



Kentucky Association for Psychology in the Schools

KAPS REVIEW

2011 Fall Edition

November 1, 2011

President's Message

Misty Lay

Am I the only one shocked that December is virtually right around the corner? There is never enough time to do everything I need to do much less all that I want to do, so I make an effort to do all I can and pray that I make a positive impact along the way.

It was so nice to see everyone at the KAPS conference last month. There were many new faces to go along with the familiar. I enjoyed the time that I was able to spend with each of you, and I especially enjoyed meeting with the students from EKU, WKU, & UK. Diane and I are working on an action plan to make student involvement in the organization a priority and more affordable. Stay tuned!! Sadly, there were many "regulars" who were unable to make it to the conference this year. I hope that next year we'll all be able to reconnect, learn, and grow together once again.

As I enter my third term as your president, my expectations and goals are very lofty. My love for school psychology runs deep and my passion for this organization is as strong as ever. For the upcoming year, I am continuing my quest to promote the NASP Practice Model at the district and state level. November 14-18 is National School Psychology Awareness Week and I urge each of you to do one thing to promote school psychology. I also urge you to reach

out to other school psychologists who are not current KAPS members and share reasons why it is important to be part of our organization.

In the world of education, there are organizations which have thousands of members, whose voices are united, strong, and loud. KAPS has been at the table and had our (250+) voices heard on many issues the past five years. Our efforts to advocate for school psychologists in Kentucky are as important today as it was five years ago.

We must use our resources to share who we are and what we do, lend our voices to important issues, and take seats at the tables where important decisions are made about education reform and accountability, special education policies and procedures, student support services, and mental health. We have so much to give and contribute to the lives of children. Every link matters.

-Misty



Crisis Response Committee for KAPS??

At the Executive Council meeting held on September 21st, I introduced a proposal for a change to the KAPS Operations & Procedural Manual, adding a Crisis Response Committee for KAPS. This committee would be a resource for school psychologists throughout the state who may be catapulted into a crisis situation, whether big or small. This committee would be able to offer tools and resources and help connect the local school psychologist(s) to community, state, and national resources to assist in the crisis. The region representatives shared this information with those who attended their regional meetings and received an overwhelming positive response from members. My wish is to get started on this development ASAP. The Executive Council will need to first approve the proposal, and then submit it for a vote by membership. I'll keep you informed on the progress.

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Special Points of Interest:

- KAPS is on Facebook!
- Development of a Crisis Response Committee for KAPS in need of participants
- School Psychology Awareness Week November 14-18
- PREPaRE training to KAPS members for reasonable cost in the works
- KAPS is now an affiliate of Wiley & Sons publishing company

Fall Conference ReCap

Diane Herrick
Conference Chair

KAPS Fall Conference – September 21-23, 2011

Diane Herrick, conference chair



“Over 240 school psychologists and related professionals from around the region gathered at the Campbell House in Lexington for three days of education, inspiration, and celebration!”

What a turnout we had in September! Over 240 school psychologists and related professionals from around the region gathered at the Campbell House in Lexington for three days of education, inspiration, and celebration.

The conference theme, *Keeping the Psychology in School Psychology*, was brought to life in more than 20 dynamic sessions. After a keynote presentation that provided an overview of the domains of school psychological practice, attendees were offered a variety of related sessions from which to choose. Among the most highly rated were presentations on academic interventions; sensory processing disorders; neuropsychology of prematurity and low birth weight; affective identification and skill building; social media and technological innovations; executive functioning; teen dating violence; professional ethics; and the state of school psychology in Kentucky.

In addition to professional development, the KAPS conference included many other elements. From start to finish, the 2011 KAPS Regional award winners and Best Practice nominees were recognized for their outstanding achievements. Our silent auction generated several hundred dollars to fortify the Jennie Ewald Memorial Scholarship fund. Colleagues from across the state mingled

throughout the conference and at the Thursday night social in Bogart's Lounge. Between sessions, attendees had the chance to visit several exhibitors, attend poster presentations, peruse the KAPS bookstore, and help themselves to delicious breakfast buffets, drinks, and other snacks.

This is my fifth year serving as Conference Chair, and I have to admit, it's the first time I haven't felt like I needed a vacation to recuperate afterwards. So many of you on the conference committee stepped up to help plan, oversee, and execute the many aspects of this event... not to mention those of you who quietly slipped in and out of the shadows, looking for gaps to fill and needs to meet. "Thank you" isn't nearly enough, but I offer it sincerely and gratefully.

I've been studying the feedback from this year's conference and will be using it to build conference plans for 2012. I'm currently putting out proposals for conference sites around the state and will keep you all posted periodically. In the meantime, I'm always on the hunt for excellent presenters and topics that would be relevant for KAPS. If you attend a stellar presentation elsewhere, please email me; I'd love to work on bringing those sessions to KAPS in the future!

Congratulations to our newly elected KAPS leaders!

They took office on July 1, 2011:

President-Elect: Beth Edmonson (Davies)

Secretary: Courtney Bishop (Fayette)

Regional Representative, Central Kentucky: Tiffany Martinez (Fayette)

Regional Representative, Jefferson County: Meredith Collins (Jefferson)

Regional Representative, Western Kentucky: Marty Dunham (Murray State)

Regional Representative, River Region: Sara Murphy (Davies)

Many thanks to all of the candidates for their willingness to serve!

Results from the State of School Psychology in Kentucky – 2010

Dan Florell

Over the past five years the field of school psychology has appeared to have undergone a significant change. The most significant change has been in the institution of a Response to Intervention (RTI) framework within general education. Fortunately, we now have the current *State of School Psychology in Kentucky* report to compare to the report from 2005.

RTI has been firmly embraced by most school districts. School psychologists report that well over 90% are either piloting RTI (44.8%) or implementing RTI district-wide (46.2%). The most common areas of focus for RTI are in Reading (97.9%) and Math (84.5%). Writing (38.9%) has had less emphasis though it is likely to be the next academic area that districts will be focusing on. I think an encouraging sign is that 59.9% indicated that their districts are implementing RTI for behavior. This could be a significant selling point for school psychologists going forward as we are one of the behavioral experts in the schools.

As RTI is being implemented in the schools, it appears to have had the predicted influence on school psychological practice when it was first introduced a few years ago. The percentage of time school psychologists reported conducting assessments decreased by 4% while the time spent in consultation increased 3.5%. This shift is consistent with school psychologists working more with teachers and other school personnel in intervening at Tier I and II while engaging in fewer assessments. It is likely that this trend will continue as RTI is more thoroughly integrated in the middle and high schools. There was also a 1.5% increase in time spent on research and professional development which is likely due to RTI and the emphasis on empirically based interventions.

Even though it seems like the field has changed quite a bit over the past few years, school psychologists in Kentucky reported much has stayed the same. Activities such as counseling, student assistance team meetings, and intervention/behavior management have remained within a percentage point of what school psychologists reported five years ago.

In addition to the state average of school psychologists' activities in the field, we broke down the activities by region. The job of a school psychologist varies quite a bit based on the region the school psychologist works in. One region had school psychologists spending close to 79% of their time on assessment while another region spent only 40%. This translated to an average of 135 assessment cases per year in one region while another region only averaged 40 cases. Predictably, as school psychologists spent more of their time on assessment, they had less time to spend on other activities. The activities that tended to increase with lower assessment duties included consultation, intervention/behavior management, and student assistance teams.

Salary tends to be pretty consistent across the state with the exception of the largest urban districts. Most school psychologists reported salaries around \$55,000 per year. The region with the lowest salaries reported about \$50,000 with the highest region reporting \$75,000.

The overall picture is a field that is gradually changing to one with more of a consultation and intervention focus. The data for this report is based on 170 responses from school psychologists in the field and is a significant sample of all the school psychologists practicing in the state. The full report should be out in the next few months as we put the finishing touches on it. Thanks to everyone who participated in the survey.



“The overall picture is a field that is gradually changing to one with more of a consultation and intervention focus.”

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

Ethics CPD Opportunities

Carl Myers
KAPS Ethics Chair



“Be aware that there are some changes to the NCSP renewal requirements. For example, at least 10 of your 75 CPD hours must come from a NASP– or APA– approved provider”

As most already know, all school psychologists maintaining their status as a Nationally Certified School Psychologist (NCSP) are required to obtain at least three hours of Continuing Professional Development (CPD) in the ethics area. For the past three years, KAPS has offered a 3-hour workshop on ethics at the annual fall conference to help school psychologists meet that requirement. At the upcoming NASP conference in Philadelphia, there are at least two sessions that will also address the ethics topic. On February 23, there will be a session entitled, “From the NASP Ethics Committee’s In-Box,” where the committee will discuss questions raised by NASP members and participants of that session. That session provides 1.25 CPD hours. If you want to obtain all 3 hours of credit at once, then you might be want to attend the session on February 22 entitled, “Emerging Ethical Challenges in the 21st Century.”

But what if you are in a school district that won’t pay for your travel to the KAPS or NASP conferences? You do have at least three other options to obtain the required CPD hours (although they are not nearly as fun as going to the KAPS or NASP conferences).

Option 1. NASP provides an online module on the topic of ethics. You can obtain 2 hours of credit through this module, “Making Ethical Decisions in Challenging Situations.” Thus, in the convenience of your own home or office, you can obtain 2 hours of credit at no cost (if you are a NASP member). See NASP’s website for more information: <http://www.nasponline.org/profdevel/cpdmodules/index.aspx>

Option 2. NASP re-certification guidelines allow some CPD hours through self-study of specific topics. (Actually, if you want to get technical about it, the module described in Option 1 is considered one type of self-study.) This type of self-study would involve reading professional literature on the topic of ethics, such as the chapter on ethics in the Thomas and Grimes (2008) *Best Practices in School Psychology - V* book. You would need to complete a specific “Activity Documentation Form” to document your self-study activities. Again, see the information on NASP’s website for the details.

Option 3. Be alert for other local presentations on related topics. We often say 3 CPD hours of “ethics” are needed for re-certification, but the topics meeting this requirement are actually much broader than just ethics. Anything related to the “legal regulation” of school psychology can also be included. To quote information from NASP’s website, “legal regulation of school psychology refers to IDEA, NCLB, Section 504, and similar issues.” Thus, if your school district or local educational cooperative has a session on Section 504, for example, it is very likely you can count those hours toward this requirement.

I hope this helps broaden your perspective on how to meet the “ethics” requirement. And while we are on the topic of NCSP renewal, be aware that there are some changes to the NCSP renewal requirements. For example, at least 10 of your 75 CPD hours must come from a NASP- or APA-approved provider. KAPS is a NASP-approved provider so any session offered by KAPS would count. In addition, any session sponsored by a NASP-approved school psychology training program would count toward those 10 hours. For example, WKU’s school psychology program hosted Dr. Peg Dawson and her presentation on executive functioning last spring. Those 6 hours would count toward the 10 required hours. Watch for other sessions hosted by the school psychology programs at WKU, ECU, or UK.

KAPS 2011 Best Practice Award Winners

Michelle Antle — Simpson County Schools

Michelle has proven to be an asset to our community, our Law Enforcement and Simpson County Schools in our common endeavor to provide the best resources we can to assist children. Michelle proves her devotion to our children on a regular basis. I doubt that many schools can state that their school psychologists work until 11 PM or later when needed. For example, recently we had a child who was killed in a house fire during the night. When Mrs. Antle became aware of this tragedy she worked with law enforcement through the night in order to organize crisis intervention services for the students who would be impacted and had a whole team of people ready to intervene that next morning. We have also had another instance in which multiple crisis teams were needed in multiple buildings and Mrs. Antle organized all of these teams at one time to ensure coverage for all who needed it; a staff member from her own Central Office died suddenly, a student was killed in a car crash, and a popular Little League Coach perished in a car accident as well. Her organization and utilization of community resources ensured the success of these crisis teams. Mrs. Antle's demeanor makes her the "go to person" when dealing with these sensitive situations. Mrs. Antle's work with children with autism is also known throughout this area. Michelle has informed professionals, not only in schools but in other fields as well, as to how to approach our students with disabilities to make the child as comfortable as possible, educated other on the different degrees that their disability may affect on the student, and the strengths and communication styles of each student. I have yet to find another community that has as great of a working relationship as Simpson County Schools' school psychologist Michelle Antle and the Franklin Police. Her reputation in our area is impeccable. She is well known for her friendly nature, desire to help professionals from other disciplines to assist children and their families, and her remarkable performance. According to others in her profession, she is well-respected, knowledgeable, thorough, dependable, and one of the best in her field.



Amy Oates – Fayette County

Amy has been working very extensively with students with Autism Spectrum Disorders at the middle school level. She initially collaborated with a research team from UK in developing and after school social skills program for students with ASD. The effectiveness of the program led her to further this work and develop realistic approaches to teaching and practicing skills across the school day. Amy continues to work collaboratively with teachers and parents as she attempts to work toward positive outcomes for students with Autism.



Brittany Gray – Jessamine County

Brittany has an uncanny ability to collaborate with teachers, students, parents, and other professionals to impact student success and drive change. "I don't know if I can put into words the impact Brittany has had on my teaching and development in the area of behavior/autism strategies. I can't list all the kids she has specifically helped get identified or the behavior plans she has helped me develop, or examples of charts she has made for us all to modify or copy and use. She is always supportive and willing to brainstorm ideas and strategies to help with all children whether a behavior issue or cognitive and everything in between. She has the ability to take thoughts and ideas and organize them into a real plan that everyone can understand. And she does everything with a smile and has that unique ability to make you feel you are the most important person around. No problem is too small. She is knowledgeable, organized, patient and always willing to help or just listen. Brittany is not only a psychologist; she is a teacher at heart!" Brittany Gray is a unique and deserving individual for the psychology awards! Without her guidance, patience, and understanding, our school would not be able to celebrate the success of our students learning and engaging in a classroom setting.



Congratulations to **Michelle Antle**, School Psychologist of the Year, who will be Kentucky's nominee for the National School Psychologist of the Year in 2013!

KAPS 2011 Award Winners & Nominees

Region Award Winners

The KAPS Region awards are presented to the school psychologist who has worked in the selected region during the nomination time period. Nominees are received and selected by the region representative. Region award winners exemplify school psychological skills in their given region.



-Big East – Kentucky Valley

Catherine Hacker is married to Tim, the district's DPP. She attends St. Julie's Catholic Church and has three children: Keenan, a freshman in the Honors' Program at UK, seems to be majoring in Kappa Alpha at this moment. Cul-len, a freshman in high school, is on the academic team and starting goalie for our soccer team. Emma, is in the 5th grade loves writing, riding her horse, and playing basketball. Cat likes being with family and friends, reading, vacationing, watching the horses run from the rails at Keeneland, and Firework nights at the Legends' Games. Her 2nd all-time favorite movie quote is from Bull Durham when the coach, Skip, is talking to the baseball players and his assistant, Larry. And Coach says, "You guys. You lollygag the ball around the infield. You lollygag your way down to first. You lollygag in and out of the dugout. You know what that makes you? Larry!" and his assistant coach Larry says, "Lollygaggers! Lollygaggers." As a school psychologist and with all her other district hats, she may not always do everything correctly, but can always say that she tries to put student needs first and is never a lollygagger.



-Caveland

April Bowersox grew up in Virginia, Hawaii, and Kentucky but has made her home for the past 12 years in Bowling Green, where she completed her undergraduate and graduate degree programs. April obtained her Bachelor of Arts degree in the areas of Psychology and Sociology in 2003 from Western Kentucky University. She obtained my Specialist in Education (Ed.S.) in School Psychology in 2006, also from Western Kentucky University. After completing her internship with the Hopkins County School District, April accepted the position as the first and only School Psychologist for the Caverna Independent School District. This is her fifth year at Caverna and she considers it a second home. April is a member of NASP and KAPS. She has presented on Social Problems Solving and Social Information Processing at the Conference on Human Development and National Association of School Psychologists Annual Conference. She co-authored the article, *Do provocateurs' emotion displays influence children's social goals and problem solving?*, published in the *Journal of Abnormal Child Psychology*. April wrote a grant proposal to open a 21st Century Community Learning Center that was funded and implemented this year. In the Spring of 2011, April received the B.H. Weaver Outstanding Educator Award from the Caverna Board of Education. Her professional areas of interests include literacy, autism, and increasing opportunities for underprivileged youth. She serves on the Regional Autism Spectrum Disorders Cadre. In her free time, she enjoys crafting of all varieties, photography, traveling, couponing, and spending as much time as possible with her Pug, Otis, and the people that she loves.



-Central KY

Brittany L. Gray, Psy.S, resides in Nicholasville, KY with her husband and four children. She received both her undergraduate and graduate training at Eastern Kentucky University. Presently, she works as a School Psychologist/RTI Coordinator in Jessamine County. She has worked at the Jessamine Early Learning Village for over 10 years. Prior to working in Jessamine County she worked for 5 years as School Psychologist for Owensboro Public Schools. Brittany's focus is on early childhood development. She is drawn to children with social/emotional challenges and has centered much of her work in this area resulting in refinement of her skills in consultation and program organization. She works close with families, teachers, and administration in an effort to improve situations for the children. She strives to understand school systems and structure and has facilitated systems change in the areas of school-wide discipline, safe crisis management, and RTI for preschool. Brittany's work was recognized by her peers around the state as she was awarded the 2000 School Psychologist of the Year award by the Kentucky Association for Psychology in the Schools.



-Jefferson

Joe Bargione has been employed with the Jefferson County Public Schools for 20 years. He currently serves as the Lead Psychologist for the district. Joe supervises the district school psychologists. As the Lead Psychologist, Joe has the opportunity to serve on committees and tasks forces at the district, community and state level that revolve around child, adolescent and family issues.

KAPS 2011 Award Winners, Cont.



--Northern KY

Sarah Wagner is currently working as a practicing school psychologist for the Boone County Schools. She has worked in Boone County since 2002 when she was first hired as an intern. She is now completing her 10th year in the district. She is a 2000 graduate of Hanover College where she received my BA in psychology and completed her graduate work in school psychology at Western Kentucky University where she earned my Ed.S. degree in 2003. Sarah currently lives in Northern Kentucky with her husband, Ryan, and their two year old son, Cade. They are also

happily expecting another baby boy in November.



-Ohio Valley

Lauren B. Martin received a B.A. in psychology from Western Kentucky University (WKU) in May 2004 and earned her Specialist in Education (Ed. S.) degree and Rank I in School Psychology from WKU in May 2007. She is currently pursuing her doctorate in Educational Leadership with an emphasis in P-12 Educational Administration through WKU. The 2011-2012 school year began her sixth year as a school psychologist. Lauren began my career working for Bullitt County Public Schools; however, in July 2011, she transferred to Warren County Public Schools (WCPS). Although she works mainly at the high school level, she enjoys working with children across all grade levels. Additionally, Lauren enjoys volunteering with the Kentucky Association for Psychology in the Schools (KAPS) and especially enjoys her position as Membership Chair for the KAPS organization. In her free time, Lauren loves listening to books on tape and going on walks with her best furry friend, a Shih-Tzu, Sammie.

-River Region: No winner



-Upper Cumberland

LeighAnn Parker received her training and Specialist degree in School Psychology (Psy.S.) at Eastern Kentucky University in 2005. Currently, she lives in Berea, Kentucky and is in her 8th year as a School Psychologist for the Pulaski County Schools. In her spare time, LeighAnn works as a Licensed Psychological Associate for Mind Psi School Psychological Services, a private practice owned by fellow colleague and School Psychologist, Dan Florell, Ph.D. LeighAnn has two children, Anna, age 5, and John-Esten, age 4, who put her training and experience in child development to the test on a daily basis. LeighAnn has recently started taking coursework toward a Master's of Teaching in Learning and Behavioral Disorders at the University of the Cumberlands. She hopes to use this additional training to strengthen her current and future academic and career goals. LeighAnn's hobbies and interests include hiking with her family, playing and watching sports, going to church, sight-seeing, and free weekends.



-Western KY

Kris Belcher received her B.S. in psychology from the University of Southern Indiana. She went on to obtain her M.S. in psychology and her Psy.S. in school psychology through Eastern Kentucky University. During her graduate program she had the opportunity to complete her practicum experiences in Madison County and Fayette County and her internship in Scott County. She was employed in Kenton County and has currently started her 4th year of employment in Henderson County. Kris teaches an undergraduate psychology class at Henderson Community College, serves on the Autism Cadre and Autism Consultation Team in the schools, and is on the advisory council for Big Brothers Big Sisters in Henderson.



-Wilderness Trail

Christina "Tina" Moch is in her second year as a school psychologist and currently works with Hardin County Schools. I graduated from Eastern Kentucky University (EKU) in 2011, with my Specialist degree in School Psychology, and completed my internship with Madison County Schools. My undergraduate work was completed at the University of Kentucky, with a Bachelor's degree in Elementary Education and Special Education, Learning and Behavioral Disorders. My professional interests include behavior interventions, reading interventions, and consultation.

KAPS 2011 Award Nominees

KAPS Best Practice Nominees for 2011

These individuals were nominated for their contribution to the advancement of school psychological services to Kentucky's children, families, and schools. Their anonymous submissions were reviewed by each region representative and rank ordered, using the NASP Practice Model as a reference. All nominees are exceptional, which made the selection process very difficult. This year, there were three overall winners of the KAPS Best Practices Awards. The KY School Psychologist of the Year is selected anonymously by the officers from the three Best Practices winners. Congratulations to all of the nominees and winners.



-Michelle Antle (Simpson County Schools) is currently a school psychologist for Simpson County Schools. Michelle attended Western Kentucky University and graduated with an Ed.S. degree. She began her career with Ohio County Schools in 2003, but moved to Simpson County Schools in July 2006. Michelle's passion is working with individuals with Autism. She is dedicated to educating others about how to help this population and has presented at national, state, and regional conferences with parents, educational staff, mental health professionals, and community partners in her audiences. Michelle is very active in Kentucky Association of Psychologists in Schools (KAPS). She has been a member since 2001 and currently serves as the Caveland Regional Representative. Michelle has been married to her husband, Jason, for 10 years. They have a 3 year old daughter, Alivia, and a baby boy that is due in December.



-Anna Bodner (Shelby County Schools) grew up in Louisville, Kentucky and attended University of Kentucky for her undergraduate studies. In May of 2001, she earned a Bachelor of Arts degree in Psychology and Departmental Honors in Psychology after completing a senior honors thesis examining the use of goals in story representation among boys with Attention-Deficit/Hyperactivity Disorder (ADHD). After completing her undergraduate degree, she worked full-time for a year as a lab technician at UK investigating children with ADHD, executive function, and story representation. Anna began attending the School Psychology Doctoral program at Illinois State University (ISU) in August of 2002. Anna gained research experiences from August 2002 to July of 2007 examining the relationship between executive functioning and emotion regulation in children. In the spring of 2004, Anna worked at a Response To Intervention (RTI) Elementary School in rural Illinois. Anna worked part-time for a year at a foster care agency, intake assessments and determined DSM-IV-TR diagnoses, co-led parenting groups for mandated clients and ADHD children group, provided family counseling and individual counseling with children and adolescents in foster care and adults with children in foster care, provided documentation for agency and court purposes, and consulted with case workers and support staff. Subsequently, Anna worked part-time for a year at a community mental health center in a rural Illinois community. In July of 2007, Anna completed her doctoral level internship at Knox County Schools in Knoxville, TN. She worked full-time for a year completing psycho-educational evaluations, participating in eligibility and IEP meetings, consulting with parents, teachers, and school staff, providing individual and group counseling with elementary and high school students, and conducting trainings with parents, teachers, and outside agency. During her internship, she also gained more experiences in relation to RTI. In August of 2007, Anna earned her Doctor of Philosophy degree in School Psychology from Illinois State University. Anna worked for Alachua County Public Schools in Florida for three years as a school psychologist. Anna also completed post-doctorate training and supervised school psychology specialist level interns and University of Florida school psychology doctoral and specialist level graduate students. Currently, Anna is a school psychologist at Shelby County Public Schools, where she introduced the use of CBM for progress monitoring and collaborated with district level administrators to develop the multi-tiered RTI procedure and use of AIMSweb system for the district. She is currently certified as a school psychologist in Kentucky and has earned her National Certification in School Psychology (NCSP).



-Allison Graven (Bullitt County Schools) has worked as a school psychologist for Bullitt County Public Schools for eight years. She completed her undergraduate and graduate work at the University of Kentucky, earning her Ed.S. in School Psychology in 2004. Allison's current professional interests include threat assessment and assessment of student with ASD.

KAPS 2011 Award Nominees, Cont.



-Brittany Gray (Jessamine County Schools) resides in Nicholasville, KY with her husband and four children. She received both her undergraduate and graduate training at Eastern Kentucky University. Presently, she works as a School Psychologist/RTI Coordinator in Jessamine County. She has worked at the Jessamine Early Learning Village for over 10 years. Prior to working in Jessamine County she worked for 5 years as School Psychologist for Owensboro Public Schools. Brittany's focus is on early childhood development. She is drawn to children with social/emotional challenges and has centered much of her work in this area resulting in refinement of her skills in consultation and program organization. She works close with families, teachers, and administration in an effort to improve situations for the children. She strives to understand school systems and structure and has facilitated systems change in the areas of school-wide discipline, safe crisis management, and RTI for preschool. Brittany's work was recognized by her peers around the state as she was awarded the 2000 School Psychologist of the Year award by the Kentucky Association for Psychology in the Schools.



-Amy Oates (Fayette County Schools) is a native of Somerset, Kentucky, and graduated in 2003 from Transylvania University with a Bachelor's degree in Psychology and a minor in music. In 2004, she received her Master's in General Psychology and in 2006 received her Psy.S, both from Eastern Kentucky University. Currently working for Fayette County Schools, Amy serves schools at the elementary and middle levels. Within her middle school, Amy has been actively involved in developing interventions and strategies for students on the Autism Spectrum, specifically with student with Asperger's Syndrome and High Functioning Autism. She also participates on the district's Autism team. Amy lives in Lexington with her husband, Brian, and two four-legged children, Guinness and Matilda.



-Tina Peery (Mayfield Independent Schools) currently lives in Murray, Kentucky and graduated with a Master's in Clinical Psychology from Murray State University. She obtained her Rank I in School Psychology from Murray State University and is currently working on her Director of Special Education certification at Murray State University. Tina has worked for Mayfield Independent Schools for the past 6 years. She is married to Keith Peery and has one daughter, Reagan. In her spare time, Tina enjoys reading a good mystery or romance novel and vacationing on the beach.

Trina Zaremba (Shelby County Schools) is beginning her eleventh year as a school psychologist with Shelby County Public Schools. She is one of five school psychologists who work closely together and collaborate with each other to improve outcomes for all students. Trina mainly works in the elementary school setting but continues to assist with evaluations at the preschool and secondary levels. Within her elementary schools, Trina completes evaluations, helps teachers and parents understand special education eligibility criteria and special education laws, reviews progress monitoring data with regular education and special education staff to make decisions about student achievement, and provides training to special education teachers for new programs (i.e., Aimsweb, IEP, etc.). She supports school staff in implementing the district's initiatives and Thinking Strategies. At the district level, Trina participated in the early stages of developing the district's Response To Intervention (RTI) model and was part of the District Leadership Instructional Team (DLIT). She is also one of the district's trainers for Safe Crisis Management (SCM). As a trainer for SCM, Trina helps provide yearly professional development to school staff on behavior management, de-escalation strategies, identifying and responding to behaviors of concerns, and issues related to restrain/seclusion laws. She meets monthly with a team to review documentation of all student physical safety interventions and provides feedback to staff. As needed, she meets with school staff to discuss the behavioral and intervention needs of individual students. Trina has enjoyed getting to know the community of Shelby County and the many interesting, caring, and wonderful people who reside there. She has found the benefits of helping staff and students reach their potential to be a truly rewarding experience.

Different emotions activate different parts of the central nervous system and brain

Mad, Sad, Glad & Scared: A Neuro-Cognitive Approach to Affective Identification and Skill Building, Elaine Fletcher-Janzen

This session focused on the premise that humans are “Feeling beings who think” and not “Thinking beings who feel.” Applying this belief to the educational setting, we can assume that emotions have a major impact on learning. Understanding the affective state of students will help in developing specific coping skills to help them be better learners. Different emotions activate different parts of the central nervous system and brain; therefore, we should address the specific affective state with specific coping skills.

During this session, the presenter (with the assistance of a few participants) walked the audience through a counseling session where the different affective states were identified, represented discussed, and finally, coping skills were discussed. Helping students understand the nature and difference in their own affective state, and helping them gain the specific coping skills to modulate their own behaviors, will help their self awareness and empowerment.

-Wendy Horton



QPR Suicide Prevention: Question, Persuade, Refer

C. Rogers & C. Cornelius



I attended the “QPR Suicide Prevention” session presented by Christy Rodgers and Carly Cornelius. This session discussed the QPR: Question, Persuade, and Refer model and how school psychologist can implement this model in their schools. Since new legislation requires middle and high school students to be educated on suicide prevention and awareness this was a very interesting session for those of us working at the secondary level. Since most schools have a crisis plan in place, I felt the information in this session could be used as additional intervention options in terms of meeting best practice. At its core the session discussed the correct ways to inquire about suicidal thoughts and ideations, persuade students to discuss their thoughts and feelings, and finally to refer students to appropriate resources (mental health services, support groups) to address their immediate needs. In addition the presenters discussed the schools role and responsibility to provide comprehensive suicide prevention programs in addition to threat assessments. Finally, additional suicide prevention resources were discussed. Overall I felt this session did a great job at providing useful information to be used in direct intervention.

Allison Hardin, Psy.S-Jessamine County Schools

Including an Executive Function Model in Everyday School-Based Practice, Dr. Guy

Dr. Guy presented detailed information on executive functioning and provided some interventions for school psychologist and/or teachers to use with kids who show deficits in executive functioning.

Dr. Guy described these students as the kids who live in the moment. They can't look forward or backward, and they don't self motivate so they need a lot of extrinsic motivation.

He further explained how various deficits often look like something to a teacher but really are a manifestation of something else. For example, a teacher may say a student is oppositional or lazy if they don't do a task, but Dr. Guy argues that it could be a working memory issue. These kids start tasks but don't finish because they cannot hold the goal of completing the assignment in their minds, and they lose it so they don't complete or even do a task. As a result of poor working memory these kids exhibit weak reading comprehension and writing skills. They can't tie things together and their writing is unorganized.

Kids who have problems with spelling and capitalization in writing and with putting numbers in columns or make careless mistakes in math may have deficits in self-monitoring because they don't monitor what they are doing.

As a school psychologist I often get asked why a student can attend and do well in one class and not in another or how one day a student can do a task and on another day they cannot. Dr. Guy explained that stress plays a large part in this particularly when students are learning something new. Students with poor executive functioning skills don't like new things because they feel they cannot do them which causes them to get stressed. As a result performance is affected.

This was the second time I have listened to Dr. Guy present on executive functioning, and both times I have come away from his presentation feeling the need to educate my schools on executive functioning. I think that so many of our kids are lacking these skills and feel that many of our academic concerns are related to executive functioning deficits and not necessarily a true learning disability.

Review by:

Beth Edmonson, Ed. S., NCSP

KAPS President-Elect

School Psychologist



As a result of poor working memory, these kids exhibit weak reading comprehension and writing skills.

Comic Relief Moment:

A 5th grade student and I were walking down the hall. He asked me, "What are you, Ms. Rowe? Are you a PTO?" I said, "No, I'm a school psychologist." He replied, "Oh, that sounds like one of those dinosaurs we were learning about in my book."

Bryony Rowe, Ph.D., NCSP
Certified School Psychologist

KAPS 2011 Fall Conference Highlights



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2011 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)

Coming soon:

In the spring of 2011, KAPS had a spring training for members, introducing the **NASP PREPaRE Curriculum**. The content was very well-received and many of you requested that KAPS make available the 2-day training for members. I am working out the logistics of being able to offer this training to KAPS members who may be interested. There may be low cost fee associated, as NASP requires that their materials be purchased and used at the trainings. I will distribute the announcement as soon as the details are settled.
-Misty

NASP Public Policy Institute

Two of our Executive Council members, Paul Baker and Tiffany Martinez, will be representing KAPS at this summer's Public Policy Institute (PPI). NASP sponsors this three-day immersion in public policy, legislation, and advocacy, which culminates in a trip to Capitol Hill to meet with members of Congress and their staff. This is an excellent opportunity to learn, network, and bring school psychology issues to the attention of Kentucky's legislators. Many thanks to Paul and Tiffany for their participation in this important event, and for making Kentucky's voice heard in Washington.

Wiley & Sons

Did you know that KAPS is now an affiliate of Wiley & Sons publishing company? In addition to a multitude of resources that directly relate to school psychology, Wiley is also the publisher of Cliff's Notes and the ever-popular "For Dummies" books. To browse through their offerings, click the Wiley link at the bottom of the KAPS home page. Any purchases made through this link will result in KAPS receiving a small commission.

Membership

It's time to renew or join for the 2011-12 school year! All memberships expire on June 30, 2011. The new membership form is available online at <http://www.surveymonkey.com/s/Z8S72N6>, or you can complete the form by hand. Once again, you can save 1/3 on your KAPS membership if you join and pay your dues by July 31, 2011. Payments can be made by check, money order, purchase order, or credit card (small processing fee applies to credit card payments). Please contact Lauren Martin, membership chair, with any questions: lauren.martin@bullitt.kyschools.us.