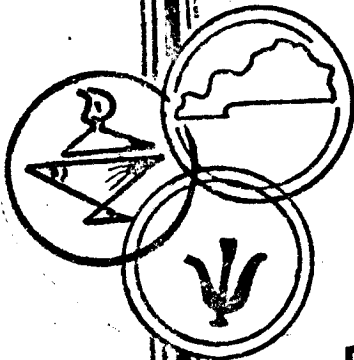


# THE KAPS REVIEW



A PUBLICATION OF THE

KENTUCKY ASSOCIATION FOR  
PSYCHOLOGY IN THE SCHOOLS

VOLUME 3, NUMBER 4,

SPRING 1983

**KAPS OFFICERS FOR 1982-1983**

**President** ..... Joseph Zins  
**Secretary** ..... Barbra Burcham  
**Treasurer** ..... Burce Wess

**STANDING COMMITTEES**

**Membership** ..... Bruce Wess  
**Liaison & Public Relations** ..... Patricia McGinity  
**Ethics** ..... Peggy Harrell  
**Legislative** ..... Robert Illback  
**Newsletter** ..... William Knauf  
**Program** ..... Janette Cahill

**NEWSLETTER COMMITTEE**

William Knauf, Editor  
Carol Carson, Associate Editor  
John Maurelli, Managing Editor

The KAPS Review is published quarterly in March, June, September, and December. Materials are due by the 15th of the month preceeding publication. The next deadline: May 15, 1983

Send Newsletter articles to:  
William Knauf, Editor  
KAPS REVIEW  
95 Miami Parkway  
Fort Thomas, KY 41075

**REGIONAL REPORTERS**

**Jefferson County** ..... Ruth Bewley  
**Fayette County** ..... Lynn Rice  
**Northern Kentucky** ..... Lyn Petty  
**Western Kentucky** ..... Betty Allen

## PRESIDENT'S COMMENTS

Joseph E. Zins

During the past year, there has been much discussion throughout the country about "contractual services." Basically, this term refers to a situation in which a school district contracts with an individual or a group to provide (psychological) services. The person is not a regularly employed member of the district staff, although s/he may work in the schools on a consistent basis.

Some districts have been led to believe that psychological services are much less expensive on a contractual basis. Often, those who offer contractual services convince the district that school psychological service consist of only testing, rather than more comprehensive activities. However, as the old saying goes, "they usually receive only what they pay for." Frequently, the person who contracts offers only a very limited range of services, i.e., testing/assessment. Since they are paid on a per case basis, there is a strong temptation to do minimal rather than multifaceted evaluations and to complete them as quickly as possible rather than having the child's welfare be the primary concern. Their "standard battery" becomes the "holy trinity" that Jim Ysseldyke spoke about at our convention last year: the WISC-R, WRAT, and Bender, with the Vineland occasionally thrown in. Little if any time is spent consulting with parents and teachers prior to, during, and after the evaluation sessions. Classroom observation is infrequent and followup is rare. While the district "saves" money, children are short-changed.

I am not implying that all of those who provide contractual services render such inadequate, irresponsible services. There are those who do offer excellent services and who have high standards. However, it is more common to find substandard, perhaps harmful services provided by these persons.

In my opinion, it is unethical, irresponsible, and a disservice to children to provide only testing without regular consultation with teachers and parents, classroom observations, and systematic follow-up. Unfortunately, however, it is not only those who provide contractual services who engage in such limited activities. There are a number of school psychologists who are employed by the schools who do little other than test. These persons also are not providing the full range of comprehensive services that children and families deserve.

As a result, it seems as though some of the bad press that school psychology receives is deserved. Therefore, it is imperative that we examine our practice to ascertain that we are providing the high quality, helpful services of which we are capable. The "best practices manual" that KAPS is just beginning to develop should be of assistance to us in this endeavor. We can no longer take the easy way out and make excuses for why we cannot consult and perform other preventive services. Furthermore, we must encourage our colleagues to do likewise. I feel certain that there will be a greater demand for our services once we begin to expand our roles and get out of the "testing rut." Districts will quickly learn the shortcomings of purchasing "testing only."

-ANNOUNCEMENT-

### **SECOND ANNUAL KAPS CONVENTION**

**September 30 - October 1, 1983**

**Eastern Kentucky University**

**Richmond**

**Make plans to attend!**

**Details will be forthcoming**

## EDITOR'S COMMENTS

Bill Knauf

Welcome to the Winter-Spring issue of the KAPS REVIEW. We will continue to hedge our bets on what season each edition arrives in your mailbox. For this issue, the deadline for submitting material was extended to February 28 in order to accommodate a February 14 KAPS executive committee meeting. A product of the meeting is the call for nominations to elect new KAPS officers which is inserted in this issue. Now is the time for all good KAPS members to come to the aid of their organization and nominate someone else to run for office! Another result of the recent KAPS executive meeting at the Burcham family chateau was a four star rating of Bobbie's Kitchen by the Mobil Travel Guide.

I might as well put this column to good use by announcing two recent births. Both the DeMers' and the Knaufs' brought new life into the Commonwealth during the month of February. A son was born to Freda and Steve, and a daughter to Connie and Bill. Congratulations, eh? To Alan Kite, an apology for inadvertently omitting his name from his article on the diagnostic teachers in the Franklin County Schools. Sorry about that Alan!

Finally for those of you who have been trembling on the verge of submitting an article to the newsletter, but haven't found the right motivation, take heart! The KAPS REVIEW will now be sent to the Editors of other state school psychologist organizations across the great United States. Now is your chance for national recognition if another newsletter reprints your stuff!

#### MINUTES OF THE EXECUTIVE COMMITTEE

of February 14, 1983

Bobbie Burcham

The executive committee convened at the home of Bobbie Burcham in Lexington, Kentucky. Present were: Joe Zins, Bob Illback, Steve DeMers, Pat McGinty, Bill Knauf, Cookie Cahill, Peggy Harrell, Bruce Wess, Bobbie Burcham and Pat Guthrie.

President Joe Zins called the meeting to order at 5:30 p.m. Minutes of the last executive committee meeting were not available for reading. Copies of those minutes will be mailed to each member of the executive committee by February 18, 1983 for input and approval.

The offices of president and treasurer as well as each committee submitted an action plan for the year including goal/objectives activities, target date, funds requested and evaluation plans. Copies of the action plans are being kept on file with the secretary.

#### OFFICER REPORTS:

President: Joe presented his action plan stating that his primary goals are to maintain communication with officers, committee chairs, members, and other organizations. Joe also reported on the issue of school psychologists involvement in commitment and competency to stand trial examinations. There also has been considerable controversy regarding the school psychologists role in these cases and in conducting disability determinations for children and adolescents. Joe has been in contact with the State Board of Psychology and the Social Security Administration regarding these issues.

Following input from the Executive Committee he will follow up on these issues. Steve DeMers provided input from KPA's perspective. Apparently there has been some recent indicators of an interest in having a school psychologist on the State Board Examination Committee, which will surely be welcomed by the KAPS membership. Steve has been suggested as a potential candidate for that position on the examination board.

Past President: Steve did not have a past president's report.

Treasurer: Bruce reported a current balance of \$2,019.93 in the treasury.

#### COMMITTEE REPORTS:

Committee reports were presented including: Peggy Harrell - Ethics Committee, Bob Illback - Legislative, Pat McGinty - Liaison and Public Relations, Bruce Wess - Membership, Bill Knauf - Newsletter, Cookie Cahill - Program. A report of activities by the Continuing Professional Development Committee were presented by Pat Guthrie for Bill Pfohl who was not in attendance. Pat gave a report on her liaison activities as our state consultant. (Summaries of each committee's reports are recorded; however, to avoid redundancy, refer to appropriate section of this newsletter for information.)

Other business included Joe giving the committee an update on his activities as NASP Delegate. Information regarding the March convention was discussed, including information on the NASP leadership conference which will begin Saturday morning. Last year 24 people from Kentucky attended NASP. Next year, the convention site will be Philadelphia. Joe reported that NASP dues will most likely increase next year, that the NASP Ethics Code is being revised, and that Training Standards are proposed to be adopted at the March convention. Steve presented information as KAPS liaison to KPA including new efforts regarding the licensure bill, new appointments in KPA and their effect on school psychology and his efforts to keep school psychology visible to KPA. Upcoming elections were also a topic of discussion. Nominations for new KAPS officers are to be submitted to Bobbie Burcham by April 20, 1983. Nominations will be requested in the March issue of the KAPS Newsletter. Currently officers are elected for two year terms. Pros and cons of changing that to a one-year term were discussed but no decision was made. Joe suggested that KAPS consider forming a committee to review, revise, and update KAPS by-laws.

The meeting was adjourned at 9:30 p.m.

YOUTH

The International Conference on Psychological Abuse will be held in nearby Indianapolis on August 8-11, 1983. Among the organizations endorsing the conference are the National Association of School Psychologists and the International School Psychology Association.

This working conference will bring together individuals from several professions and organizations (e.g., NASP, APA, American Psychiatric Association, American Association of Juvenile Court Justices, Association of School Nurses, National Social Work Association, and over 20 others) to create definitions, establish goals, and organize actions (e.g., legislation, research, treatment, prevention) in psychological abuse. The topic to be dealt with is a problem of major proportions about which little is known. The conference is intended to develop and communicate the fundamental state of knowledge in the area of psychological abuse.

Registration for the conference will be \$40 which includes several social activities (e.g., reception at the mansion of the Governor of Indiana).

Anyone desiring additional information about this important conference should contact Joe Zins or the Office for the Study of the Psychological Rights of the Child, IU-PUI/School of Education, ES2129D 902 West New York Street, Indianapolis, IN 46223.

-WORKSHOP ANNOUNCEMENT-

AN INNOVATIVE APPROACH TO APPRAISAL  
AND INTERVENTION

A beginning workshop on the theory and practice of Dynamic Assessment will be given by Reuven Feuerstein at Kent State University, Kent, Ohio. The workshop will focus on the modification of cognitive ability and the theory and use of the Learning Potential Assessment Device. Participants may attend Component A (April 10-12; 21 workshop hours) or Component B (includes Component A plus an additional 22 hours on April 13 and 14th). For additional information contact Marvin S. Kaplan, 310 White Hall, Kent State University, Kent, Ohio 44242.

Joseph E. Zins

Many important events have been taking place within the organization.

The annual convention will be held in Detroit on March 20-24, 1983. As always, it promises to be informative and interesting. Many persons from the state are scheduled to present papers. Last year, we had 23 members attend. Please contact me if you desire additional information. For those who like to plan ahead, the convention is scheduled for Philadelphia in April, 1984.

The new NASP Training Standards for School Psychologists are nearly complete and should be adopted at the Detroit convention. An important change is the stipulation that internships be increased from a minimum of 1000 to 1200 hours. Biological bases of behavior will also have to be addressed in the curriculum. It would appear to me that most of the changes would be helpful to be incorporated into our state standards. Copies of the proposed standards are available from Mike Curtis at the University of Cincinnati who is chairing the committee. At this time it is uncertain when the new standards will be adopted by NCATE in their accreditation standards. However, as of September 1, 1983, programs that undergo accreditation by NCATE will be subject to some of the NASP standards (1978 edition) which should help to strengthen the quality of training programs. UK presently has the only NCATE-approved program in the state.

The Standards for the Provision of School Psychological Services are also undergoing revision. If you would like to receive a copy of the first draft, please let me know. I am in charge of this committee and would welcome your input.

NASP is working with several states in the North Central region to try to have the accrediting bodies for elementary and secondary schools include school psychological services. If we are successful in implementing this idea, it would be a major step forward for school psychology.

The long overdue Directory of Training Programs should be available any time now. Write to Mary St. Cyr, 10 Overland St., Stratford, CT 06497, for information cost and copies.

Please encourage your colleagues to join this important organization. Membership should top 8000 this year, but there remains a large segment of school psychologists who are not "in the flock." Contact me if you desire membership information.

As with everything else, NASP dues will most likely be increased about \$10 next year. However, I believe that the organization is still a bargain and crucial to our professional futures. There are a number of activities in which NASP engages that have relevance to all of us. Briefly, some of them include:

- 1) NASP Committees are developing or revising standards which can be recognized on a national level and potentially accepted by SEA's and LEA's (i.e., training, credentialing, provision of services, ethics, field placement.
- 2) NASP committees are assisting state associations in developing, implementing or revising certification standards (e.g., Indiana, Missouri).
- 3) NASP is participating in research which has direct implications for the delivery of school psychological services (e.g., study on divorce, computer applications in school psychology, training in school psychology).
- 4) NASP is sponsoring the International Conference on Psychological Abuse of Children and Youth. This is an advocacy issue for children, and it should also broaden the involvement of school psychologists.
- 5) NASP sponsors leadership conferences to assist state associations in promoting school psychology in their states (one of the Southeastern Regional will be held in Detroit before the convention).
- 6) NASP/NCATE/APA accreditation projects, with subsequent training standards affecting certification at the state level and promoting reciprocity across states.
- 7) Continuing Professional Development activities such as cooperating with the National School Psychology Inservice Training Network. We benefited from this effort by having the workshop on Non-Biased Assessment held in September, 1981, in Richmond.
- 8) Officers of NASP are able to attend regional meetings to keep members informed of issues and to lend support to state or regional activities.
- 9) NASP operates as a sounding board for ideas.

## TREASURER'S REPORT

Bruce Wess

Since last report (11-15-82), income from membership dues has totaled \$160.00. Expenses for officers and committee chairs, including newsletter costs, have totaled \$190.90. The balance of the Treasury as of 2-15-83 is \$1990.66.

### THE I.Q. TEST TRIALS: BASIC LEGAL ISSUES - PART II

Carol F. Carson

This is the second in a series of articles examining the basic legal issues in Larry P. (1972, 1979) and Pase 1980. The present installment will begin a discussion of the impact of the individual judge's legal interpretations of federal regulations on the final outcome in each trial. First, differences in the courts' approaches to the assignment of burden of proof under two crucially important federal regulations will be examined: Title VI of the Civil Rights Act of 1964 and the Education for All Handicapped Children Act of 1975 (EHA). Secondly, a preliminary review will be begun of the differing judicial interpretations of the EHA protection in evaluation criteria.

The trial issue of burden of proof arose in Larry P. following the plaintiffs' allegation that Title VI had been violated thru the disproportionate placement of blacks into EMR classes. Title VI is a broad statute which, in part, prohibits discriminatory practices in federally assisted programs, such as public school EMR classes. Prior to Larry P. and Pase, legal precedence had been established through case law whereby the burden of proof would be shifted to the defendants in cases where plaintiffs could provide the court with evidence of discrimination. This departure from standard trial procedure was instigated to aid minority plaintiffs who brought charges of discrimination. Having to bear the legal expense and the difficulty of the burden of proof, traditionally borne by plaintiffs, was meant to serve as a deterrent to

would-be practitioners of racial discrimination. At the same time, the shifting of the burden of proof lessened the legal expenses of minority plaintiffs, making legal action more accessible to them, as well as giving them a legal advantage during trial.

However, the courts have not been consistent in their selection of the kinds of proofs which minority plaintiffs must present in order to be relieved of the burden of proof. As can happen with case law interpretations of federal regulation, the various courts reviewing alleged violations of Title VI set different standards for evaluating a prima-facie (i.e., at first sight) violation of the statute. Here, some courts required only objective proof of a discriminatory effect such as the percentage data establishing proof of de facto segregation presented by the Larry P. and Pase plaintiffs. By contrast, other courts required proof of both a discriminatory effect and an intent to discriminate, the latter being difficult to prove in the legal sense. Consequently, standards for a prima facie violation of Title VI, at a judge's discretion, could consist of the requirement that plaintiffs prove that racial segregation actually existed in some form and/or that the defendants had willfully and knowingly acted with the goal of segregating by race to the detriment of minorities.

Due, in part, to this obviously unclear legal precedence the Larry P. and Pase courts selected different standards for a prima facie violation of Title VI and, in related actions, of EHA also. Both these regulations prohibit discrimination in federally assisted programs. However, the more specific EHA protection in evaluation criteria prohibit the use of discriminatory assessment procedures in both the identification and on-going evaluation of handicapped students. Since both Title VI and EHA prohibit discrimination, among other judicial tasks, the Larry P. and Pase courts were required to set standards for adjudicating plaintiff claims that these regulations had been violated. Thus, circumstances set the stage for the widely divergent rulings on burden of proof which eventually were rendered.

First, Judge Peckham ruled in Larry P. that evidence of a discriminatory effect was sufficient to establish a violation of Title VI. However, because the use of I.Q. tests was alleged to be the cause of the de facto segregation, Peckham set an additional requirement that the plaintiffs prove that I.Q. scores were a major determinant of EMR placements in California schools.

Following the presentation of evidence which established the central role of I.Q.'s in EMR placement decisions, Peckham agreed to shift the burden of proof to the defendants, including the California State Department of Education. Later, when the original Larry P. complaint was amended to include allegations that EHA regulations also had been violated, Peckham ruled that proof of a discriminatory impact was sufficient to establish a prima facie violation of EHA also. Following these judicial rulings, the Larry P. defendants stood charged with proving that I.Q. tests were rational and reasonable assessment devices or that racially neutral factors accounted for the de facto segregation. The subsequent failure of the Larry P. defendants to prove their innocence by presenting alternative hypothesis to explain the observed racial imbalances was discussed in Part I.

In Pase Judge Grady's actions were in sharp contrast to those of Peckham, although the Larry P. ruling comprised the Pase courts' only legal precedence

for judicial interpretation of EHA. First, although the Pase complaint contained allegations that several federal regulations had been violated, Grady, in keeping with his judicial prerogative, selected a narrow focus for his judicial inquiry on racial bias in I.Q. tests. Specifically, he stated that EHA was the only federal regulation that he deemed to be relevant to the trial issues. Proceeding further, Grady declined to review certain portions of the EHA regulations:

We do not address the broader questions of whether these IQ tests are generally valid as measures of intelligence, whether individual items are appropriate for that purpose, or whether the tests could be improved (pp.91-92).

This narrowed trial focus, however, still left the Pase court the task of determining what constitutes a prima facie violation of EHA. Specifically, the Pase plaintiffs contended that EHA's prohibitions against discrimination in assessment materials and procedures permitted them to request that the burden of proof be shifted to the defendants, as could be done in Title VI cases. Grady's response was simple: "I do not read the statute as relieving plaintiffs of the burden of proof" (p. 106). Consequently, although the Pase plaintiffs had proved that de facto segregation of blacks into EMH classes existed (i.e., had proved a discriminatory effect), this proof was not adequate to entitle them to relief of the burden of proof. Additionally, Grady ruled that neither the challenged

I.Q. tests nor the over-all EMH placement process in Chicago schools was racially discriminatory. Thus an intent to discriminate, the second criteria from previous Title VI rulings, could not be proved either. In a one-sentence statement Grady concluded that these latter findings also relieved the defendants of the burden of proof. Furthermore, Grady's ruling on burden of proof had a major impact on the trial outcome. Most importantly, perhaps, his refusal to shift the burden of proof left the plaintiffs with an extremely difficult task. Specifically, the Pase plaintiffs were charged with proving that EMH placement procedures, developed and implemented in response to P.L. 94-142, were irrational and unreasonable ones.

In addition to the burden of proof issue, the Larry P. and Pase courts were asked to render judicial interpretations of the EHA regulations which prohibit discrimination in the identification and on-going evaluation of handicapped students as happened with other crucial trial issues the courts took strikingly different approaches to evaluating the plaintiffs' claims that the use of individually-administered I.Q. tests for EMR/H placement purposes constituted a racially discriminatory evaluation practice.

Basically, three of the EHA protection in evaluation criteria were examined during the I.Q. test trials:

1. An EMR/H placement decision cannot be based solely on an I.Q.
2. Tests and assessment procedures cannot be culturally or racially discriminatory.
3. Assessment instruments must have been proven to be valid for the specific purpose for which they are utilized.

The Larry P. court addressed each of the above criteria in its final decision on merits. However, the Pase court, as was discussed above, declined to address the pivotal issue of I.Q. test validity, concentrating instead on two questions framed by Judge Grady: Are I.Q. tests racially biased and is the over-all EMH placement process non-discriminatory? Subsequently, the Pase decision addressed only the first two of the criteria listed above, giving Grady's approach to assessing test bias, a narrower focus. The over-all results of the courts' different approaches to assessing alleged violations of EHA had a decisive impact on the trial outcomes. In large part, it was judicial decisions to either accept or reject test validity as a trial issue which produced the courts' strikingly different approaches to evaluating racial bias in I.Q. tests. These will be discussed in future articles.

The legal reasoning which underlies each courts' approach to the bias issue will be the topic of the next two articles in this series. Also a critical appraisal of the bias rulings, including a discussion of their possible value to constructors of intelligence tests will be included. Specifically, the third article will review the Larry P. findings, while the fourth will examine the conclusions of the Pase court.

#### TABLE OF CASES

P.v. Riles, 343 F. Supp. 1306 (N.D. Cal. 1972) aff'd 502 F.2d. 963 (9th Cir. 1974) (preliminary injunction); 495 F. Supp. 926 (N.D. Cal 1979) decision on merits).

Pase v. Hannon, Civil Action No. 74C 3586 (N.D. Ill. 1980).

#### NOTICE OF PUBLIC HEARINGS ON KY'S ANNUAL PROGRAM PLAN FOR THE EDUCATION OF EXCEPTIONAL CHILDREN

MARCH 21 1-5 p.m. C.S.T.  
Murray State University  
Murray, Kentucky

MARCH 22 1-5 p.m. E.S.T.  
Jenny Wiley State Park, Ky. 304  
Prestonburg, Kentucky

MARCH 22 1-5 p.m. C.S.T.  
Oasis Motor Inn  
165, Jct. Ky. 90 & Ky. 70  
Cave City, Kentucky

MARCH 24 1-5 p.m. E.S.T.  
Drawbridge Inn  
I-75 at Buttermilk Pike  
Pt. Mitchell, Kentucky

APRIL 4 1-5 p.m. E.S.T.  
Capital Plaza Tower  
Auditorium, Ground Floor  
Frankfort, Kentucky

Copies of the proposed plan are available for review and comment by contacting:

BUREAU OF EDUCATION FOR  
EXCEPTIONAL CHILDREN  
Division of Supporting Services  
Capital Plaza, 8th Floor  
Frankfort, Kentucky 40601

Written comments must be submitted by April 8, 1983. Written responses to both written comments and comments received at the hearings will appear in the final copy of the plan.



ETHICS AND PROFESSIONAL STANDARDS

COMMITTEE

Peggy Harrell

By submitting to the KAPS Executive Committee a rough draft for a proposed KAPS Code of Ethics, the Ethics and Professional Standards Committee is well on the way toward realizing the goal of having a set of ethical principles adopted by the Kentucky Association of Psychology in the Schools. The Executive Committee is now in the process of reviewing the KAPS draft along with proposed revisions in the NASP Principles for Professional Ethics. After feedback is received from the Executive Committee and other interested KAPS members, our committee will meet sometime in March to incorporate suggestions and to develop a second draft.

Examples of pertinent issues which will need to be addressed in the code include statements about the necessity of providing a full range of services in addition to testing, computer usage in test interpretation and report writing, and private practice issues etc.

KAPS members who are interested in reviewing the ethics draft or the new NASP revisions are encouraged to notify me, and I will send copies of the proposals to you. Also, please feel free to write if any questions arise relating to ethical issues. My address is:

3400 Merrick Drive #546  
Lexington, Kentucky 40502

PROGRAM COMMITTEE

Cookie Cahill

The KAPS Program Committee is hoping to present a total of four programs for the membership during 1983. Three one-day workshops are in the planning process, and they include: an early Spring program in April, to avoid conflict with the NASP or KY, CEC conventions; a second program in May, prior to the "end of the year crunch"; and a third one-day program in late November. The Second Annual KAPS Convention will round out the Committee's activities, and is scheduled tentatively for Friday, September 30 and Saturday, October 1. Eastern Kentucky University's facilities again will be investigated, since they accommodated us so well at our first convention. Locations for the other three workshops have not yet been determined, but an effort is being made to space them around the state.

Ideas for presentations at the one-day workshops have been solicited from committee members and from the KAPS Executive Committee at the February meeting. Several of these ideas follow:

- \*New Evaluation Instruments (such as the KABC)
- \*Family Interventions
- \*Tour of Charter Ridge Hospital in Lexington (A therapeutic community for children and adolescents experiencing severe emotional difficulties)
- \*Visit to Re-ed Programs in Lexington or Louisville
- \*Counseling with Adolescents
- \*Assessment of Adaptive Behavior
- \*Low-incidence Assessment and Program Planning
- \*Visit to Charterton in LaGrange. (Drug and alcohol abuse program)
- \*Assessment of autism and other psychotic conditions
- \*Tour Ky. School for the Deaf and/or School for the Blind

KAPS members are asked to contact me or any other member of the Program Committee with feedback on the above ideas or with other suggestions. The Program Committee will be meeting on Wednesday, March 9 at Ft. Wright School, at approximately 4:00 p.m., to discuss these suggestions and plan the first Spring program. All KAPS members are welcome to attend. Call or write me for directions to Ft. Wright School.

At the Spring meeting, committees for completing work for the Convention will be formed and responsibilities allocated. Anyone who is unable to attend this meeting, but who is willing to help with the Convention, can contact me by mail or phone. Our first convention was a glowing success, largely due to the cooperation and teamwork of KAPS members. Please consider volunteering a bit of your time, to make our second effort an equal, if not more notable achievement!

MEMBERSHIP COMMITTEE REPORT

Bruce Wess

As of 2-15-83 the total KAPS membership stood at 113, an all time high for the organization. The Membership Committee has established recruiting of new members and publication of a KAPS membership directory as its primary goals for the year. To this end, letters of invitation to join KAPS have been sent to potential members such as Kentucky NASP Members and Kentucky Department of Education Certified Psychologists who are not presently KAPS members. If current members know of colleagues who are potential members, please "twist their arms" until they join or leave your presence.

Demographic analysis of the current membership provides the following breakdown as to what KAPS members list as their job title/primary function: 57 (50.4%) school psychologists with 55 (or 96% of these) holding Kentucky certification; 13 (11.5%) school psychometrists with 11 (or 85% of these holding Kentucky certification; 13 (11.5%) university professors; 16 (14.2%) are student members; and 14 (12.4%) constitute the remaining category of "other" with 5 of these employed primarily in administrative roles, 3 as teachers, 2 as certified psychologists, and 1 each of guidance counselor, clinical psychologist, and a state consultant. A final note, 70 of the 100 school psychologists certified by the Kentucky Department of Education are KAPS members. Also, of the 78 Kentucky NASP members, 62 belong to KAPS.

#### LEGISLATIVE COMMITTEE

Bob Illback

The most significant bit of news to report relates to the current status of recommendations for the combination of educational diagnostician and psychometrist certifications. At present, the Committee has finalized its recommendations to the Council on Teacher Education and Certification, and a formal summary of these will be presented to the Council on 3/11/83.

Essentially, the recommendations are that an educational diagnostician certification be adopted, encompassing a 45-hour planned program which focuses on educational assessment and intervention. The functions of intellectual/cognitive assessment are, under this plan, reserved for school psychologists. In effect, the proposal calls for the elimination of psychometry as a certification category, recognizing that it is an outmoded concept. However, the proposal would not take away already held certificates. In other words, the proposal only endeavors to set appropriate standards for the future (probably the next 10-15 years), without disrupting people who are currently practicing or in training, which would be unfair.

I think the current proposal is a significant step forward, and believe we should support it wholeheartedly as an organization. As the plan progresses through the required hearings, I may be calling on some of you to help testify or write letters. Please contact me should you desire further information (0: 502-624-5153; H: 502-937-4607).

Second, KAPS has a goal of establishing operational criteria for quality

psychological evaluations in schools. Pat Guthrie and I would like to set up a working committee to draft a document entitled Characteristics of a Quality Psychological Evaluation, and have received an initially favorable response from Dr. Bill Braden of the Student Services Department about the idea. The intent would be to disseminate such a document to school districts so they would have available some guidelines in evaluating the services which they are receiving. Secondly, such a document from the State level may help individuals justify their services. If anyone would be interested in serving on such a committee, please let me know.

Finally, we have received some feedback from the State Board of Psychology regarding their recent specialty designation for involuntary commitment and competence to stand trial decisions. The letter from Dr. Hampe follows.

#### LIAISON AND PUBLIC RELATIONS

##### COMMITTEE

Pat McGinty

Members of this committee have met and discussed what we can realistically do at this time to promote school psychology in the state. We feel that we need to pursue two broad goals as previously identified by this committee: to communicate with the other professional organizations in the state and to increase the public awareness of services provided by school psychologists.

We are presently completing the application for affiliation of KAPS with the Kentucky Association of School Administrators (KASA), as recommended by the membership at the Fall Conference. While KAPS can meet most of the requirements for affiliation easily, there is one area of concern. KAPS needs to have a major fraction of its eligible members in the KASA membership to be considered for affiliation. If you have not do so, please consider joining KASA now while a membership drive is underway. Contact Bill Nallia, 67 Fountain Place, Frankfort, Kentucky 40601 or your local school system for membership details. The lack of sufficient dual memberships in both KAPS and KASA could lead to a rejection of our request for affiliation.

Nancy Janus and Susanne Hoagland in Richmond will be working on the new school psychology pamphlet for Kentucky. They promise to have the first draft by the next meeting of the Executive Council in May. If you have any suggestions for the pamphlet, please contact Nancy at Eastern Kentucky University, Psychology Department.

The committee would also like to expand its activities. We plan to arrange some meetings with media personnel to explore means to increase the public awareness of school psychology. If you have any personal contacts at television or radio stations or newspapers, please let us know soon.

We would also like to publicize some newsworthy events in local publications. If you have some interesting new program with which you are involved, write it up and send it to me. I'll be glad to submit it to EdNews.

#### FAYETTE COUNTY REGIONAL NEWS

Lynn Rice

Fayette County has four interns and one practicum student in school psychology this semester. Two of the interns, Rob Munroe and Connie Wright as well as the practicum student, Andy Howard, are from Eastern Kentucky University. The other two interns, Jim Batts and Levy Rabinowitz, are from the University of Kentucky. Each of the interns work in two or three schools, depending on the school's size and referral load. This arrangement has worked out extremely well overall for the interns. Although there continue to be some problems with this arrangement, the feedback from the interns on their placement has been positive. This is the first full school year Fayette County has had interns in the schools. Our practicum student is working under the direct supervision of one of our staff psychologists. The referral rate in Fayette County continues to remain high despite our efforts to reduce the number of referrals which are tested. The efforts of our interns are greatly appreciated.

Are you aware of the services available in your community outside of the school for the developmentally disabled? If not (or even if you are), come to the all-day workshop presented by the University of Kentucky and the Human Development Program on Saturday, April 16, 1983 at the Taylor Education Building on UK's campus. The workshop wants to increase public and professional awareness of the community and agency services available for the developmentally disabled from birth to adulthood. Sound interesting? For more information consult the flyer you received on the workshop or contact Jim O'Brian at 606-257-3464.

#### PUBLICATIONS AVAILABLE

The following publications have been developed by NASP or the Iowa Department of Public Instruction. Please contact Joe Zins if you would like to obtain a copy (will be copied at cost).

Computer Applications in School Psychology: Survey Report  
Status of Professional Standards in School Psychology  
School Psychology and Declining School Budgets: Answering Hard Questions  
Accountability for School Psychologists: Developing Trends  
Promoting School Psychology Through Public Information Committees  
Alternatives to Testing  
Outcome Evaluation of Psychological Services in the Schools  
Nonbiased Assessment  
Handbook for Behavioral Consultation  
Handbook for Vocational School Psychology  
In Search of Ink (public relations)  
Basic Considerations in Interviewing Children  
Measuring Potential: Uses and Abuses of Computers in School Psychology

#### COMMITTEE MEMBERS SOUGHT

The Kentucky Department of Education is in the process of developing a set of standards/guidelines for the provision of school psychological services. The assistance of several members of KAPS is being solicited to work on this project.

By becoming involved, you will have an opportunity to significantly affect how services are provided in Kentucky. It is anticipated that you will be required to attend a number of meetings in Frankfort (a letter from the DOE can be sent to your district requesting that you be permitted to attend).

A representative group of school psychologists (including practitioners and trainers) from various geographic areas and employment settings (rural, urban, suburban) is being sought. The names of everyone who applies will be submitted, but the final selection will be made by the DOE. If you are interested in serving on this important committee, please contact Joe Zins, P.O. Box 17217, Covington, Kentucky 41017, no later than April 9, 1983. Please include your name, address, home and work phone numbers, and a brief description of your current position and job title.

REPORT OF STATE CONSULTANT ON SCHOOL PSYCHOLOGICAL SERVICES

Patricia Guthrie

GROWTH/DEVELOPMENT OF SCHOOL PSYCHOLOGICAL SERVICES  
IN KENTUCKY

1979 - 1982

| <u>CATEGORY</u>  | <u>79-80</u> | <u>80-81</u> | <u>81-82</u> | <u>82-83</u> |
|--|--------------|--------------|--------------|--------------|
| # of KDE certified psychologists (effective 9-1 each school year)        | 32           | 58           | 82           | 92           |
| # of psychologists employed by districts*                                | 19           | 40           | 53           | 62           |
| # of districts employing psychologists                                   | 14           | 31           | 34           | 47           |
| # of districts employing either a psychologist <u>or</u> a psychometrist | 49           | 65           | 68           | 98           |
| % of districts employing either a psychologist <u>or</u> a psychometrist | 22%          | 35%          | 38%          | 53%          |

\*School Districts in Kentucky as considered for this report:  
120 county districts  
60 independent districts  
2 dependent districts (Ft. Campbell and Ft. Knox)  
2 special (School for the Blind; School for the Deaf)  
**184 Total Districts**

COMMENTS

Number of KY Department of Education Certified Psychologists

These members represent those persons certified by the Department at the beginning of each school year. The fewer numbers gained from 81-82 to 82-83 may be reflective of the fact that after August of 1981 it became necessary for KY applicants to be recommended for certification by an approved university training program. Prior to that time a transcript review process, which allowed the consideration of persons with a variety of training backgrounds, was the initial procedure for certification.

Number of Psychologists Employed by Districts

When compared with the first category, these numbers represent only actual employment of the psychologist by a school district. (The label of district is defined at the bottom of the chart). Other certified psychologists, when employed in KY, were in university settings, contracting for services, etc.

Number of Districts Employing Psychologists

These figures include not only those school districts who created a new position for a school psychologist, but also those districts who had employed psychometrists and counselors who obtained certification as a school psychologist, and thereby had their job position reclassified.

Number of Districts Employing Either a Psychologist or a Psychometrist

The number of districts in this category has nearly doubled between 1979 and 1982. Obviously, some districts employ both psychologists and psychometrists and for this category are counted only once. While it is slightly influenced by the reporting efforts concerning psychometrists, this category is primarily an indication of the expansion of psychological services throughout the state.

Percentage of Districts Employing Either a Psychologist or a Psychometrist

This is an additional interpretation of the information in the previous category, and is based upon the total number of school districts in the state for each school year. That number is defined for the 82-83 year at the base of the chart.

Number of Psychometrists Employed by Districts

These figures do include the members of new positions in psychometry. However, the increase may be primarily a result of more organized efforts to locate such persons, many of whom may have been employed as counselors, and then utilized their additional psychometry certification for testing purposes. The decrease from 80-81 to 81-82 is partially due to psychometrists who received psychology certification.

Number of Districts Employing Psychometrists

As previously stated, this category also may be more indicative of organized information about existing programs than an actual increase in the number of districts employing psychometrists.

INTERNSHIP SITES SOUGHT

The school Psychology Faculty at Indiana University would like to locate additional internship sites. The masters (60 hour) and doctoral programs are NCATE approved. An APA review is expected in the Spring of this year. Several of the students and faculty are especially interested in rural settings. If your site can offer a paid internship with a variety of direct and indirect experiences, contact:

JACK CUMMINGS  
School Psychology Program  
Institute for Child Study  
Indiana University  
Bloominq, Indiana 47405

-PROFESSIONAL ANNOUNCEMENT-

The University of Kentucky School Psychology Program in association with the Human Development Program will be presenting a spring workshop entitled:

"Serving Children with Developmental Disabilities:  
A Symposium for School Professionals"

The purpose of this workshop is to familiarize school professionals with the service needs and service network for persons with development disabilities from birth through adulthood.

Saturday, April 16, 1983  
9:00 a.m. to 3:00 p.m.  
(registration 8:30 a.m.-9:00 a.m.)  
Taylor Education Building Auditorium  
University of Kentucky  
Lexington, Kentucky

The workshop agenda will focus on three main areas:

- 1) Legislation and issues -  
This session will provide an overview of state and federal legislation beyond P.L. 94-142 affecting both the rights and services of individuals with developmental disabilities. Service issues will include topics such as early interventions, deinstitutionalization, family support systems, and vocational training.
- 2) Assessment Skills -  
This session will include a presentation and videotaped demonstration on modifying existing instruments and gleaning relevant intervention data.
- 3) Service Network -  
This session will provide informal meetings with representatives from various service agencies such as Association for Retarded Citizens, alternative residences, and vocational training programs.

Fees are \$10 for professionals and \$5 for students.

To register send the form below with your check made payable to "School Psychology Workshop" to:

School Psychology Workshop  
Department of Educational Psychology  
Dickey Hall Room 251  
University of Kentucky  
Lexington, Kentucky 40506

-----  
I would like to register for the HDP/SCHOOL PSYCHOLOGY WORKSHOP on Saturday, April 16. My check is enclosed.

Name \_\_\_\_\_ Occupation \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_

Vertical line on the left side of the page.

KAPS REVIEW  
William Knaut  
95 Miami Parkway  
Fort Thomas, KY 41075