



Kentucky Association for Psychology in the Schools

KAPS REVIEW

2010 Fall Edition

October 11, 2010

President's Message

Diane Herrick

Inside this issue:

Welcome to Fall 2010!

Along with all the excitement of a new school year, I am so grateful for the break from the summer heat that Fall brings! I hope your year has gotten off to a positive and productive start.

The theme for this year's conference was, "Communication Is the Key." In my opinion, truer words were never spoken! I plan to extend that theme throughout the coming year, as good communication within KAPS is critical to strengthening our organization and our professional identity as school psychologists. On that note, I'd like to share some key updates with you.

First, allow me to extend a welcome to our newest Executive Council (EC) members: Paul Baker, Region Rep (Big East/Kentucky Valley); Jenny Jackson, Treasurer; Lauren Martin, Membership Chair; and April Walters, Region Rep (Wilderness Trail). Many thanks to you and the entire EC for your support of and service to KAPS!

A new resource has been added to the KAPS website (kapsonline.org). For those of us who may be working with English Language Learners (ELL), we now have a listing of KAPS members who have expertise in this area and have offered their assistance with the assessment process and cultural issues. Their contact information can be found under the "School Psychology Resources" tab on the home page.

The recently released "policy letter" from KDE has generated a great deal of discussion, along with a decent amount of panic, among school psychologists in the state. The letter in question is nine pages long and can be found on the KDE website under Instructional Resources, Exceptional Children, Guidance

Documents. I urge you to read through it, as it carries significant implications for our daily work. KAPS leaders are currently drafting a letter to KDE to make the case for school psychologists' input and involvement in the development of future policy letters that relate directly to special education assessments, procedures, and eligibility. Please check your email for ongoing updates about this issue.



Just a reminder that KAPS is partnering with KPA to sponsor a one-day workshop with Ross Greene in Louisville on November 12. Through this sponsorship, KAPS members will be able to register at a reduced cost. A link to more information can be found on the KAPS website under the "Training Opportunities" tab.

Finally, School Psychology Awareness Week is just around the corner! This week will be observed nationally from November 8-12, 2010. As always, KAPS will ask the governor to sign an official declaration to that effect. NASP has provided a wonderful set of resources to promote and publicize school psychological services. More information can be found at nasponline.org.

Best wishes for a great school year!

Diane

KAPS has partnered with **IASP**, Indiana's State association, to allow for membership reciprocity. This means that KAPS members are permitted to attend IASP trainings at member rates, and vice versa. IASP's annual conference was scheduled for October 10-13.

KAPS has also signed on as a co-sponsor with KPA for an upcoming Collaborative Problem Solving workshop with Ross Green (The Explosive Child) on **November 12th** in Louisville. Through our sponsorship, KAPS members can register for this workshop at KPA-member rates. The registration deadline for the best rate is *September 30th*. The earlier you register, the more you save! Registration for the Collaborative Problem Solving event is available at <http://kpa.org/displayconvention.com>. Registrants should select the one day registration option and indicate they will be attending on Thursday, November 12th. KAPS members should enter the promo code KAPS to receive the discounted rate.

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Special Points of Interest:

- KAPS is on Facebook!
- Ross Green in Louisville on November 12th
- School Psychology Awareness Week November 8-12
- 2011 NASP Conference in San Francisco February 22-29 at the Hilton, San Francisco Union Square. Registration opens October 4th

Fall Conference ReCap

Diane Herrick
Conference Chair

"I am hoping to schedule the next conference a little later in the year and a little closer to the middle of the state. As soon as the dates and location are confirmed, I'll spread the word!"

Well, it was an "ebb" year for the KAPS conference; registration fell just below 200, which is a significant drop from last year. Although the feedback from those who attended was mostly positive, I'd really like to see more of you join us in 2011! I know of several factors that prohibited some people from attending this year, including the location, the early time of year, reduced funding from districts, and other commitments. While I can't do anything to bolster district budgets or lighten your workload, I am hoping to schedule the next conference a little later in the year, and a little closer to the middle of the state. I'm currently contacting convention bureaus to obtain proposals for next year. As soon as the dates and location are confirmed, I'll spread the word!

I'm happy to report that KAPS raised over \$1300 for the Jennie Ewald Scholarship Fund through this year's silent auction! Everyone who donated an auction item or door prize was entered into a drawing for a free KAPS membership for 2011-12. The winner of the drawing was Mike Reed (Jefferson County). Congratulations to Mike, and many thanks to everyone who donated and bid on the items. We will continue this tradition next year, so please keep an eye out for any suitable items or corporate connections you may run across between now and then.

I've read all 115 conference evaluations that have been submitted online, and I want you to know that your opinions DO matter. Although no two people have an identical idea of the "perfect conference," the committee and I do take your suggestions to

heart. Several issues were raised by multiple people, so I'd like to take a minute to address those.

Online registration – Oh, how I would love to be able to have everyone register online! It would save me hours of data entry, in addition to being much more convenient for you. Over the past four years as treasurer and/or conference chair, I have investigated several options for online conference registration. Thus far, I have not found any way to do this that would not be too costly for KAPS in terms of service fees. Please know that I am still looking into this, and that I want an online registration option as badly as you do!

Best Practice awards – Many of you had questions or concerns about how the winners were selected, what specific areas they were recognized for, what role groups were asked to submit nominations, etc. With the major revisions that were instated by the Executive Council in 2009, I felt it best to describe the entire process in depth. Please see the article on the Awards Process for all the details about the Best Practice awards.

Schoolhouse Books – This has been one of our more popular vendors in the past, and several people have asked about their recent absence from KAPS. (They typically set up multiple tables with tons of great books and resources for sale.) Unfortunately, their schedule has not allowed for them to attend KAPS in the past few years. I will continue inviting them each year, and I hope that they will be able to join us again in 2011.

KAPS is now on FACEBOOK! Go to <http://www.facebook.com> to learn more!

Fall Conference ReCap

*Diane Herrick
Conference Chair*

Location – As you know, our location and schedule options for 2010 were severely limited by the World Equestrian Games in Lexington. I have attempted to keep the conference in the central part of the state so that no one has to travel more than 3-4 hours to attend. That leaves us with Lexington, Louisville, and Bowling Green as our most centralized options, and Northern Kentucky as a slightly less central choice. I truly wanted to be able to hold the conference in Bowling Green, but there is only one facility there with the space to handle our needs, and it is far too costly for KAPS. In our hotel contracts, we typically negotiate for complimentary meeting space and permission to bring our own A/V equipment; unfortunately, these options were not available to us in Bowling Green. I promise to keep in touch with the Bowling Green convention planning staff, and if we are ever able to negotiate a suitable contract with them, we'll definitely take the conference to that part of the state!

Length of sessions – Every year, some people comment that they wish there were more short (90-minute) sessions to choose from; others remark that their presenter ran out of time and needed to have a longer session to cover the material. When presenters submit their proposals to the conference committee for consideration, they are asked to select the length of presentation that best fits their needs. KAPS has minimal control over this aspect of the schedule. I make an attempt to have multiple options available for each time slot, but I do have to work around the presenters' availability and preferences.

Cancelled sessions – Unfortunately, two of our presenters had to cancel at the last minute due to medical issues. I know that many of you were disappointed by their absence, and I appreciate your understanding that this was beyond KAPS's control.

Processing of payments – I do apologize for the length of time it took for many of your checks and purchase orders to be processed this year. You may recall that the KAPS elections were held in August this year (instead of May or June), due to the lack of candidates for President-Elect and Treasurer. Because our previous treasurer's term officially ended on June 30, KAPS was unable to process any payments or purchase orders until a new treasurer, Jenny Jackson, was elected. With about four weeks between the election and the conference, Jenny had to learn the ins and outs of the job very quickly, and she did a fabulous job; however, she had quite a backlog of items to work her way through. By this time, all checks should be deposited and all receipts should be sent via email. If you are still waiting on a check to clear or a receipt to arrive, please contact Jenny directly at

jennifer.jackson@jefferson.kyschools.us.

Door prizes – Those of you who completed your online conference evaluation had an opportunity to enter a drawing for WJ-III NU scoring software, compliments of Riverside Publishing. The two lucky winners were Shelly Hallman (Jessamine County) and Michelle Littleton (Trimble County). Congratulations to Shelly and Michelle, and many thanks to everyone who submitted an evaluation!

If you are still waiting on a check to clear or a receipt to arrive, please contact Jenny Jackson at: jennifer.jackson@jefferson.kyschools.us

Executive Committee Members, Mark your calendars!

The next KAPS EC meeting is to be held on Tuesday, January 11th!

Awards Process

*Diane Herrick
President & Conference Chair*

KAPS Best Practice awards are given at the region level and the state level. The selection process varies at each level, but some elements are common to both:

- To be eligible for an award, a nominee (or all members of a nominated group) must be a paid KAPS member by December 31 of the school year in which he/she is nominated. For example, to be nominated for an award that will be given at the 2011 conference, the nominee's KAPS membership for the 2010-11 school year must be current by December 31, 2010.
- Nominations may be made by either members or nonmembers. Each year, requests for nominations and nomination forms are distributed to KAPS members, region representatives, directors of special education, directors of educational cooperatives, and superintendents. Because statewide distribution lists for "all principals" or "all counselors" are not available, KAPS is unable to send the materials directly to these role groups. Directors, superintendents, region representatives, and individual members are asked to send nomination materials to principals, counselors, and other role groups. Members who are hesitant to share nomination materials with administrators themselves are invited to contact their region representatives with the email addresses of those administrators; the region reps can then forward the materials to those people.
- KAPS asks for nominations each spring, but please be thinking about nominations throughout the school year. If you are unsure of a potential nominee's membership status, you can contact lauren.martin@bullitt.kyschools.us.
- Any time a member of the awards selection committee is also a nominee, that person's vote is reassigned to a suitable stand-in (e.g., former region rep, previous year's winner, past officer, etc.)

Regional Best Practice Awards

Nominations for these awards are submitted to the region representatives. In the case of multiple nominations within a region, the representative determines how to select a winner; most often, members of that region are asked to vote on a winner. (No recent changes have been made to these procedures.)

Statewide Best Practice Awards

Nominations for these awards are submitted to the past president. Nominees are then notified of their nomination and asked to submit additional comments or documentation to support the nomination. After all identifying information is removed, the past president distributes every nomination packet to the region representatives, who form the selection committee. Each representative reviews the nominations and ranks them according to his/her own judgment. The past president adds up the rankings for each nominee to determine which ones received the highest totals.

The EC voted on September 9, 2009, to realign the domains for BP awards with the eight domains of competence adopted by NASP in 2006:

- Interpersonal and Collaborative Skills
- Diversity Awareness and Sensitive Service Delivery
- Technological Applications
- Professional, Legal, Ethical, and Social Responsibility
- Data-Based Decision Making and Accountability
- Systems-Based Service Delivery
- Enhancing the Development of Cognitive and Academic Skills
- Enhancing the Development of Wellness, Social Skills, and Life Competencies

More detailed information about each of these domains can be found in the NASP "Blueprint" (<http://www.nasponline.org/resources/blueprint/FinalBlueprintInteriors.pdf>).

The EC recognized that this realignment would require some adjustments to our existing awards procedures. The Past President and officers were given this task. We approached the process with several objectives in mind:

- To better reflect NASP's conceptualization of excellence across the domains of school psychology competence
- To clarify and simplify the nomination criteria
- To encourage recognition of psychologists' accomplishments, including both special projects and overall competence and achievements in the practice of school psychology.

To be eligible for an award, a nominee must be a paid KAPS member by December 31st of the school year in which he/she is nominated

Awards Process, cont.

Diane Herrick

We considered many issues and perspectives, and agreed on the following:

- A KAPS member may be nominated in any one or more of the domains. Nominations do not need to specify any particular domain, as long as the content of the nomination reflects at least one of them.
- A member who receives multiple nominations from different sources will have those combined into a single nomination. This will increase the strength of that person's nomination and highlight a wider variety of skills/accomplishments.
- Group nominations will not be combined with individual nominations. That is, a psychologist may be nominated as an individual and as part of a group; these would be considered as two separate nominations.
- Instead of awards specific to each of the domains, KAPS will select winners of general "Best Practice" awards. There will no longer be categorical awards (e.g., Consultation, Assessment, Counseling, etc.).
- The number of BP awards given each year will depend upon the number of psychologists who are nominated. The top third of the nominees, as determined by the selection committee, will receive a BP award.

School Psychologist of the Year

The statewide Best Practice award winners become the finalists for the School Psychologist of the Year (SPY) award. This award is voted upon by the KAPS officers, who receive the candidates' nominations from the past president. As with the BP awards, the SPY is selected based on the highest total ranking from the selection committee.

Update for 2011

In the spring of 2010, NASP again revised the domains of competence as a part of its *Model for Comprehensive and Integrated School Psychological Services*, aka the "Practice Model," which can be found on the NASP website at http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf. The latest revision expands the domains of competence from eight to ten:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

In order to remain aligned with NASP's practices, KAPS will also adopt these domains of competence. Nominations for 2011 Best Practice awards should reflect excellence in one or more of these ten domains.

Nominations are requested each Spring; region award nominations come from your region representative and State nominations will be requested by the past president

Newly Elected Positions:

President Elect: Misty Lay
Northern KY: Jill Baird
Big East/KY Valley: Paul Baker
Upper Cumberland: Roy Mays
Wilderness Trail: April Walters

Treasurer: Jenny Jackson
OVEC: Megan Saylor
River Region: Beth Edmonson
Caveland: Michelle Antle
Public Relations Committee: Lauren Martin

KAPS 2010 Award Winners

Region Award Winners:



Jefferson County – Meredith Collins for taking the initiative of organizing the ESL committee to consult on ESL cases on an ongoing basis, and creating an active and effective alliance between the ELL and ECE departments.



Central Region – Tiffany Martinez who has been instrumental in developing her district's plan for interventions and assessments of students from culturally and linguistically diverse backgrounds.



Big East/Kentucky Valley – Paul Baker for developing and participating in problem-solving teams for each elementary school in his county. He has coordinated program evaluation for the Reading First program, and developed secure network folder systems for electronic submission of OT/PT and Speech. He also guides the RTI system in his county.



River Region – Janna Hendrix for her dedication and excellent work ethic, as well as her assistance with special education issues, including working with at-risk youth, developing intervention plans, and making data-driven recommendations. She goes beyond expectations in serving all of her schools.

Region Nominees include: Tina Schiavone/Central Region

Best Practices Nominees included:



Susan McGurk



Kathy Peak-Flynn



Deana Lucas-Caldwell

Honorary Mention to **Courtney Bishop** who was unable to attend due to an automotive accident on the way to the KAPS Conference. Courtney is in good health and doing well. She was also nominated for a Best Practice Award due to her high level of professionalism and leadership in planning treatment and providing solutions for students.

KAPS 2010 Award Winners, Cont.

Best Practices Award Winners:



Data Based Decision Making & Accountability

Diane Herrick and Katie Matthews – for their contributions to the RTI model in their district, as well as their attempts to “decode the mystery of the identification of SLD in Kentucky”. They designed a method of identifying students with SLD utilizing a decision-making rubric which incorporates all of the major theoretical components agreed upon by the experts in the field. Their work was presented at NASP, with an overwhelming response from practitioners in the field who shared an interest in their work.



Enhancing the Development of Cognitive & Academic Skills

Mary Margaret McNemar – for her work in understanding problems, making decisions about appropriate interventions, assessing educational outcomes, and with making accountability decisions. She has demonstrated visionary leadership abilities and epitomizes the role of support personnel. She has collaborated professionally and has been a valued resource in her district.



2010 Special Friend of KAPS Award-

Rep. Linda Belcher



Kentucky 2010 School Psychologist of the Year—Mary Margaret McNemar



NASP Delegate Message

Marty Dunham
NASP Delegate

Greetings from Western Kentucky. I hope this newsletter finds you doing well and (hopefully) getting geared up for your fall break. It was great to see a number of you at KAPS. Diane, Misty, and the rest of the EC continue to do a great job with the conference. As I've grown to expect, the learning, leadership, and networking opportunities at KAPS are exceptional.

Last year saw the strongest membership year to date for NASP (over 26,000) and we broke the record for memberships in Kentucky at 290. Kentucky was very well represented at NASP in Chicago. Misty Lay was recognized for her tireless efforts, leadership, and professionalism as the School Psychologist of the Year, and Bill Pfohl was recognized with NASP's Lifetime Achievement Award for his 30+ years of service to the profession and to NASP.

As the KAPS liaison to NASP, please let me know how I can help you throughout the year. I hope to see you at the Conference.

Marty Dunham

- ***Congratulations to Misty Lay for NASP recognition as School Psychologist of the Year!***
- ***Congratulations to Bill Pfohl for NASP's Lifetime Achievement Award!***
- ***Visit nasponline.org/communications for more information***
- ***School Psychology Awareness Week is November 8-12th***
- ***2011 NASP Conference in San Francisco February 22-29 at the Hilton, San Francisco Union Square. Registration opens October 4th!***

- NASP membership in Kentucky is on track to set another record for membership, as we are up several percent from this time last year. If you haven't done so already, please consider renewing your membership. NASP represents over 25,000 school psychologists and uses the money from membership to fund lobbying, training, and programming efforts across the country. However, NASP is financially frugal—income generated from membership goes toward funding the mission of NASP. Additionally, NASP takes nothing for granted, including your continued support. You are invited to take advantages of the range of resources available to members. For example, there are a number of online continuing professional development modules available online, including podcasts and listserves.
- One of the most useful aspects of the website available to members is the material on academic and behavioral interventions, crisis response/mental health, and culturally competent practice. These interventions are available at nasponline.org/communications/topicalresources.aspx. School Psychology Awareness week is November 8 – 12. NASP has a number of download-
- able and adaptable Awareness activities and suggestions to promote the profession. These are available at nasponline.org/communications.
- The 2011 Conference is in San Francisco February 22 – 29 at the Hilton, San Francisco Union Square. San Francisco is a fantastic convention city and I hope that you can join your friends and colleagues for some professional development and socialization. Most of us in Kentucky work in small rural districts—getting out of the district for this conference is a great way to renew your energy and morale. Registration opens October 4. You must register for the conference before you can take advantage of the discounted room rates. In addition to the workshops, papers, and poster presentations, don't miss the Children's Fund Auction. KAPS and I always support this auction by donating items that routinely auction for more than their original purchase price.

New Ethics Code!

Carl Myers
Ethics Chair

The National Association of School Psychologists (NASP) has approved a new set of ethical principles this year. NASP's (2010) *Principles for Professional Ethics* comprises a major revision of our previous ethics code. The new code is based on four broad ethical themes. The four themes subsume 17 ethical principles and each principle contains multiple specific standards of conduct.

On the positive side, the ethical principles are written specifically for our roles as school psychologists and provide helpful guidance related to many situations. For example, with many school psychologists now involved in RTI activities, questions have risen as to what activities require parent permission. The new ethical principles address such issues (e.g., see the footnote at the bottom of page 4 of the code).

School psychologists need to be aware that some of the ethical standards tend to be overly specific or prescriptive (my opinion anyway). As an example, Standard II.3.11 states, "School psychologists discuss with students the recommendations and plans for assisting them." Interpreted literally, it appears that such a discussion is to occur with all students, even if the student is three years of age or has a severe cognitive disability. It also seems that some "best practices" are now required ethical standards. For example, Standard II.3.8 states, "School psychologists adequately interpret findings and present results in clear, understandable terms so that the recipient can make informed choices." I certainly agree that school psychologists should do this, but I find it questionable that the use of jargon could be an ethical violation. Some of the standards contain wording that I would consider

quite strong in its implications. For example, APA's (2002) code of ethics states we should be "aware of and respect" cultural differences. Our new code, however, requires us to "pursue awareness and knowledge" of diversity factors (Standard I.3.2).

Again, I believe pursuing awareness and knowledge of diversity factors is a laudable goal. But exactly how should such a standard be interpreted for enforcement purposes? For example, if a school psychologist has not "pursued" any awareness or knowledge in the last year, is that an ethical violation? Six months? One month?

There are many other specific requirements that school psychologists need to be aware of in the new ethics code. All school psychologists are urged to read the new ethical principles as it is a major revision and it applies to all school psychologists. It can be found on NASP's website: <http://www.nasponline.org/standards/2010standards.aspx>



"ethical principals are written specifically for our roles as school psychologists and provide helpful guidance related to many situations"

Visit <http://www.nasponline.org/standards/2010standards.aspx> for the newest, revised Ethical Code!

The Five Most Important Principles of Neuroscience for School Psychologists, Elanie Fletcher-Janzen, Ed.D., NCSP, ABPdN

The essential feature of Neural Darwinism is that if you can change the environment, you can change the brain.

The Wednesday morning keynote address highlighted “principles of neuroscience that every school psychologist should know.”

The first principle, Neural Darwinism, explains that all of our neurons are in competition for expression and space. Children who have experienced traumatic events have an underdeveloped corpus callosum, which results in an inability to maintain focus because they are constantly looking for threats. The essential feature of Neural Darwinism is that if you can change the environment, you can change the brain.

The second principle, Use It or Lose It, explains that weak or unused neurons are pruned and those that are exercised get stronger and develop more connections. Early and sustained exposure

to learning is critical.

The third principle, Neurons that Fire Together - Wire Together, reasons that new learning should be attached to old learning to ensure it enters long-term memory.

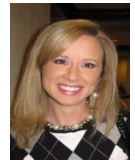
The fourth principle, Automaticity, is the process of going from explicit to implicit memory. Content should be broken down, and students should *slowly* build up to more complex skills.

The last principle, We are not thinking beings who feel: We are feeling beings who think, involves the anterior cingulate, the front part of the brain that tells us what to pay attention to and how to prioritize. In poor readers, the anterior cingulate begins to dim and the emotional part of the brain lights up,

making it much more difficult to learn. Effort should be praised, because to poor readers, success is trying.

The last part of the session related these five principles of neuroscience to the four most popular teaching strategies, highlighting the fact that these teaching strategies have a basis in neuroscience.

-Robyn Mays



Comic Relief Moment:

Examiner: Do you have any pets at home?

Child: Yes, we have two dogs

Examiner: What are their names?

Child: Cookie and Cody

Examiner: Interesting names

Child: Yes, Cookie used to be named Oweo (Oreo), but when I was little I couldn't say Oweo, I said, 'Oweo' so we changed his name to Cookie

-Jill Baird

School Psychologists and RTI: Using Data to Identify Students' Needs, Dr. Gloria Maccow, assessment training consultant

Dr. Maccow presented a nice overview of the RTI process and what school psychologists should look for in assessment data. Dr. Maccow discussed all areas of academics but what stood out the most to me was her discussion of prosocial behavior and how this is often not taught in schools but is expected of our students.

She cited research by Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) that showed prosocial skills (cooperating, helping, sharing, and consoling) in 3rd grade was a better predictor of 8th grade academic achievement than 3rd grade academic achievement, and research by Malecki & Elliot (2002) that indicated social skills significantly predict end of year achievement test performance on a high stakes test.

In this era of the test and test scores I plan to share this information with my district so we can help our students achieve to their utmost potential by addressing their needs as a whole student and not just focus on specific academic skills.

Caprara, G.V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P.G. (July 2000). *Prosocial foundations of children's academic achievement*. *Psychosocial Science*, Vol. 11(4), 302-306.

Malecki, C.K., & Elliot, S.N. (2002). *Children's social behaviors as predictors of academic achievement: A longitudinal analysis*. *School Psychology Quarterly*, 17, 1-23.

-Beth Edmonson

Autism Spectrum Rating Scales (ASRS), Penny Koepsel, PhD, LSSP, LPC, assessment consultant with MHS

The ASRS was developed by Sam Goldstein, Ph.D, Jack Naglieri, Ph.D., & Sally Ozonoff, Ph.D. Dr. Koepsel's training centered on applying the knowledge gained from administering the ASRS. The ASRS links IDEA and DSM-IV TR criterion. It has strong psychometric properties and can be used with students suspected of having Autism, Asperger's and PDD-NOS. There is a long and short version. The parent and teacher/caregiver can complete the forms and they are available in Spanish. Dr. Koepsel reviewed the psychometric properties of the ASRS as compared to other popular autism rating scales. Participants learned how to score and interpret the ASRS through examples and hands on practice. There is also computer scoring software available.

-Laura Ried

Social skills significantly predict end of year achievement test performance

The ASRS has strong psychometric properties and can be used with students suspected of having Autism, Asperger's and PDD-NOS

Update on the SLD Identification & Eligibility Advisory Group

In October of 2009, an advisory group was assembled with the following purpose: *To build one recommended model that includes the use of RTI or a severe discrepancy to determine eligibility for a specific learning disability.*

Members of the group included parents, reading specialists, directors of special education, principals, teachers, university personnel, KDE consultants, and school psychologists. The group continued to meet throughout the 2009-2010 school year, spending time looking at federal and state regulations, current identification practices in the state, and identification methodologies in other states.

As you may guess, the task placed upon the group was exceptionally challenging. Carefully balancing best practice, research and regulation, the original purpose of the advisory group was stretched to the limit.

In June, the group assembled with a rush to create a guidance document for school dis-

tricts in Kentucky, with the intent of having a consistent method for identifying SLD. This document would specify the necessary components of an "RTI-only" method or a "discrepancy model-only" method.

As of the writing of this article, I have not received any confirmation that this document has been generated. However, I will continue to represent school psychologists in Kentucky as we advocate for guidance and the accurate identification of students with specific learning disabilities. I will keep you updated.

-Misty Lay



"I will continue to represent school psychologists in Kentucky as we advocate for guidance and the accurate identification of students with specific learning disabilities."

Jefferson County Public Schools welcomes Margie Lawrence, school psychologist, to the staff! :-)

Jefferson County News: Dr. Mike Norris retired from Jefferson County after 32 years of dedicated service to our schools, students and parents. Mike's knowledge of brain injuries and ADHD was a great resource to the school psychologists in Jefferson County. He continues to be an active supporter of KAPS and was a past President. We will miss working with him and wish him well in all of his pursuits.

Rebecca Branstetter writes a blog called, Notes from the School Psychologist. You can find her blog at <http://studentsgrow.blogspot.com/> or become a fan on Facebook. Her blog provides useful information and often, a comedic look at some aspects of her job. She is the editor of the book, The Teachable Moment: Seizing the Instants when Children Learn.

Youth and Digital Citizenship

Dan Florell

Stories come out weekly with images of children and adolescents who have been harassed on the internet. When other students are asked about the harassment, many know about it but never try to stop it or let adults know about it. Other youth are illegally downloading music, movies, and other media and thinking that it is normal. These acts are not new and many schools have tried to respond. Some school psychologists may even have been asked to help organize internet safety trainings to prepare kids for the online world.

Unfortunately, these programs do not appear to be effective in diminishing the harassment and unethical behaviors that students are engaging in online. Dr. Carrie James of the GoodPlay Project says this is due to a majority of students engaging in consequence thinking online. Consequence thinking is thinking about a student's action or those of others from an individualistic mindset. One student example that Dr. James said exemplified consequence thinking was, "I do online what I want to do online. I don't feel like it's really anybody's business to tell me what I shouldn't do... I don't really feel responsible to people online. I definitely feel it's more for me, not for anyone else." Consequence thinking appears to be a Wild West mentality where everybody is out for themselves.

Consequence thinking in combination with depersonalization of interactions and anonymity are a potent combination. Students feel that they are given free license to act any way that they want while they are online. The result is cyberbullying, cheating, and engaging in illegal activities. That is not to say that all students act this way.

Many students engage in moral thinking or show consideration for other people's feeling. The problem for students engaging in moral thinking is what to do when they see immoral behavior. Most students do not have an adult they can turn to for guidance when operating online. The lack of guidance diminishes students' confidence in being able to affect change on the internet. The result is not acting and letting the behaviors continue.

Though many students displayed moral thinking while online, Dr. James found that most were still unable to take a step back and look at actions beyond their own viewpoint. These findings among others have resulted in the concept of digital citizenship. Digital citizenship is an attempt to frame online interactions and activities within a moral framework. While younger adolescents will have difficulty thinking at a higher moral level online, they need to be given adequate support to progress their level of moral thinking.

School psychologists can take the lead and/or coordinate with school counselors in giving students resources beyond internet safety. For example, students could be asked to form small groups and presented with an online scenario. This scenario could focus on a student downloading music for free. Students could discuss the social implications of such an act. A teacher could serve as a model by asking how others' would be impacted by the student's action.

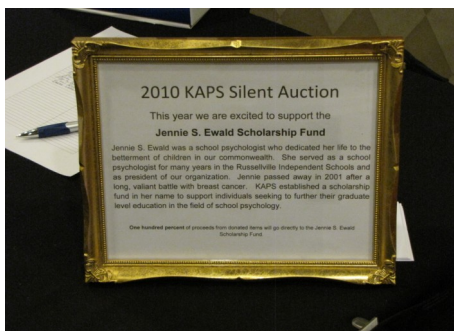
Another activity school psychologists could focus on is to conduct trainings for teachers and parents regarding youth technology usage and common technology issues. This will allow teachers and parents to have the confidence to become involved and be someone who students can turn to for guidance. I think this issue will gain importance as many students' misbehaviors continue to migrate online. School psychologists do not want to be left behind.

Digital citizenship is an attempt to frame online interactions and activities within a moral framework

KY Valley/Big East News: The first cadre meeting was scheduled for Sept. 30th. 10AM at Johnson Co. Board Room. We would be discussing eligibility and all the out of compliances across the state with this issue. We will also share information from KAPS. I am not sure when it will be rescheduled, it is provided by our Coop, Big East and is scheduled through them. When I find out I will forward it to you.

-Paul Baker

KAPS Fall Conference Highlights



KAPS Fall Conference Highlights





2010 Fall Edition

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Kentucky Association for Psychology in the
Schools



We are on the web!
<http://kapsonline.org>

Model for Comprehensive and Integrated School Psychological Services 2010

The NASP Model for Comprehensive and Integrated School Psychological Services is designed to be used in conjunction with the NASP Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, and Principles for Professional Ethics to provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of effective school psychologists.

The 10 domains of school psychology supported by NASP reflect the following principles:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family-school collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

PRACTICES THAT PERMEATE ALL ASPECTS
OF SERVICE DELIVERY:
DIRECT AND INDIRECT SERVICES
FOUNDATIONS OF SCHOOL PSYCHOLOGY SERVICE DELIVERY
ORGANIZATION OF SERVICE DELIVERY

For more information, please review: Best Practices in School Psychology V PracticeModel-Final_CW-BPV.3d 2/6/10 19:28:53 The Charlesworth Group, Wakefield +44(0)1924 369598 - Rev 7.51n/W (Jan 20 2003)

Using Collaborative Problem Solving To Teach, Parent & Treat Challenging Kids

Ross W. Greene, Ph.D.

"Why is Collaborative Problem Solving important?" Because challenging kids are still very poorly understood and therefore treated in ways that are unhelpful and counterproductive...and that places them at risk for adverse long-term outcomes...and it doesn't have to be that way."

Sponsored by the **Kentucky Psychological Association Foundation** in Collaboration with the following Sponsors:

Archdiocese of Louisville Lincoln Trail Behavioral Health System

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Square One Specialists Summit Academy

Kentucky Association for Psychology in the Schools

DePaul School, LDA, Meredith Dunn, NAMI & NASW

Audience: Parents, educators, and professionals* working with children (toddlers to adolescents)

Workshop Date - **Friday, November 12, 2010**

• 8:30 a.m. – 11:45 a.m. **Collaborative Problem Solving Part 1: Key Concepts and Assessment Methodology**

• 1:30 p.m. – 4:45 p.m. **Collaborative Problem Solving, Part 2: Intervention**

Location - Crowne Plaza Hotel Louisville, KY - 830 Phillips Lane, Louisville, KY 40209

Registration Fees: With event sponsorship, you can receive free registrations and discounts!

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by 9/30/2010

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by 10/31/2010

Regular/Onsite Registration

after 10/31/2010

KPA Member/Affiliate Member \$100.00 \$125.00 \$150.00

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Non Member (CE Credit) \$165.00 \$190.00 \$215.00

Community (No CE/No Lunch) \$100.00 \$125.00 \$150.00

To register/get more information visit www.kpa.org/displayconvention.cfm **or call 502.894.0777**

About the Speaker Dr. Ross Greene is the originator of the Collaborative Problem Solving (CPS) approach described in his books **The Explosive Child**, **Lost at School**, and **Treating Explosive Kids**. He is Associate Clinical Professor in the Department of Psychiatry at Harvard Medical School, staff psychologist at the Cambridge Health Alliance, senior lecturer in the school psychology program in the Department of Education at Tufts University, and adjunct Associate Professor in the Department of Psychology at Virginia Tech. Dr. Greene is also founder of the non-profit organization **Lives in the Balance**, which aims to advocate on behalf of kids with social, emotional, and behavioral challenges and provide support and resources for their caregivers. He consults extensively to families, general and special education schools, inpatient and residential facilities and systems of juvenile detention. For additional resources on the CPS model visit www.livesinthebalance.org.

***CE Credit:** The Kentucky Psychological Association is approved by the American Psychological Association to sponsor continuing education for

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the Kentucky Board of Examiners of Psychology, the Kentucky Board of Social Work, the Kentucky Board of Professional Art Therapists and the

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