

KAPSCon 2018 – Detailed Schedule

October 29-31, 2018 – Louisville, KY – Galt House Hotel

Monday

8:00-9:30

- Keynote
 - *Presenter:* John Kelly
 - *Title:* Power of One: Creating Connections
 - *Description:* This inspirational presentation will focus on the crucial connections that school psychologists often make with students, which result in transformative experiences in students' lives.
 - *Biography:* Dr. John Kelly is a school psychologist in the Commack School District and an Adjunct Professor at St. John's University in the School Psychology program. He earned his Ph.D. in Clinical and School Psychology from Hofstra University. Dr. Kelly has studied, published, and presented at numerous national and international conferences on topics that include mental and behavioral health services for children, advocacy training for school psychologists, legislative issues related to education and children, leadership development, violence and bullying prevention, and suicide awareness. Dr. Kelly is on the Executive Board of the New York Association of School Psychologists (NYASP) and serves on the Board of Directors of the National Association of School Psychologists (NASP). He is the immediate Past-President of NASP. Dr. Kelly has received numerous state and national awards, including the NYS School Practitioner of the Year in 2001 and the NASP School Psychologist of the Year in 2003.
 - *Contact:* JKELLYPHD62@GMAIL.COM

9:45-11:15

- Session 1
 - *Presenter:* John Kelly
 - *Title:* The Provision of School-based Mental Health Services within a Multi-Tiered Systems of Support Framework
 - *Description:* School psychologists are uniquely positioned in schools to facilitate the development, delivery, and monitoring of prompt, effective, and culturally responsive mental and behavioral health services of prevention and intervention. This presentation will introduce the participants to a Multi-tiered Systems of Support framework for providing mental health services in schools. Specific intervention strategies and the role of the school psychologist in implementing these strategies will be discussed.
- Session 2
 - *Presenter:* Amy Patenaude
 - *Title:* Introduction and Application of the Ortiz PVAT
 - *Description:* The Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) is a digital receptive vocabulary assessment that fairly and accurately assesses both English speakers and English learners. Content, administration, scoring, and interpretation will be discussed. Standardization and psychometric properties will be highlighted. Participants will see case study examples.
 - *Biography:* Amy Patenaude, Ed.S., NCSP is an Assessment Consultant for Multi-Health Systems (MHS) for the southeast region. Prior to working at MHS, Amy worked in Hillsborough County Public Schools for 6 years as a special education teacher, elementary education teacher, and school psychologist. Her areas of expertise include assessment, RtI/MTSS, PBS, and crisis intervention.
 - *Contact:* amy.patenaude@mhs.com

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- Session 3
 - *Presenter(s)*: Jessica Sturgill, Ashley Wright, Allison Nelson
 - *Title*: Changing your Job Without Changing Jobs
 - *Description*: This round-table discussion, moderated by Paul Baker, will shed light on a common concern of new and seasoned school psychologists alike-How do we utilize our training to the fullest extent? Three practicing school psychologists will share their experiences across the state.
 - *Biography*:
 - Jessica Sturgill is a 2011 graduate of EKU, where she earned a B.S. in Psychology, an M.S. in General Psychology, and a Psy.S. in School Psychology. She returned to her hometown of Pike County to complete her internship in 2010, and has since remained in the district. Jessica works with students and teachers ranging from preschool through 12th grade. In addition to individualized assessment, she provides consultation regarding behavioral difficulties, and works with colleagues to develop and provide trainings for teachers and instructional assistants. Most recently, Jessica has been involved in emergency planning and response at her home school, which has included collaborating with building administrators in order to update the school's emergency policies and procedures.
 - Ashley Wright is in her 6th year as the first and only school psychologist in Metcalfe County Schools, after previously working 2 years in another Kentucky school district, and completing her internship in a small Illinois district. She attended Indiana University for her Ed.S. in School Psychology (2011) and Georgetown College for her B.A. in Psychology (2007). As a school psychologist, she fulfills the typical responsibilities of testing, report writing, and attending meetings, but also regularly collaborates with staff on student concerns (academic, behavior, and mental health), provides tier 3 reading intervention to an elementary or middle school student, provides assistance and training on aspects of the RTI process, and provides information on resources that would be beneficial to staff and students. Ashley has actively been involved with KAPS and NASP, by previously serving as the KAPS Newsletter Editor, attending the 2013 NASP Public Policy Institute in Washington, D.C., participating as a KAPS GPR committee member, attending the 2018 NASP convention in Chicago and other KAPS-sponsored events over the years, writing a book review for the NASP Communique, and has voluntarily created post-tests for the NASP online learning center for several years. In addition, she works for Pearson in her spare time by providing trainings on the aimswebPlus platform, and she has recently taken on a new role as the region rep for the GRREC region. Professional interests include dyslexia, RTI/MTSS, data analysis, consultation, and using technology to improve efficiency and efficacy.
 - Allison Nelson is an alumni of Eastern Kentucky University who has obtained a B.S. in Psychology, M.S. in General Psychology, and Psy.S. with a certification in School Psychology. Allison began her career working in the rural district of Pike County and now services Clark County Public Schools. She has been employed as a Certified School Psychologist in the state of Kentucky for nine years and works with students grades PreK-12. Through her practice in School Psychology, Allison works with students in individual and group settings to address educational, behavioral, and mental health concerns. She has also provided and coordinated mentoring services in the school system for at-risk youth. Allison is a trainer of Safe Crisis Management and is involved in conducting Threat Assessments for youth in crisis within the district. As a daily practice, Allison actively utilizes mindfulness on a personal and professional level, and she believes that mindfulness is a useful tool that is universally beneficial for children and adults. Allison is currently contributing to the development and implementation of a mindfulness curriculum designed specifically for her school community. She has had the opportunity to develop sample lesson plans for classroom based mindfulness activities, actively engage elementary and high school students in mindfulness lessons with the

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classroom setting, and work with teachers in their development of personal mindfulness practices.

- Session 4:
 - *Presenter:* Clarissa Roan-Belle
 - *Title:* Examining the roles of school psychologists in a trauma informed era
 - *Description:* Trauma Informed Care (TIC) is a trending topic, but this movement has created a bit of a conundrum for school psychologists. Specifically, many school psychologists are grappling to understand their role and responsibilities as they tread uncharted waters of developing new skills. During this session, we will examine the diverse ways in which school psychologist can be a part of advancing TIC in a responsible and sustainable manner.
 - *Biography:* Dr. Clarissa Belle is a school psychologist with a passion for assisting youth, families and child-serving systems in coping with psychological trauma. Throughout her doctoral studies at the University of Kentucky, Dr. Belle was drawn to children with intense behavioral and emotional problems. She quickly realized that behind their tough exterior and withdrawn demeanor there was significant unresolved pain. After graduate school, she provided therapeutic and consultation services to youth and educators within school-based mental health clinics and community mental health clinics. She also completed forensic assessments with families in the child-welfare system and she acted as a supervising clinician at the University of Kentucky Center on Trauma and Children. Dr. Belle recently started a private practice, Higher Horizons, and her practice focuses on providing evidence-based trauma treatment, training and consultation services. The foundation of her practice is cultivating safe, supportive and trusting relationships because relationships are the conduit through which effective treatment and systemic change take place.
 - *Contact:* clarissa.bellephd@gmail.com

11:15-12:30

Lunch

12:30-2

Fall Institute Keynote: This is joint keynote session with the FRYSC attendees and will be attended by over 800+ listeners. This is an excellent opportunity to start collaborating with others outside of school psychology at KAPSCon 2018!

- *Presenter:* Tami West, PhD
- *Title:* The Stress Club: Take Your Power Back! (Tami West, Ph.D.)
- *Description:* The American Institute of Stress has reported that America is “on the verge of a stress-induced public health crisis.” Stress-management advice, training, and products are abundant, yet statistics continue to worsen. There’s a reason why stress-management techniques aren’t working: It’s risky not to be stressed because you’ll be kicked out of the club! The Stress Club opens eyes to these pressures and teaches you how to disconnect from stress forever. This session, based upon Tami’s research, is guaranteed to make you laugh AND forever change the way you think about stress!
- *Biography:* Dr. West has been helping people take their power back and live their own lives for over 15 years. Her passion stems from a lifelong battle with anxiety disorder that initiated her dedication to helping others. Her clients come from all walks of life. Danbury Federal Prison inmates (the setting of the Netflix Emmy-winning series Orange is the New Black, as well as the prison home for Martha Stewart and Real Housewife Teresa Garduci) found Tami to be genuine and real, with good practical messages and coping skills. Social Security Administration senior management called her a true professional and fantastic at what she does! Tami began her career with a Bachelor’s degree in biology and spent the next ten years working in hospitals,

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physician's offices, and research labs. She changed careers in 1995, becoming a public school teacher, and in 2005 decided to pursue a career that would allow her to use personal experiences to help women find solutions to their challenges. Her undergraduate degrees in science and education, as well as her doctoral research in human development, uniquely equip her to address the human factor that underlies the success of women, both personally and professionally. Her publications include *The Stress Club: Stop participating, take your power back, and start living your own life*, *A Woman's Guide to Personal Achievement and Professional Success*, and *Life Without the Monsters*. She has spoken for groups in 48 states across the US, the United Kingdom, Australia, and New Zealand. When she's not speaking or writing, you might find her with her husband at the beach, reading historical fiction, at Disneyland, or watching *Big Bang Theory*.

- *Contact:* tamiwest@tamiwest.com

2:15-3:30

- Session 5
 - *Presenter:* Sheila Schuster
 - *Title:* Every Voice Counts: School Psychologists as Change Agents in Frankfort
 - *Description:* The importance of legislative advocacy for school psychologists – and the advocacy process itself – will be described from the perspective of an experienced lobbyist/psychologist and others who know Frankfort well. Questions to be examined: "Why should I get into the game? How can I become a player? How can I influence public policy change in Frankfort?" The information gained is applicable across settings, as advocacy is a useful tool to understand and master, regardless of the specific focus of professional and personal activities and interests.
 - *Biography:* Sheila A. Schuster, Ph.D. is a licensed psychologist who has served as the Executive Director of the KY Psychological Association, as well as its Federal Advocacy Coordinator and Legislative Liaison. Dr. Schuster also represents a number of mental health and health care organizations in Frankfort. She currently serves as Executive Director of the Advocacy Action Network, an umbrella organization encompassing the work of the KY Mental Health Coalition, the Medicaid Consortium, and the United 874K Disabilities Coalition. Dr. Schuster also serves as Chair of Kentucky Voices for Health, a statewide coalition whose mission is to improve the health of Kentuckians. Additional presenters may include one or two members of the Kentucky General Assembly.
 - *Contact:* kyadvocacy@gmail.com
- Session 6
 - *Presenter:* Christine Reed, Heather Hill, Wendy Mullins, Mariana Mitchell, Angela Athison, Kelly Houk, Sara Pollet
 - *Title:* Assessment in the Digital Age: Moving from Flinstones to Jetsons
 - *Description:* Have you thought about modernizing your assessment practices but were unsure about making the move away from traditional paper-and-pencil testing? Learn from a group of psychologists who have made the move to digital assessment. Participants in this session will learn the benefits and drawbacks of using digital testing platforms. We will identify key factors to consider when thinking about moving to digital assessment. We will also discuss frustrations we have experienced and how we have problem solved some of those issues.
 - *Biography:* All presenters are school psychologists in Oldham County Schools. We have an average of 20 years of experience as school psychologists. None of us would be described as "tech savvy" but we are all happy we moved to digital assessment.

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- *Contact:* Christine.reed@oldham.kyschools.us
- Session 7 (J)
 - *Presenter:* Jessie Birdwhistell
 - *Title:* TBD
 - *Description:* Dr. Birdwhistell will discuss the implementation of the C-BITS program in Fayette County Public Schools. The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.
 - *Biography:* To come.
 - *Contact:* jessica.birdwhistell@fayette.kyschools.us
- Session 8 (J)
 - *Presenter:* Todd Metcalf
 - *Title:* Special Needs Financial Planning
 - *Description:* The Special Needs Planning presentation will cover the tools available to provide financial support for a minor or adult and how to maintain eligibility for government assistance.
 - *Biography:* Todd A. Metcalf is a Certified Financial Planner with Ameriprise Financial. He has over 17 years experience in providing financial advice to families. He also has extensive training in financial planning for families with special needs. He is also the parent of a special needs daughter.
 - *Contact:* todd.a.metcalf@ampf.com

3:45- 5:00

- Session 9
 - *Presenter:* Allison Tu
 - *Title:* Students as Solution Partners: A Bottom-up Approach to Addressing Kentucky's Youth Mental Health Crisis
 - *Description:* Allison Tu, the founder of StAMINA (Student Alliance for Mental Health Innovation and Action), a network of passionate students driving the movement to improve youth mental health, outlines the group's multi-pronged strategy to improve adolescent wellbeing and drive new insights into the policy conversation. StAMINA's findings from its recent, rigorous qualitative research study that evaluated youth and adult ally perspectives of mental health, will be presented.
 - *Biography:* Allison Tu, the founder of StAMINA (Student Alliance for Mental Health Innovation and Action), a network of passionate students driving the movement to improve youth mental health, outlines the group's multi-pronged strategy to improve adolescent wellbeing and drive new insights into the policy conversation. StAMINA's findings from its recent, rigorous qualitative research study that evaluated youth and adult ally perspectives of mental health, will be presented.
 - *Contact:* allyktu01@gmail.com
- Session 10
 - *Presenter:* Sean Simons
 - *Title:* How to Broaden Your Functional Behavior Assessment: Practical Applications for School Psychologists
 - *Description:* One of the main responsibilities of school psychologists is to conduct functional behavior assessments (FBA). This presentation will discuss indirect and direct methods used to

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assess a behavior's function, the strengths and limitations of each method, and how to conduct high-quality FBAs across a spectrum of behavior concerns in schools.

- *Biography:* Dr. Sean Simons is an Assistant Professor in the School Psychology Program at Murray State University. Dr. Simons has worked in several settings including schools, outpatient assessment centers, pediatric clinics for children with prenatal substance exposure, and the Marcus Autism Center. His areas of interest involve consultation, low-incidence behavior interventions, and broadening the roles of school psychologists.
- *Contact:* ssimons2@murraystate.edu
- Session 11 (J)
 - *Presenter:* Mardis Dunham
 - *Title:* Introduction to the Missouri Ability Scale
 - *Description:* The purpose of this presentation is to introduce a new, yet-to-be-published measure of adaptive behavior. Unlike other measures of adaptive behavior, the MAS includes direct measures of learning and memory and has a reliability scale to help identify under- or overreporting of independence.
 - *Biography:* Mardis Dunham is a licensed psychologist and a professor at Murray State University where he coordinates the school psychology clinic.
 - *Contact:* mdunham@murraystate.edu
- Session 12 (J)
 - *Presenters:* Allison Nelson and Kara Davies
 - *Title:* The BE Project: Mindfulness in Education
 - *Description:* Mindfulness has been proven to positively impact attention, concentration, cognitive flexibility, efficacy, social-emotional competence, and emotional regulation. This interactive training session provides information about using mindfulness practices in the educational setting to increase academic engagement, improve social-emotional competence, and enhance personal well-being for students and staff.
 - *Biography:*
 - Allison Nelson is an alumni of Eastern Kentucky University who has obtained a B.S. in Psychology, M.S. in General Psychology, and Psy.S. with a certification in School Psychology. Allison began her career working in the rural district of Pike County and now services Clark County Public Schools. She has been employed as a Certified School Psychologist in the state of Kentucky for nine years and works with students grades PreK-12. Through her practice in School Psychology, Allison works with students in individual and group settings to address educational, behavioral, and mental health concerns. She has also provided and coordinated mentoring services in the school system for at-risk youth. Allison is a trainer of Safe Crisis Management and is involved in conducting Threat Assessments for youth in crisis within the district. As a daily practice, Allison actively utilizes mindfulness on a personal and professional level, and she believes that mindfulness is a useful tool that is universally beneficial for children and adults. Allison is currently contributing to the development and implementation of a mindfulness curriculum designed specifically for her school community. She has had the opportunity to develop sample lesson plans for classroom based mindfulness activities, actively engage elementary and high school students in mindfulness lessons with the classroom setting, and work with teachers in their development of personal mindfulness practices.
 - Kara Davies received her BA in Arts Administration from the University of Kentucky, her MBA from Edinburgh Napier University, her MAT from Georgetown College, and her Ed.D. from Morehead University. Kara previously worked as the Director of Exhibits at the Explorium of Lexington, designing hands-on educational exhibitions for children and families utilizing a multiple intelligences approach. She then moved to Edinburgh Scotland where she obtained her MBA and went on to manage The Music Box, a music and

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performing arts center at Stevenson College Edinburgh. Upon her return to the U.S, she realized that it was her life ambition to work within education for change. She utilizes her leadership skills and experience in the arts to work with disadvantaged youth throughout the district. As a practitioner of mindfulness and yoga, she is passionate about the power of mindfulness to transform lives.

- *Contact:* Allison.nelson@clark.kyschools.us

TUESDAY

8:30-9:45

- Session 13
 - *Presenter:* Laurie Klose
 - *Title:* Ethics: Part 1
 - *Description:* This is part 1 of 2 in which Dr. Laurie close will provide an in-depth look into ethical situations and guidelines facing school psychologists today.
 - *Biography:* Laurie McGarry Klose is an Associate Professor and Director of the School Psychology Program at Trinity University. She worked for 11 years as a faculty member in school psychology at Texas State University, including serving as the Director of Assessment for the Clinic for Autism Research, Evaluation and Support and University Assessment and Counseling Clinic. Before becoming a faculty member, Laurie worked as a school psychologist for 12 years in California, Massachusetts and Texas. Professional advocacy is Laurie’s passion and is seen by service as Past President of Texas Association of School Psychologists and current Texas Delegate to the National Association of School Psychologists (NASP). In addition, Laurie serves on numerous state and national committees including the NASP Government and Professional Relations committee and the NASP Ethics and Professional Practices committee.
 - *Contact:* lklose@trinity.edu
- Session 14
 - *Presenter:* Amy Patenaude
 - *Title:* Assessment of Executive Function using the CEFI: From Assessment to Intervention
 - *Description:* This presentation will provide an overview of historical and current definitions of executive function (EF). The discussion will include a review of current measures and details about the Comprehensive Executive Function Inventory (CEFI; Naglieri & Goldstein, 2014). Emphasis will be placed on how the CEFI can be used to identify research based interventions to improve EF skills.
 - *Biography:* Amy Patenaude, Ed.S., NCSP is an Assessment Consultant for Multi-Health Systems (MHS) for the southeast region. Prior to working at MHS, Amy worked in Hillsborough County Public Schools for 6 years as a special education teacher, elementary education teacher, and school psychologist. Her areas of expertise include assessment, RtI/MTSS, PBS, and crisis intervention.
 - *Contact:* amy.patenaude@mhs.com
- Session 15 (J)
 - *Presenter:* Rhonda Caldwell, EdD
 - *Title:* What Leaders Do and Constituents Expect
 - *Description:* How do you become the kind of leader people want to follow? How do you get others, by free will and choice, to move forward together in pursuit of a common vision? How do you mobilize them to want to struggle with you for shared aspirations? This session provides an overview of Jim Kouzes and Barry Posner’s The Leadership Challenge, which

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provides a shared definition for leadership, the five practices of exemplary leadership, and a clear path for becoming a more effective leader. Attend this session to learn more about this work and KASA's statewide initiative to bring it to Kentucky's education leaders.

- *Biography:* Biography to be provided.
- *Contact:* Rhonda@kasa.org
- Session 16 (Joint): Part 1 of 2
 - *Presenter:* Jim Feger
 - *Title:* Safe to Learn: An Overview of the Virginia Threat Assessment Model
 - *Description:* Developed by Dewey Cornell, Ph.D., the Virginia Student Threat Assessment Guidelines allow school-based teams to evaluate student threats of violence, quickly resolve less serious transient threats and take appropriate action in response to more serious, substantive threats. Thousands of schools in more than 20 states have received training. The Guidelines have been evaluated in 2 field-test studies and 5 controlled studies published in refereed journals.
 - *Biography:* Jim is a school psychologist with over 25 years experience in mental health. His tenure in education is supplemented by an early career in clinical psychology where he served youth in residential, inpatient and outpatient settings. Jim directed a long-term, residential treatment program for adjudicated youth. From 1994-2000, Jim's practice focused on adolescent psychodiagnostics and cognitive therapy at Lake Cumberland Regional Hospital and Ephraim McDowell Regional Medical Center. Led by a desire to work with youth in an early intervention framework, Jim returned to graduate school and completed his school psychology training in 2000. Over the next 13 years, Jim provided special education assessment, consultation and staff development services for Laurel County Schools. Jim was the 2006 regional best practices recipient for designing a school-wide, intervention targeting student vocabulary. In 2013, Jim joined the newly formed Southeast/South-Central Educational Cooperative as a regional behavior consultant. During this time, Jim shifted the scope of behavioral services from a reactive, case specific model to one that is proactive, systemic and capacity focused. Jim is certified through the University of Kentucky as a trainer in Trauma Informed Care, the National Council for Behavioral Health for Youth Mental Health First Aid and just completed training under Dr. Cornell as a trainer in the Virginia Model. Jim chairs the Kentucky Department of Education's LD Tables advisory panel, serves as KDE Liaison for the Kentucky Association of Psychology in the Schools and works closely with the Kentucky Department of Education in several capacities related to special education and mental health supports. He recently matriculated into the University of Louisville's doctoral program in Curriculum and Instruction.

10:00-11:15

- Session 17
 - *Presenter:* Laurie Klose
 - *Title:* This is part 2 of 2 in which Dr. Laurie close will provide an in-depth look into ethical situations and guidelines facing school psychologists today. Must attend both parts to receive full credit.
- Session 18
 - *Presenter:* Ann Rogers
 - *Title:* Autism Assessment Tools

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- *Description:* This session will discuss the options for autism assessment available through WPS and the pros and cons of using each.
- *Biography:* To come.
- *Contact:* arogers@wpspublish.com
- Session 19
 - *Presenter:* Paul Baker
 - *Title:* Engaging in Systems-Level Consultation "Don't be Sisyphus"
 - *Description:* The challenges effecting our students and schools may seem to many school psychologists as too numerous and daunting. 'While these "boulders" are big, school psychologist have a particular skill set and are uniquely positioned to help. This session serves as an introduction to any school psychologist interested in engaging in consultation for systems level change.
 - *Biography:* Paul Baker is the Lead School Psychologist and MTSS Coordinator with the Martin County School System in Inez, KY. Paul is the Project Director for Martin County's ACHIEVE program, a School Transformation Grant funded (\$310K) by US Department of Education. Paul is also the district's Grant Writer and has assisted the it in obtaining over \$6,000,000 in grants since starting the position in 2014. Paul is also a former President of the Kentucky Association for Psychology in the Schools and its current legislative chair. At the national level, Paul is a member of the NASP Government and Professional Relations Committee.
 - *Contact:* paul.baker@martin.kyschools.us
- Session 20 (J) Part 2 of 2
 - *Presenter:* Jim Feger
 - *Title:* Safe to Learn: An Overview of the Virginia Threat Assessment Model (Part 2)
 - *Description:* This is part two of this session. Must attend both parts to receive full credit.

11:15-12:30

LUNCH ON YOUR OWN: NETWORK!

12:30-1:45

- Session 21
 - *Presenter:* Paul Baker
 - *Title:* Tips and Tricks for Writing Effective Grants a "How-to" for School Psychologist
 - *Description:* School psychologists have knowledge and skill such as: consultation; program evaluation; and technical writing that are necessary for successful grant writing. This presentation will provide insight on how school psychologists can apply this knowledge and skill base through examples provided by the presenter. The presenter will also provide the participants with a "road tested" process to write grants. Finally, the presenter will provide tips and tricks to get participants thinking on how they can create time in their schedules for activities like grant writing.
 - *Biography:* Paul Baker is the Lead School Psychologist and MTSS Coordinator with the Martin County School System in Inez, KY. Paul is the Project Director for Martin County's ACHIEVE program, a School Transformation Grant funded (\$310K) by US Department of Education. Paul is also the district's Grant Writer and has assisted the it in obtaining over \$6,000,000 in grants since starting the position in 2014. Paul is also a former President of the Kentucky Association for Psychology in the Schools and its current legislative chair. At the national level, Paul is a member of the NASP Government and Professional Relations Committee.

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- *Contact:* paul.baker@martin.kyschools.us
- Session 22:
 - *Presenter:* Ryan Farmer
 - *Title:* Evidence-based assessment of intelligence: Updates for contemporary practice
 - *Description:* Evidence-based use of intelligence tests is evolving, with more certainty in the area of intellectual disability than others. This presentation will review best, research-supported practices in administration and interpretation such as (a) when to interpret alternative IQs, (b) how to handle discrepancy part scores, and (c) assessing whether a student can appropriately access test items.
 - *Biography:* Ryan L. Farmer Ph.D. is an Assistant Professor of Psychology at Western Kentucky University. He has experience providing assessment services in hospital and school settings, and his research interests include evidence based psychometric and behavioral assessment and the dissemination and implementation of evidence-based practices. He has published in the area of intelligence theory, applications of intelligence testing, and evidence-based assessment--and has two upcoming chapters on the evidence-based assessment of intellectual disability.
 - *Contact:* ryan.farmer@wku.edu
- Session 23 (J)
 - *Presenter:* Julia Bennington
 - *Title:* Beyond the Binary: Addressing the Needs of LGBTQ and Gender Expansive Youth
 - *Presentation:* This workshop will be an opportunity to gain insight into the experiences of LGBTQ youth in schools – stigma & statistics, mental & physical health needs, school (peer & teacher) relations, as well as family acceptance challenges. Though a minority sexual orientation and/or gender diverse (transgender or gender non-conforming) were once considered abnormal or a medical problem, scientists now understand that sexuality and gender occur on a continuum and variations in sexual orientation or gender identity are part of the normal range of human sexuality. This session will define the various aspects of this continuum, build your LGBTQ-friendly vocabulary (current generational terminology), as well as review the critical role of school personnel in helping these youth not just survive, but THRIVE, in their schools, families & communities. This workshop will offer evidence-based strategies, illustrative handouts & videos, as well as research-based resources.
 - *Biography:* Julia is in her 31st year as a Social Worker, currently serving in the position of School Social Worker at Lafayette High School in Fayette County. She provides both individual and group counseling to students addressing any/all mental health challenges, as well as attempts to remove non-academic barriers which may be affecting student achievement. Julia received her Master of Science in Social Administration (Mental Health & Community-Based Service tracks) in 1998 from Case Western Reserve University and a Bachelor of Arts degree in Psychology in 1992. From there, Julia worked as a Child & Family Therapist in an Outpatient setting for many years specializing in conduct disorders, substance abuse, grief & trauma, adoption, adult and child psychiatric care and LGBT-related issues. She has also been an online instructor with the University of Phoenix teaching Social Work Methods, Diversity & Discrimination and Psychoanalysis. Julia is a Nationally Certified Professional Development Speaker in Diversity & LGBTQ+ Education, is an active board member of the GLSEN Bluegrass Chapter, currently serves on Fayette County Public Schools Crisis Response Team and the district's LGBTQ Committee, as well as is the Faculty Advisor for Lafayette High School's Gay-Straight Alliance (GSA, 2014 – present) Julia believes that educators and school systems have an obligation to ensure that all students are prepared to acknowledge and respect the diverse world in which we live...and that long-term sustainable institutional change can only occur when all members of the school community – from the principal to the parents, the playground monitors to the school

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counselors, the classroom teachers to the bus drivers – have a shared understanding and commitment to create a school where all students feel welcome & safe.

- Contact: Julia.bennington@fayette.kyschools.us
- Session 24 (J)
 - *Presenters:* Bethanie Brogli-Opell, Michelle Sircy, Michelle Antle (J)
 - *Title:* Future Direction for School-Based Crisis Support in the State of Kentucky
 - *Description:* This session will focus on school based crisis response utilizing a unified command structure. Discussion of lessons learned and the procedure for improving our response to a large scale crisis.
 - *Biography:*
 - Bethanie Brogli Opell is a school psychologist in her 17th year with Jefferson County Public Schools. She is a graduate of the University of Kentucky, where she earned her B.A, M.S. and Ed.S degrees. Bethanie currently works primarily with State Agency Schools in Louisville. She is a NASP PREPaRE trainer, Sources of Strength trainer and helps lead the crisis team in her district. Bethanie is also serves on the Executive Council of KAPS as the Crisis Chairperson.
 - Michelle Antle is the immediate past president of KAPS and an active member of the KAPS crisis committee. She currently works as a Field Training Coordinator for the Kentucky Autism Training Center. Michelle has worked as a school psychologist in the public school setting for the last 15 years.
 - Michelle Sircy is the Lead Counselor for Jefferson County Public Schools for all school and mental health counselors within the district and co-leads the crisis team in her district. She is the past president of the Kentucky Counseling Association and was previously named the Kentucky High School Counselor of the Year. She received her undergraduate degree at Eastern Kentucky University, her masters at the University of Louisville and is currently completing her doctorate at the University of the Cumberlands.
 - *Contact:* Bethanie.brogli@jefferson.kyschools.us

2:00- 3:15

- Session 25
 - *Presenter:* Sean Simons and Nick Johnson
 - *Title:* RTI Implementation Assessments: What They Are and Why They Matter
 - *Description:* Response to intervention (RTI) is a well-known service delivery model that schools use to help meet the needs of all students. This presentation will review key tenets of RTI and how school psychologists can use RTI implementation assessments to identify key areas for service expansion.
 - *Biography:* Dr. Sean Simons is an Assistant Professor in the School Psychology Program at Murray State University. Dr. Simons has worked in several settings including schools, outpatient assessment centers, pediatric clinics for children with prenatal substance exposure, and the Marcus Autism Center. His areas of interest involve consultation, low-incidence behavior interventions, and broadening the roles of school psychologists.
 - *Contact:* ssimons2@murraystate.edu
- Session 26 (J)
 - *Presenter:* Michelle Sawyers
 - *Title:* TBD
 - *Description:* Michelle Sawyers is a Court Designated Worker Supervisor for the Commonwealth of Kentucky and will discuss the work her organization is doing in partnership with the Kentucky Department of Education and how it impacts our students and us as practitioners.

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- *Biography:* To come.
- *Contact:* To come.
- Session 27 (J)
 - *Presenter:* Benjamin Arnold (J)
 - *Title:* Unpacking Invisible Suitcases: School-Based Mental Health Interventions for Foster Children
 - *Description:* Over 8,000 children and adolescents are currently placed in out-of-home care in Kentucky. Each of these young people brings an "invisible suitcase" with them into the classroom setting. This workshop will provide educators and other school personnel with the tools to address the unique academic, psychological, and social/emotional experiences associated with placement in the foster care system.
 - *Biography:* Benjamin Arnold is a Licensed Professional Clinical Counselor in Kentucky and a National Certified Counselor. He has over 11 years of experience providing counseling and crisis intervention services to children, teenagers, and families across central and eastern Kentucky. He is deeply passionate about foster care and adoption issues and has quickly developed a reputation as an innovative clinician in the field. Mr. Arnold holds a Bachelor of Arts in Psychology from Asbury University and a Master of Arts in Counseling from Asbury Theological Seminary. He has also completed a year-long trauma-focused therapy learning collaborative through the University of Kentucky's Child and Adolescent Trauma Treatment and Training Institute (CATTTI) and Yale University's Child Study Center. In addition to his work as a child and family therapist with the Kentucky Counseling Center in Lexington, Mr. Arnold has served as an adjunct professor of psychology at Asbury University in Wilmore since January 2015.
 - *Contact:* asburian04@hotmail.com
- Session 28 (J)
 - *Presenter:* Tony Lobianco
 - *Title:* Post-School Outcomes for Students with IEP's
 - *Description:* An examination of what happens to our special education students after they leave school. We look at employment, education and community participation outcomes, and discuss what might be done within schools to improve outcomes for students with various types of disabilities.
 - *Biography:* Dr. Tony LoBianco is the Director and Principal Investigator of the Kentucky Post School Outcome Center (KyPSO) and Research Analyst at the University of Kentucky's Human Development Institute (HDI). Dr. LoBianco has an extensive background in research methods and evaluation with advanced degrees in political science and public health. He has published in the fields of disability, special education, psychology, and health. Dr. LoBianco has been evaluator for several federal and state projects, and currently oversees a longitudinal study of post-school outcomes for persons that have received special education services.
 - *Contact:* tflobi1@uky.edu

3:30-4:45

- Session 29
 - *Presenter:* Diann Shuffett Ashcraft
 - *Title:* Flying Without a Net
 - *Description:* Expecting a child is a source of joy and excitement. No one expects their child will have a mental health disorder or other disabilities. This session will examine the unexpected pitfalls of parenting a child or youth with a mental health disorder and how we as school psychologists can support them. Even with the most experienced of parents, parenting a child with a mental health disorder is like "flying without a net."
 - *Biography:* Diann recently retired from Fayette County Schools after 28 years as serving as a school psychologist, and later as an Associate Director for Special Ed. During that time she had

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the privilege of learning how to support parents in the journey "from parents" as well as walking the journey herself.

- *Contact:* dshuffett@hotmail.com
- Session 30
 - *Presenter:* Mackenzie Leachman
 - *Title:* Counseling Groups: From Consent to Completion
 - *Description:* Walk through how to implement secondary counseling groups from consent to curriculum to completion. Examples of student outcome measures and intervention planning will be presented.
 - *Biography:* Dr. Mackenzie Leachman has been practicing as a school psychologist in Fayette County Public Schools for 18 years. Mackenzie is certified by the Kentucky Board of Education and licensed by the Kentucky Board of Psychology. Mackenzie moved to Lexington, Kentucky from Owensboro, Kentucky in 1994 to attend Transylvania University. She completed her doctoral degree in School Psychology at the University of Kentucky in 1998, specializing in program evaluation. Mackenzie is an advocate for school safety, mental health prevention, intervention and education. Currently, Mackenzie provides coaching and consultation to increase School- Wide Positive Behavioral Interventions and Supports. Mackenzie serves on district teams to support crisis response and intervention, social emotional learning curriculum, mental health, threat assessment, and trauma-informed care for educators. In addition to practicing in the schools, Dr. Leachman has assisted with teaching graduate school courses. In addition to practicing psychology, she and her husband have two children, a daughter age 6 and a son age 10. She and her family are all around outdoor enthusiasts, enjoying kayaking, boating, hiking and camping.
 - *Contact:* Mackenzie.leachman@fayette.kyschools.us
- Session 31 (J)
 - *Presenter:* Dan Koonce
 - *Title:* Courageous Conversations: Building leaders to address racial and education inequalities
 - *Description:* As educators we have experiences defining moments from afar in the form of tragedies, public protests, student walkouts all related to race and equity. This presentation will explore the themes and trends in education in terms of social justice and its importance for both research and practice at the local school level.
 - *Biography:* Dan Koonce, Ph.D., is an Associate Professor in the School Psychology department. He earned his Ph.D. in Educational Psychology from Oklahoma State University in 1999. His entry into the field of school psychology was fostered through working with adjudicated adolescents in Oklahoma and New York. He served as school psychologist in both urban and suburban school districts in Illinois, Oklahoma and Rhode Island. Prior to his appointment at the Governor State University, he served as trainer of school psychologist at two different universities and provided technical assistance/training to school districts throughout the state for the Illinois PBIS Network. The focus of his technical assistance was in the development and implementation of tier 2/tier 3 behavioral interventions. His research interests are in the area of statistics, social justice, disproportionality, early literacy, and the professional practices of school-based clinicians.
 - *Contact:* dkoonce@govst.edu
- Session 32 (J)
 - *Presenter:* Jennifer Elam
 - *Title:* On Being a School Psychologist in Early Intervention

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- *Description:* Dr. Elam's career as a school psychologist has not been typical. Her last 13 years before retirement was spent exclusively in Early Intervention. In addition, she has traveled and visited schools in several other countries for a cross-cultural perspective. She also did research into children's spirituality and has studied creativity extensively. In this presentation, she integrates these various strands of her career and wants to leave the best of it as a legacy
- *Biography:* Dr. Jennifer Elam studied, taught, researched and practiced psychology from 1969 until 2014 when she retired. Although she had a traditional school psychology career for much of the time, she also engaged with cross-cultural projects, research into children's spirituality and studied the creative process in depth. She has sought to integrate these experiences and has written a book called, "Soul Returns to Preschool: A Children's Book for Adults" in which she shares what she considers the best of her experiences as both a traditional and non-traditional school psychologist.
- *Contact:* jenelam@aol.com

WEDNESDAY

8:00-9:00

- Mini Session 1
 - *Presenter:* Sarah Ochs
 - *Title:* The Impact of Burnout and the Critical Need for Self-care
 - *Description:* School psychologists throughout the country report experiencing burnout at some point in their career. In Kentucky, over 25% of respondents indicated experiencing significant burnout (Florell & Buchanan, 2010). Symptoms of burnout can have a significant, negative impact on career performance and satisfaction, impacting the children and families served. This presentation will discuss the critical need for recognizing burnout in self and others, and present practical, effective self-care strategies to improve functioning.
 - *Biography:* Dr. Sarah Ochs is an assistant professor at WKU.
 - *Contact:* sarah.ochs@wku.edu
- Mini Session 2
 - *Presenter:* Dusty Phelps
 - *Title:* Project Aware (J)
 - *Description:* This presentation will provide detailed insight into Pulaski County's implementation of the Project Aware grant.
 - *Contact:* dusty.phelps@pulaski.kyschools.us
- Mini Session 3
 - *Presenter:* Dan Koonce
 - *Title:* Bridge to reducing disproportionality: Addressing the evidence to practice gap
 - *Description:* Discrepant patterns of exclusionary discipline have been documented by race/ethnicity, ability status, socioeconomic status, gender, sexual identity, and sexual orientation. This presentation will present the root causes of disproportionality and model evidence-based strategies to mitigate the harm associated with punitive interactions and build skills to respond appropriately, consistently, and equitably when transgressions do occur.
 - *Biography:* Dan Koonce, Ph.D., is an Associate Professor in the School Psychology department. He earned his Ph.D. in Educational Psychology from Oklahoma State University in 1999. His entry into the field of school psychology was fostered through working with adjudicated adolescents in Oklahoma and New York. He served as school psychologist in both urban and suburban school

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- *Contact:* dkoonce@govst.edu
- Mini Session 4:
 - *Presenter:* Sycarah Fisher
 - *Title:* Improving Outcomes for Students of Diverse Backgrounds
 - *Description:* As schools become increasingly diverse, school psychologists will find themselves working with more and more students whose racial/ethnic background differs from their own. Research has found that individuals who do not take into account racial and ethnic differences may contribute to negative outcomes for minority youth including: over representation in special education, disproportionate school discipline and poor academic and mental health outcomes. The purpose of this presentation is to help school psychologists take the first step in increasing their awareness of the unique difficulties minority youth face and to begin to apply this knowledge to their practice.
 - *Biography:* Sycarah Fisher, Assistant Professor received her doctoral training in School Psychology at Michigan State University with an emphasis on working with culturally diverse populations. She completed her pre-doctoral internship in New Orleans, Louisiana focusing on Response to Intervention within urban school systems. After the completion of her degree, she served as a School Psychologist at an urban charter school in Washington, DC. Dr. Fisher's research focuses on improving life outcomes for diverse populations. This manifests itself in two distinct lines of research. The first involves investigating outcomes for minority youth. Specifically, this involves looking at ethnic identity as a protective factor against negative youth outcomes. The second line of research focuses on improving outcomes for youth with disabilities.
 - *Contact:* sycarah.fisher@uky.edu

9:15- 10:15

- Mini Session 5
 - *Presenters:* Lanai Jennings, Dr. Conrae Lucas-Adkins, Megan Edwards, Emily Nestor, Nicole Alessio, Dr. Jeremy Lopuch
 - *Title:* Final Results of the WJ-IV ACH and GORT-5 Study: A Woodcock Institute Funded Project
 - *Description:* This presentation highlights the results of a practice-driven study aimed at determining the strength of the relationship between the Gray Oral Reading Tests - Fifth Edition (GORT-5) and select Woodcock Johnson IV Tests of Achievement (WJ-IV ACH) in reading. Participants were school age students in grades two through eleven.
 - *Biography:* Dr. Jennings and Dr. Lucas are assistant professors at the Marshall University School Psychology Program. Both remain active practitioners and researchers in the field. Megan Edwards, Emily Nestor, and Nicole Alessio are current or former school psychology graduate students. Dr. Lopuch is a school psychologist who also teaches as an adjunct professor at Marshall University.
 - *Contact:* jenningsknot@marshall.edu
- Mini Session 6
 - *Presenter:* Al Hodapp
 - *Title:* Recreational Reading Unlocks Potential
 - *Description:* Recreational reading reduces stress and can create the page-turner effect. Enjoyment of reading was the best predictor of reading achievement. Students who read 20 minutes daily read nearly 2 million words annually. Children's books contain 50% more rare

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- words than TV programs. With the exception of programs like *Sesame Street*, television negatively impacts children's health, academics, and behavior.
- *Biography*: After graduating from Bellarmine University, I did my graduate work at University of Nebraska at Omaha. Worked as a school psychologist from 1973-2009. Taught psychology courses at Buena Vista University for 20 years. My publications include my Master's thesis on imitation, and articles on test correlations and locus of control impact on standardized tests. Published two chapters in Lee's Encyclopedia of School Psychology: (a) media and children and (b) smoking. In 2016, published two articles on reading in Reading Improvement. Presented several papers/posters at NASP. Presented papers at KAPS, the latest on Green Ribbon Schools.
 - *Contact*: ahodapp@me.com
 - Mini Session 7
 - *Presenter*: Lalah Brewer
 - *Title*: Title IV, Part A - Best Use of Funds to Improve Educational Outcomes for Students
 - *Description*: The Title IV, Part A Student Support and Academic Enrichment Grant, newly authorized under ESSA, is intended to help state educational agencies (SEAs) and local educational agencies (LEAs) meet the goals of ESSA by increasing the capacity to 1) provide all students with access to well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. This presentation will discuss the guidelines of Title IV, Part A, allowable uses for the grant, and creative ways districts are using funds around the state.
 - *Biography*: Lalah Brewer has worked in education for 15 years and has been a classroom teacher for most of her career, working in four states. She is currently the Title IV, Part A Program Consultant at KDE.
 - *Contact*: lalah.brewer@education.ky.gov
 - Mini Session 8
 - *Presenter*: Jon Akers
 - *Title*: The State of School Safety in Kentucky: An Update from the Legislative Work Group
 - *Description*: This session will highlight the current state of school safety in KY and inform the listeners of the work a legislative work group, which includes Mr. Akers, Dr. Joseph Bargione, a student representative, as well as elected officials, is currently doing on our behalf.
 - *Contact*: jon.akers@eku.edu
 - *Biography*: Jon Akers has served as the Executive Director for the Kentucky Center for School Safety since his appointment in December of 2000. He has 44 years of experience in public education, which includes: teaching Civics at Winburn Junior High School in the Fayette County Schools (1970-75); serving as the Associate Principal at Lexington Junior High School (1975-81) followed by Bryan Station High School serving as the principal of Bryan Station High School until 1989 and then Paul Laurence Dunbar High School 1989-99. Since 1999, Jon has served as a Kentucky Leadership Academy coach (mentoring 40 principals) and Scholastic Auditor for the Kentucky Department of Education. He is also a national trainer of Emergency Management for the United States Department of Education. A few of his awards and recognition include: Administrator of the Year (1993), Outstanding Teacher Award (1995), Distinguished Educator (1996) and 1998 High School Principal of the Year awarded by the Kentucky Department of Education. Jon has also served as an expert witness on school safety practices for four lawsuits assisting local boards of education.

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Brunch and Awards Session