basis many times. Decisions are not as often "made for us" by others -- we frequently are active participants in the decision making process. Our visibility within the state power structure has clearly increased.

While we have become substantially more involved in the legislative/political arena, we are still inexperienced and naive in many respects. However, we have gained important knowledge and experience that will be invaluable to us in the future. I foresee a very active role for the organization in this area, particularly during the next general elections (1987). Perhaps



At that time we will be able to employ the services of a legislative lobbyist -- possible shared with another organization or through a coalition with other groups. However, a significant increase in monetary resources will have to be available. Dues increases are inevitable along with the need for additional revenue from other sources such as workshops and the convention. Building a sizable treasury should begin to occur now in anticipation of these future endeavors. At this time, we have a relatively sizable treasury that we can build upon.

Closely related to our proactive, forward looking approach is the fact that KAPS now has a broad base of leadership throughout the state. More and more members are taking an active role in our activities and in the policy making process. While we still need more members to become involved, we have moved beyond the traditional level of organizational participation in which half of the people do 90% of the work. At the same time, we are fortunate that many of those who have been involved in the organization in the past have continued to share their expertise and experience by remaining active.

The establishment of our annual statewide convention featuring nationally known speakers ranks as one of our most visible and successful activities. For the past two years we have had a large turnout for these important professional development activities as well as at our semi-regular workshops. Relatedly, the establishment of our CPD Program in conjunction with NASP (and with significant numbers of participants!) is a major accomplishment. I would not be surprised if continuing professional development activities are mandated by law by the end of the decade. If such an event occurs, we will be in an excellent position to respond, again on a proactive basis.

The completion of our Ethical Principles and our related involvement with the State Department of Education in the development of the School Psychology Handbook will most likely be important events in terms of the refinement and development of professional practice in the state. While we are making great strides forward as an organization, I believe that we must continue to improve the quality of school psychological services in the state. Specific direction and leadership from the State Department (partially through the Handbook) and KAPS will be necessary. As I have noted in many of my previous columns, there remain many areas where practice could be improved. As the number of school psychologists who completed NASP/NCATE and APA approved school psychology programs increases, I hope that we will see a corresponding improvement in professional services. Relatedly, the phasing out of the psychometrist certificate should likewise help to insure that psychological services will be provided by professionals with more comprehensive levels of training. Until that time, the sponsoring of continuing education programs will be crucial for our professional development.

At this time, we need to increase substantially our public relations efforts and commitments and begin to more actively market school psychology throughout the state. We must demonstrate the importance of school psychology to the well-being of all children. Many examples of exemplary practice exist, but they must be shared within and outside of our profession.

Our membership has grown a great deal (over 23%) in the past two years. I doubt that there are many school psychologists in the state who are not members. We have one of the highest ratios of actual to eligible memberships in the

EDITOR'S COMMENTS

Bill Knauf

country. I believe that this fact reflects the value of our members place on KAPS.

All of these endeavors would be worthless if they did not help us to attain our reason for existence which is, to help children and their families. I believe that our efforts are and have been important in this regard. We must always keep that goal in mind as we grow in the future.

I expressed my appreciation to the other officers and committee chairs at the convention banquet and at our last Executive Committee meeting. I also want to thank each member of KAPS for his or her personal contribution, whatever it has been, to the organization. Without all of you, KAPS would not be making these significant contributions to the quality of so many lives.

It has been an honor as well as a professionally and personally rewarding experience for me to serve as your President for the past two years. I have learned a great deal that will be of value to me throughout my professional career. Thanks for giving me this opportunity!

The 1984 KAPS REVIEW has a new look. We have found the means to return to having the newsletter professionally printed. We believe the new look is more professional and will better serve to represent our organization. We are very grateful to the Psychology Department at Northern Kentucky University for their aid in arranging the printing of the new covers through the Northern Kentucky University Printing Department.

Another change for the newsletter is the purchase of a bulk mailing permit. The newsletter issues will be mailed at 11 cents a copy and we will increase each edition to at least 200 copies. This will allow us to expand our mailing list to include more significant persons outside the KAPS membership. The bulk mailing permit is established with the Covington Post Office and all mailings must be done through the central office. KAPS members may contact me and arrange to mail on the KAPS permit.

Marcia McEvoy is joining the Newsletter Committee as co-editor. Bruce Wess is joining as associate editor. We wish to thank Carol Carson and John Maurelli for their efforts over the last two years as editors.

◇ ANNOUNCEMENT ◇

Project to Gather U.S. Norms for the RAVEN'S PROGRESSIVE MATRICES: In cooperation with Dr. John Raven, an effort is underway to gather U.S. norms for the Matrices. I seek communication with others sharing any interest in this effort: Mr. W.A. Summers; Geary County Schools; P.O. Box 370; Junction City, KS. 66441. Work: (913) 238-6184 Home: 238-3801



The next edition of the KAPS Review will be mailed in May. Material should be submitted to Bruce Wess no later than April 15 to be included in the May edition.



REGIONAL NEWS

WESTERN KAPS

Bill Pfohl

A group of school psychologists and other interested individuals have met twice since last May to hear presentations, share ideas, and eat barbecue. Duane Miller has been the gracious host, as Owensboro is a convenient location. A needs assessment was conducted by Bill Pfohl on topics. The two presentations were on the K-ABC and the area of language disabilities. We incorporated a Best Practices session in the last meeting. Duane Miller of Owensboro and Bob Smith of Paducah made presentations. This was really enjoyable to see what others are doing. Another meeting is scheduled for February with the topic of behavioral assessment in children.

We have developed a mailing list from the state list and KAPS including all those west of I-65 to Hardin county, south to Tennessee. If anyone wants to be on the mailing list please send a stamped, self addressed envelope to Bill Pfohl; 1705 Ogden Avenue; Bowling Green, KY 42101. We meet usually on Friday and start about 9 CST. The place is the board offices at the Owensboro City Schools.

Warren County Schools have hired their second school psychologist. She is Shanna Waddington, a Western graduate, who had worked a year in Tennessee. She joins Billy Dickens who was their first school psychologist. That district is currently working to formulate a definition for "Severely Emotionally Disturbed." Billy, Shanna, Bill Pfohl, Betsy Flenor (Special Ed. Coordinator) and students from the WKU's Consultation class are the committee. A late spring deadline is planned. We will be glad to share when we are done.

Western recently revised its scheduling of courses for school psychology. There will be more afternoon and evening classes. The people most likely to be involved are those already employed. The evening schedule also allows for part-time student status, taking a student 3 years of classwork (6 credits a semester) and an internship year. If anyone is interested contact Bill Pfohl at the Western psychology department.

Shanna Waddington and Mike Kieta recently passed the state exam. Mike, a Western grad, is working for the Rough River Coop replacing Patty Coakley, who took a new position at Hardin County. Congratulations to both! It appears that things are happening in the western part of the state. We got a late start in life but will not be forgotten!

EKU AREA NEWS

Randy Kamphaus

Since returning to EKU after the holidays I have not had the opportunity to talk to anyone in the area but myself and John MacDonald. Therefore, of necessity, the scope of this report will be limited.

Two of our program graduates, Connie Wright and Dennis Labriola, are now employed at the Kentucky School for the Deaf. They are in the early stages of developing a presentation for practitioners on the identification of hearing impaired children. I hope all of you will get a chance to see the results of this effort at an upcoming KAPS meeting. Working with the deaf is becoming a trend for EKU students, Andy Howard

recently left EKU for an internship at the American School for the Deaf in New Haven, CT.

John MacDonald has had his nose in the U.S. Census summaries and has unearthed some enlightening statistics on such variables as high school drop out rates, median educational levels, and percent unemployed. The differences between regions of the commonwealth, indeed between nearby countries are quite remarkable (e.g., high school drop out rates for adults over 25 range from 72.0% to 25.3%). The message to psychologists is: You may have some idea about the characteristics of the population you serve but there is no substitute for data. John's census research is a prelude to his research on service delivery in rural areas.

As co-chair (with Beth Doll) of the KAPS legislative committee, I'm busy trying to understand the political inner workings of the commonwealth before the current legislative session ends. You have and will continue to hear more about KAPS legislative initiatives. As a relatively small organization we need the contributions of every member to be an effective political force. Therefore, I urge all of you who are interested in legislative action and particularly those of you with political experience and/or contacts to respond to Bob Illback's recent survey or to contact Beth or myself.

Things are ever changing at EKU. We are searching for a new faculty member (child clinical), and Crocker Peoples (coordinator of clinical psychology training) has submitted a proposal for a child and family clinic. I'll have more on these topics next time.

SCHOOL PSYCHOLOGICAL SERVICES HANDBOOK COMMITTEE

Pat Guthrie

In spring of 1983 the Department of Education determined that a need existed for a School Psychological Services Handbook to assist school personnel in understanding the standards/guidelines for the provision of school psychological services. It was agreed that this handbook should be developed by a representative group of school psychologists from various geographic areas and employment settings.

KAPS was asked to submit names of persons to serve on this committee, and Joe requested volunteers in an issue of KAPS Review. Thanks to all of you who responded - you are now hard at work on the Committee! A tentative outline has been established, and great progress is being made on the specific sections as listed below.

Tentative Outline-School Psychological Services Handbook

Overview-Introduction

- I. Definition of School Psychology
Role-Skills (Job Description)
Credentialing (KDE, KPA, training, internship)
- II. Comprehensive School Psychological Services
Consultation (Staff Development)
Intervention
Assessment (criteria for a good psychological)
Program Planning and Evaluation
Research
Supervision (psychologist supervising others)
- III. Organization of School Psychological Services
Service Delivery Models (contracting, co-ops, etc.)
Collaboration with other professionals (organization chart)



- Child Study Team
- Evaluation of Services/Accountability/Supervision District Policies and Procedures
- Work conditions and Facilities Needs Assessments (ratios, etc.)
- IV. Professional Standards
 - Ethics (NASP, APA, KAPS)
 - Continuing Professional Development
 - Legal (confidentiality, due process, non-biased assessment and BEEC placement regulations)

V. Professional Resources

There will be a formalized process for review when a final draft copy is available. However, please direct your suggestions/comments at any time to any member of the Committee.

Handbook Committee Members:

- Beth Doll
- Patty Coakley
- Bob Illback
- Pat McGinty
- Duane Miller
- Ronda Talley
- Joe Zins
- Lynette Uhl, Liaison from Bureau of Education for Exceptional Children
- Pat Guthrie, KDE Staff Support.

EXECUTIVE COMMITTEE REPORTS

MINUTES OF THE DECEMBER 6, 1983 EXECUTIVE COMMITTEE MEETING

Bobbie Burcham, Secretary

The December 6, 1983 Executive Committee convened on the University of Kentucky's campus at 6:30 PM. This was the final meeting under current leadership and President Joe Zins stated primary goals of the meeting to be to review accomplishments and to allow for interaction between outgoing and incoming officers and committee chairs.

Present were: Joe Zins, Bruce Wess, Marcia McEvoy, Charlene Ponti, Bill Knauf, Pat McGinty, Bob Illback, John MacDonald, Randy Kamphaus, Beth Doll, Peggy Harrell, Bobbie Burcham, Teesue Fields, Steve DeMers, and Ronda Talley.

Officer and committee reports were presented. In addition, Steve DeMers gave an update on his liaison activities to KPA and Joe Zins presented a state representative's report for Pat Guthrie. (See appropriate section of newsletter for a review of material presented at meeting.)

Other business included a review and discussion of several documents Bob Illback had prepared and disseminated in advance to the executive committee including a letter sent to Alice McDonald supporting Charles Muntz as Assistant Superintendent for the Bureau of Education for Exceptional Children; another letter drafted to Alice McDonald reviewing some

areas where KAPS could contribute to improved educational services in Kentucky; and a draft letter to Dr. Miller, KPA President which the group decided not to send at this time but continue to work on improved communication between the organizations. The possibility of initiating a newsletter exchange with KPA was also suggested. Ronda Talley raised a concern regarding an article which purposed that school psychology positions may not be an economically expedient way to utilize educational funds. Joe Zins agreed to send a letter to the Superintendent of the county in response to the article.

The formal meeting was adjourned at 9:00 PM and incoming and outgoing officers and chairpersons shared information about their jobs.

TREASURER'S SUMMARY, 1982-83

Bruce Wess

The KAPS Treasurer has endeavored to provide prompt, accurate payment of bills as well as records of income and to maintain accurate books regarding KAPS funds. When the present Treasurer entered office on 1-1-82 the balance of the Treasury stood at \$703.43. As the end of my term nears, the balance as of 12-6-83 stands at \$3,101.82.

CONTINUING PROFESSIONAL DEVELOPMENT COMMITTEE SUMMARY, 1982-83

Bill Pfohl

Over the last two years, the Continuing Professional Development Committee has been working to formulate a Continuing Professional Development program at the request of then president Joe Zins. The active committee members were Patty Coakley, Martha Hannifan, Pat

Guthrie and myself. There were only 4 other active state - wide programs at the time we started. We attempted to incorporate these aspects of these other programs which appeared to be strong for implementing a program here in Kentucky. Our goals were to keep it streamlined to encourage the greatest participation. The CPD committee submitted a working draft to the Executive Committee in September, suggestions for change were made, and the final draft was approved at the Fall Conference. As of December 1983 our CPD program had been accepted by NASP, so we are affiliated with their CPD system. Also, we have had 22 applications. This ranks us as probably the most involved state organization in the country in continuing professional development.

Those who did sign up for the program need to submit documentation as soon as possible. The new committee will be meeting soon to work. Also those of you who did not receive a CPD packet can write to:

**Teesue Field
2504 Merriwood Drive
Louisville, KY 40299**

PLEASE SUBMIT ALL DOCUMENTS TO HER AS WELL, AS SHE IS THE NEW CHAIR.

Thank you for your support.

PROGRAM COMMITTEE REPORT

Charlene Ponti & John MacDonald

We would like to begin our report by stating that we are pleased to have been named as the co-chairs of the Program Committee. We are looking forward to serving the KAPS membership in this capacity. It is our hope to continue the excellent precedent established by Cookie Cahill over the last two years.



The committee is currently in the process of developing a budget, as well as plans for future one day workshops and the Third Annual KAPS Convention. We are interested in planning workshops that will be stimulating and relevant to your needs. Consequently, a needs assessment survey has been developed by John MacDonald. It can be found elsewhere in this edition of the newsletter. We hope that you will take a few minutes to complete the survey and return it to us so that we may consider your individual input on topics of interest for future programs. With membership input, we believe that we can develop an outstanding series of programs for you this year!

By the time you read this, we hope that the first KAPS workshop of 1984 will have already been held. Dr. Charles Maher from Rutgers University was scheduled to present a three hour workshop entitled, A Systems Framework for Classroom Based Behavioral Interventions. Our thanks are extended to Bob Illback for his part in organizing and arranging this presentation.

The program committee's major activity for the year will be the planning of the Third Annual KAPS Convention. For those of you who wish to plan ahead, the convention is scheduled for Friday, September 28, and Saturday, September 29, 1984. It will be held again in Richmond at Eastern Kentucky University since they accomodated us so well at our previous two conventions. Dr. Dan Reschly, President-Elect of NASP and Professor of Psychology at Iowa State University, will give an address at the banquet and will also present a half-day workshop. Once again, NASP will be sharing transportation costs with KAPS for his visit. Other workshops also are being planned for the convention, as well as paper presentations by the membership and other interested parties.

We are working hard to present an interesting and informative series of programs for you and we hope that you will support them with your attendance. Don't forget that attendance at these workshops counts as credit toward your CPD Program! Our committee still has a great deal of work to do and we are always looking for additional people to volunteer their services and expertise. If anyone is interested in joining the Program Committee, contact John MacDonald or Charlene Ponti. Your help would be greatly appreciated.

MEMBERSHIP COMMITTEE SUMMARY 1982-83

Bruce Wess

The primary goal of the Membership Committee has been to increase KAPS membership to the maximum extent possible by contacting all school psychologists in Kentucky and encouraging them to join KAPS. This has been accomplished through yearly mailings for renewal of dues, follow-up letters for delinquent members, and several letters to all school psychologists with Department of Education certification as well Kentucky NASP members who were not members of KAPS. These efforts have resulted in an all-time high membership total of 120 for 1983. Totals for 1984 look to be at a comparable level and may, in fact, surpass this. (Current membership as of 12-6-83 is 106.) In addition, a purging of the mailing list was undertaken when the present chair assumed the position. A Membership Directory was published in March, 1983. The Membership Committee has periodically provided demographic information, committee lists, and information on professional affiliations of KAPS members to interested individuals.

MEMBERSHIP COMMITTEE REPORT

Bobbie Burcham

As of January 14, 1984, KAPS membership stands at 111, nine under last years all time high of 120.

The KAPS membership year corresponds to the school calendar, beginning September 1 and ending August 31st. If you have not renewed your membership for this year, please do so immediately by contacting Bobbie Burcham, 2037 Larkspur Drive, Lexington, KY 40504. Professional membership remains at \$15.00 and student membership at \$5.00.

Since the official KAPS membership drive will not begin until this fall, a short term goal of the membership committee is to complete design of the membership certificate and have it ready for distribution when members renew in August, 1984. Maintaining current members, recruiting new members and publication of the membership directory are primary goals for the year.

3. Initiation with the Kentucky Council of Administrators of Special Education of dialogue to explore Unit Funding for school psychologists.

4. Participated in discussions regarding the Mental Health Coalition's attempt to achieve parity in mental health reimbursement patterns.

5. Responded to proposed Mental Health Counseling bill.

6. Monitored and participated in various legislative processes at the state and national level, including the School Psychology Handbook Committee, the School Psychology Examination Committee, the Council on Teacher Education and Certification, KASA and related organizational activities, KDE events, efforts to amend PL 94-142, and related processes.

7. Responded to requests for information from state and national groups regarding legislative initiatives.

8. Informed the membership about relevant happenings, and when appropriate, sought input and involvement.

KAPS LEGISLATIVE COMMITTEE SUMMARY 1982-83 Bob Illback

During the past two years, the Legislative Committee has been involved with a number of initiatives. Some of these have been proactive, and others have involved monitoring and have been reactive in nature. Some of the specific committee activities include:

1. Participants in the Kentucky Council on Teacher Education and Certification process regarding psychometry and educational diagnostician certification.

2. Dialogue with the Kentucky Association and the Board of Psychology regarding specialty designation, competency to stand trial and involuntary commitment determinations, and related issues, as they impinge on the practice of school psychology.

LEGISLATIVE COMMITTEE REPORT

Beth Doll

The 1984 goals of the Legislative Committee are optimistic, and critically important. In a few words, it is our hope to be able to increase political activism of the KAPS membership. Specific plans include monitoring pertinent legislation during the current legislative session, establishing a rudimentary telephone tree enabling us to alert KAPS members as key bills reach critical points in the legislative process, and monitoring and testifying before relevant legislative committees.

Our goals depend ultimately on the entire membership of KAPS, as none of our efforts become noteworthy unless each KAPS member

follows our call with a message to their state legislator. We will assume responsibility for describing the pending action; each member must take the time to formulate their personal stand on the issue and to make their opinion known in Frankfort. Members may leave a message for their legislator by phoning, toll-free, 1-800-372-2985. Please take the time now to find out your legislators' names.

In particular, KAPS attention has been directed to three bills. These are summarized briefly:

HB 170 is an act to amend the Psychology Licensing Law (KRS 319A) to establish Mental Health Counseling Certification and Licensure. If passed as written, this credential would allow independent practice as a mental health counselor by individuals with three years experience of a type satisfactory to the board and upon completion of a 60 hours graduate program in the behavioral sciences. The bill is intended to apply to individuals with a master's or doctoral degree in any mental health field where the course of studies is equivalent to a masters degree in marriage and family counseling. Provision is made for most current practitioners to be grandfathered in, with minimal review of credentials. This bill is supported by KPGA and is essentially the same as HB 369 submitted to the 1982 session of the legislature.

The mental health parity bill will, if passed specify that any health insurance policy issued or renewed in the state of Kentucky after June 30, 1984 shall provide coverage for mental health services to the same degree as physical health services. (No number has been assigned to date.)

The Mental Health Provided Bill specifies that designated mental health providers will include licensed psychologists (a generic

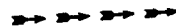
term which includes school psychologists) in addition to licensed psychiatrists, certified social workers, or licensed psychiatric nurses. Designated mental health providers are those qualifying for payment of insurance benefits for services. Some disparity is evident in that master's level social workers are licensed and will qualify while master's psychologists will not. (Again, no number has been assigned to date.)

In addition to monitoring bills and committee meetings, the KAPS legislative committee will continue to cooperate with the Kentucky Council for Administrators of Special Education in developing legislation to allow alternative means for state funding of School Psychologist positions in local Kentucky school districts. A tentative goal will be to have a legislative proposal with supporting research in time for any special legislative session which might be called in 1985. The KAPS membership may assist with this goal by informing us of any legislator or organization which might be sympathetic to such a proposal, and by offering their influence in building support for the bill once developed.

ETHICS AND PROFESSIONAL STANDARDS COMMITTEE SUMMARY, 1982-83

Peggy Harrell

The primary accomplishment of the Ethics and Professional Standards Committee over the last two years has been the development of an ethical code or set of ethical principles to serve as an operating guideline for school psychologists in the state of Kentucky. Now in its third draft, the KAPS Code of Ethics will hopefully be adopted by the Kentucky Association of Psychology in the Schools sometime in the very near future.



Additionally, the Ethics and Professional Standards Committee has continued to be available as a resource to KAPS members in need of assistance in working their way through ethical problems.

Finally, when called upon to do so the Ethics Committee has been willing to address ethical issues either through direct contact with individuals concerned about various issues or through the KAPS newsletter.

KAPS members have continuously been encouraged to contact the committee chairperson if they have any questions relating to ethical concerns or issues.

Beyond adoption of the KAPS Code of Ethics, our goals for the future include development of a complaint procedure for violations of ethical standards, completion of a best practices manual which would provide standards for the everyday practice of school psychology, and continuation of our role as a resource to members of KAPS who have questions or problems relating to ethics.



LIAISON AND PUBLIC RELATIONS COMMITTEE SUMMARY, 1982-83

Pat McGinty

My term as LPR Committee chairperson has come to an end. I am pleased that we have been able to accomplish some of the goals we set up originally, but I realize that there is much left to be done to promote school psychology in this state. Many thanks to those who assisted me in drafting the action plan for this committee, worked on the state pamphlet, and provided information on possible liaisons.

KAPS is now affiliated with the Kentucky Mental Health Coalition, which is a state-wide organization of 35 state and general organizations coalesced to advocate for mental health issues in Kentucky. The Coalition has drafted a mental health parity bill to be presented to the state legislature in the next session. The KAPS Executive Board is being asked to endorse this bill, though there is some concern that the providers of mental health care do not include master's level psychologists. I will be serving as KAPS' representative to the Coalition. If you have any concerns, please let me know.

The KAPS' application for KASA affiliation has been completed and was sent to Bill Nallia in December. There are several steps remaining, including approval by the KASA Executive Board in the Spring and the general membership in July, 1984. Please remember that we must have more of our KAPS members join KASA now to support our need for a separate affiliation for KAPS.

A draft of the state pamphlet has been presented to the Executive Board for consideration. Since the consensus was that the logo remain as it is, the LPR Committee can proceed with the revision of this draft and final printing of the KAPS state pamphlet. If you have any suggestions to offer, please contact Ronda Talley, since she will be taking care of this.

The LPR Committee still needs to obtain better media coverage for KAPS and school psychology in general. While this has been discussed by this committee, little has been done so far. NASP is also actively seeking means of gaining visibility for school psychology within the media. In fact, recent communication from Fred Woodall indicates that the NASP Public Relations Committee is establishing a speakers pool for professional organizations in psychology and

collected discipline and a writers club or journals in which school psychologists can gain good visibility. NASP is also developing a public relations package to distribute to mass media and requesting organizations. Fred is seeking people to assist him with these projects. If anyone is interested, they can write him at Delta State University; Cleveland, MS 38733.

Konda Talley will succeed me as NRP committee chairperson. Please let us know if you are interested in helping her with public relations projects or if you have some ideas or suggestions on ways to promote school psychology within our state.

creating an educational diagnostician certificate (a 45-hour planned program of studies). These changes also had the net effect of discontinuing psychometry endorsements, in favor of the school psychologist level of certification after 1986. Together, these developments will substantively effect the quality of assessment services delivered to school children in Kentucky.

NEWS FROM NASP

Joseph E. Zins

I want to bring you up-to-date on several events within the organization.

1. Convention The 1984 annual convention will be held in Philadelphia from April 17-21 at the Franklin Plaza Hotel, so mark those dates. We have consistently had one of the highest rates of attendance in the country. We again are fortunate that it is being held in a location that is within driving distance for many of us. You should have received registration information by now. Notices of paper acceptance were sent in January.

For those who like to plan ahead, the 1985 conference site has been selected -- Las Vegas. So, if you don't lose all your money in Atlantic City (one hour from Philly) this year, you can get rid of it next year. One reason that Las Vegas was selected was because of the relatively inexpensive airfares available as well as the "reasonably" priced rooms. The dates have not yet been announced.

AWARD TO KATIE SULLIVAN

Each year, the Kentucky Association for Psychology in the Schools (KAPS) gives an award to an individual who has made a substantial contribution to ensuring quality school psychological services. In 1982, the award was given to Dr. Sidney Simandle, Director of Teacher Education and Certification at the KDE, who has been instrumental in promulgating high standards for the practice of school psychology.

This year (1983), KAPS recognized Ms. Katie Sullivan, counselor at Morton Junior High in Lexington, for her work as chair of the subcommittee on the educational diagnostician for the Kentucky Council of Teacher Education and Certification. In this role, Katie was instrumental in facilitating new certification guidelines,

2. NCATE: There has been a great deal of discussion about NCATE and the implementation of NASP Training Standards. Despite widespread confusion, our Training Standards have not yet been implemented. Contact me if you want more specific information. The joint accreditation process is also being reviewed and a recommendation has been made by the Task Force that it be continued. Watch the Communique for details.

3. Regional Accreditation: Efforts are currently underway in the North Central region to pursue methods of assuring the inclusion of school psychological service standards in regional accrediting bodies (at the elementary and secondary level). If NASP is successful in this region, they will expand to others. Obviously, this would constitute a major step forward.

4. Public Relations: Major efforts are being expended to develop strategies to increase public undertaking of school psychological services. Ronda Talley is the Kentucky representative to this group.

5. Membership: NASP continues to grow and has passed 8,000. At the present time we have our highest state membership ever (about 93). Thanks for all of your assistance. We should again be cited for this accomplishment at the convention banquet.

6. Special Interest Groups: There are a number of special interest groups which have been formed: computers, rural, vocational, and students. If you would like to join one, let me know and I will give you the name of the contact person.

7. Elections: Nominations have now been completed and the candidates will be announced in the near future. We will be selecting a new President-elect, treasurer, and regional director. In addition, we will have to elect a new state delegate.

As many of you know, Tom Schumacher resigned as Southeastern Regional Director in September. I was named as his replacement in early December and will be completing his term which ends June 30, 1984. Therefore, President Alan Coulter has named William Pfoih as the Kentucky state delegate to complete my term (which also ends June 30).

I want to thank all of you for allowing me to serve as your representative to NASP for the past three and one-half years. I have enjoyed representing Kentucky and your interests. I look forward to continuing to work for school psychology in my new position on the Executive Board and as Co-Chair of the Accreditation, Credentialing and Training Committee. I hope that you will continue to share your ideas and concerns about NASP and school psychology with me in the future so that I still am able to represent your interests.

ETHICAL CONCERNS AND ISSUES IN SCHOOL PSYCHOLOGY

Peggy Harrell

The following question was recently presented to the Ethics and Professional Standards Committee: "Is it necessary to allow parents to review test protocols if they request to see them?"

RESPONSE: According to DeMers and Bersoff (in press) "routine access of parents to their children's test protocols resulting from a school assessment program may soon be the norm." The Family Education Rights and Privacy Act (FERPA) of 1974 and its implementing regulations of 1976 provides that school systems receiving support from the Department of Education must allow parents access to records concerning their children and provide an opportunity for those records to be challenged. P.L. 94-142 which included portions of FERPA requires schools to permit parents to inspect and review records that are collected,

maintained, and used by the school in its special education decision making. Psychological tests and their results are almost always "used" and thus could be considered accessible.

Previously under FERPA or the "Buckley Amendment" test protocols and answers were often withheld from parents under the provision that documents in the sole possession of the maker and not accessible or revealed to anyone else are excluded from the definition of a pupil's record. Even though school psychologists may keep test records and responses in their offices, if the information from them is communicated via a psychological report or case conference as they usually are, it would seem these protocols should be considered records as they have been revealed to others. As such they become accessible under FERPA (Bersoff, 1982).

The American Psychological Association has changed its Code of Ethics provision that previously limited access to psychological tests to "persons with professional interests who will safeguard their use" to read "Psychologists make

every effort to maintain the security of tests and other assessment techniques within limits of legal mandates."

The trend toward parental access to education records has also received a boost from recent "truth-in-testing" legislation enacted in New York and California which requires testing agencies to disclose information about tests and test takers performance. Although the laws have tended to focus on large scale administrations of group aptitude and achievement tests, the legal principles seem to favor the rights of the test taker over the test maker. This also suggests that parents probably have a legal right to review their children's test protocols (DeMers & Bersoff, in press).

Bersoff, D.M. The legal regulation of school psychology. In C. Reynolds and T. Gutkin (Eds.), The handbook of school psychology. New York: Wiley, 1982.

DeMers, D. and Bersoff, D.N. Legal issues in school psychological practice. In J. Burgin (Ed.), Contemporary school psychology. Charles Merrill, in press.

⊕⊕⊕⊕⊕ EDITOR'S NOTE ⊕⊕⊕⊕⊕

The following represent areas which KAPS President Bob Illback feels should be addressed through position papers written by KAPS members. Please consider serving on a committee to develop a position paper in an area of interest to you. The Executive Committee will be establishing working committees in the near future for the topics of highest priority.

Funding of school psychological services - This paper would focus on the current state of affairs in Kentucky with regard to the funding of positions, and would demonstrate the need for alternative funding mechanisms and sources for the provision of such services. In actuality, this project is well underway in the form of a draft document currently being used by the joint KAPS/CASE committee on unit funding. What remains to be completed, beyond editorial considerations and the inclusion of some additional data, is the delineation of a clear set of funding proposals, utilizing existing or proposed funding formulae. In particular, this paper could focus on the educational cooperative as viable means for providing psychological services in Kentucky school districts.

Contractual school psychological services - We all know that this is a major problem which has both inhibited the growth of school psychology in Kentucky and diminished the quality of services delivered to children. We need to articulate the issues relating to contracting in ways that school people can understand, and demonstrate viable alternatives. NASP has developed a good summary of the issues. What we need is a document which concisely summarizes these and other useful suggestions.

The use of short-form intelligence tests - An issue has been raised in a number of quarters regarding the use of these "measures" to streamline the (re-)evaluation process. There are a range of psychometric, legal, ethical, and procedural issues which arise in this regard, and a brief paper summarizing some of these could provide guidance both to practitioners and to school officials (LEA, SEA).

How school psychologists can contribute to educational excellence - This paper would summarize some of the recent studies and reports (e.g., A Nation at Risk) from a school psychological perspective. Based on our knowledge of the current status of education in Kentucky, we might make a handful of discrete proposals that could involve school psychologists in the implementation stage (e.g., the design of specific types of remedial education programs). We have within our group the capacity to exert a great deal of leadership in this regard, and this could be a vehicle to alter the perception of school psychologists as merely testers. I think such a paper would be extremely timely.

Uses and abuses of microcomputers in assessment - I see this as a substantial area of interest and of potential problems. I am already hearing horror stories of districts using "canned" programs to diagnose and prescribe. Some administrators see these programs as time-saving devices which can result in higher volume, and seem to care little about quality. I think we need to take a stand in this regard, and disseminate our views to all levels.

Assessment domains and instrumentation in school psychology - This paper might briefly summarize the assessment competencies of school psychologists in relation to other educational specialties (e.g., the educational diagnostician) in order that administrators and others might make informed decisions regarding hiring and role assignment. Additionally, the paper could specify the instruments which we view as distinctly psychological, versus those which seem to cut across more than one specialty. In particular, the paper could specify a range of test interpretation and intervention planning competencies which an assessment specialist should be in possession of.

The school psychologist as consultant - In specific terms, this paper could indicate the rationale for and process of consultation as used by a school psychologist. Examples could be used to demonstrate the efficacy of the approach, especially in relation to mandates such as the LRE clause and recent findings regarding the effects of special education. This document might be designed as reading material for a teacher considering working with an individual practitioner in a formal consultation.

The Program Committee needs your help! We would like to give you the most enlightening, useful, and enjoyable program possible. You can help us by completing the attached survey, and by suggesting additional topics. If you have a particular person in mind who can present on a topic, that would be very useful. We appreciate your time and 20 cents to complete this questionnaire and return it to us, but the biggest beneficiary of your efforts will be you. Here's to seeing you at the KAPS Annual Meeting in October!

Send your completed questionnaire to:

John MacDonald
Department of Psychology
145 Cammack
Eastern Kentucky University
Richmond, Kentucky 40475-0937

Thanks!

Please place a number (1-5) indicating your top five choices for a workshop or invited presentation, with 1 indicating your first choice.

- _____ Assessment of Low-Incidence Handicaps
(If you check this, please check at least one of the following:)
- _____ identification and assessment of hearing-impaired children
- _____ identification and assessment of visually impaired children
- _____ assessment of severely and profoundly retarded children
- _____ assessment of autism and other psychotic conditions
- _____ assessment of emotional disturbance

- _____ Behavioral Assessment
- _____ Preschool Assessment and Intervention
- _____ Clinical Diagnosis using DSM-III -- implications for the role of the school psychologist in therapeutic intervention
- _____ Assessment of Social Skill problems
- _____ R-ABC
- _____ Issues in Learning Disabilities: Assessment and Intervention Planning
- _____ Expanding the school psychologists' role beyond assessment
- _____ Methods of Service Delivery in Rural and Urban areas
- _____ Learning/Reading Strategies
- _____ Prevention of Dropping Out
- _____ Consultation
- _____ Group Consultation
- _____ Microcomputers and School Psychology
- _____ Assessing Accountability of Special Education Programs
- _____ Perspectives on the Acceleration of Students

Additional Suggestions: