



# Kentucky Association for Psychology in the Schools

## KAPS REVIEW

2012 Fall Edition

November 7, 2012

### President's Message

*Beth Edmonson*

Wow! It's hard to believe it is already fall and the countdown to Christmas break has begun. I know everyone is feeling the pressure to complete evaluations with the December 1 date fast approaching! Despite the craziness, I hope everyone takes a moment to stop and enjoy the feel of the crisp fall air and observe the truly spectacular beauty nature provides this time of year.

I want to thank Diane Herrick and the entire conference committee for yet another excellent fall conference. I hope that everyone had the opportunity to network with old and new friends and that everyone came away with a little something to make them think "Outside of the Bag." Too often we get tied down to doing something a particular way because that is the way we have always done it. My hope is that with the wide array of topics that were presented this year everyone was able to take something useful back to their workplace.

If you were unable to attend I want to highlight a few things that were shared with KAPS members who attended their region meetings. Your KAPS Executive Council met on Wednesday evening to take care of organizational tasks and discuss a wide range of issues. One area of discussion was that KAPS attempted to have a panel from KDE attend the conference to discuss SLD eligibility. Unfortunately, no one from KDE was able to attend. KDE stated that they are currently working on a guidance document for SLD eligibility which they would share with KAPS when completed. The EC discussed contacting KDE to see if we could

get a school psychologist representative on the committee working on the guidance document. Another issue the EC discussed was our stance as an organization



regarding the proposed restraint and seclusion draft regulation. The EC decided it concurred with the position of KSBA which states that the current draft of the regulation lacks clarity and needs more careful consideration in regard to the language used in the document. A formal statement regarding this position was drafted and submitted. Additional areas discussed involved the formation of a Crisis Intervention Committee and plans for a spring training. These are just some of the issues addressed by the EC. If you find yourself wanting to know more or wanting to provide input, please consider volunteering to be on a committee or running for office!

With fall passing quickly by and the holiday season fast approaching, I want to remind you that School Psychology Awareness week is November 12-16. I hope that all of you "Know your own Strengths" and have the opportunity to share them with your districts throughout the year. Remember that you make a difference in the lives of children every day!

Beth Edmonson

### Inside this issue:

News & Updates	2
Crisis Intervention Committee	8
PASS in Kentucky	9
Award Winners	10
KAPS Session Reviews	14
KAPS Pictures	16

### Special Points of Interest:

- KAPS is on Facebook!
- School Psychology Futures Conference Webinar is November 10.  
Theme: Advocacy
- School Psychology Awareness Week November 12-16.
- NASP Conference is February 12-15, 2013 in Seattle, Washington.
- Early registration deadline for NASP Conference is November 14.

## Recent News & Updates

### Sad News

Christy Paul, a School Psychologist for Hancock County Public Schools, passed away Friday October 26<sup>th</sup> after a long courageous battle with Leukemia. Please keep Christy's family and friends in your thoughts and prayers. Visitation and a memorial service were held on November 4, 2012, at the Gibson & Son Funeral Home in Hawesville, KY.

*The following information was obtained from the website: <http://www.hancockky.us/Obituary/Obituaries.htm>*

Christy was born on September 12, 1970 in Endicott, New York to Willard and Betty Shawver. Christy graduated from Scott County High School and Eastern Kentucky University. Christy will be sadly missed by her husband of nearly twenty years, Chris; a daughter Rene; a son Johnathon; parents Betty and Willard Shawver; a brother Bill; nieces Jamie, Sammi and Kiley; special cousins Cassandra, Rebekka, Anna, Ali, Cindy and many friends.

Memorial contributions may be made to the Hancock County High School Band. Please make checks to Hancock County High School Band and mail to: Christy Paul Memorial Fund, 1210 Utility Lewisport Rd. Lewisport, KY 42351. Online condolences may be left for Christy's family at [www.gibsonandsonfh.com](http://www.gibsonandsonfh.com)

### Membership

It's time to renew or join for the 2012-13 school year! All memberships expire on June 30, 2012. The new membership form is available online at <http://www.surveymonkey.com/s/VH9NLG6>, or you can complete the form by hand. 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](mailto:lauren.martin@bullitt.kyschools.us).



### Ethics Session at KAPS

After three consecutive years of presenting on professional ethics, Dr. Carl Myers was given a vacation year. Once the KAPS schedule was released, Diane Herrick, Conference Chair, had many people asking, "Where is the ethics session?" Diane reported that she was working with Dr. Myers to see if they could plan ahead for having such a session in alternate years starting in 2013. She is hopeful that this will help those trying to renew their NCSP credentials in their planning.



Above: Posing for a group picture at the Fall 2012 KAPS Conference in Louisville. Pictured are (from left to right): Misty Lay (Past President), Bethany Brogli Opell (President-Elect), Beth Edmonson (President), and Diane Herrick (Conference Chair)

## Update from NASP Delegate

Misty Lay

Let the madness begin! All of the trick-or-treaters are headed back to class this morning on their sugar-highs and I fully expect my phone to start ringing any minute.

This has been an incredibly traumatic week for our nation and parts of our state. Hurricane Sandy certainly spared few along the east coast and even dropped several inches to several feet of snow onto the mountains of West Virginia, North Carolina, Virginia, and Kentucky. Monday afternoon, a Carroll County Head Start bus hit a tree on a rural road and resulted in the deaths of two preschoolers, with up to 7 others significantly injured. Nine students were injured in Christian County, as well, when their bus hit a deer. A train transporting hazardous chemicals derailed in southwestern Jefferson County and has led to many displaced residents in the Meade, Bullitt, & Jefferson County corridor, and closed three schools. During all of these events, I have been in close contact with NASP leadership and received printed materials and other useful resources to pass along to school officials. This is just one of the many ways that NASP supports the membership.

It's November and that means School Psychology Awareness Week is here!

School Psychology Awareness Week is November 12-16. The theme this year is 'Know Your Own Strengths.' Get ideas, resources, and more information online at [www.nasponline.org/communications/spaw/2012/index.aspx](http://www.nasponline.org/communications/spaw/2012/index.aspx). You can order additional posters and bookmarks at our online store at [www.nasponline.org/publications/index.aspx](http://www.nasponline.org/publications/index.aspx). Share how you celebrated SPAW at [www.nasponline.org/communications/spaw/feedback.aspx](http://www.nasponline.org/communications/spaw/feedback.aspx) and you can be entered to win a scholarship for a 1-hour webinar of your choice in the Online Learning Center.

Make sure you don't miss your chance to save on registration for the NASP 2013 Annual Convention here: [www.nasponline.org/conventions/2013](http://www.nasponline.org/conventions/2013). If you register by November 14, you can save up to \$70, plus you'll be able to secure a room in your hotel of choice. See the more than 1,200 sessions to choose from at [www.nasponline.org/conventions/2013/program/session-list.aspx](http://www.nasponline.org/conventions/2013/program/session-list.aspx). With topics ranging from profession-wide initiatives to solutions for individual children, the convention is the perfect opportunity to get answers to your most difficult professional challenges and find ways to be a more efficient and effective practitioner. I can't wait to see you February 12-15 in Seattle!

Give back at the convention by being a mentor! Serving as a mentor at the convention lets you to share your experiences and provide guidance to a young up-and-coming professional. Through a 1-hour meeting, scheduled at your convenience, you'll give your mentee a chance to ask real-life questions about professional practice. Sign up here [www.nasponline.org/conventions/2013/students/mentoring.aspx](http://www.nasponline.org/conventions/2013/students/mentoring.aspx).

School Psychology Review is the go-to resource for research in the field. The Fall 2012 Special Topic: Assessment Research and School Psychology issue of School Psychology Review is now available at [www.nasponline.org/publications/spr/index.aspx?vol=41&issue=3](http://www.nasponline.org/publications/spr/index.aspx?vol=41&issue=3). Articles include 'Connecting Cognitive Theory and Assessment: Measuring Individual Differences in Reading Comprehension', 'Modeling the Factors Associated With Children's Mental Health Difficulties in Primary School: A Multilevel Study', and 'The Role of Assessment in a Prevention Science Framework'.

School is back and our member-only NASP Communities are buzzing at <http://communities.nasponline.org>. Hot topics currently in the Communities include child psychopharmacology, RTI math and reading screening tools, and Asperger's/emotional disturbance dual diagnosis. You can also visit the general NASP Member Exchange at <http://communities.nasponline.org/NASPONLINE/Communities/ViewCommunities/CommunityDetails/?CommunityKey=705b737c-8fdb-4a4a-ae4c-462f0fa076c1> to read what other school psychologists are talking about nationwide.

Have you moved recently or changed email addresses? Please make sure you still receive this e-mail and other important resources—simply update your information by going to View My Account on the NASP page at [www.nasponline.org/membership/memberupdate.aspx](http://www.nasponline.org/membership/memberupdate.aspx). You can also modify your e-mail communication preferences.

I hope you have an enjoyable School Psychology Awareness Week, and I look forward to sending you more information in December.

Sincerely,

Misty M. Lay, NCSP  
NASP State Delegate - KY

## Fall Conference ReCap

*Diane Herrick  
Conference Chair*

### Thinking Outside of the Bag: The 2012 Fall Conference

*Diane Herrick, Conference Chair*



*"The KAPS conference presents learning opportunities specifically designed for practicing school psychologists, especially those working in schools."*

*"It gave a lot of information and resources that were invaluable."*

Did you make it out to the Crowne Plaza Louisville Airport for the conference in September? If you did, then I sure hope you took away good memories, inspiration, and a carload of practical information to use in your everyday work. If you didn't, take a look at what you missed...

28 sessions that covered all 10 domains of the NASP Practice Model

Bountiful breakfast buffet each morning  
Opportunities to network with colleagues

Surprising cover art on the conference program (oops!)

Silent auction that raised approximately \$900 for graduate student stipends and scholarships

Door prizes and delicious food at the awards luncheon

The chance to celebrate the best of the field of school psychology

The newly-minted KAPS Crisis Response Team in action, when a Jefferson County school bus was involved in a rollover accident on Friday morning

Dynamic speakers and timely topics

Three esteemed KAPS members honored with Lifetime Membership awards

Half a dozen exhibitors, including Schoolhouse Books, NASP, and Trent's Studio, featuring the artwork of Trent Altman, an internationally-known Louisville artist with autism

As part of the post-conference evaluation, I asked those who paid their own registration to explain why it is worthwhile to attend. Here's a sampling of their responses:

*"Great information that is timely and professional at an excellent cost"*

*"The KAPS conference presents learning opportunities specifically designed for practicing school psychologists, especially those working in schools. Each session has targeted relevance and provides information that can be applied on the job. This is the only professional development opportunity that does this and does so at very reasonable rates. The conference also allows each of us to expand our understanding of what is possible both thru exposure to info in the sessions as well as thru informal interactions with our peers."*

*"Only real opportunity for PD. Like to see my peers in other districts and get information that directly pertains to my job"*

*"Enables us to remain current in the field; networking; generate new ideas to share with teachers and parents."*

*"It gave a lot of information and resources that were invaluable"*

*"This conference is the only opportunity for me to receive PD related to my profession. I am often asked to attend PD that is special ed-specific or due-process related. I am a school psychologist who has value in all aspects. I appreciate that this conference committee met all 10 domains of the NASP practice model. Although I did not go to sessions of my weaker areas, that was my own personal choice and will be part of my personal growth plan. Thanks for all."*

Plans are underway for the 2013 conference. As always, please contact me with any speaker or topic ideas, volunteer interests, or additional feedback. Thank you so much for supporting your colleagues and our profession through your involvement with the KAPS conference!

## Regulation Update: Seclusion & Restraint

*Paul Baker*

Due to the nature of our training many of us have been involved in situations in which students have been restrained and/or secluded resulting from behavior that put them and others at risk of injury. In my experience, school psychologists are often called in after the fact to develop an intervention plan. If KAPS members were surveyed on their comfort level in working on this matter, I would suspect that on a 5 point Likert Scale, with 1 being very uncomfortable and 5 being very comfortable, the ratings would fall more towards the former than the latter. Much of the uneasiness comes from the fact that these cases highlight a need to strike a delicate balance between protecting the rights of students to a free and appropriate education, while at the same time ensuring that safety of all students and staff.

The Kentucky Board of Education and the Kentucky Department of Education (KDE) are proposing considerable changes in this area with a regulation on Seclusion and Restraint. This regulation aims to establish the requirements for appropriate use of restraint and seclusion in school systems and the notification and data reporting requirements for these as well. As previously mentioned, it is important in these cases to “strike the right balance” which often requires a great deal of flexibility. After reviewing the regulation first proposed by the Board it became clear to many of your fellow school psychologists as well as other professional organizations in the Kentucky Educational Community that the regulation in its current form would make that overly difficult. The main criticisms came from an overemphasis on protecting the students engaged in this behavior at the expense of their peers and staff.

In response to these concerns KAPS has taken a couple steps to insert a school psychologist perspective into the discussion. First, on September 25<sup>th</sup> KDE held a public hearing on this regulation to get comments from the various stakeholders. Representing the school psychologist perspective was Michelle Antle. Michelle is a school psychologist for the Simpson County School System and a Nonviolent Crisis Intervention (CPI) Certified Trainer. According to her, participants at the meeting raised several criticisms of the regulation, most of them centering around the regulation’s vague language which could limit school staff’s ability to respond appropriately and effectively to student’s dangerous behavior. Of particular interest on the scope of our practice was language that required an FBA be completed after the first occurrence of an incident. As anyone who has completed an FBA could imagine, this could have resulted in a massive

amount of resources expended by schools to meet the increased demand for FBAs.

The KAPS Executive Council also jumped into action by sending a letter to the Kentucky Board of Education informing them that they were in agreement with the Kentucky School Boards Association position on the proposed legislation, which in a nutshell, said that the policy is too vague and overemphasizes protecting the individuals exhibiting the dangerous behavior at the expense of staff and other students’ safety. In response to KAPS and other group’s comments on the regulation, the Board made several changes to the language to address the aforementioned concerns. Changes that will impact our profession the most include:

- Removal of the functional behavioral assessment (FBA) and behavioral intervention plan (BIP) component.
- Revised and clarified the “physical restraint” definition to provide enough detail to distinguish what is intended to be regulated/restricted by this regulation and what is not governed by this regulation. Specific language regarding “prone” and “supine” restraints were also addressed.
- Amended the monitoring during restraint language from “face is monitored” (first version was “face-to-face monitoring”) to “the student’s physical and psychological well-being shall be monitored for the duration of the physical restraint.”
- Clarified the training requirements through additional language.

On October 3<sup>rd</sup>, the Board approved a Statement of Consideration as well as the regulation as amended after comments. This clears the way for it to proceed through the legislative committee review process. It will be important that KAPS stay vigilant in the coming months and continue to provide guidance and input to our state legislators as they attempt to tackle these matters.



## Important Update from KASA

Diane Herrick

*What's KASA, and what's so important?*

KAPS is one of 12 affiliate organizations of the Kentucky Association of School Administrators. In order to maintain affiliate status, an organization must have at least 45 common members (people who are members of both KASA and their own professional organization). Currently, KAPS has only 15 KASA members among our ranks.

*Why does it matter if KAPS is an affiliate?*

KASA provides invaluable benefits to its affiliates, including:

- Assistance with legislation
- Lobbying
- Connections with KDE
- Organizational support for our association and executive council
- Providing trainings and meeting space
- Opportunities for KAPS to make presentations at KASA's Annual Leadership Institute
- Promotion of KAPS news and activities via KASA's website and monthly newsletter

**Most importantly, KASA creates a forum that allows school psychologists to communicate our concerns with principals, counselors, superintendents, and other decision-makers statewide.**

*What benefit would I get as an individual member of KASA?*

- Daily Executive News Briefing, an email with state and national news stories related to education
- Unlimited access to legal counsel from KASA's attorney
- Financial assistance for attorney fees
- Inexpensive liability insurance
- Extensive online resources for KASA members only
- Access to a network of over 3000 Kentucky school administrators

*Why is now the best time ever to join KASA?*

**Through November 16**, KASA is offering KAPS a steep discount on dues for first-time members. Instead of the regular membership fee (.003 times your annual salary, or \$150 for an administrator making \$50,000), **new members can join for a flat rate of \$89 for the first year!** To gain the benefits of KASA membership, and to support your colleagues' voice statewide, please complete your application by following this link or see next page: [https://www.kasa.org/Membership/documents/2012\\_Member\\_Application.pdf](https://www.kasa.org/Membership/documents/2012_Member_Application.pdf)

## Regional Updates

Regional Representatives

### Big East/KY Valley (Paul Baker)

The longtime cadre leader at KEDC, Carol Sturgill, retired in June. Taking her place is Sheila Anderson who is a former school psychologist and director of special education at Carroll County. The first Cadre meeting this year was held on October 29th at the Morehead Convention Center. Members discussed their roles, various tests used in their districts, and areas of professional interest. The next meeting is tentatively scheduled for Monday December 10, with the location to be announced soon.

### Jefferson (Meredith Collins)

Jefferson County has switched from central office based to school-based this year. With the hiring of a new superintendent, many changes have taken place in Jefferson County that has affected the jobs of the psychologists in the region. The district has been divided into six Academic Achievement Areas, and the 40 psychologists have been reassigned to schools within the area. The psychologists have also been moved from their home base at VanHoose Education Center into office spaces in schools throughout the district.

### West KY (Marty Dunham)

Our region continues its long tradition of supporting KAPS and attending the KAPS conferences. Indeed, the value of the conference programming and the opportunities for pursuing continuing education, discussing changes in the field, and networking with other school psychologists while at the conference makes the drive well worth the effort. A small number of West Kentucky region members met at KAPS to discuss issues and concerns, plan for regional meetings, and meet new school psychologists in our area. Although two school psychologists in our region found employment as Directors of Special Education in the area, we gained three school psychologists from Southern Illinois. During our Regional meeting, we also discussed the need for additional trainings and agreed that we could use additional information on conducting behavior observations, designing/implementing a tiered model for behavior programming, and identifying learning disabilities (which continues to be a source of consternation and frustration for all school psychologists in Kentucky). In collaboration with the West Kentucky Coop, our Region has scheduled a half-day training on behavior observations and RTI for behavior referrals for December 14 in Ed-dyville, KY at Ms. Scarlett's. Continuing education credit will be available and I'll be providing both workshops. All KAPS members are invited to attend. For more information, email me at [mdunham@murraystate.edu](mailto:mdunham@murraystate.edu). Until next time, enjoy the beautiful fall colors in our wonderful State.

# 2012-13 Membership Application

Kentucky Association of School Administrators

*Make your professional investment today!*

## Member Contact Information

Name \_\_\_\_\_ Prefix: ☐ Dr. ☐ Mr. ☐ Ms.  
Last First Middle Initial

Position: \_\_\_\_\_

## Office Contact Information:

District/Organization \_\_\_\_\_

School Name (if applicable) \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Please circle one: The above is my **district / school** office address and phone.

## Home Contact Information:

Mailing Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Mobile Phone \_\_\_\_\_ Email \_\_\_\_\_

## Please respond to the following:

Membership: ☐ New Member ☐ Renewing Member  
Preferred address for KASA mailings: ☐ Office ☐ Home  
Preferred email address for KASA e-bulletins: ☐ Office ☐ Home

## Membership Categories: Effective July 1, 2012 through June 30, 2013)

**Active .003 x annual salary/\$ \_\_\_\_\_**  
(Designed for school leaders assigned administrative/supervisory duties at the local school or district level; a vocational school administrator; an employee of the Kentucky Department of Education; or an employee of other state education interest groups, commissions and councils.)

**Associate \$60\*** (Designed for teachers, librarians, college/university professors, and classified employees of a school district or other education group.) *\*Ineligible to serve on the board of directors/committees, vote or receive legal funds.*

**Student \$35\*** (Designed for educators pursuing administrative certification, but who do not currently hold an administrative position.) *\*Ineligible to serve on the board of directors/committees, vote, receive legal funds or enroll in the liability insurance program.*

**Emeritus \$35\*** (Available to retired school administrators not working in schools or education agencies.) *\*Ineligible to receive legal funds or enroll in the liability insurance program.*

Membership Total \$ \_\_\_\_\_

## Professional Liability Insurance \$55

KASA is proud to offer this service to members; however, it is only available to active or associate members. Must be paid in lump sum and cannot be paid via payroll deduction. Enclose check or credit card information with this application. (Please be advised that the \$55 insurance cost represents the following: \$45 premium; \$5.27 state tax/fee; and \$4.73 KASA administrative fee.)

Professional Liability Total \$ \_\_\_\_\_

## Affiliate Memberships:

As a member of KASA, we encourage you to join any of our affiliate organizations. KASA will submit your membership information and payment to the affiliate no later than the 15th of the following month.

Participation is contingent upon KASA membership.

- ☐ KY Association of Educational Supervisors (KAES) \$15
  - ☐ KY Association of Elementary School Principals (KAESP) \$90
  - ☐ KY Association of School Business Officials (KASBO) \$10
  - ☐ KY Counseling Association (KCA) \$40
  - ☐ KY Directors of Pupil Personnel (KDPP) \$20
  - ☐ KY School Counselors Association (KSCA) \$25
  - ☐ KY School Public Relations Association (KYSPRA) \$35
  - ☐ National Association of Elementary School Principals (NAESP) \$235
  - ☐ American Association of School Administrators (AASA)
- (Check level below)
- ☐ Active Membership \$436
  - ☐ Small School System \$195 (student population less than 350)

Affiliate Membership Total \$ \_\_\_\_\_

Grand Total \$ \_\_\_\_\_

## How did you hear about KASA?

- ☐ Mail from KASA
- ☐ At a KASA event
- ☐ Word of mouth
- ☐ KASA website
- ☐ Facebook or Twitter
- ☐ Other: \_\_\_\_\_

## TO JOIN KASA

1) Complete this membership form and send with payment (or indicate payment method) to KASA, 152 Consumer Lane, Frankfort, KY 40601

or  
Fax to (502) 875-4634

2) Complete the online membership form at [www.kasa.org](http://www.kasa.org).

## Payment Method

☐ Check Enclosed for \$ \_\_\_\_\_

☐ District Purchase Order # \_\_\_\_\_

Invoice my school/district for \$ \_\_\_\_\_

## ☐ Credit Card

\_\_\_\_ Mastercard \_\_\_\_ VISA \_\_\_\_ Discover \_\_\_\_ AMEX

Card No. \_\_\_\_\_

CCV# \_\_\_\_\_ (3-digit MC/VISA/Discover

back of card or 4-digit AMEX front of card)

Exp. Date \_\_\_\_\_

Name on Card \_\_\_\_\_

Signature \_\_\_\_\_

Amount Authorized \$ \_\_\_\_\_

## ☐ Automatic Payroll Deduction

I hereby authorize my district payroll officer to deduct my dues amount (\$ \_\_\_\_\_) as listed in eight equal deductions in accordance with the dues structure defined in KASA's Constitution. KASA will invoice my district for the dues October through May of each year. This authorization is to remain in full force and effect unless revoked by me in writing.

Signature \_\_\_\_\_

**Note:** KASA dues are not deductible as a charitable contribution for federal income tax purposes, but may be partially deductible as a business expense. KASA estimates that 6 percent of your dues are not deductible because of KASA's lobbying activities on behalf of the membership.

**Need additional information about this form?** Call the KASA office at (800) 928-KASA or send email to [pat@kasa.org](mailto:pat@kasa.org) or [mary@kasa.org](mailto:mary@kasa.org).

**Need additional information about membership?** Call the KASA office at (800) 928-KASA.

## Crisis Intervention Committee

Misty Lay

### KAPS Crisis Intervention Committee

#### *Mission Statement:*

To facilitate and assist school community members in preventing and responding to crises, in order to enable schools to resume normal activities after a crisis, which would maximize educational performance.

The KAPS Crisis Committee would like to assist school psychologists in their response to students and families in crisis situations by:

- Gathering information about prevention, intervention and postvention and making those materials available to KAPS members
- Provide a supportive network of professionals to provide consultation
- Provide on-site crisis assistance (when appropriate)
- Create collaborative involvement in regional teams in preparation for possible response to region/state crisis

Objective/Activity: Assist with crisis prevention/intervention/ postvention activities

<i>Specific Procedures to Meet Objective</i>	<i>Timeline</i>	<i>Others Involved</i>
Gather up to date information from NASP and other resources regarding various crisis situations in order to distribute upon request	Ongoing	Chair/Committee
Identify personnel by region to serve on committee and provide PREPaRE training to committee members		President/ PREPaRE Trainer
Provide direct consultation to members regarding prevention/intervention/postvention activities upon request	Ongoing	Chair/Committee
Provide on-site crisis assistance	As declared by President	President/Chair Committee/Volunteers
Coordinate and collaborate with other crisis intervention agencies (KCCRB, KPA ) to develop cohesive and comprehensive plan regarding on-site response and responsibilities		President/Chair Committee/ Agencies

To vote to approve this new committee, KAPS members are asked to respond to the question below by going to:

<http://surveymonkey.com/s/K95L97D>

**\* 1. As a KAPS member, do you approve of the addition of the crisis response committee, as proposed by the Executive Council on September 26, 2012?**

- ☐ Yes
- ☐ No



## PASS in Kentucky Positive Approach to Student Success

Dan Florell—EKU

One of the advantages I have as a university trainer is that I get a chance to visit several school districts each semester for supervision. During those visits, I like to see what the districts are doing and any innovative programs that they are implementing. Eventually I begin to see trends of the programs that seem to be working. The latest trend I have seen is the implementation of the PASS approach.

PASS stands for Positive Approach to Student Success. Its goal is to have students with emotional and behavioral issues spend as much time as possible in regular education classrooms. It was not that long ago where I would see these types of students in self-contained classrooms with some sort of movie running. I was told it was a reward for some good behavior but I became suspicious when there always seemed to be a movie on. Suffice it to say, there was not much learning going on.

PASS acknowledges that students with emotional and behavioral issues do have some troubles in regular education settings. However, instead of keeping those students in self-contained settings, this approach sets up a support system that allows the students to be in regular education classrooms most of the time. When they begin acting up, they are removed for a short period and then go back into the regular education setting. The result is that the students learn more and have appropriate behavior modeled by peers.

PASS has four phases. The first phase is preplacement which is where an analysis is conducted to make sure that PASS is an appropriate placement for the student. This phase is also when a Behavior Intervention Plan (BIP) is created targeting a couple of behaviors that most interfere with a student's academic progress. The second phase is orientation where a PASS specialist teaches the student the system and acquaints the student with the BIP goals. The third phase is inclusion and maintenance where the student is moved into the regular education classroom and the PASS specialist checks in with the student and provides reinforcement. Eventually, a student is allowed to self-monitor his behavior. The fourth phase is aftercare where students who have passed through the second and third stages are encouraged to sponsor other students in PASS.

Many school districts in Kentucky have already adopted the PASS approach. The districts that I have visited have all been very satisfied with the results. If this sounds like something your district would like to implement, I would encourage you to look at the PASS website or chat on the KAPS Facebook page as I know many school psychologists are already familiar with the system.



*"Its goal is to have students with emotional and behavioral issues spend as much time as possible in regular education classrooms."*

*You can learn more about the PASS Program by visiting the website: <http://thepassprogram.com/>*

## KAPS 2012 Award Winners & Nominees

### Region Award Winners

At the 2012 KAPS Fall Conference Awards Luncheon the following school psychologists were honored:



Jessica Sturgill, Big East/Kentucky Valley



Kelly Shanks, Ohio Valley



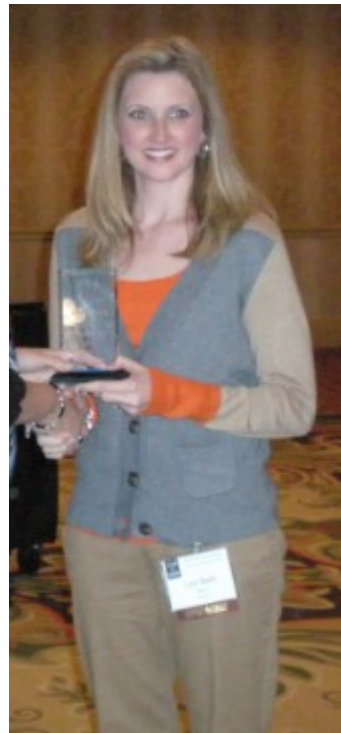
Tiffany Martinez, Central KY



Melissa Loehr  
River



Ronald (Troy) Tedder  
Western Kentucky



Lori Beth Brock  
Upper Cumberland



Amy McClain  
Jefferson

## KAPS 2012 Award Winners & Nominees, Cont.

### Best Practice Award Nominees

**Joe Bargione**, PhD, has worked for the Jefferson County Public Schools (JCPS) for 20 years. When he first joined the staff at JCPS, he provided school psychological services to the schools assigned to him. Eventually, he became the lead psychologist for the district. In this role, he supervises the district's school psychologists. Joe is a certified school psychologist and licensed psychologist in the state of Kentucky. Areas of professional interest are providing effective consultation services and addressing student suicides at the prevention and postvention level.

**Martina Grider**, Psy.S., NCSP, is a native of Louisville, Kentucky, and graduated in 2009 from Eastern Kentucky University with a Bachelor's degree in Psychology and minors in Spanish and Criminology & Deviance. She was also named one of the Outstanding Psychology Seniors for that year. In 2010, she received her Master's in General Psychology and in May of 2012 received her Psy.S., both from Eastern Kentucky University. Martina currently works for Jefferson County Public Schools, where she completed her internship last year, and serves schools at the elementary, middle, and high levels. She is actively involved with the Response to Intervention (RTI) teams within all of her schools and frequently performs assessments in Spanish throughout the district. Martina, as well as five other psychologists, provides counseling services at a high school for students with internalizing behavior disorders. Additionally, she participates on the district's English as a Second Language (ESL) and Suicide Prevention committees. Suicide prevention has become a passion for Martina and she now assists with the implementation of the suicide prevention lessons in the district as well as creates, collects, and analyzes the data from the post-lesson surveys. Martina lives in Louisville and enjoys spending time with her family, friends, and her dog, Rossi.

**Lorie A. Mullins** is a school psychologist currently serving in preschool through middle school settings for Clark County Schools in Winchester, KY. Having grown up in rural Eastern Kentucky (where she cultivated her proud Southern accent), she then pursued her undergraduate studies in psychology and Spanish at Berea College, where she developed an interest in school psychology after taking a course in testing and measurements. After being exposed to the world of assessment, she decided to plunge fully into the school psych realm, and obtained her Educational Specialist degree in School Psychology at Western Kentucky University. She then spend the next 15 years enjoying the diversity of working in settings ranging from large, urban high schools to tiny, rural elementary schools. Lorie has been employed in school districts in both the Wester and Eastern parts of the state, but has since settled down in Central Kentucky where she has worked for Clark County Schools since 2003. Her current interests include early childhood intervention and working with families with limited economic resources. Additionally, after years of attending wonderful trainings throughout the state that proved invaluable in her own career, Lorie has also become a facilitator for the Central Kentucky Special Education Cooperative's School Psychologist Cadre.

## KAPS 2012 Best Practice Award Winners



### Best Practice Award Winner:

#### Amy Detjen- Fayette County

In addition to direct service and consultation with students with autism, she attended the Autism Diagnostic Observation Schedule (ADOS) training at the University of Michigan 7 years ago. Following this training, she became very busy assisting colleagues with initial evaluations and reevaluations of children with autism. She also assisted the district supervisor in training colleagues on this and other autism assessment measures. What began as occasional autism assessment support offered to colleagues 7 years ago evolved into a position in Fayette County's district where she models and leads initial diagnostic assessments for autism. Over the last few school years, she has provided trainings for a variety of audiences including: Fayette County School employees, elementary education students at the University of Kentucky, district representatives at the Kentucky Special Education Cooperative, local parent groups, and the district Autism Summer Institute, with attendees representing various professions and several counties from across the state. Topics have included, but are not limited to: social narratives, visual supports, social skills instruction at the elementary level, teaching peer sensitivity lessons on autism, Verbal Behavior Milestones and Assessment and Placement Program (VB-MAPP), Social Thinking, and teaching students with autism in the general education classroom. Amy indicates that "All trainings, which have ranged between 2 to 6 hours in length, have been planned, developed, and practiced in the evening after my children go to bed, or in the summer, after the close of the school year. My average school day rarely allows for even a bathroom break, as I know many in this field can relate! The sacrifice of extra time put towards the trainings I develop and deliver does allow for feelings of fulfillment that, in a school system somewhere, the social program planning of students with autism will be better than it was the

tism in the general education classroom. Amy indicates that "All trainings, which have ranged between 2 to 6 hours in length, have been planned, developed, and practiced in the evening after my children go to bed, or in the summer, after the close of the school year. My average school day rarely allows for even a bathroom break, as I know many in this field can relate! The sacrifice of extra time put towards the trainings I develop and deliver does allow for feelings of fulfillment that, in a school system somewhere, the social program planning of students with autism will be better than it was the





## KAPS 2012 Best Practice Award Winners, Cont.



### **Best Practice Award Winner and Kentucky School Psychologist of the Year: Susan McGurk- Jefferson County**

Susan won a Best Practice Award due to her focus on working with children who have a wide variety of unique communication needs. She began her career working with deaf and hard of hearing students 24 years ago, and that expanded to working with children who have barriers to communication for a variety of reasons, including Autism, Usher's Syndrome, CHARGE Syndrome and multiple disabilities. Her district was chosen as the first Kentucky district to be a part of a 2-year autism model project. As a part of that Susan served as the district school psychology representative on a two-year partnership project with the National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD). She was one of two Technical Assistants (TA) for the model autism preschool classroom, visiting the classroom twice weekly, assisting the teacher in developing and implementing evidence based practices along with the KATC director/TA.

For the past two years Susan has served as the school psychologist representative on the districts Autism Cadre, where a "model" autism classroom was developed at the middle school level, based on evidence-based practices as determined by the NPDC. As part of the Cadre Susan is working to help put into place the creation of interdisciplinary teams consisting of a school psychologist, speech pathologist, an occupational therapist, autism resource teacher and a consulting teacher for each area or district within their large urban district

Susan also completed an 11 hour workshop on Functional Analysis and Treatment of Severe Behavior Disorders presented by Dr. Brian Iwata. She also completed TeachTown training, which is a computer program that addresses language learning, social skills, communications skills and emotional development of children with autism, and attended trainings at the Ohio Conference on Autism and Low Incidence (OCALI).

Susan has presented on the use of video modeling with students on the spectrum to JCPS school psychologists. She worked with speech pathologists and parents on how to utilize video modeling to shape appropriate social behaviors and decrease inappropriate ones. Last spring she presented on "Autism Assessment and Educational Eligibility Criteria" at a conference put on by the Kentucky Autism Training Center through the University of Louisville. The audience included clinical social workers, 7-Counties therapists, physicians, and other professionals who work with children with autism, as well as parents of children on the spectrum. In an effort to reduce over-utilization of JCPS autism resource teachers, Susan and the autism programming specialist in the district developed an Autism Referral Guide for the district. Along with two other psychologists Susan serves on an autism committee which supports school psychologists with difficult cases where autism is suspected.

Susan also continues to serve students who are hearing impaired in her district. She serves as the psychologist for the Jefferson County students who attend the Heuser Hearing and Language Academy, as well as completing the assessments of students who attend our total communication unit at Cochran Elementary (these students' primary mode of communication is sign language). Every other year she works with the University Louisville Department of Audiology, giving a three hour presentation to audiology doctoral students on co-morbid conditions with deafness, etiologies of deafness and that etiology's possible impact on learning and cognition, mental health issues, and common syndromes which include hearing loss as a component.

Other capacities in which she serve include being a member of JCPS' early childhood team of psychologists, through which she typically assesses two-year olds suspected of autism or hearing impairment. She also serves on the early childhood committee along with three other school psychologists.

# KAPS

## Session Reviews

### “Thinking Outside of the Bag”

#### How School Psychologists Can Use Technology Productively

*Florell & Pfohl*

A collaborative effort between school psychology faculty from ECU and WKU resulted in an interesting look at the use of technology in school psychology. Through NASP, both professors have been involved with technology related to school psychology for the past several years. The session began with a nostalgic (if you're over 40 anyway) review of the technology available in the past few decades and how quickly things have evolved. Drs. Florell and Pfohl covered a broad range of technology topics, from the basics (e.g., search engines, browsers, email) to more advanced topics (e.g., productivity applications, cloud computing, apps). Ethical issues related to technology were reviewed. For example, privacy can be difficult to maintain in an electronic world. Suggestions for encrypting electronic information or having password protected flash drives were made. Numerous useful internet sites related to social networking (e.g., NASP communities, LinkedIn) and school psychology topics (e.g., RTI, interventions, academics, mental health) were provided along with an overview of relevant apps for smart phones or tablets.

—Dr. Carl Myers

#### Counseling Essentials

*Idell*

Jane Idell did a wonderful job of reviewing a method she uses in her school psychology practice. She is a big fan of the work of Adele Faber and Elaine Mazlish. This session gave the audience specific scripts and a method to get kids and adolescents to problem-solve while extinguishing problematic behaviors such as gossiping, physical aggression, verbal aggression, anger outbursts, internalizing, and cutting. This is a great way to reach kids and give them a tool to begin to self-regulate, problem-solve, and then act. I would highly recommend attendance at this session in the future to school psychologists or even teachers or administrators who deal with these behaviors on a daily basis.

—Sara Murphy

#### Implementation of Tier I Behavioral Interventions: Year One

*DeMers, Slone, Willis, & Nowak*

This KAPS presentation, conducted by three graduate students and Dr. Nowak from ECU, described the implementation of a Tier I behavior programming effort in a school. For background, the presenters clearly described the paradigm shift in school psychology, the dual focus of RTI efforts (academic and behavior), and the important roles that school psychologists have in these efforts. They described next the role and function of PBIS and CHAMPS and how these two philosophies/programs complement one another. More to the point of the presentation, the authors summarized their research into the implementation of Tier I interventions in one school, where DeMers, Slone, and Willis observed and documented the extent that teachers “bought in” to the program and demonstrated the pivotal components of the system. Lastly, the presenters provided a very helpful description of the different Tier I behavior intervention programs available. Overall, this presentation was effective in describing the issues encountered when implementing a school-wide behavior intervention model.

—Marty Dunham

## Assessment and Differential Diagnosis in ASD: An Investigation of Measures and Practice

*Hammond & Murphy*

In this session, Dr. Rachel Hammond and Melissa Murphy discussed a variety of assessments that they have found to be useful in diagnosing Autism Spectrum Disorders. Comorbid conditions such as AD/HD, tic disorder, and Anxiety Disorders were also discussed. They stressed the importance of differential diagnosis and discussed some assessments that could be useful such as the ADOS, ASRS, and ADI-R among many others. The audience participated in case studies and generated evaluation plans for these. This session was most helpful in reviewing the assessment tools that are out there and in giving helpful hints such as which ones are good for supplemental parent information, and which ones are good for reevaluation purposes of kids with established ASD diagnoses.

—Sara Murphy

## Working with Special Education and ELL Students: A Collaborative Effort

*Twohig, Collins, Horton, & Johnson*

Presenters discussed best practices in the implementation of RTI with ELL students, as well as the assessment of ELL students relating to special education eligibility. Presenters stressed the importance of having knowledge of a student's level of second language acquisition. This information is available through the ACCESS assessment, which is administered annually to all ELL students. Staff members must also determine if school practices and interventions are appropriate for ELL students. For this reason it is critical for every school district to have at least one staff person who is knowledgeable in this area. Frequently this person is the School Psychologist, so as professionals we must ensure that we educate ourselves on this subject. Presenters also discussed a variety of topics which must be considered prior to beginning a formal assessment, such as the use of interpreters, specific evaluation tool recommendations, and specific questions to ask regarding students' educational history.

—Melissa Leohr

## Visual Strategies & ASD

*Caldwell*

Deana shared a variety of visual strategies to use with students who have ASD. She gave many instances when visual strategies are very helpful when working with ASD students. Several of her examples can also be used for non-ASD students. Deana provided many websites that have free resources to use when making materials for visual strategies that she made or purchased for little or no cost. Two sites Deana mentioned as having a lot of free resources included: [www.do2learn.com](http://www.do2learn.com); [www.visualaidsforlearning.com](http://www.visualaidsforlearning.com); & [www.autismteachingstrategies.com](http://www.autismteachingstrategies.com). Deana was a great presenter and is truly a resource to KAPS related to working with ASD students.

—Beth Edmonson

## Building Leaders

*Smith & Lay*

The focus of the KAPS keynote presentation was to build leaders within our schools by being a good follower. If you see someone who is doing something positive for kids, jump in and support the good leader. When a good leader has a dedicated and supportive first follower, it does not take long for others to join in. Examples of good leaders that we can encourage and support within the school setting can be a principal, a guidance counselor, a custodian, a lunchroom monitor, an administrative staff person, a teaching assistant, a teacher, a student, a parent, a bus driver, basically anyone who has a great idea that is a positive support for our students. Good leaders lead to student achievement. So, the more positive leaders in a school building the more positive impact on student achievement. A good leader is second only to good class instruction when looking at student achievement. To be a good leader or a good follower and in order to be effective for the students in your school, school psychologists need to be part of the school's leadership teams which applies to PD planning, brainstorming interventions, implementation, etc. In summary, build up every person in the building into positive leaders, be a good leader yourself, be sure to nurture your first follower, treat your first follower as an equal, and have the guts to be the first follower.

—Sarah Whittaker



## KAPS 2012 Fall Conference Highlights





## KAPS 2012 Fall Conference Highlights





2012 Fall Edition

Newsletter Editor:  
Ashley Wright  
Mason County Schools  
Maysville, KY

Phone: 606-564-5563  
E-Mail:  
Ashley.Wright@mason.kyschools.us

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)

### Hello From Your New Editor!

As of this school year, I have taken on the role of being the Editor of the KAPS Review. I'm very excited to be in a position where I can help fellow members stay informed and connected with other professionals in the state. I hope that you have found my first completed newsletter interesting and informative! Thank you to everyone who submitted articles, session reviews, messages, and KAPS pictures. Keep'em coming!

—Ashley Wright

### Newsletter Submissions

A winter and spring newsletter are planned for the rest of the school year, but they require submissions from readers like you! Please email the editor with any articles, news, pictures, announcements, book reviews, etc. that you may have.

### Funnies:

"I can't wait to take all of my  
paperwork home with me  
this weekend!"

- said no School  
Psychologist ever

someecards  
user card



Call me a "School  
Counselor" one more  
time, I dare you.

- Your Friendly School  
Psychologist

someecards  
user card



Student: An amendment is a law like in the Constipation Proclamation.

—Submitted by Jessica Sturgill, Pike County