THE KAPS REVIEW

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

Founded 1978

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Joseph Zins, Editor  Janette Cahill, Associate Editor

HIGHLIGHTS

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KAPS OFFICERS FOR 1980-82

President          Stephen DeMers
Secretary          Janette Cahill
Treasurer          William Knauf
NASP Delegate      Joseph Zins

STANDING COMMITTEES

Membership         William Knauf
Liason and         Barbara Burcham
Public Relations   Diana Trenary
Ethics             Robert Hlukak
Legislative        Joseph Zins
Newsletter         Janette Cahill
Program

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Send Newsletter articles to:

Joseph Zins
P.O. Box 17217
Covington, Ky. 41017

For Membership Information and address change write to:

Bill Knauf
95 Miami Parkway
Ft. Thomas, Ky. 41075
This issue represents our initial attempt in developing a newsletter for the state organization. It is easy to see that many improvements are needed and will be made in the future, but we now finally have a formal publication.

Suggestions from KAPS members concerning this issue and future issues are solicited. Anyone who is interested in helping with the newsletter (especially in writing articles) should contact us.

We are appreciative of the assistance and contributions of a number of KAPS members. They certainly made our task of assembling this first issue much easier. These include: Diana Trenary, Bill Knauf, Pat Guthrie and Susanne Hoagland. We also want to thank Kathy Cahill for designing the cover.

KAPS

Kentucky Association for Psychology in the Schools

MINUTES
of the June 7, 1980 Meeting.

by:
Janette Cahill, Sec.

The first meeting of 1980 was called to order at 12:05 p.m. by president Stephen DeMers.
The meeting was held at the Upper Crust Delie in Lexington, and preceded an afternoon workshop at U.K. featuring Dr. Elizabeth Koppitz. Approximately 35 to 40 people were in attendance.

Steve reviewed the history and purpose of KAPS for new members.
Officers for 1980-82 then were introduced, including: Bill Knauf, treasurer; Joe Zins, NASP delegate; Janette Cahill, secretary; and Steve as president. Minutes of the November 2, 1980 meeting were reviewed and approved.
Officer Reports
Treasury: Bill Knauf reported that the treasury currently contains $326.15. Of this amount, $115 represents payment of 1980 dues by members.

Membership: Janette Cahill reported that 86 names comprise the current KAPS mailing list, and 23 of these persons have paid 1980 dues. Membership renewal forms were mailed in May, due to the circumstances surrounding cancellation of winter meetings. According to the organizational by-laws, persons not paying dues for one year should be dropped from the mailing list.

Committee Assignments
Newsletter: Joe Zins, who was appointed editor of the KAPS newsletter at the Nov. 2 meeting, described his ideas for its format and publication. Additional suggestions were received from the group.

Membership: Bill Knauf was appointed acting chairperson, and Lynn Petty, Carolyn Weeks, and Diana Trenary volunteered to serve on this committee. They are charged with cleaning up the membership roster by determining those who wish to remain active members, and with revising the KAPS brochure.

Ethics: Bobbie Burcham, Bill Knauf, Joe Zins, and Cookie Cahill volunteered to serve on this committee, and will decide upon a chairperson. The idea of including ethical situations/dilemmas in the newsletter was suggested.

Liason and Public Relations: Diana Trenary agreed to chair this committee, which coordinates KAPS activities and functions with those of other state and national organizations. It was suggested that a KAPS booth with descriptive literature be set up at various conventions, and that program participation be sought.
Legislative: The need for this committee in Ky. was discussed, recognizing our current stance with regard to certification and licensure. Steve will approach individuals for participation and chairpersonship.

New Business
Pat Guthrie distributed a list of Department of Education certified psychometrists and school psychologists employed by school districts in 1979-80. She also reported on the state certification exam, which had been offered twice at that date. She urged people who are certified to notify the DOE, for purposes of funding to local districts.

Joe Zins distributed NASP materials, including membership forms, samples of the Digest, and of the Communique. The benefits of NASP insurance were discussed.

Steve reported briefly on the KPA Task Force on School Psychology, which seeks to promote a constructive relationship between KPA and KAPS.

Announcements included: Symposium on the Future of School Psychology, to be held in Springhill, Minn. in Spring 1981. Sponsored by NASP and APA; Dr. Barclay's program for training psychometrists to become school psychologists was announced as operating again this summer.

The meeting was adjourned at 1:30 p.m., and was followed by the Koppitz workshop.

Treasurer's Report
by Bill Knauf

The current balance in the KAPS Treasury stands at $321.15. This amount includes $70.00 in dues renewed by KAPS members and $45.00 in dues received from new memberships.
The current balance does not include the printing and mailing costs of this issue of the KAPS Newsletter. It is anticipated that printing and mailing costs for the newsletter will become the major expenditure covered by the Treasury during the 1980-81 period.

MEMBERSHIP COMMITTEE
by Bill Knauf, Chair

Membership in KAPS now stands at 46 paid members. This number includes 37 renewed memberships and 9 new memberships. Our membership is down from the 80 persons listed on the last KAPS mailing list (2/1/80). It is requested by the membership committee that KAPS members seek out colleagues who might wish to join KAPS. As an example of the membership in Kentucky, there were approximately 47 certified school psychometrists employed during the 1979-80 school year who have not joined KAPS.

Jefferson County Schools in particular employ a number of psychometrists who do not currently belong to KAPS. Write to William Knauf, 95 Miami Pkwy, Ft. Thomas, Ky. 41075 for membership forms and additional information about KAPS. Dues are still only $5.00 per year.

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SCHOOL PSYCHOLOGICAL SERVICES
Ky. Department of Education
Certification
Year One -- August 1979 -- August 1980
Patricia M. Guthrie

A history of school psychology in Kentucky was compiled in January of 1980, submitted to the National Association of School Psychologists, and made available to those who assisted in the preparation of the history and those who requested copies. Therefore this summary will focus only on the events and actions which happened during the first year of certification by the Department of Education.
Examination
Kentucky's certification process has an examination component. This examination, administered three (3) times to date, was prepared and scored by six (6) school psychologists practicing in Kentucky. Three (3) were employed by local school systems as school psychologists, two (2) were affiliated with university training programs, and one (1) was in private practice; all were at the doctoral level. For the coming year the committee membership will be rotated, and a Master's level school psychologist will be included. Other states have requested information about our examination, and are considering adopting similar procedures.

A total of seventy (70) persons have taken the examination; eight (8) persons have taken it more than one time. The Kentucky Department has now certified (57) persons as school psychologists: thirteen (13) persons "grandfathered" into the program (not required to take the examination); (28) persons have received standard certification; (17) persons have received provisional certification. (Note that one person who "grandfathered" into the program also successfully completed the examination and received standard certification).

State Consultant

In November of 1979 the state consultant for school psychological services was designated. This responsibility was assigned to Patricia M. Guthrie (school psychologist, standard certification), who was employed by the Kentucky Department of Education, Division of Guidance and Social Work (now Division of Student Services) as an area consultant for school guidance counselors. Services are thus provided on a part-time basis. A summary of the plan for services developed by the state consultant is attached; it includes an occasions of services report for the first year through July, 1980.

Organizational Involvement
Approximately ten (10) to fifteen (15) school psychologists from Kentucky attended the National Association of School Psychologists in Washington, D.C. April. The attended NASP National Associate Consultants Psychological Conference, the Kentucky Psychology (KAPS), and continued contributing to the development of

Internship
The provisional certification completion internship shall consist of one full academic year in a public (or other a

The mock text is not completely consistent with the original content. It seems there might be some errors or omissions present. It is essential to verify the accuracy of the text with the original source.
Psychologists (NASP) convention in Washington D.C. in April. The state consultant attended NASP, and also the National Association of State Consultants for School Psychological Services (NASCSPS) conference. Within the state, the Kentucky Association for Psychology in the Schools (KAPS), affiliate of NASP, continued its role as a viable contributor to the continued professional development of its members. In addition, a group of Northern Kentucky school psychologists met monthly during the school year; programs were designed to address the needs and ongoing professional concerns of the school psychologists in that geographic area.

Internship

The provisional level of certification requires the completion of a supervised internship. This internship shall consist of a full-time placement for a minimum of one full academic year (or the equivalent of 1000 hrs) in a public school setting (or other approved equivalent setting serving a variety of handicapped and non-handicapped school-age children).

Though five (5) persons received provisional certification in August of 1979, only two (2) were employed by a school system in Kentucky for the 1979-80 school year, thus being eligible to complete their internship. In both cases, these persons were hired by school systems who had other school psychologists on the staff who could undertake the on-site supervision. One person was completing her training with a university (NCATE approved) program. The state consultant had an on-site visit with each intern and supervisor, and reviewed the reports of both interns and supervisors. The two (2) interns successfully completed their internships, and were granted standard certification at the end of the 1979-80 school year.

In July of 1980 the state consultant completed the Guidelines for School Psychology Internship. The following persons made written suggestions concerning the Guidelines: Steve DeMers, Diana Trenary of KAPS; and from the Northern Kentucky group Louise Adams, Carol Carson, David Feldman, Joe Zins, Lyn Petty, Bruce Wess, Janette Cahill, and Bill Knauf. Details concerning the internship requirements may be found in this document.
LIASON AND PUBLIC RELATIONS COMMITTEE
by Diana Trenary

The KAPS Liaison and Public Relations Committee is in the process of trying to establish channels of communication with other state professional organizations.

We have applied for "interest group" status with the Kentucky Personnel and Guidance Association. This form of affiliation will allow a KAPS representative to sit in at KPGA Board meetings and to receive a copy of any information mailed out to members. In addition, we are hoping to have a panel on the program of the October 29-31 KPGA meeting in Louisville.

At the August 3-5 meeting of the Kentucky Association of School Administrators, Pat Guthrie distributed NASP brochures describing the services of school psychologists. We hope to have some type of participation in the Bureau of Education for Exceptional Children's Fall Conference in the Kentucky Psychological Association's Fall Meeting. They are both being held in Louisville October 17-18.

At press time, no date had been set for the next KAPS meeting. Such information will be forthcoming in the near future.
Volunteers and suggestions are welcome. The Liaison and Public Relations Committee now includes Pat Guthrie, Bowling Green; Sue Hoagland, Richmond; Pam Rogers, Danville; and Diana Trenary, Richmond.

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KOPPITZ WORKSHOP

On June 7, 1980, a workshop was conducted by Dr. Elizabeth Koppitz at U.K. following the KAPS meeting. Jim Barclay and Steve DeMers of the U.K. School Psychology program (along with a number of their students) were responsible for bringing Dr. Koppitz to Kentucky. Her topic was, "A Mini-Battery for Elementary School Children: The Bender-Gestalt Test, Visual Aural Digit Span Test, and Human Figure Drawings." She discussed the rationale for using the mini-battery, its purpose, advantages and limitations. The workshop was well attended and the audience included many KAPS members. All in attendance found Dr. Koppitz's presentation to be interesting and informative.

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REPORT FROM THE KY DEPARTMENT OF EDUCATION
Division of Student Services

Patricia M. Guthrie, State Consultant, School Psychological Services

The goal of the Division concerning the provision of school psychological services during the first year of the program (1979-80) was as follows: "To provide the leadership and technical assistance necessary for the development and implementation of a program of school psychological services within the state."

Accomplishments related to this goal were submitted for the annual Division report as follows:

1. Established and filled (on a part-time basis) the position of State Consultant for School Psychological Services.

2. Developed and implemented standards for the supervision of school psychologists.

3. Assisted the Division of Teacher Education and Certification in the preparation, administration and scoring of three examinations for school psychologist certification.

4. Cooperated with the National Association of School Psychologists, the Kentucky
Association of State Consultants for School Psychological Services, and other organizations in planning and presenting professional development activities for school psychologists.

5. Provided technical assistance to local school districts concerning school psychology programs.

40---school psychologists and local school districts representatives
56---other Bureaus and Divisions with KDE
15---school psychologist educators
Continuous update of mailing lists and locations of certified school psychologists.

Plans for the coming year include the development of a brochure explaining the role of the school psychologist and the services that may be given through the development of an effective psychological services program within a local school district.

Suggestions and assistance will be appreciated in this and all service attempts.

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CERTIFICATION OF SCHOOL PSYCHOLOGISTS

Robert B. Sivley

The State Board of Psychology adopted a policy concerning supervision of those certified in school psychology. Since it is now necessary that those employed in the public schools be certified through the Board of Education, the Board of Psychology's policy shall be that such persons who hold dual certification will not have to have a supervisor of record in order to maintain their certification by the Psychology Board. A letter documenting the fact that the person is certified by the Board of Education and is working exclusively in the school system must be placed in the certificand's folder.

When a person applies to the Board of Psychology for certification in school psychology, the applicant will be required to abide by the supervisor of record requirements until such time as he or she notifies the Board of dual certification and certifies that his or her work is solely within the school system.

This policy was adopted in order to encourage those who are qualified for in school psy

KPA Newslet

"SUPERVISOR'S SCHOOL PSYCH"

Joseph E

A number of Kentucky provide psychological services to educators and teaching staff. A professional group meeting monthly maintains current information and networks with other professionals. These individuals include Adams, Bill K and Bruce Wes Schools; Jane David Feldman and Joseph Zins - City Schools; Erlanger School - Grant C Mary Goetz -
qualified for certification in school psychology by the Psychology Board to maintain such certification, even though their work in the schools requires only certification by the Board of Education.
(from KPA Newsletter)

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KPA Newsletter, March 1980

"SUPERVISION" FOR SCHOOL PSYCHOLOGISTS

Joseph E. Zins

A number of Northern Kentucky providers of school psychological services have formed a professional development/peer supervision/mutual support group that has been holding monthly meetings. At the present time there have been approximately ten to fifteen persons attending each meeting. These include: Louise Adams, Bill Knauf, Lyn Petty and Bruce Wess - Kenton Co. Schools; Janette Cahill, David Feldman and Carol Carson - Newport City Schools; Joseph Zins - Ft. Thomas City Schools; Tim McCann - Erlanger Schools; Rick Deglow - Grant County Schools; Mary Goetz - Owen County Schools; Ellen Hackman - Comprehensive Care Center and Bellevue Schools; Richard Daniels - private practice; and Marilyn Hagenseker - Covington Independent Schools. Guests at the meetings have included Steve DeMers from U.K.; a representative from the Kentucky Department of Education and educational diagnostician; a school psychology trainee; and a speech/language pathologist in private practice.

Various members of the group have made presentations on a variety of topics, ranging from psychoeducational assessment instruments to actuarial assessment techniques to Kaufman's interpretation of the WISC-R to accountability/evaluation methods to low incidence assessment. On a number of occasions members have discussed various cases which have been problems for them or sought support from the group after a particularly frustrating event. Consultations among the members have also been frequent outside of the meetings as a high level of trust has been established.

Since the State Board of Psychology decided not to require supervision for those with dual certification (from Psychology Board and Department of Education), such support and supervision as is received in this group is extremely important.
Even the members of the group who are licensed often express great satisfaction at the benefit they receive from the group. It is suggested that other school psychologists and clinicians throughout the state would benefit from the establishment of similar groups.

* * * * * * *

REPORT FROM NASP DELEGATE
by Joseph Zins

As of July 1, 1980 I will begin serving a two year term as the Kentucky delegate to the National Association of School Psychologists. I am replacing Pat Guthrie who has done an outstanding job in the position for the past year.

One of my first responsibilities will be to attend the Delegate Assembly Meeting in Milwaukee on Oct. 31-Nov. 2, 1980. I will not be receiving the agenda until Oct. 15, so I am unable to include it in this brief report. However, all state members of NASP will receive a summary of the meeting when I return.

Membership in NASP has grown considerably during the past few years. There are numerous benefits to joining the organization including subscriptions to the School Psychology Review and the Communique. These are helpful in keeping members informed about current relevant school psychology issues. Several listings of employment opportunities are sent to members during the year. Members can also obtain professional liability insurance at reasonable rates.

Anyone interested in obtaining further information about NASP membership should contact Joseph Zins, P.O. Box 17217, Covington, Ky. 41017. Student members are especially urged to apply. They are given full membership privileges in the organization. NASP members should feel free to contact me at anytime with their comments and concerns about the organization and how it can better serve them.

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CALL FOR PRESENTATIONS

The Program Committee of the Illinois School Psychologists Association is pleased to announce its Second Annual Conference, to be held February 26-28, 1981 at the Brandywine

Holiday Inn In

We are seeking presenters of papers and symposia. The conference will be a poster sessi

Presentations topics of gene to school psyc range from 40 in length.

Those interested in proposing a proposal must submit an abstract no later than November 15, 1980.

All those submitting proposals will be notified regarding their acceptance by December 15, 1980.

All proposals should be submitted to:
ISPA PROGRAM
P.O. BOX 310
120 S. ELLYN
GLEN ELYNN, IL 60022
Holiday Inn In Peoria, Ill.

We are seeking potential presenters of papers, workshops, and symposia. This year's conference will also include a poster session.

Presentations should concern topics of general interest to school psychology, and range from 40 to 90 minutes in length.

Those interested in submitting a proposal must provide a 1 PAGE ABSTRACT OF THEIR PRESENTATION NO LATER THAN NOVEMBER 15, 1980.

All those submitting proposals will be notified regarding details by December 15, 1980.

All proposals are to be submitted to:
ISPA PROGRAM COMMITTEE
c/o JAMES LUND
120 S. ELLYN
GLEN ELLYN, ILLINOIS 60137

Northern Kentucky Providers of School Psychological Services

The Northern Kentucky members of KAPS have planned several Fall meetings. These are usually held on the last Friday of the month at Riverside-Good Counsel Center (see related article elsewhere in the Newsletter).

September - Presentation by a speech pathologist on language and learning disabilities.

October - Presentation by Janette Cahill on Values Clarification and Social Skills Training with disadvantaged children.

November - Development of a survey to sample the satisfaction of persons participating in ARC's in local districts.

For further information, or to attend one of the meetings, contact Joseph Zins (P.O. Box 17217, Covington, Ky. 41017) or Bill Knauf (95 Miami Pkwy., Pt. Thomas, Ky. 41075).

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CALL FOR PAPERS

Kentucky Federation - Council for Exceptional Children Convention

March 27 & 28, 1981
GALT HOUSE
Louisville, Kentucky

(Return by Oct. 1, 1980 - use the following format)

Name ____________________________ Position ____________________________

Business Address ____________________________ City ____________________________ State __________ Zip __________ Phone __________

Role you would like to perform (check one):

Speaker ________ Chairperson ________

Primary Classification of presentation (check one):

___ Behavioral Disorders
___ Learning Disabilities
___ Mental Retardation
___ Multihandicapped
___ Physically/Visually/Hearing Impaired
___ Communication Disorders
___ Gifted/Talented
___ Early Childhood Education
___ Secondary Education
___ Parent Involvement
___ Administration
___ Teacher Training
___ Other (specify) ____________________________

Length of Presentation (check one):

___ 2 hours ___ 1 hour ___ Other ____________________________

Title of Presentation ____________________________
Length of Presentation (check one):

/  2 hours  1 hour  Other________ (specify)

Title of Presentation_________________________________________

Brief, 150-200 word, summary of the presentation.

Send to:

Richard Dillman, Vice President
Ky Council for Exceptional Children
Grant Co. Board of Education
Williamstown, Kentucky 41097

* * * * * * * * *

FOR YOUR INFORMATION

Title: "The Education for All Handicapped Children Act (P.L. 94-142; Preserving Both Children's and Teacher's Rights"

AND

Title: "A Guide To Understanding The Education For All Handicapped Children Act (P.L. 94-142)"

Both Published by Marilyn Rauth--One copy free or 100 copies for $5.00

Order From: American Federation of Teachers AFL-CIO
11 Dupont Circle N.W.
Washington, D.C. 20036
(Ask for Item No. 435)

* * * * * * * * *
INTERVENTION STRATEGIES
by Cal Hainzinger

This column will address the need to pull together various strategies for remediation or accommodating learning, emotional, or behavioral disabilities. School psychologists need to be remediation experts as well as diagnosticians. Diagnosis without reference to educational implication or intervention is only part of the responsibility of the school psychologist. Since psychologists are scientists of the mental processes involved in education, it is a primary responsibility to consult with the educational team and parents in the development of the Individual Educational Plan. Merely interpreting test results is insufficient... Parents and teachers desire practical suggestions for assisting the child in the classroom and at home. The intent here is not to write an elaborate research article on this topic but provide a potpourri of suggestions which may stimulate the reader's consideration of "new" and "old" ideas.

Conceptualization refers to the ability to abstract, formulation of ideas, and ability to categorize - categorical reasoning. If a child has difficulty abstracting, he/she is more stimulus-bound, more tied to present, observable circumstances, more concrete. Perception is immediate meaningful interpretation of the environment while conception is "manipulating internally without reference to the immediate non-verbal physical environment". A child with conceptualization deficits, needs assistance in learning to generalize and categorize. This child is unable to organize materials and thoughts in a normal manner. This affects comprehension skills in listening and reading. When reading a child may become confused by multiple meaning of words and misinterpret concepts. In contrast to conceptualization, thinking is the "intelligent manipulation of concepts." (Bannatyne)

The consultant might suggest the following strategies and explore the references below after diagnosing a conceptualization deficit.

1. Children buy through priorities. They should program skimming to conclude these experiences. Lastly, the child learns to clairvoyants, and conclusions of experiences.

2. To develop attributes, provide concepts of experience that Lerner suggests in a picture of ex. rough and ugly, little cold.


4. Vocabulary-comprehension should be considered without the such as duration.
1. Children build concepts through primary experiences. Then a child should progress to developing skill in drawing conclusions from these experiences. Lastly, the child should learn to classify, summarize, and generalize conclusions from several experiences.

2. To develop concepts of attributes of words, provide contrasting sets of experiences that illustrate the attributes. Lerner suggests using pictures and objects. ex. rough-smooth, pretty-ugly, little-big, hot-cold.


4. Vocabulary-building and comprehension exercises should be carried out without the printed word, such as during a discussion.

The teacher should ask the child orally what words mean prior to the reading lesson because word meanings are more associated with the auditory/vocal modality than the visual/reading modality. Dyslexic children may concentrate so much on the code-breaking that they do not understand what they have read. Conceptual development may be arrested unless attention is focused on comprehension as well.

5. To develop comprehension in reading teachers should focus on a) finding the main idea and essential details, b) following directions, c) adjusting reading rate to different purposes, d) vocabulary development, e) finding inferences, f) critical reading, g) interrelationship of ideas. To adapt to reading a) develop use of picture clues, b) work on context clues, and c) emphasize oral reading. Use story cards (e.g. comic strips, etc.) for getting the main idea.
Emphasize thinking skills through listening exercises prior to reading.

6. To accommodate this child in the classroom a) ask simple, direct questions, b) structure questions for logical answers, c) point out similarities and difference in new materials, d) make generalizations for the child, e) use books that appeal to the child's interests to put him in safe territory since he is most likely well-acquainted with the vocabulary and can make good use of the contextual and picture cues.

7. Matching activities:

a. match pictures (ex. from a pile of several pictures, match the two different kinds of boats, two kinds of cars, two kinds of fruits)
b. match objects that usually go together (ex. shoe and sock, knife and fork, salt and pepper).
c. match colors, using same-sized paper cutouts, sticks, etc. Next, match color, using different objects and sizes such as blocks, beads, circles, triangles, and squares.
d. use picture cards for generalizing programs from identical color and form to identical function: pictures of transportation, food, clothes, housing, books, television sets, etc. Then have pupils group and describe class qualities by function.

8. Categorization

a. sort objects by size: big, bigger, biggest, same size, etc. Sort Buttons by color, shape, or size. Many items around the house can be used for sorting such as egg cartons, muffin tins, and plastic containers.
b. point out that bananas, oranges, apples, and pears are fruits; potatoes, onions, carrots, and beans are vegetables; dresses, shirts, trousers, and coats are clothing; etc. Play games such as: Name all the fruits you can think of. Can you think of any musical instruments? How many animals can you name?
c. Introduce time by pointing to the clock or wall clock.
d. put objects by size from largest to smallest. Measuring cups, jars, buttons, etc. sizes are this.

9. Become familiar with various coinetary system grouping. Test amounts made up of denominations.

10. Put objects on, above, below, etc.

11. Help child learn specific route, them see you at the same different route.

12. Let child feel in vegetable long-short, color).

13. Let child build create pictures with clay, paint, from a category.
c. Introduce classification by position in time and space, including taller/shorter, up/down, first/last, young/old. Use sticks and coins, pictures of old and young people, animals, etc.

d. Put objects in order by size from smallest to largest. Measuring spoons, cups, jar lids, and buttons of various sizes are good for this.

9. Become familiar with the various coins in the monetary system to learn grouping. Teach identical amounts of money are made up of different denominations.

10. Put objects under, inside, on, above, below, beside, etc.

11. Help child learn the neighborhood, not just one specific route. Help them see you can arrive at the same place by two different routes.


13. Let child build models, create pictures formed by clay, paint, or crayons from a category you give him.

14. Have child make a scrapbook. Tell child to think of all the animals that fall under the category of insects, mammals, reptiles, etc.

15. Name two objects differing in size and ask the child to name the larger object first: mouse-rabbit mule-burro bush-tree book-pencil lion-fox worm-snake.

16. Tell the child to give a specific example of: a fruit, a mountain, a tree, a lake, a state, a car, a river, a soap, a cooking utensil, a river.

17. Assemble a number of random objects. Describe various situations and ask the child what objects would be needed to handle each situation.

18. Use pictures to help a child predict what will happen or figure out what happened.

19. Show child pictures from which he/she can make up stories or pantomine the actions of a person in a picture.

20. Simple riddles, like "What has eyes but cannot see?" (potato) help build comprehension.

21. Jokes have subtle meanings. These meanings are not always understood by young children.
A good practice is to begin getting the child used to a simple joke.

22. Games to be played:
   a. "I am thinking of three things - leaves, bark, branches" (tree). Have the child name a category all three will fit. These riddles can then be made up by the child, and you guess the answer.
   b. A game of likenesses and differences - why things are alike or different. Such as, a ball and a balloon - or a plane and a ship.
   c. Guessing games: "I sell medicine. I am a ___". "She looked after us in the hospital. She is a ___" (nurse). This is fun to play as a time killer while driving, waiting in a doctor's office, etc.

23. Familiarize your child with common metaphorical sayings, teaching him/her not to interpret them literally; for example, "Don't try to kill two birds with one stone." Teach them one at a time and help them to understand what they really mean.

24. Help child get a clearer picture of the world around him through real experiences:
   a. take them to the grocery store, post office, bank, and see that they understand their function.
   b. give them skills which will help them develop their independence. Start by buying an item at the store - the child selecting and handling the money transaction, borrowing sugar from a neighbor, teaching them how to cut a paper, or cut a loaf of bread.
   c. teach days of the week by tying them to specific activities or television programs that occur on the various days.
   d. where necessary, help compensate for poor memories or poor perception. Make crutches available to the child, e.g., a calendar where the days are marked off or can be turned off - helping one keep track of the week. Circle or color in important dates as reminders.

25. Becoming familiar with the short-cuts and conventions of our society:
   a. The meat that re clock, mileage stick, thermom scale.
   b. Learn the three-d space is Maps: a might be child's neighbor is hunt is
   c. Translate the dimensions of a comic: diagram where is success.
   Sometime time is important who is A family
   d. Learn device short book, cloped slide
e. Learn extend telepl camera
a. The measuring devices that record such as clock, calendar, ruler, mileage gauge, yardstick, speedometer, thermometer, bathroom scale.

b. Learn to translate three-dimensional space into dimensions. Maps: a first step might be a map of the child's room, then the neighborhood. A treasure hunt is another idea.

c. Translate time into two dimensions, as we do in comic strips and some diagrams and charts where we illustrate successive steps. Sometimes this way of representing events in time makes them intelligible to children who have trouble organizing temporal material. A family tree helps one understand family relationships.

d. Learn to make use of the devices to compensate for short memories: telephone book, dictionaries, encyclopedias, cookbooks, slide rule.

e. Learn to use tools that extend our capacities: telephone, binoculars, cameras, machines.

26. Develop a list of cause-and-effect relationships and have pupils discuss possible relationships. Have children role-play possible solutions to problem situations. Or have children create new games and explain them to others.

References


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PSYCHOLOGICAL SERVICES PERSONNEL

submitted by
Susanne Hoagland

In a recent survey in Indiana of psychological services personnel conducted by Richard Surber, several findings may be of interest to KAPS members:

1. Unquestionably, the most significant fact revealed is that twenty-three percent (23%) of the districts cannot comply with federal law and state regulations for timely psychological services and another twenty-six (26%) cannot comply part of the time. This means that there are forty-nine percent (49%) who are violating the rights of potentially handicapped children and their parents.

2. There is a need to increase the availability of psychometrists by fifteen percent (15%).

3. There is a need to increase the availability of psychologists by at least twenty-five percent (25%).

4. Since Saturday work helps meet the forty school day timeline while extended contracts do not, perhaps it is an option that should be considered by more of the districts.

5. Conflict over professional roles appears to be a problem in one-third of the districts.

6. Some administrators wish to maintain the label of psychometrist because it supposedly helps keep these people testing. Others wish to keep it because it maintains a "pecking order" in terms of their competen-
tence related to are psychologists. It appears that it may be used to justify these poses by adopting a common practice of only two lev-
chologists. Thus the districts in recruiting effor-

Each district has its own philosophy, ethics, and rationale for the pay of salaries. The wide range of salaries paid in Indiana, where several districts are paying some psychologists, may c-
the districts to their positions regard.

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INTERNATIONAL PSYCHC

by Bob C
NASP ISP CE
University of Colum

I'd like to present some of my experiences at the International Psychology Colloquium in Jerusalem,
tence related to those who are psychologists. However, it appears that Indiana can accomplish these same purposes by adopting the more common practice of certifying only two levels of psychologists. This would help the districts in nation-wide recruiting efforts.

7. Each district has its own philosophy, ethics, or rationale for the establishment of salaries. However, the wide range of salaries paid in Indiana and the fact that several states (including surrounding states) are paying somewhat higher salaries, may cause some of the districts to reassess their positions in this regard.

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INTERNATIONAL SCHOOL PSYCHOLOGY

by Bob Germain
NASP ISP Chairperson
University of Missouri Columbia

I'd like to present a stream of consciousness relating some of my experiences from the 4th International School Psychology Colloquium which was held in Jerusalem, Israel from June 30 to July 3, 1980.

I'd been somewhat hesitant to go to Israel because of the militarism and politics, and because I wasn't sure I could appreciate either the religious history or the sense of national development that other visitors had talked about. How wrong I was... The strong sense of rootedness and human continuity deriving from a 5,000 year history... And out of this sense of history, derives the basis for present day political goals and strategies (which now seemed more rational that I thought it had a right to be). I was able to meet Israelis during the additional week I spent there, and was invited into homes, discussing everything from politics (always) to lifestyles, to ethnic jokes. ...And professionally...The formal presentations--some had new ideas and some didn't. But there were some mind-boggling ones, for example, "How to present the Holocaust to children." I never would have considered that. The presenter had been in a concentration camp, and in discussing some positive aspect of the experience (???), --like some people risking their lives for others--read a poem about life and love written by her 12 year old friend at Auschwitz. It's
the first convention presentation I've been to where an entire audience was moved to tears.

...There were the informal chats with psychologists and teachers from the 30-plus nations represented...and meeting some people whose work I respect greatly...and when one French School Psychologist said that in France the major role they are called on to do is to get the difficult children out of the regular classroom, there was an immediate cry of "Us too" from all corners of the room and world. Such validation!

...There were the activities planned by the convention committee--folk entertainment, a light dinner, and dancing; a reception by the wife of the President (of Israel) at their home. And there were other surprises...taking a tour of Jerusalem, getting to meet and chat with Dinah Shore at the Wailing Wall.

...In short many of us didn't sleep so well; the stimulation and challenge had our minds racing. I never feel so fully alive as when I travel.

In case you're interested, the 5th Colloquium will be held in 1982 (late June/early July) in Sweden. If you'd like to be put on the mailing list to receive information about it, write to Peter Burzynski, P.O. Box 639, Vincennes, Ind. 47591.

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THE NASP CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM

by Jacqueline Schakel Advisement and Information NASP

As information and techniques in the field of school psychology proliferate it becomes more crucial that responsible school psychologists take steps to update their skills and knowledge in the field. A few states have some mechanism which assures continuing education among school psychologists. Many have inadequate standards or no standards at all for promoting the professional growth and development of school psychologists. In answer to this problem and in keeping with its policy to operationally define various standards for school psychological services, the National Association of School Psychologists has established a Continuing Pro-

* Accred Univer
* Formal Semina
fessional Development (CPD) Committee. The program described here is the product of this committee's work. It is hoped that individual school psychologists, and ultimately, each state school psychology organization or certifying body will consider combining their continuing education efforts with NASP-CPD. The following is an overview of the basic components of the program.

The NASP-CPD Program is designed to meet the needs of both practicing school psychologists and trainers. Both the attendance and participation aspects of professional development and the presentation and publication aspects are recognized as valid continuing education experiences. Five categories of activities are considered appropriate for earning CPD credit in the program:

* Accredited College or University Courses
* Formal Workshops and Seminars
* Attendance at Professional Gatherings
* Teaching and Instruction
* Research and Development

In order for these activities to receive CPD credit, they must be specific to or closely related to the field of school psychology. The program is designed such that contact hours in the above five categories are converted into CPD Units.

In order to earn a "Continuing Professional Development Certificate" an applicant must earn five (5) CPD Units in each of three basic competency areas during a three year period. The three competency areas are these:

Assessment & Evaluation
Activities which update or improve skills in evaluating school aged individuals, including "non-test" assessment techniques.

Intervention & Remediation
Activities which increase expertise in such intervention strategies as behavior management, counseling, IEP
writing, curriculum intervention, affective education, consultation, and others.

Program Planning, Development, and Research
Educational research activities, as well as planning, development, and evaluation of various programs in educational setting.

As a general guideline for converting contact hours in an activity to CPD credit, ten (10) contact hours equal one (1) CPD Unit. There are modifications of this general guideline to assure that more formal and structured activities receive more credit than less structured activities. It is the applicant’s responsibility to adequately document and validate any activities submitted for review. Details on specific conversion guidelines and documentation procedures are spelled out in the CPD Handbook which is available to all applicants.

The activities submitted by the applicant to fulfill CPD standards are reviewed semi-annually by state or regional review teams to assure that they meet requirements.

These review teams are composed of both academic and field school psychologists. The Regional Review Team Coordinator will be in contact with applicants at least twice a year to update them on their program status.

As mentioned above, when an applicant earns a total of 15 CPD Units (5 in each of the 3 competency areas) s/he is awarded a "CPD Certificate". If three "CPD Certificates" are earned within a five year period, a "Special Certificate of Distinction" is awarded. On request, the NASP-CPD Committee will send a letter of endorsement to the applicant's employer, Supervisor, or state certification agency after the certificate is awarded. Those receiving certificates are also recognized at the annual NASP Convention and through NASP Communicate.

The NASP-CPD Program is available to all school psychologists, both NASP and non-NASP members. Application fees are $15 for NASP members and $25 for non-NASP members. Application forms and/or more details are available at the beginning of the CPD Handbook. If you are interested in obtaining and reviewing the application forms for your own program efforts, please write:

Nat'l Asso. of School Psychologists
Continuing Professional Development Com
1629 K Street
Washington, D C
for non-NASP members. Credit can be obtained at the time of application for activities engaged in up to one year prior to the application date. A CPD Handbook is available to all applicants upon receipt of the initial fee. It covers the material presented there in more detail.

If you are interested in documenting and receiving recognition for your continuing education efforts, the NASP-CPD Program may be the answer. Continuing professional development is not only a stimulating and valuable component of school psychology, but a responsibility. For application forms and/or more information write:

Nat'l Asso. of School Psychologists
Continuing Professional Development Committee
1629 K Street, Suite 520
Washington, D.C. 20006

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KAPS
Joseph Zins
P. O. Box 17217
Covington, Ky. 41017