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NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS FIVE YEAR PLAN

Introduction

The five-year plan presents five broad priority areas or directions for NASP for 1985-1990. These identified goals are offered as continuing emphases for NASP over the next five years. They are not intended to define the total scope of NASP activities; many other directions will occur as well. Neither are they intended to be unchangeable. However, these priorities should provide continuity of focus in educational and children's services issues across changing officers, delegates, and committee chairs and, thus, better insure attainment of NASP priorities.

Suggested objectives for each priority are also listed. The objectives are not all-inclusive.

The Planning and Development Committee should develop a process for evaluating committee objectives and strategies at the end of each fiscal year. P & D should also evaluate the extent to which five-year goals were addressed and whether they need revision.

PRIORITY 1: Advocate for new educational service delivery systems that will maximize measurable educational attainment for all children. Promote best practices possible within the current service delivery system.

The current special education categorical delivery system has accomplished important goals for handicapped children. However, serious problems have been encountered as schools strive to meet these mandates and those of other categorical programs (e.g., Chapter I, Migrant Education, Bilingual Education). The NASP position statement, "Advocacy for Appropriate Educational Services for All Children", identifies some of the specific problems and needed changes. We believe that there must be better service delivery structures which continue to insure the rights of all handicapped students, focus on instructional needs without unnecessary assessment and labeling, and include many educationally needy children who currently do not qualify for any program. Until alternative delivery systems can be developed, piloted, and implemented, we must continue to look for the best practices possible within the current service delivery

structure so that students are served as appropriately as possible.

Suggested Objectives

1. Determine what delivery systems are now available.
2. Determine what characteristics relate to effective delivery systems.
3. Develop a data base for the development of delivery systems. Promote applied research projects through relationships between field and universities. Look to funding agencies such as NIE, Rockefeller Foundation, etc. to support this kind of research.
4. Develop mechanisms to disseminate information about effective delivery systems.
5. Identify leaders to promote and implement effective delivery systems.
6. Put a reward system in place to promote development of effective delivery systems.
7. Communicate with other professionals and the public about what we are trying to do and what should be done in terms of services.
8. Impact pre-service preparation of school psychologists on knowledge about effective delivery systems.
9. Impact practicing school psychologists (regarding effective delivery systems) through Continuing Professional Development.

PRIORITY 2: Promote greater movement of school psychology practice into roles concerned with educational attainment of all children, including social/personal concerns and instructional processes.

NASP should promote roles for school psychologists which improve the educational attainment of all children, not just those involving assessment and handicapped children. Our current focus on the broad processes we use (e.g., assessment, intervention, and consultation) may not adequately convey the domains of education to which school psychology has relevance. The *Blueprint for Training and Practice*

in *School Psychology* outlines several relevant domains of leadership and practices for school psychology. These domains should provide a focus for:

- a) communicating with the public
- b) continuing professional development
- c) training of new school psychologists

Suggested Objectives

- 1 . Develop PI/PR materials and activities (e.g., brochures, news releases) around these domains and functions that communicate our roles in the broad aspects of educational attainment.
- 2 . Work with training programs to encourage their focus on skills to work with personal/social concerns, instruction, classroom structure and management, curriculum-based and environment assessment, etc. Help training programs prepare their students for roles in instruction, curriculum modification, and other areas outlined in the *Blueprint*.
- 3 . Use the *Blueprint* domains as one framework to focus professional development activities and products, as well as Convention workshops and papers.
- 4 . (a) Identify children's issues which influence educational attainment and in which we have expertise; develop position statements, best practice recommendations, and other pertinent activities. These issues may focus on social and personal concerns and/or directly on educational practices.

(b) Disseminate any positions, guidelines, or materials developed to States, other educators, policy-makers, and consumers.
- 5 . Insure that all of our standards clearly reflect areas of practice that maximize educational attainment for all children.

PRIORITY 3: Promote better acceptance and understanding of school psychology as a positive contributor to education and children's services by

policy-makers and consumers at all levels.

Many educators do not inherently understand the diverse ways that psychology can be applied to education. Consumers (parents, taxpayers, and legislators) often think of psychologists only as working with disturbed children. Thus, our potential contributions to healthy development, educational reform, regular education, and other areas are often overlooked.

Suggested Objectives

- 1 . (a) Continue current liaisons and develop formal and informal liaisons with other education-related associations, including regular education, special education, and related service groups. Particular emphasis should be placed on policy-making groups, such as Chief State School Officers, National Association of School Administrators, National School Boards Association, and National Association of State Directors of Special Education.

(b) Find ways to attend and present at their conferences and meetings; provide workshops, etc.
- 2 . Develop formal liaisons and joint activities with the national PTA.
- 3 . Facilitate sharing of successful state efforts at developing similar liaisons among all states. Sample activities may include special dissemination through ATS, columns in the *Communique*, and Convention programs.
- 4 . Work with Division 16 of APA to develop a unified view of school psychology of the future and strategies to promote it.
- 5 . Identify major issues in education and develop and disseminate positions, recommendations, and training to relevant associations and policy-makers. Where feasible, work on mutually developed recommendations. Examples where we can illustrate our contribution to education include: impact of some educational reform practices, effective schools and teaching, effective instructional practices, effective management and discipline procedures, etc.

- 6 . Develop closer liaisons with child advocacy organizations (e.g., National Coalition of Advocates for Students, Children's Defense Fund, Child Welfare League).

PRIORITY 4: Promote better self-acceptance and recognition of professional excellence in the provision of school psychological services.

There often appears to be a lack of sense of efficacy within school psychology practice. Yet, there are many effective practices and exemplary school psychologists. In order to project that sense of efficacy to others, we need to identify and publicize those exemplary and effective practices.

Suggested Objectives

- 1 . Identify and publicize model programs and services at local, state and national levels.
- 2 . Develop awards and procedures to recognize outstanding school psychologists--recognize exemplary work in a variety of roles and settings.
- 3 . Conduct and/or disseminate research on demonstrated effective practices.
- 4 . Emphasize accountability of our behaviors and practices and share procedures that promote accountability.

- 5 . Run a regular column in the *Communique* on professional excellence, exemplary practices, etc.
- 6 . Submit articles for newsletters of other education/psychology associations.
- 7 . Promote strategies for appropriate supervision (peer and supervisor) in school psychology.

PRIORITY 5: Build our standards and practices into permanent educational system structures.

While public image and relationship building and governmental/professional liaison are essential on an ongoing basis, we need to insure that our practice and functions are not subject to ever-changing whims of administrators and policy-makers. Thus, our functions and standards need to be institutionalized to the maximum extent possible.

Suggested Objectives

- 1 . Adopt credentialing standards and work to get them adopted by State Departments of Education, licensing boards, and other appropriate bodies.
- 2 . Incorporate the need for and functions of school psychological services into school standards of regional accreditation associations.

Testimony on Counselors Performing Intellectual/Psychological Evaluations

Dr. Robert J. Illback

27 December 1985

At present, the Council for Teacher Education and Certification has a subcommittee which is deliberating the issue of counselor intelligence testing. Sometime in the Spring, the committee will make recommendations to the Council and we may have an opportunity to have input at that time. Following is testimony given at a hearing of the State Board of Education on December 27, 1985. The hearing related to changes in Administrative Regulations pertaining to counselor duties and responsibilities.

- I . First, I think it is important to define some terms.

a. **Intelligence testing** refers to the administration and scoring of an individually administered test of intelligence, such as the Wechsler Intelligence Test for Children-Revised.

b. **Cognitive assessment** refers to the selection and appropriate use of a standardized measure of cognitive functioning, including a range of intelligence tests, such as, but not exclusive to, the WISC-R.

- c. Assessment refers to the process of gathering information, using a variety of methods (appropriate to the needs of the child), to make educational decisions about children. Relevant decisions include classification (diagnosis), placement, individual education program, and pupil progress.
2. Administering and scoring a specific Intelligence Scale for test is only one part of the larger assessment process.
 - a. The choice of a specific test to administer should depend on the presenting situation.
 - b. The fully trained professional should have a repertoire of intellectual/cognitive instruments to select from, and should make decisions about testing based on a thoroughgoing understanding of the presenting problem situation and relevant literature.
 - c. The area of cognitive assessment is changing rapidly, with the introduction of a number of new, more sophisticated tests (e.g., K-ABC, Woodcock-Johnson, McCarthy, etc.), which are more heavily dependent on the professional's understanding of complex psychometric, theoretical, ethical, conceptual, and practical issues.
3. A problem exists in many districts at present in that intelligence tests are being administered inappropriately, in rote fashion, and/or in isolation.
 - a. Minimally trained practitioners tend to administer the WISC-R without regard to the complex issues which surround problem situations. Typically, the WISC-R is the only test which examiners with minimal training have been exposed to. In some situations, outmoded and/or technically inadequate tests are still being used.
- b. Problems in administration and interpretation exacerbate problems in the assessment/decision-making process, because the database is unreliable or insufficiently understood.
 - c. There is a significant problem in Kentucky pertaining to the misidentification of handicapped children. For example, Kentucky has one of the highest percentages of children classified as educable mentally handicapped (EMH) in the nation, based on Office of Civil Rights figures.
 - d. Increasingly, minority group overrepresentation in classes for the mentally handicapped has emerged as an issue in Kentucky.
 - e. There is therefore a need for sophisticated psychological assessment personnel in the schools. In this context, the term sophisticated implies that an integrated assessment should occur, which incorporates cognitive data with behavioral observations, adaptive behavior assessment, educational data, and other required components of the evaluation. Fundamentally, the assessment should lead to a coherent and appropriate intervention plan.
4. Regarding the issue about which personnel should be authorized to conduct intellectual/cognitive evaluations, there are two underlying issues:
 - a. From what body of knowledge do these procedures derive?
 1. Within any definition, the tests we are speaking of are clearly psychological in nature, as they are derived from systematic psychology.
 2. Virtually the entire literature on the administration and pro-

per interpretation of these tests is found in the school and clinical psychology literature, to which counselors are not systematically exposed. Within this literature, the complex psychometric, theoretical, conceptual, ethical, and practical issues surrounding individual psychological assessment are delineated.

3. Counselor training and literature focuses (appropriately) primarily on group testing and measurement, especially in the areas of pupil achievement and vocational/career aptitude.

4. Most counselor educators do not have specific training as psychologists. In some of the counselor training programs, there has been a problem of the instructor never having been trained in assessment and/or never having performed this activity in a school or clinical setting.

b. What is the body of knowledge to which intellectual/cognitive assessment most naturally relates?

1. Here again, systematic psychology is the most applicable body of knowledge.

2. Specifically, bodies of knowledge to include developmental psychology, child psychopathology, child clinical psychology, psychological assessment principles and procedures, legal and ethical issues, psychological consultation, learning theory and behavior therapy, and psychoeducational intervention, to name the major areas.

3. The above represent the major areas reflected in the school psychology certification guidelines.

5. A related issue has to do with the proper role and function of school counselors.

a. School counselors have historically played a critical role in education in Kentucky, and they will continue to be important instructional leaders.

b. Unfortunately, due to the underdevelopment of other role groups, counselors have often been saddled with responsibilities that were clearly not within their proper purview. For example, counselors often complain they are in effect forced to serve as assistant principal, by virtue of acquiring administrative responsibilities.

c. "Intelligence testing" is one of those add-on responsibilities which fell to the counselor, and for which they were inadequately prepared. Many counselors are resentful of being put in a position of performing this role.

d. The more appropriate role for the school counselor relates to the extensive training they receive in pupil counseling, to include individual and group work in developmental guidance, problem-oriented counseling, teacher consultation, parent conferencing, case and pupil record management, and the many other responsibilities which are appropriate within a comprehensive guidance program.

e. My district (Fort Knox) has a comprehensive guidance program which I direct. When I arrived, we moved to a model in which the school psychologist performed assessment functions, allowing counselors to perform the activities for which they were trained. This has resulted in a vastly improved assessment and decision-making process, which the

counselors remain involved with as case managers. Significantly, it has also vastly improved the district-wide guidance program, as attested to by recent KDE Accreditation and Merit Rating reports.

f. In nearly every state in the nation, including each state on Kentucky's borders, school psychologists conduct intellectual/cognitive assessments for the purposes of determining eligibility for special education. Counselors nationwide have effectively served children through the activities listed above in (d).

6. In considering certification guidelines for the educational diagnostician, the Council on Teacher Education and Certification endorsed the rationales which have been described herein in deciding to phase out the school psychometrist certificate.
7. Our present situation in which counselors perform this role is a remnant of Kentucky's unique history and development. Decisions made about this issue will have a significant impact on the quality of services offered to children for years to come.

Recommendations

1. KAPS recommends that administration and interpretation of individual psychological tests in school settings be limited to certified school psychologists and school psychometrists. These individuals, by virtue of their extensive training in this field and having passed a KDE examination, should be defined as qualified examiners.
2. We are not advocating that counselors currently serving in this capacity in school districts, whose employment may depend on this role, be discontinued. Certainly we would agree that provisions should be made for these individuals to allow them to retain their positions, while at the same time upgrading their skills.
3. We are advocating that Kentucky begin to set standards for the future in the area of

psychoeducational assessment, particularly with respect to determining eligibility for special and remedial education. We are not alone in identifying this as a major problem, as witness recent articles in the *Courier-Journal*, the recent establishment of an Ad Hoc Committee to study problems in the identification of handicapped pupils by the State Board of Education, and the most recent report of the State Advisory Panel for Exceptional Children.

4. Thank you for the opportunity to testify at this hearing.

KYCEC 1986 CONVENTION ACCENTUATES THE EXCEPTIONAL

Charlie Muntz, President-Elect

Mark March 21 and 22 on your calendar as times you will want to be in Louisville, at the Galt House. Join your friends and colleagues for what promises to be an exciting professional experience - the 1986 KYCEC Convention. The theme of this year's convention is, "Exceptional Educators - WE MAKE GOOD THINGS HAPPEN". It is time to throw aside negatives that we too often find are a part of our profession. It is time to celebrate the good things that you make happen because you are an exceptional educator! Highlights which promise to make this an excellent convention are as follows:

- A Keynote Address by Jephtha Greer, Executive Director of the International Council for Exceptional Children. Mr. Greer will speak during the General Session on Friday. His topic will be: "Exceptional Education: Issues We Must Address to Make Things Happen".
- Brunch with Dr. Mary Groda-Lewis. She is the subject of the nationally televised movie, "Love Mary". Her life was featured in *Family Circle* magazine in February, 1985, in an article entitled, "From Juvenile Delinquent to M.D." Her story promises to be interesting, as well as inspiring.

- Over one hundred presentations and meetings. There are six definite strands. They are in the areas of assessment, early childhood, community based and vocational education, computers, SPH and multiple handicapped, and curriculum.
- A Coordinator's Showcase Strand will feature presentations of exemplary programs from throughout the state by special education coordinators, teachers, and support staff.
- A Very Special Arts Festival with information on how to hold one in your area.
- A "Best Practices Forum" featuring a panel of Teacher of the Year recipients.
- A session featuring Dr. Cynthia Warger, Council For Exceptional Children, on "Writing For Publication".
- A Pre-Convention Day jointly sponsored by CASE and OEEC for Special Education Coordinators (March 20).
- Numerous exhibits demonstrating the latest in materials and equipment.
- Tours to interesting school facilities and programs.
- Fun and frolic at the Friday night dance with the Mystics.

Programs will be mailed in early February. You are encouraged to pre-register. It is important to get your room reservations at the Galt House by March 5. Reservation cards will be in your program. Room rates are the same as last year. In addition to rooms in the original Galt House, there are one hundred rooms on the new side (Galt House East) available at that rate. Make your plans now to join us in Louisville, in March.

SCHOOL PSYCHOLOGY IN FRANCE, GERMANY AND DENMARK

Participate in an 18-day School Psychology Summer Study Tour in Europe — visiting BRUSSELS, PARIS, LUXEMBOURG, BONN, COLOGNE, COPENHAGEN — and attending the INTERNATIONAL SCHOOL PSYCHOLOGY COLLOQUIUM in Nyborg, Denmark. Cost from New York: \$1,895. For more information contact: Dr. Liam K. Grimley, School of Education, Indiana State University, Terre Haute, Indiana 47809.

FASP/NASP Co-sponsor Corporal Punishment Workshop

The Florida Association of School Psychologists and the NASP Social Issues/Child Services (SI/CS) Committee will be sponsoring a one day workshop on corporal punishment and alternatives in the schools. The workshop will be held on April 15 preceeding the NASP preconvention workshops in Hollywood, Florida. Dr. Irwin Hyman, Director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools out of Temple University, will focus his presentation primarily on alternatives to corporal punishment. The workshop will be appropriate for anyone wanting to address the issue of school discipline. Following the workshop, there will be an evening panel discussion on corporal punishment in Florida. We think this FASP/NASP co-sponsored workshop demonstrates one means that states can be actively involved with NASP to promote leadership roles for school psychologists. For additional information, contact:

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FURTHER ON THE RELATIONSHIP OF LIGHTNER WITMER TO SCHOOL PSYCHOLOGY

Tom Fagan
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The article by John MacDonald (1985) in the *KAPS Review* provided valuable information regarding selected aspects of our field's early history. Most training programs spend little time on the history of school psychology perhaps due to the lack of comprehensive sources on our history and the general lack of such knowledge by trainers. It is encouraging to note that Dr. MacDonald treats the subject in his courses and perhaps it will spur greater historical content at other programs.

Having studied extensively the early history and development of what we now know as school psychology, I would like to elaborate on and clarify some of the points already made. It must be kept in mind that what we know today as the field of school psychology has little or no counterpart in school-related practices of ninety or even seventy years ago. That is, our field is not a simple extrapolation of the conditions present at those times. For example, there are more than 200 school psychology training programs today but were none at the time of Witmer's clinic. Witmer's ideas and accomplishments are historical bases and origins for some of what school psychology was many years ago and some of what it has continued to be (and will continue to be in the foreseeable future). A complex variety of persons, events, and conditions influenced school psychological practice and professional development even in the first decades of the twentieth century (Fagan, 1985).

We might correctly attribute to Witmer the status of being among the first persons to provide psychological services to school-age children, or among the first to provide clinical training to persons that later also provided such services; but to accord him the status as the first school psychologist per se, or the first school psychology trainer per se, is probably misleading. It seems clear that Witmer (1867-1956) pioneered many things related to clinical psychology, having coined the term "clinical

psychology" and founded the journal, *The Psychological Clinic*. Like many eminent psychologists of the late nineteenth and early twentieth centuries, he was trained in areas other than psychology, completing his bachelor's degree at the Wharton School of Business (1888), then entering law school but eventually completing his Master's Degree in philosophy (studying under Cattell) at the University of Pennsylvania in 1891 (O'Donnell, 1985). With Cattell's encouragement, Witmer took his Ph.D. degree in experimental psychology under Wundt in Germany. Completing his studies in 1892, he returned to the University of Pennsylvania and took over the previous responsibilities of Cattell.

He had made an attempt to provide corrective treatment to a school student as early as 1889 while teaching in a Philadelphia preparatory school, presumably while a graduate student at Penn. While Witmer is most noted for his founding of the first psychological clinic at Penn in 1896, his ideas on the appropriate practice of "clinical psychologists," their training, and his forethought about the schools being in need of specially trained persons to provide such services are his major contributions. The clinic itself was not elaborate, well staffed, or well equipped for many years. It was most likely an outgrowth of the psychological laboratory established at Penn by James M. Cattell in 1889, and the nature of psychological assessment at that time was crude by today's standards, employing few data-based instruments and relying overwhelmingly on clinical acumen, introspection, and informal instruments developed by Witmer and others (Cattell, 1890). Of less renown apparently were the clinics he established at Bryn Mawr (1896-97) and at Lehigh University (1903) about which almost nothing has been published and which were probably demonstration labs for courses he taught in experimental psychology and pedagogy (Personal Communication, R.H. Wozniak, 1985). The case records of the Penn clinic are maintained by the Archives of the History of

American Psychology at Akron University in Akron, Ohio. They are available to qualified researchers and, in addition to the description given by Levine & Wishner (1977), provide a more clear understanding of the clinic's development, caseloads, staff, etc. For example, in the first ten years the clinic served predominantly children from the Philadelphia area, probably on referral from that school system, with services typically provided at the clinic. Due to the complexity of many cases and the need for ongoing study, Witmer established a hospital school where some children could be placed in residence and studied for longer periods of time, perhaps 6 months or more.

The predominant emphasis of such intensive work was not just diagnostic labeling (no agreed upon categories of exceptionality existed at that time though children were often referred to as mentally, physically, or morally deficient and gifted children sometimes referred to as "supernormals"), but as MacDonald (1985) has stated, the emphasis was on individual study to determine a means of providing the most appropriate instruction. Such methods were interdisciplinary, with the famous first case being that of the chronic bad speller managed by corrective lenses (prescribed by a vision specialist) and subsequent tutoring. In this latter regard, Witmer acknowledged the importance of ongoing treatment coupled with other interventions often considered to be "corrective." Even today we occasionally see children fitted with corrective lenses who continue to have school difficulty because subsequent intervention for the lack of previous skill acquisition is not provided.

Perhaps the best single source for information on Witmer and the clinic is that of Brotemarkle (1931). The book, a commemorative volume prepared largely by Witmer's former students, demonstrates the range of influence that Witmer's ideas about "clinical psychology" had in practice. These students became school counselors, personnel officers, clinical psychologists, special educators, etc. It is worthy of note, that none of the authors in that volume refers to him/herself as a school psychologist. Though unable to stay the course of history, Witmer did not advocate the creation of separate and specialized fields of clinical psychology, preferring to see it as a method generic to the individual study of persons. It is this core thinking about his clinical method that helps to explain why clinical psychologists, school psychologists, child clinical psychologists, and pro-

bably others consider Witmer and his clinic as their respective origin. He never referred to himself as a "school" psychologist and I have yet to encounter the term in his writing. His journal, *The Psychological Clinic* could be rightly considered the first journal on clinical psychology but it could also be considered a journal on exceptional children.

What training he did provide in clinical psychology in the first decade of the clinic was often in the summer and few separate courses could have been available. He was not a trainer of school psychologists but rather a trainer of persons who desired to work using the clinical method of psychology which he had developed. It was only with some difficulty that he managed to get such courses in the Penn curriculum and eventually to offer a clinical psychology degree. Witmer was important to early training but not in any way specific to training programs in school psychology, which seem to have been established about three decades after the founding of the clinic (Fagan, in press). The term "school psychologist" did not appear in the United States professional literature until 1911 (Stern, 1911; Fagan & Delugach, 1984), a practitioner did not carry that title officially until 1915 (Miles, 1964), and the field did not have a national organizational identity called school psychology until the reorganization of the APA in 1945 (Fagan, Hensley, & Delugach, in press). Thus, for the first half-century of school psychological services, there were practitioners with varying titles and training working in, or with, the school systems. Clinical psychology was a generic method of practice that gradually developed into separate areas of study and practice by about 1935, and eventually to the specialties as we know them today.

To be sure, Witmer was a source for school psychology. He was a source of practitioner training ideas, and a source for ideas about individual clinical practice, but perhaps most of all a source of inspiration and hope for a future profession that would come to be known as school psychology. In one of his earliest publications (Witmer, 1897), he sketches the nature of training and work for the "psychological expert who is capable of treating the many difficult cases that resist the ordinary methods of the school room" (p. 117). Much of early psychological study in America attempted to deal with educational concerns

and Witmer's contributions were unique in this regard. Many of the early trainees of Witmer were regular and special class teachers and his early ideas suggest that what he considered to be the "psychological expert" was (at that time) probably intended to be a teacher trained in clinical methods of psychology. This conceptualization is still in evidence in different ways today (e.g. SDE requiring teacher training to be a school psychologist; many training programs are housed in education departments).

Witmer's ideas were being put forth at a time when scientific, and not applied, psychology was in the forefront. That situation changed only gradually over the next fifty years. Witmer was in step with what he observed in the growing pains of a system of public schooling. Many early eminent psychologists conducted research and some applications related at least indirectly to educational matters. But Witmer's approach was unique and clearly out of step with much of psychology near the end of the 19th century. It would be years before his ideas and methods would gain widespread recognition and application and he struggled for much of what he accomplished in the early years of his practice. Some of the difficulty he encountered was brought on by his personal style of expression (Reisman, 1966).

It is perhaps his forethought, combined with these accomplishments, that has led to the granting of the APA Division 16 award for early scholarly achievements in the name of Lightner Witmer. The award began in 1973, and has since been granted annually except for 1975. The award recipients have been: James Ysseldyke, Ellen Bien, Judith Alpert, Thomas Kratochwill, Emanuel Mason, Raymond Dean, Cecil Reynolds, Terry Gutkin & Frederick Medway, Frank Gresham, George Hynd, and Stephen Elliott.

As for his relationship with other eminent persons of the time, they were important but not critical. He was certainly aware of Hall and the child study movement but the goals and methods of that movement were different from his own and apparently influenced other clinics/service bureaus in a different way (Slater, 1980). Witmer's work and clinic influenced the directions of Gesell's training and practice and probably that of Goddard at the Vineland Training School in nearby New Jersey. Archival information

from several sources including the Library of Congress indicate a strong relationship between Gesell, Goddard and Terman, and Hall. Gesell, Goddard and Terman were students of Hall and the research and normative approach attendant to their efforts is a more clear mentor-type relationship than observed in Witmer's ideas and practice and those of his "mentors." It is likely that the descendants of Hall were a different breed of child psychologist than the descendants of Witmer despite the fact both had studied under Wundt (O'Donnell, 1985, contends that neither attributed much of their success to Wundt).

Contemporary school psychology is a mix of both breeds and probably some others. The conditions of schooling, psychological advancements, and professional developments in psychological services have changed so greatly since the early twentieth century that what we observe as the field of school psychology in 1985 is far more than an outgrowth of our early decades. Half or more of this development has occurred in the past twenty years. It is only since about 1970 that school psychology as a field has gained sufficient identity to consider its training, credentialing and practice as a breed separate from other psychological specialties.

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NASP DELEGATE REPORT

Pat McGinty

The major focus of NASP at this time of the year is on preparation for the NASP Convention which will be held in Hollywood, Florida on April 15-19. I

realize that for those of us who work in Kentucky school systems, this is the week after Spring Break. I hope that professional leave is possible so that you can attend. This year there are 10 pre-convention workshops covering topics such as microcomputer use in education, social skills training, pre-referral interventions, therapies for school behavior problems, and a training workshop on the newly revised Stanford-Binet. In addition to the usual papers, presentations, and symposia, 14 applied skills workshops will be offered on such topics as social skills in the classroom, family assessment methods for school psychologists, legal, ethical and professional dilemmas, and school consultation. A NASP Auction to benefit the newly established NASP Children's Fund will be held Thursday evening during the Convention. If you need registration materials, write to NASP, P.O. Box 55, Southfield, MI 48037.

NASP currently has in the works a new publication, *Children's Needs: Psychological Perspectives*, to be ready in early 1987. This is designed to be a reference for school psychologists regarding child behaviors that exert influence on the child's development. 225 school psychologists across the country will contribute to this publication, including Joe Zins and Janet Graden, both well known to KAPS members.

MINUTES OF THE DECEMBER 18, 1985 EXECUTIVE COUNCIL MEETING

Bob Kruger

The executive council of KAPS met at KASA Offices in Frankfort, KY. The meeting was called to order at 5:45 p.m. Executive Council members present were: Ronda Talley, Bob Illback, Alan Kite, Bob Kruger, Randy Kamphaus, Lois Beimrohr, Teesue Fields, Bill Knauf, Jim Batts, Pat McGinty, Carolyn Brown, Sue Hoagland, and Patsy Thompson.

Secretary: Minutes from the Sept. 19th Executive Council Meeting and the Sept. 20th General Business Meeting were distributed and approved.

Treasurer: Alan Kite reported a current balance of \$2,720.89 in the KAPS treasury. The travel expense voucher to be used by KAPS membership in association with KAPS business was distributed. The

voucher outlined the reimbursement policy.

President-Elect: Bob Illback announced that Ronda Talley would be assuming presidency of KAPS following this (Dec. 18th) EC Meeting. Ronda indicated the transitions in certain committee chairs and liaisons were in the works. She distributed an updated listing of these assignments. These were approved by EC vote. As liaison to KASA, Ronda reported that KASA's prime objectives for the upcoming year would be procurement of additional ASIS Units and the procurement of additional revenue to fund extended employment for principals. Both of these priorities stem from a need to provide forms of relief and support to principals in view of new state-mandated activities and responsibilities

related to instructional leadership. An exhibit outlining a Dec. II, 1985 KASA proposal related to this matter which was submitted to the State Board of Education was distributed.

President: Bob Illback discussed the current status of the counselor testing issue (State Board Revised 701 KAR 7:020). He briefly summarized the history of KAPS' involvement in this issue, including testimony of some KAPS' members at a KDE hearing in March of 1985. Pat McGinty suggested that a packet of information updating the EC on this matter be prepared. Bob indicated that he would prepare a brief summary, including a copy of his recent communication to the Bowling Green, Kentucky ACLD representative in response to a letter of support received from that organization.

Past President: Bob Illback reported for Joe Zins. An exhibit outlining a position statement of the National Coalition of Advocates for Students (endorsed by NASP) was distributed and discussed. The position statement outlined some of the problems inherent in categorical models of service delivery for students experiencing adjustment problems to school, and advocated the development and piloting of alternative models to better assure appropriate educational services for all students. A motion for KAPS' endorsement of this position statement carried unanimously. The position statement was reproduced in the summer issue of the *KAPS Review*. The EC also voted to endorse a letter that Kentucky's CEC organization will be sending to Kentucky's U.S. senators and congressmen advocating nonreduction of Federal VI B funds as a function of balanced-budget legislation.

Ethics and Professional Standards: Alan Kite reported for Peggy Harrell. The proposed final draft to the "Procedural Guidelines for the Adjudication of Ethical Complaints" was distributed. EC members were encouraged to review this document and submit any comments to Lynn McCoy-Simandle, the new chair of the Ethics and Professional Standards Committee. Adoption will be considered at the next EC meeting.

Liaison and Public Relations: Lois Beimrohr and Ronda Talley reported. A listing of KAPS' liaisons to other professional associations was discussed. One organization, the Kentucky Mental Health Coalition, asked that the liaison representative complete a "needs assessment" outlining the goals and needs of our organization and our perception of major mental

health needs in the state. Copies of the needs assessment form were made available to EC members. Interested members could complete and send these forms to Judy Brettschneider for presentation to the Kentucky Mental Health Coalition. The fee charged to KAPS for affiliation with KMHC was also briefly discussed and deemed an appropriate expenditure. The committee, through Bill Pfohl, is working to see how Western Kentucky members of KAPS can become more involved in KAPS' activities. Brochures have been reprinted and are being distributed at appropriate professional meetings in the state. A professionally developed poster is still in the works. The KAPS' booth will be set up at the upcoming CEC convention. Public service announcements are continuing to be shown on TV in certain areas of the state. Teeshirt sales were a success. Future PR projects include possible involvement in some high school career day programs. Responsibility for the school psychology chapter to be included in KPA's "history of psychology in Kentucky" project has been turned over to Steve DeMers. Development of a "Consumers' Guide to Psychological and Mental Health Services" to be done in concert with KPA has not yet begun, but is still a planned project.

Legislative: Randy Kamphaus, along with representatives from a coalition of other interested parties, met with legislator, Roger Noe, and the Interim Joint Committee on Education in an attempt to develop legislation to support more revenue and services for special education in Kentucky. The top priority of the special education interests was a revised funding formula for special education units. The initial proposal which was drafted was deemed unsupportable under current legislative circumstances. A "phase-in" compromise was then proposed in which funding for special education would continue under the current arrangement for the first year of this biennium. In the second year, there would be an attempt to adopt a revised funding formula. In three years, there would be an emphasis on procuring more "related services". Randy's conclusion from his involvement in this coalition was that a revised funding formula would remain a major priority no matter how gradually it had to be adopted. Units, not related services, would also remain as a primary focus of future legislative efforts. He concluded that KAPS needed to make its own case for school psychology funding.

In response to this perceived need, Randy met with the Interim Joint Subcommittee on Budget and Appropriations, chaired by Henry Moblery, to make a presentation for 20 experimental school psychology positions (cost \$200,000) for the upcoming fiscal year. With what was perceived as a very reasonable funding proposal, legislator Moblery encouraged that the case be presented again in January at a House Education Committee Meeting. Randy felt that the key to the proposal's success would be personal contact with legislators. A specific strategy for the January presentation still needs to be finalized.

Randy further reported that Steve DeMers felt that KRS 319 was not getting much legislative support. KAPS has maintained a neutral stand on this measure. Future major undertakings for the legislative committee will include how to best execute needed lobbying efforts. Input was invited.

Newsletter: Bill Knauf reported that the fall newsletter, featuring the convention, was due out very soon. He encouraged new committee chairs to submit committee reports for each issue. Plans are for more "theme issues".

Membership: The membership drive has just begun with this year's mailings coming from the KASA offices.

Program: KAPS will be co-sponsoring a workshop with the Jefferson County Schools on the computer-assisted McDermott Multidimensional Assessment of Children (M-MAC). Announcements have just been mailed.

Continuing Professional Development: Teesue Fields indicated that 28 certificates were awarded at the fall convention. The level of participation in CPD is encouraging. There will be a \$5.00 fee for reapplying to the program this year. Study units, to be described in an upcoming edition of the newsletter, are available for CPD credit.

State Consultant: Jim Batts announced that five of seven who recently took the school psychology exam passed. There are now 147 certified school psychologists in the state. Guidelines outlining the structure of the school psychology exam committee have recently been completed.

NASP Delegate: Pat McGinty reported that 99 KAPS members are also NASP members. When we have 100, we are entitled to two delegate votes. She reminded everyone of the spring NASP convention in Hollywood, Florida. There was a brief discussion of

some EC members' concerns about certain scheduling changes for the convention this year. To update EC members on certain NASP activities, Pat distributed copies of NASP's "Five Year Plan", and "Analysis of the Protection of Pupil Rights Amendment—the Hatch Amendment. . .". The latter paper was one developed by the Hatch Amendment Coalition of which NASP was a member. Pat also distributed a survey of "Potential Topics/Activities" that EC members could complete and send to the NASP Social Issues and Child Services Committee.

The next meeting of the EC was scheduled to follow the January 25th workshop on M-MAC. The meeting was adjourned at 9:05 p.m.

KAPS TREASURER'S REPORT JANUARY 15, 1986

Alan Kite, Treasurer

Present account balance: \$2,414.91.

Profit on the KAPS T-shirt sale was \$65.00. Congratulations and thanks to the Public Relations Committee.

The *KAPS Review* continues to be a bargain. It costs about \$166.00 to print and mail one issue to members and friends of KAPS.

The Executive Committee (EC), which is composed of officers, committee chairs, and others, passed a motion to reimburse its members for travel to and from its meetings (except during the annual convention). The rate is 15 cents per mile, which is a reasonable amount for the driving that many have to do. It is projected that this service will cost about \$200.00 per year, in total.

The CPD committee spent \$39.00 on new in-service and training materials that can be checked out by members. This is an excellent investment of member dues.

KAPS spent \$60.00 to have an exhibitors table at the Council for Exceptional Children (CEC) Annual Conference, on March 21 and 22, 1986. This money (well spent) will enable us to have much visibility with Special Education teachers and administrators.

LEGISLATIVE COMMITTEE REPORT

Cookie Cahill and Randy Kamphaus

The Legislative Committee has been extremely busy in preparation for the 1986 General Assembly, which convened in its first session on January 7. Among the most important issues on KAPS' legislative agenda for this meeting of the legislature are the following:

1) The funding proposal for school psychology positions, as outlined in the *KAPS Legislative Handbook*. Randy is spearheading this effort, and has been in frequent contact with a variety of legislators in its regard.

2) The issue of school counselors conducting intelligence (WISC-R, WAIS-R, and Stanford-Binet) testing. KAPS continues to have a vital interest in this issue, and Bob Illback has taken the lead in monitoring it closely.

3) KRS 319, the Psychology Licensing Law. This proposal for changes in the certification and licensure requirements for psychologists, being advanced by the Kentucky Psychological Association, also is being followed with a great deal of interest by KAPS members and the Legislative Committee.

The committee is attempting to keep close watch on what is happening on a daily basis in Frankfort. The legislative telephone tree is in place, so that committee members and the KAPS Executive Committee will be able to be notified quickly and efficiently of important developments on the legislative front.

All KAPS members currently should have in hand a copy of the *Legislative Handbook*. It contains invaluable information and resources for successfully pursuing legislative issues during this session of the General Assembly. If you have not received your copy, or have misplaced it, contact one of us at the numbers listed below.

The Legislative Committee continues to develop liaisons with various parent groups, with whom we share common interests. The possibility of hiring a lobbyist to represent KAPS' interests in Frankfort also is being investigated. Input regarding the qualifications such an individual should possess, as well as alternatives for funding such a position, are being sought and feedback from KAPS' members will be greatly appreciated.

If there is an important Legislative issue which you

feel KAPS is neglecting, or if you would like to become more actively involved in this session of the General Assembly, we encourage you to contact one of us immediately. The broader-based and more active are our efforts during this General Assembly, the greater the likelihood of successful results. Please offer your talents and support! Call us at: (606) 622-1105 (Randy) or (606) 331-7742 (Cookie).

KAPS LIAISON AND PUBLIC RELATIONS COMMITTEE REPORT

Lois Beimrohr

The Liaison and Public Relations Committee has established some new arrangements with several professional groups. KAPS members who will be responsible to monitor issues, look for mutual concerns, and maintain communication channels include:

Ronda Talley: KASA

Robert Kruger: KPA

Alan Kite: CEC

Betty White: KACD

Judy Brettschneider: Kentucky Mental Health Coalition

Pat Guthrie: CASE

The public service announcement tapes were distributed at the fall convention to KAPS members who volunteered to take them to TV stations across the state. Public response to this effort has indicated a need to make sure adequate information has been disseminated within each district so that response to inquiries for psychological services from the community can be met quickly.

The committee exhibited the KAPS booth at the OEEC convention, October 10-11, 1985, in Louisville with handouts available to describe school psychological services and the NASP Standards. Brochures have been reprinted and are available on request.

The committee would like to recommend that psychologists within various districts contact high school counselors in their local areas to offer to present in the career day programs which usually occur

in the spring. Information detailing the activities of a school psychologist, services as they are available in Kentucky and nationally, and information about KAPS and NASP would be of interest to those considering a career in the field. A copy of the public service announcement tape is available to use for a 30 second introduction if it would be helpful.

MEMBERSHIP REPORT

Patsy Thompson

Thanks to the efforts of Bobbie Burcham and KASA, the membership drive began in January. The response has been good. If you have not returned your application, please return it to me at this address:

Patsy Thompson
Box 280
Battletown, KY 40104

If you did not receive an application or know of someone who needs one, please notify me. I am looking forward to serving you on the membership committee.

EKU Area News

Randy Kamphaus

A relatively new KAPS member, Lesa Billings, just accepted a position with Kentucky River Foothills Cooperative. She will be receiving additional training

in order to be able to conduct vocational evaluations and perform some vocational counseling. Lesa has also been accepted into the newly formed EKU/UK cooperative doctoral program in school psychology. In addition, she has recently joined the legislative committee of KAPS.

One of the EKU school psychology students, Pat Tobin, recently presented a university-wide colloquium on pre-menstrual syndrome. If attendance is any measure of interest, this colloquium was quite well received by the university community.

Sue Hoagland is the newly appointed program committee co-chair for KAPS. Sue has done an excellent job with program activities in the past, and we expect her to continue to do a fine job with these types of activities.

Candy Stroup, a recent graduate of the University of Kentucky school psychology program, is now working as a school psychologist for the Danville City Schools. This is another example of the expanding number of positions in school psychology in the bluegrass region.

At EKU, John MacDonald has been keeping busy with a variety of activities. He recently had an article accepted for publication by the *Journal of School Psychology*. I have taken on a new committee appointment as membership committee chair for Division 16 (School Psychology) of the American Psychological Association.