



# Kentucky Association for Psychology in the Schools

## KAPS REVIEW

2013 Spring Edition

May 21, 2013

### President's Message

*Beth Edmonson*

Can you believe it? We are in the home stretch! The 2012-2013 school year is coming to an end. I, like most of you, am trying to get evaluations done, reports written, and meetings held in these last few weeks of school. Remember to breathe! It will get done, and if it doesn't there are always those summer days everyone thinks we supposedly get off!

Speaking of summer, I encourage all of you to use your summer to rest and rejuvenate. Make time for yourself, your friends, and your family. The demands on school psychologists seem to increase every year, so take advantage of the summer downtime to take care of yourself.

In case you don't want to nap your summer away or you need summer professional development hours, I would suggest you check out the NASP website to see what summer trainings are going on across the country.

In my last message I encouraged all of you to remember that you make a difference

in the lives of children every day. I now want to challenge you all to make a difference beyond your districts through active involvement in a leadership role in KAPS. Take what you are doing to a higher level and join a committee or run for an office. Make a difference for all our kids.

I can't believe this year is almost over. I want to thank you all for your support this year. I have had the opportunity to work with great school psychologists across Kentucky and know that the children of Kentucky are in good hands. It has been an honor to serve as KAPS President. I hope everyone has a great summer!

Sincerely,

Beth Edmonson



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### Special Points of Interest:

- Save 15% on select resources from NASP in honor of Mental Health Awareness Month
- NASP Summer Conference in Cincinnati July 8-10
- KAPS Fall Conference September 18-20
- Renew your NASP Membership before June 30!

### NASP Delegate Message

*Misty Lay*

With the school year winding down, this is a busy time for everyone. Indeed, I am a week late on getting this message to the KAPS Review editor. Many school districts in Kentucky are wrapping things up this week. I hope everyone takes some time this summer to revive and rejuvenate the tired and weary school psychologist you may be today. I have been working with NASP throughout the year, with the promotion and advocacy of the profession. I have spoken to several early-career professionals who remind me of the "difference-makers" that lie in each of us. I am working with the delegates from Virginia and Hawaii, as part of a workgroup to develop a plan to attract and keep NASP members, including giving NASP members the biggest bang for their buck. Speaking of membership, the NASP membership year draws to a close on June 30. If you have not already done so, please renew your membership online at [www.nasponline.org](http://www.nasponline.org). If you renew online before June 30, 2013, you will have the opportunity to pay your membership dues in one payment or three monthly installments. Learn more at [www.nasponline.org/membership/duesinstallments.aspx](http://www.nasponline.org/membership/duesinstallments.aspx). [Continued on Page 2]

## NASP Delegate Message (*Continued*)

*Misty Lay*

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NASP has partnered with several organizations to release a new 'Framework for Safe and Successful Schools' at [www.nasponline.org/resources/framework-safe-and-successful-schools.aspx](http://www.nasponline.org/resources/framework-safe-and-successful-schools.aspx). This joint statement provides suggestions for improving school safety and increasing access to mental health supports for children and youth.

NASP recently hosted a Congressional briefing in cooperation with U.S. Representative David Loebsack (IA-2) on how effective school discipline and positive conditions for learning must be integral to education reform efforts and legislation. Official testimony was given by Sandra Chafouleas from the University of Connecticut, Ursula Herman from Montgomery County Public Schools, Benjamin Fernandez from Loudoun County Public Schools, and Kelly Vaillancourt from NASP.

NASP is a contributing partner in the Child Mind Institute's Speak Up for Kids campaign to protect and promote children's mental health. On May 8th, our very own Dan Florell presented with Melissa Reeves and John Kelly a webinar, 'School Mental Health Services: Improving School Safety and Ensuring Student Wellness.' For more information, please visit the website, <http://speakup.childmind.org/>

CINCINNATI!!!!!! That's right, one of NASP summer conferences is going to be in Cincinnati. This is an exceptional opportunity to meet and connect with NASP colleagues and friends, and obtain up to 18 hours of documented NASP-, APA-, and NBCC-approved CPD available at each conference. Another great opportunity to earn credits towards your NCSP renewal.

Paige Hale and Ashley Wright have volunteered to attend the Public Policy Institute in July as KAPS representatives. George Sugai, an expert in the field of multitiered systems of support, and Jack Jennings, founder of the Center on Education Policy, will be featured speakers at the PPI in July in Washington, DC. The Public Policy Institute will feature national experts in policy, education, and school psychology and will focus on professional advocacy and how both administrative and legislative policies are advanced. Participants will engage in a hands-on Capitol Hill experience and earn more than 12 NASP-approved CPD credits.

Hope to see everyone soon!

Sincerely,  
Misty Lay  
NASP Delegate

## Connect with other psychologists interested in Autism

Dr. Myra Beth Bundy, Professor at Eastern Kentucky University, is developing a "community of practice for psychologists to enhance services for individuals with autism and their families." Interested? Please email Dr. Bundy: [myrabeth.bundy@eku.edu](mailto:myrabeth.bundy@eku.edu)

*Keep reading for information on professional development opportunities this summer and fall!*

## **NASP 2013 Summer Conferences Cincinnati, OH July 8-10**

### **Full-Day Preconference Workshops**

8:30 am - 4:00 pm, 6 CPD Hours Each

**Cognitive-Behavioral Strategies for Children and Adolescents: Evidence-Based Interventions for the School Setting, *Melissa A. Reeve, PhD, NCSP, LPC***

Get specific cognitive-behavioral intervention strategies that can be used effectively with children and adolescents in the school setting. Topics to be covered include anxiety, school refusal, depression, ADHD, aggression, and traumatic stress. You'll review the key components underlying cognitive-behavioral therapy (CBT), learn to utilize and teach CBT strategies in the school setting, and find ways to integrate these skills into an educational setting. Specific examples of practical techniques and activities will be shared.

**Practical Management of Difficult Students, *Bill Jenson, PhD***

Find practical management techniques for behaviorally disordered and emotionally disturbed students. These students frequently exhibit strong behavioral excesses such as arguing, noncompliance, and aggression while at the same time they possess significant behavioral deficits in self-management, social skills, and academic abilities. In this session, you'll learn what causes difficult behavior, how to practically assess it, and strategies to remediate it. You'll get proactive strategies and positive behavior management interventions such as Mystery Motivators, the "Sure I Will" program, the "Yes and No" classroom management program, reward spinners, a whole-school positive discipline program (Principal's 200 Club), and Super-heros Social Skills Training.

### **Conference Sessions**

**Tuesday, July 9**

Welcome and NASP Overview

*Anthony M. Adamowski, MEd, Conference Chair*

8:15 - 8:45 am

General Session

**Management of Concussion and Brain Injury in the School Setting, *Karen McAvoy, PsyD***

8:45 am - 12:15 pm, 3 CPD Hours

Learn to recognize the important symptoms in the return to learning (RTL) and return to play (RTP) processes for students who have suffered concussions or other brain injuries. You will get information on commonly affected mental and functional areas as well as common academic adjustments that must be made in the physical, cognitive, maintenance, and emotional domains to help these students increase their success as they transition back to the school setting. Tips regarding comprehensive school-based assessments and working with private sector medical teams also will be offered.

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## NASP Summer Conferences [Continued]

Concurrent Breakout Sessions  
1:30 - 4:45 pm, 3 CPD Hours Each  
(Repeated Wednesday 8:30 - 11:45 am)

Assessment, Identification, and Treatment of Autism Spectrum Disorders at School, *Stephen E. Brock, PhD, NCSP, LEP*

Be prepared to help address the growing need for identification and treatment of autism spectrum disorders (ASD) in your district. In this session, you will get contemporary “best practices” in addition to a better understanding of your role, responsibilities, and limitations with regard to assessment and intervention. You'll review the latest research findings, promising versus questionable interventions, and get other valuable resources that will help you increase your knowledge, skills, and confidence in identifying and treating ASD in your schools.

Neuropsychological Perspectives on Learning Disorders in the Age of RTI, *Elaine Fletcher-Janzen, EdD, NCSP, ABPdN*

Review the cognitive processes required for reading the application of cognitive strengths and weaknesses to the identification of academic deficits in general and the application of neuroscientifically based interventions. You will be introduced to an assessment model that uses comprehensive information about a child to determine eligibility for special education. RTI information is essential to this process and the determination of a learning disability.

Ethical Challenges of the Digital Age, *Leigh Armistead, EdD, NCSP*

Explore the implications of digital communications and the relevance of the 2010 NASP *Principles for Professional Ethics* as you cope with expanding technology. In this session, you will review the 2010 principles, relate the principles to challenges to privacy and confidentiality brought by digital storage and communications systems, and use a problem-solving model to resolve ethical dilemmas involving such issues as social networking, HIPPA and FERPA, sensitive health information, and digital technology. This workshop will satisfy the requirement for 3 hours of CPD in ethics for renewal of NCSP certification.

Suicide Prevention Through Postvention: Critical Skills for School Psychologists, *Melissa A. Reeves, PhD, NCSP, LPC*

Discuss processes and procedures that will help you establish quality suicide prevention programs through postvention activities. You'll learn early warning signs to suicidal behaviors, essential elements in conducting a suicide risk assessment, different levels of supports and interventions to ensure student safety, various postvention strategies to prevent contagion. You'll also review important outcomes from court cases that have legal implications for school districts,

Early Childhood Assessment and Intervention in the Context of Play, *Lisa Kelly-Vance, PhD*

Examine methods of evaluating the cognitive skills of young children in the context of play and appropriate interventions that address early development skills as well as social and behavioral needs. You'll learn how the context of play provides an ideal setting for early childhood assessments and interventions; receive training on a play assessment process and learn how it can be used in screening, evaluating intervention needs, and progress monitoring; and learn strategies for implementing interventions in the context of play.

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## NASP Summer Conferences [Continued]

Early Childhood Assessment and Intervention in the Context of Play, *Lisa Kelly-Vance, PhD*

Examine methods of evaluating the cognitive skills of young children in the context of play and appropriate interventions that address early development skills as well as social and behavioral needs. You'll learn how the context of play provides an ideal setting for early childhood assessments and interventions; receive training on a play assessment process and learn how it can be used in screening, evaluating intervention needs, and progress monitoring; and learn strategies for implementing interventions in the context of play.

### Wednesday, July 10

Concurrent Breakout Sessions

8:30 - 11:45 am, 3 CPD Hours Each

(See Tuesday schedule for descriptions)

General Session

**Identifying Emotional Disturbance: Guidance for the School Psychologist, *Stephen E. Brock, PhD, NCSP***

1:00 - 4:15 pm, 3 CPD Hours

Increase your understanding of emotional disability (ED), understand the relevance of excluding social maladjustment, and increase your ability to conduct ED eligibility evaluations. In this session, you'll review the Federal (IDEA) and state definitions of and criteria for the special education eligibility classification of ED. You'll also review associated definitions for social maladjustment (SM) and get strategies for differentiating between ED and SM. This presentation will provide you with an ED psychoeducational report template as well as an understanding of relevant ethical considerations.

## Autism Case Training

The Autism Case Training (ACT): A Developmental-Behavioral Pediatrics Curriculum' is designed to educate healthcare providers on fundamental components of identifying, diagnosing, and managing autism spectrum disorders through real life scenarios. Endorsed by the American Academy of Pediatrics and the Society of Developmental and Behavioral Pediatrics. Developed in Partnership with Health Resources and Services Administration Material and Child Health Bureau.

Upcoming trainings will be held in the following locations:

July 19 - Barren River State Park

July 20 - Richmond, KY

The University of Louisville Continuing Health Sciences Education designates this live activity for a maximum of 6.5 AMA PRA Category I Credit(s)™.

Register at

[https://reg.abcsignup.com/view/view\\_month.aspx?as=47&wp=116&aid=KATC](https://reg.abcsignup.com/view/view_month.aspx?as=47&wp=116&aid=KATC)

Information provided by Dr. Myra Beth Bundy, Professor of Psychology at Eastern Kentucky University

## ADOS-II Training

A wonderful summer P.D. opportunity sponsored by CKSEC: ADOS-II training!!! Training is open to both CKSEC member districts, as well as non-members; registration is through Marti Ginter (see info below).

This is one you won't want to miss!

When: July 22-23, 2013

Where: Northeast Christian Church, 990 Star Shoot Parkway, Lexington, KY 40509

Cost: \$150 per participant for CKSEC member districts  
\$500 per participant for non-member districts

Payment must be with a Check or Purchase Order

Please register by completing the attached form and return by e-mail [Marti@cksec.org](mailto:Marti@cksec.org) or fax 859-523-8610.

Information provided by Lorie A. Mullins, Clark County School Psychologist

## KASA Summer Institute

*Diane Herrick*

The Kentucky Association of School Administrators will hold its annual summer institute at the Galt House in Louisville, July 17-19. As a member organization, KAPS will have an exhibit booth. This provides us with an opportunity to share what school psychologists do with a multitude of school leaders from across the state.

Also this year, KAPS will be offering an educational session on July 18 to explain about the PREPaRE crisis response system. KAPS has four certified PREPaRE trainers who have offered to train interested districts throughout the state. This presentation will give them an introduction to the program and information about the training process.

## KAPS 2013 Fall Conference

*Diane Herrick*

The annual KAPS conference is scheduled for September 18-20, at the Crowne Plaza Louisville Airport. This year's theme is "Healthy Minds, Healthy Schools." A variety of sessions has already been scheduled; however, there is still time to submit a proposal! Practitioners, university trainers, and students are all invited to submit ideas for sessions or poster presentations. Please see the KAPS website for the "Call for Presentations" and "Call for Posters" forms. Submissions are due by June 1.

## Kentucky Mental Health Coalition Op-Ed

*Diane Herrick*

Last month, KMHC approached its member organizations about signing on to an op-ed piece composed by Dr. Sheila Schuster, executive director of KMHC, regarding the stigma of mental illness. The Executive Council reviewed the article and voted to sign on in support, along with 35 other organizations. The article was submitted to multiple newspapers across the state. The full document can be found at [http://www.advocacyaction.net/Dot\\_ViewCategory.asp?idcategory=171](http://www.advocacyaction.net/Dot_ViewCategory.asp?idcategory=171)

## School Psychologist Helps Make 7-Year-Old Boy's Christmas Wish Come True

*Brittany Gray*

Braden Petrucci, a first grader who is afflicted by cerebral palsy, and has spent his life in a manual wheelchair, wrote a letter to Santa last Christmas season that inspired Amber Bruner, School Psychologist in Jessamine County. She took a leap of faith and set the wheels in motion to organize a massive fundraising effort that has raised more than \$41,000.00 to purchase Braden's mother a wheel-chair accessible van. Braden's mom is a single parent who works diligently to provide for Braden and his younger brother. Because Braden will most likely be in a manual wheelchair for the rest of his life, he will always be dependent on his mom for transportation. She has to manually break down Braden's wheelchair every time they go somewhere as a family, creating stress for the family, in addition to wear and tear on Braden's wheelchair. To add to the situation, Braden underwent hip surgery in April making travel even more difficult during his recovery process. Below is his letter to Santa.

*Dear Santa,  
Will I be able to walk after I have the surgery on my hip?  
I would like a wheelchair van for my Mommy and little brother and a WWE wrestler.  
Love, Braden*

Amber took her idea to organize a fundraising effort titled, "Wheels for Braden" to the relevant parties at Warner Elementary School. On May 29th, Braden's Christmas wish will become a reality. Warner Elementary School staff, their inspired students, along with local television stations, will surprise Braden and his mother with the unveiling of their new wheelchair accessible van on Warner's campus. Amber is truly someone who took an idea along with her faith and skills in school psychology to make a little boy's dream come true! She has organized fundraising campaigns ranging from selling of specialty lunches to duct taping the school principal to a wall to partnering with local restaurants and the list of unique ideas goes on and on. She has inspired countless people along with the children at Warner Elementary to believe that dreams can

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## School Psychologist Helps Make 7-Year-Old Boy's Christmas Wish Come True [Continued]

Brittany Gray

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come true and do what your heart leads you to do, no matter how hard the challenge may appear to be. Amber's efforts have allowed people of all ages to contribute to a big cause at any level big or small, which in turn has made so many people feel good about contributing to such a worthy cause. Amber's program organizational efforts to raise money for Braden has encouraged those who have participated in the effort, but more importantly, it has taught the children of Warner Elementary to give and serve others, which is a life lesson that they may have never fully understood without experiencing, "Wheels for Braden."

Amber is pictured here with Braden at a fundraiser.



This is another picture from the fundraiser with many students showing their support and huddled around Braden.



## Does one average score rule out MMD?

Dr. Carl Myers, Western Kentucky University

Generally, school psychologists are appropriately cautious about classifying a child as having a mild Intellectual Disability, or Mild Mental Disability as it's called in Kentucky. A recent article in *School Psychology Review* suggests some school psychologists, and a few states' regulations, may be too cautious in applying such a diagnosis. Obviously, the student's overall IQ is one of the primary pieces of data in making the MMD diagnosis. But even if the overall IQ is below 70, what happens when the score for one of the factors or indexes is in the average range? For example, if the FSIQ on the WISC-IV is 69 but the PSI is 81, does the score of 81 rule out MMD? According to research by Bergeron and Floyd (2013), it should not.

Bergeron and Floyd reviewed the standardization data for the WISC-IV, the KABC-II, and the DAS-II. Specifically, they examined the scores for the clinical samples classified as having an Intellectual Disability (ID). The reader is encouraged to review the article for details of their results but I will summarize a few key findings. On the WISC-IV, the sample with ID had a mean FSIQ of 60.5, but a mean PSI of 73.2. On the KABC-II, the mean overall FCI was 60.9 with a mean Learning Index score of 70.2. The DAS-II had a relatively lower functioning ID group, with a mean Global Cognitive Ability score of 51.3. Despite such a low overall mean score, the Processing Speed mean score was 68. Such scores on all three IQ tests indicate students with ID can, and typically do, have strengths and weaknesses on the tests. Such a finding should not be shocking – why would we expect a student with an overall level of significantly delayed cognitive skills to have equally delayed cognitive skills on all of the assessed areas?

As you know, mean scores can mask the variability in the samples' individual scores. The result that made the biggest impression on me was just how many of the students labeled as ID had scores in the average range (defined as  $\geq 80$ ). For the sample with ID from the WISC-IV, 45% had at least one index score  $\geq 80$ . On the KABC-II, it was 52%, and on the DAS-II, it was 33%. Percentages of students are presented in the article for cutoff scores of 70 and 75 as well. Those results indicate the majority of students with ID (80% in the case of the WISC-IV) obtain at least one score that is not significantly delayed (i.e.,  $\geq 70$ ). Bergeron and Floyd sum up their findings by succinctly stating, "Intelligence test part score variation, per se, should not be used to disqualify children in need of special education services...or otherwise contraindicate a diagnosis of ID" (p. 36).

Bergeron, R., & Floyd, R. G. (2013). Individual part score profiles of children with intellectual disability: A descriptive analysis across three intelligence tests. *School Psychology Review*, 42, 22-38.

## Learn the Signs. Act Early.

Dr. Myra Beth Bundy, Eastern Kentucky University

### Did you know?

- CDC estimates that 1 in 88 children has been identified with an autism spectrum disorder and about 1 in 6 children aged 3–17 has a developmental disability.
- Many children with a developmental disability are not identified until after entering school.
- Early intervention (before school age) can have a significant impact on a child's ability to learn new skills as well as reduce the need for costly interventions over time.

### It's time to change how we view a child's growth.

Do you know all the ways you should measure your child's growth? We naturally think of height and weight, but from birth to 5 years, your child should reach milestones in how he plays, learns, speaks and acts. Track your child's development and act early if you have a concern.

"Learn the Signs. Act Early." aims to change perceptions about the importance of identifying developmental concerns early and gives parents and professionals the **tools to help. CDC offers parent-friendly materials that are research-based, free, easily accessible and customizable.**

- Materials are available for parents, early educators, and health care providers
- Milestone checklists, tips for parents, early warning signs, fact sheets, and other materials can be downloaded
- Materials are available in English and Spanish; some are available in other languages

Find materials and other resources at: [www.louisville.edu/education/kyautismtraining/actearly](http://www.louisville.edu/education/kyautismtraining/actearly)

Visit Kentucky Act Early on Facebook <https://www.facebook.com/pages/Kentucky-Autism-Training-Center/129054136759?ref=hl>



## **KAPS 2013 EXECUTIVE COUNCIL NOMINATION FORM**

The Kentucky Association for Psychology in the Schools is the only organization in Kentucky that represents school psychologists at the state level. KAPS leadership positions are filled by dedicated volunteer members who are interested in supporting other school psychologists, in shaping the future of our profession, or in simply being more involved with their colleagues. Are you interested in helping out or becoming more involved in **your** organization (or do you know of someone who would)? If so, please mail or email this nomination form by **May 29, 2013** to:

**Beth Edmonson**

**[beth.edmonson@daviess.kyschools.us](mailto:beth.edmonson@daviess.kyschools.us)**

**4950 Newbolt Rd.**

**Owensboro, KY 42303**

**YOUR NAME :**

**YOUR REGION :**

<b>POSITION</b>	<b>Nominee</b>	<b>District</b>	<b>Email Address &amp; Phone Number</b>
<b>President-Elect:</b>			
<b>Secretary:</b>			
Central Kentucky Re-			
Jefferson County Re-			
Western Kentucky			

In addition to nominating someone for **President-Elect** and **Secretary**, you may also nominate a representative for any region (see included districts & universities below). Please provide the contact information requested for each nominee.

Central Kentucky Region: Anderson, Bardstown, Bourbon, Boyle, Clark, Danville, Fayette, Frankfort, Franklin, Harrison, Jessamine, KSD, Marion, Mercer, Montgomery, Nelson, Nicholas, Paris, Powell, Scott, UK, Washington, & Woodford

Jefferson County Region: Jefferson & KSB

Western Kentucky Region: Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Dawson Springs, Fulton, Fulton Ind., Graves, Henderson, Hickman, Hopkins, Livingston, Lyon, Marshall, Mayfield Ind., McCracken, Muhlenberg, Murray, Paducah, Providence, Trigg, Union, & Webster

**For information regarding the responsibilities of each position, please consult the KAPS Operations & Procedures Manual located under the KAPS Archives Link of the KAPS website: <http://www.kapsonline.org/KAPSArchives.html>**



2013 Spring Edition

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Kentucky Association for Psychology in the  
Schools



We are on the web!

<http://kapsonline.org>

### **NASP ONLINE LEARNING CENTER**

*"I can't get in trouble for one little email, can I?" - What School Psychologists Need to Know about Law and Electronic Communication*

**LIVE WEBINAR [5/23/2013; 3-4pm Eastern]** - Meets Ethics/Legal Regulation and School Psychology CPD Requirement for NCSPs: E-mail, text messages, Facebook, Twitter, Evernote and other forms of electronic communication make it easier for educators to communicate with their colleagues and with students and parents. However, significant legal issues arise when educators use these forms of communication as some schools have discovered too late. School attorney Karen Haase will review recent legal decisions involving electronic communication and will provide practice suggestions on how to avoid legal problems while still using these technologies.

Member Price: \$20

Non-member Price: \$30

### **BEST PRACTICE AWARDS**

Have a colleague who has demonstrated outstanding service delivery to children, family, schools, and community? Take time to nominate them for a Best Practices award. Nomination forms will be sent electronically the week of May 26, 2013

Email: [misty.lay@bullitt.kyschools.us](mailto:misty.lay@bullitt.kyschools.us)

SAVE THE  
DATE



NASP 2014 ANNUAL CONVENTION



February 18-21, 2014  
WASHINGTON, DC

The above image is from NASP's Facebook page.

**HAVE A FABULOUS SUMMER!!! SEE YOU IN THE FALL!!!**