



KAPS REVIEW

PRESIDENT'S MESSAGE

KRISTEN KYRIACOU

INSIDE THIS ISSUE:

<i>Fall Conference Update</i>	2
<i>KY School Psychologist Wins Award</i>	2
<i>Legislative News and Notes</i>	3
<i>Regional Reports</i>	4
<i>Pilgrimage to Memphis: the history of our profession</i>	5
<i>KAPS School Psychologist of the Year</i>	5
<i>Call for Papers</i>	6-7
<i>KAPS-Reaching out on many levels</i>	8
<i>Future of CATS Assessments</i>	9
<i>Funnies from the Field</i>	7
<i>RTI Files: Jessamine County</i>	8
<i>KAPS GPR Chair recognized by</i>	14
<i>NASP Delegate Message</i>	15

HAPPY NEW YEAR!!! I'm sitting here in the middle of January, while most of the state is blanketed in snow, and many happy kids are celebrating a "Snow Day" off from school. As I reflect back on the events of 2008, and ponder the direction 2009 will take us, I am filled with a sense of anticipation mixed with some uncertainty. The past year has been good in many ways, although the current economic situation has shed a dark overtone on the country. I have monitored the situation closely in Kentucky, with fear that our school districts and social service agencies will have to make deep cuts which will absolutely affect those young people that we serve. I urge all of you to give an extra push in your efforts to promote your value and versatility in skills to your schools, while I am working hard to promote awareness of our profession statewide.

During the fall, I was fortunate to meet with several state leaders of other School Psychology associations along with former NASP President, Rhonda Armistead, and Dr. Gene Cash, current NASP President. This was a wonderful opportunity for sharing and networking, and we spent a great deal of time exploring the issues that are currently facing school psychology. As of yet, there has been no news regarding APA's Model Licensing Act. We were anticipating a decision in December, and so we wait longer. During the meeting, I was reassured to know that KAPS has taken numerous proactive steps to address potential risk factors for our profession. Thanks to the strong advocacy of Misty Lay we seem to be ahead of the game in our efforts to protect our role and scope of practice. Other state leaders were impressed with many of the things that we have done, in addition to offering an excellent annual conference. I received some very positive feedback from school psychologists outside of Kentucky who were amazed at the extent of our involvement with other organizations. I also shared the "Heads Up" program with them, and several actually expressed interest in implementing the program in their states.

As we move forward into a new year, I am very proud to represent such a fine group of professionals who have amazing dedication, commitment and professionalism. I wish you all the best for 2009, both personally and professionally! But most of all, I wish you..... Peace.

Kristen Kyriacou

If you wish to subscribe to an electronic version of the newsletter rather than continue to receive a hard copy in the mail, please email Misty at misty.lay@bullitt.kyschools.us.

2009 FALL CONFERENCE OVERVIEW

DIANNE HERRICK, CONFERENCE CHAIR

Even though 2009 has barely begun, preparations for the fall conference are well under way! Our annual conference will be held from September 9-11, 2009, at the Hyatt Regency Louisville. The Hyatt is in the heart of downtown Louisville, adjacent to Fourth Street Live and close to many other attractions and restaurants.

Hotel rooms can be reserved by calling (502) 581-1234 or (800) 233-1234, or by going online to <http://louisville.hyatt.com/groupbooking/sdfrlkaps2009>. A discounted rate of \$115 per night is available to KAPS attendees through August 14, 2009. Parking in the adjacent garage will be available for a specially-negotiated rate of \$5 per entry/exit (normally \$13).

Several state and national speakers have already been scheduled to present; however, there are still slots available in the conference schedule. The Call for Presentations form can be downloaded from our website (kapsonline.org) and is included in this issue of the KAPS Review. Presentation proposals must be received no later than April 1, 2009.

Conference sessions will begin each day at 8:30 and will end at 4:30 on Wednesday and Thursday. Our awards & celebration luncheon on Friday will conclude at approximately 2:00. Once again, we will hold a silent auction throughout the three-day conference, with proceeds to benefit the Jennie Ewald Memorial Scholarship Fund.

Because the conference dates fall so early in the new school year, KAPS will be distributing registration materials before the end of this year. Be looking for the registration brochure in your email this May!

For more information, please check the KAPS website for periodic updates, or contact the Conference Chair (diane.herrick@jefferson.kyschools.us).

Kristin DeMichele, silent auction committee chair, and Kristen Kyriacou, president, present Dr. Glen Franklin and Theresa Baker, R.N., with a check for the "Straight Talk" program at U of L's Trauma Institute. KAPS raised \$946.31 at the 2008 conference, which will help fund the Institute's efforts to rehabilitate juvenile fire-setters.



KENTUCKY SCHOOL PSYCHOLOGIST WINS PRESTIGIOUS AWARD

Laura McGrail, lead school psychologist for the Henderson County school district, is the recipient of the 5th annual Dr. Samuel Robinson Award. This award is bestowed upon an individual or organization in Kentucky who has demonstrated outstanding commitment, leadership and service in promoting high level learning opportunities for students. Laura has served as a school psychologist for over 20 years, and has been active with the district's Autism Consultation Team, as well as a founding member of the West Kentucky Chapter of the Autism Society of America and the Henderson County Children's Advocacy Center. She has also been involved in developing a Work Transition Program for high school students, and has worked with local physicians as a liaison to the school district. According to Bonnie Kitchens, Henderson County's director of special education, "Laura has proven herself to be an outstanding leader with a desire and passion for equity and opportunity in education." The award was presented to Laura on October 6, 2008 by the Kentucky Board of Education in Frankfort.

LEGISLATIVE NEWS AND NOTES

CONNIE ADAMS
GOVERNMENT AND PROFESSIONAL
RELATIONS COMMITTEE CHAIR

At this moment the 2009 KY General Legislature has convened a 30 day session. After four days in session for organization, the legislature is now in recess and will reconvene on February 3rd. Changes in leadership have brought new committee chairs. At the national level we watch discussions in the House of the draft Federal Stimulus Package. With KY public eye on state finances, our governor and legislature are looking for new sources of revenue. Concerns about our criminal code, uncertainty about financing of education, changes in Medicaid funding, the future of CATS, and lack of college readiness are some of the issues surfacing with important ramifications for mental health and public schools in our state. Senate Joint Resolution 19 has been filed to direct KDE to develop more concise math standards for pre K -12 by August 2009. To stay on top of state issues, go to www.lrc.ky.gov/pubinfo/capitol_notes for the Capitol Notes, the Web log of the General Assembly, and subscribe to email updates at www.lrc.ky.gov/pubinfo/listserv.htm.

Kentucky Association of School Administrators (KASA), of which KAPS is an affiliate organization, has set the following top legislative priorities: maintain SEEK funding; provide additional revenue to address current budget shortfalls considering all potential sources of new revenue including, but not limited to, an increase in the cigarette tax; conduct a comprehensive examination of CATS, the ACT, and all other assessments to make sure what we are doing is balanced, focused, and with clear purpose; maintain the fiscal and structural integrity of KTRS by discontinuing the transfer of retirement funds to pay for health insurance; and establish guidelines for adoption of school calendars to allow local autonomy and flexibility, but meet educational needs and instructional time requirements. We will be working collaboratively with KASA to support these top priorities and many others of importance. Remember that the changes made in the retirement system in the last session will primarily affect future employees.

For those who need an update, the "Bullying Bill", HB 91, passed last session, and the key word is "felony". For over 30 years school employees have been required to report felonies and been subject to being charged with a Class A misdemeanor for not complying. The "Bullying Bill" specifies steps for reporting. Employees with reasonable cause to believe that a student has been a victim of any felony offense must make an oral or written report to the principal. The principal is required to investigate and, if in doubt, consult with local law enforcement, notify parents, and file a written report with the local school board and local law enforcement/state police/county attorney. School boards and school personnel are required to participate in investigations. Finally the school district must include this information in the statewide data report on serious student discipline offenses and criminal charges. The bullying bill does not address misdemeanors, but has raised awareness of the detrimental effects of bullying. Remember that our best defense is offense. We all should continue to promote prevention of bullying and development of appropriate disciplinary action for bullying infractions. Of course, legal questions about this should be referred to the experts.

Thanks to all of you who participated in our NASP Medicaid advocacy efforts at the KAPS convention last fall. Thanks, too, for being patient with our technical difficulties. In my most recent conversation with Becky Stoddard, Medicaid Liaison, KDE, Division of Budgets, she indicated that we still await feedback on the revised State Plan Amendment to the Center for Medicaid Services (CMS). The continuation of allowing billing for practitioners such as school psychologists who are not licensed to practice outside the scope of the schools is unlikely. To date we have been allowed to bill for testing, evaluating, and report writing with proper documentation that it was for special education. Changes may significantly impact LEA budgets at a time of financial crisis. **(continued on page 14)**

REGIONAL REPORTS

Greetings to one and all from the Northern Kentucky Region. At our most recent KAPS conference, there was discussion amongst my colleagues in the Northern KY region for a desire to have regional meetings on a periodic basis. This would serve as an open forum for school psychologists to discuss relative topics and concerns. This type of meeting was held in the past; however, they had not occurred in several years. After some planning and preparation we held a regional meeting in December of 2008. The school psychologists from Boone County hosted the meeting and we had over twenty people in attendance. Colleagues, beforehand, provided topics they wished to discuss and agendas were provided ahead of time so people could bring resources to share regarding the topics. We discussed topics such as risk assessment, OHI eligibility, high school interventions, and, of course, RTI. We had two guest speakers, one of which was Michelle Knab, an occupational therapist for Boone County, who discussed how visual difficulties may impact a child's learning in the classroom. She demonstrated several interesting visual convergence tests which really showed how differently people can interpret/view the very same information they are receiving visually. Our second guest speaker was Linda Alford, the recently appointed special education director at the Northern Kentucky Cooperative for Educational Services. She was able to provide information on what resources are available to school psychologists, as well as requesting our input on what else we need available. Based on feedback received via survey and in conversation, our meeting was viewed as a huge success and very beneficial. We are in the process of scheduling another regional meeting for February or March of 2009 and plan on this continuing into the future school years as well. — Jill Baird, Northern KY Regional Representative

Michelle Antle of Caveland Region submitted the following regional news items:

Lisa Amodeo of Todd County writes: We had our Apple Computer roll out last Saturday. We are quite excited about it! All of our high school students and certified staff received an Apple laptop through a grant we received. This is a great opportunity for all of our students, but especially for our special education students. They will be able to access software such as Read & Write Gold, at home as well as at school and without the attention from other students. In addition, teachers will better be able to differentiate instruction within the classroom and be better equipped to work with students individually.

Carl Myers writes: Western Kentucky University sponsored a WAIS-IV training on Dec. 12th in Bowling Green. Dr. Sandy Bowersox, visiting Assistant Professor in the Clinical Psychology program at WKU, completed the training to approximately 40 psychologists and school psychologists from the region. The training focused on the administration of the new instrument and was well-received.

=====
		REMINDER: Nominations for Best Practices Awards will be accepted in the		
		spring. You will receive more details regarding this at a later date. PLEASE		
		NOTE THAT ALL INDIVIDUALS WHO ARE NOMINATED FOR A BEST PRAC-		
		TICES AWARD MUST BE A PAID MEMBER OF KAPS AS OF FEBRUARY 15,		
		2009.		
		=====>		

PILGRIMAGE TO MEMPHIS

DAN FLORELL, WEBMASTER

I decided to make a pilgrimage to Memphis with Jim Batts on Elvis' birthday, though a trip to Graceland was not the reason we were heading down there. Our pilgrimage was one that only a school psychologist could appreciate and maybe not even many of them. Jim and I went to the University of Memphis to visit Tom Fagan and to look at the school psychology archives. It is amazing that most of the history of school psychology for NASP and all the other school psychology associations lie in a few rooms in Dr. Fagan's office and in the special collections archive in the library.

Dr. Fagan showed us around the various collections that he has amassed over the last forty years. There was his collection of every school psychology journal ever produced. He also has all of the *Communiqué's* and a hefty collection of state newsletters. He had several KAPS newsletters, which he graciously gave to me so I could scan them and put them up on the KAPS website. There were even old public service announcements produced by NASP in the 1980's and photos of NASP conventions from the 1970's.

My favorite part of the trip was when we got to go into the room that housed his test collection. Many tests were the first editions of the tests that we know so well today, such as the original Stanford-Binet and Wechsler scales. There were tests that I had never heard of and several that were precursors to subtests to which we are all familiar. It does not take long to realize that intelligence tests have not changed much over the past 80 or so years other than the materials are less durable and the costs have gone up.

One thing that I came to appreciate more after my trek to Memphis is how important it is to have an understanding of the history of our profession. When I read Karen Hildreth's original 1930 school psychology textbook, I see how we have some wonderful continuity in our profession regarding our main goal of improving children's mental health and education. Despite all of the other changes, I think it is important to keep that in mind and to make sure that the history of our profession is not forgotten at either the national or state level. If you have items of interest that pertain to KAPS history, please contact me (dan.florell@eku.edu) and we can add them to the KASP historical archives located on the ECU campus.

KAPS SCHOOL PSYCHOLOGIST OF THE YEAR: CLAUDIA SCHINDLER

On behalf of the KAPS Executive Council we wish to congratulate Claudia Schindler for her outstanding career as a school psychologist. Claudia was one of 14 school psychologists nationwide who were nominated for the National School Psychologist of the Year award to be presented by NASP at the annual conference in Boston on February 26, 2009. Claudia's nomination for the award is a "tribute to the quality of services she has provided to children, and to the dedication that she brings to the profession". Although Claudia was not selected to receive this prestigious award, her nomination reflects "the level of achievement she has achieved and her contributions to the children and families she has served". KAPS is truly honored to have her represent the Commonwealth of Kentucky.

**The Kentucky Association for Psychology in the Schools is pleased to present:
"Child Mental Health Issues and Their Impact on Learning" by Stephanie Eken, M.D.
Child & Adolescent Psychiatrist
February 16, 2009 1-4:00 p.m.**

JCPS Gheens Academy, Flex Room B; 4425 Preston Highway, Louisville, KY 40213. Free for KAPS members and JCPS Employees. All others: \$15. To register please contact Kristen Kyriacou, KAPS President at kristen.kyriacou@jefferson.kyschools.us (502) 485-6094
REGISTRATION DEADLINE: February 9, 2009

Kentucky Association for Psychology in the Schools
Call for Presentations
2009 Annual Conference
September 9-11, 2009

The Kentucky Association for Psychology in the Schools (KAPS) will hold its annual conference at the Hyatt Downtown in Louisville, Kentucky on September 9-11, 2009. We would like to invite interested educational and mental health professionals to present their innovative practices and research. Please consider this opportunity to share your knowledge and expertise with an ambitious group of school-based practitioners. Suggested topics include but are not limited to assessment, interventions, counseling, behavior, mental health, school crisis, child development, learning, and education.

If you are interested in presenting a session at this year's conference, please submit the information below to the address listed at the bottom. The primary presenter will receive a discount on conference registration. Applications must be received **no later than April 1st, 2009**. **Confirmation of presentation approval will be provided by conference planner or designee.**

Please print or type information as you wish it to appear in the conference program. Submissions must include the following information:

Title of Presentation: _____

Name of Primary Presenter: _____

Contact Information: Email: _____ Phone: _____

Home Address: _____

Names of Additional Presenters:

#2: _____

#3: _____

#4: _____

#5: _____

Presenter Biographies: (Provide a short description of each presenter, such as background and experiences, current employer, etc.):

Length of Presentation: (*must circle one*) 90 minutes 180 minutes

Schedule Preferences: (*please circle days which you would be available to present – we will make a reasonable effort to accommodate*)

Wednesday

Thursday

Friday

Goal of Presentation: Please indicate how the session will benefit participants

Presentation Abstract (as it will be printed in the conference program): (approximately 50 words)

Audio/Visual Equipment Needs: (NOTE: The larger conference rooms will be equipped with hand-held or podium microphones. **If you utilize a Power Point presentation, you will need to supply the computer equipment.**) Please let us know which of the following you will need.

(circle as needed)

LCD projector

screen

TV

VCR

DVD

Please submit to:

Misty Lay

443 Helmwood Circle

Mt. Washington, KY 40047

FAX (502) 543-3608

PHONE (502) 869-8000

misty.lay@bullitt.kyschools.us

KAPS.....REACHING OUT ON MANY LEVELS IN KENTUCKY

Kristen Kyriacou

Did you know that KAPS is much more than a Conference?

We have been working very hard to raise public awareness of school psychology in Kentucky, and to increase our collaborative relationships with various agencies and professional organizations across the state. We are working at the following levels to accomplish this:

Community Affiliations

- Partnership with the **Kentucky Psychological Association** to promote the "HEADS UP" program*
- Some of our psychologists presented at the **Fall Career Fair** at **Bellarmino University***
- Mentors and judges for behavioral & social science projects at a **School Science Fair** at **Meyzeek Middle School**.*
- Silent Auction at conference to benefit the **Univ. of Louisville's Straight Talk program***
- Networking with local psychiatrist and other health care providers for training opportunities*

Professional Collaboration

- KAPS is a member of the following organizations:*
 - Kentucky Psychological Association (KPA)*
 - Kentucky Mental Health Coalition (KMHC)*
 - Kentucky Association of School Administrators (KASA)*
 - Active on Kentucky Center for School Safety Advisory Board (KCSS)*
 - Collaborate with the Kentucky Association for Play Therapy (KAPT)*

Legislative & Policy Issues

- State Dept. of Education's LD Advisory Tables Committee – KAPS has a liaison to this committee, and is involved with a work group to establish consistent SLD identification guidelines across Kentucky.*
- Legislative Committee chair monitors the status of all legislative activity and disseminates relevant information to members.*
- Working with state administrators and the psychology licensing board to emphasize how and why school psychologists are essential to the mission and purpose of schools.*

Promotion & Advertising

- KAPS informational brochure is currently being developed*
- Article about School Psychology in the State Department of Education's monthly newsletter*
- Governor's Proclamation and photo-opportunity during School Psych Awareness Week*
- Press releases for awards winners and conference information*
- Articles in school newsletters for parents and teachers about school psychologists.*
- Networking with other professional organizations to mutually promote events and conferences*
- Informational exhibit at conferences of other professional organizations to promote our organization and the field of school psychology*
- Honoring outstanding Difference Makers*

Supporting School Psychologists

- Annual conference*
- Regional training opportunities across the state*
- Scholarships for graduate students*
- Awards for Best Practices in School Psychology*
- Quarterly newsletter for all association members*
- KAPS leaders participate with other state leaders at the annual NASP Regional Meeting to network with other school psychology associations in 13 southeastern states.*

We would love to have you become involved in any of these activities. Talk to your region representatives if you are interested.

HELP LEGISLATORS DETERMINE THE FUTURE OF THE CATS ASSESSMENTS

SEN. ED WORLEY

Dear Educator,

Legislators returned to Frankfort last week for the 2009 Legislative Session. An issue dominating discussions and being debated among legislators, educators and the public is the effectiveness of the CATS test. A proposal to eliminate CATS is being discussed, and the issue may be presented on the floor of the Senate for a vote in early February.

There have been discussions between legislators and members of KEA, and it appears the organization that represents teachers is opposed to eliminating the test. KEA apparently has concerns about what type of norm-referenced accountability testing would replace CATS. Before we take any drastic legislative action, I want to get your input. I think it is important that we have a plan and that plan should involve the guidance of those who are most familiar with education and with the CATS test.

Please share with me your thoughts on CATS. Do you think the CATS test has some merit that can be salvaged? Do you favor keeping CATS as it is or eliminating the test completely, and, if you favor eliminating it, what type of norm-referenced accountability testing would you prefer? Please e-mail me at ed.worley@lrc.ky.gov or write me at 702 Capitol Avenue, Room 254 Annex, Frankfort, KY 40601.

Thank you for taking the time to share your opinions, and thank you for your dedication and service to the education of our children.

As always, if I can ever be of any assistance, please do not hesitate to contact me.

Sincerely,
Ed Worley
State Senator

(This letter was sent by Senator Worley via email to his constituents.)

Did you know? KAPS currently has 270 members! Make your voice heard in Frankfort for the future of education.

RTI Files: Jessamine County’s Pyramid of Interventions

Michelle Gadberry, Assistant Director of Special Education

Char Williams, Director of Curriculum

Brandon Huss, School Psychologist at The Providence School and East Jessamine Middle School

Allison Hardin, School Psychologist at East Jessamine High School and West Jessamine High School

Why RTI?

“We know we have great teachers who are implementing great instruction – why don’t our test scores reflect this?” This question has been a constant refrain in our district (and probably many of yours) over the last few years. Key trainings presented by Janet Graden and John McCook helped us see a possible solution to the problem. Identifying students early, implementing research-based interventions consistently, appropriately and supplemental to regular instruction, monitoring the effectiveness of the intervention, and changing the intervention when needed appeared to be the answer to our question. By assessing how students **respond to intervention**, we hoped we could identify and solve problems long before test scores became relevant.

Jessamine County Schools is currently in its 3rd year of an 8 year plan for implementation of Response to Intervention. This is a joint initiative between the Curriculum Department and the Special Education Department, with the Director of Curriculum being ultimately “in charge”. We felt strongly that a collaborative approach between both departments was the most beneficial to our students.

The first two years involved researching RTI and piloting a program in grades K-2 in four elementary schools.

Timeline for Implementation	District Supports	Staff Involved	PD Provided at District Level
<p>2006-07 Began Research on Response to Intervention</p>	<p>Special Education Administrative Staff researched RTI</p> <p>Identified reading intervention programs being used successfully across the district</p>	<p>Central Office SE administrators</p>	
<p>Piloted Reading (K-2) at four schools</p>	<p>Introduced all special education teachers to a variety of reading interventions currently successful within the district.</p> <p>Met regularly with elementary pilot teams for information and problem solving</p> <p>Set up system for collection of student screening data</p> <p>Provided funding for reading interventions through special education / title 1 funds</p> <p>Researched Math interventions, shared info with school teams and provided funding to pilot math interventions across the district</p>	<p>Central Office SE and Curriculum/Title 1 administrators</p> <p>Special Education teachers</p> <p>Teams from each elementary piloting program: administrator(s), counselor, psychologist, reading teacher, classroom teacher</p> <p>Math Teams from each building (K-12) to learn about potential math interventions: administrator(s), math teachers</p>	<p>Representative administrators attended McCook training</p> <p>Had teachers share the implementation of successful reading interventions across the district</p> <p>Training on key identified reading intervention programs: Wilson, Edmark, Great Leaps</p> <p>Just in time training for pilot teams throughout the year: universal screening, progress monitoring, Tier I interventions, Tier II interventions, etc.</p>

This year we are implementing RTI in all elementary schools, grades K-3, for reading. At those grade levels, a closely monitored system of universal screening, intervention and progress monitoring is present. Students are initially identified by a district cut – all students in K, 1, 2 and 3 are combined and the bottom 10%

are identified for intervention, resulting in an un-even distribution of students identified across schools. Central office administrators have also been closely involved in training and monitoring of each school's implementation.

In all other grades and for all other areas of concern, we are implementing "RTI Light" as a part of a more inclusive Pyramid of Interventions (POI), which also includes students identified based on NCLB status, ELL students, and Gifted Students, among others. The Pyramid of Interventions is our way of embracing the ideas of RTI on a more limited basis, allowing time for full implementation (as outlined below.) POI is less tightly structured than RTI and has fewer district mandated components at the current time.

Timeline for Implementation	District Supports	Staff Involved	PD Provided at District Level
<p>Begin Implementation of RTI Reading (K-3) at all elementary schools</p> <p>Begin Implementation of POI Reading (4-10) at all schools</p> <p>Develop (and implement for individual students as needed) POI Systems for Behavior, OT, Speech, Attendance & Math (K-11) that will provide required early intervention services before special education referral can occur.</p>	<p>Provided framework/handbook for all school teams to work through process of setting up program</p> <p>Each school identified program experts to provide support for teachers/assistants on program implementation</p> <p>Monthly meetings with Elementary Student Achievement Coaches working with POI</p> <p>Met with school reps to identify Interventions for each Tier in Reading/Math/Behavior/ Attendance</p> <p>Scheduled meetings 2 times a year with elementary/ secondary representatives to share/ problem solve about implementation</p> <p>Met individually with each school team in November to monitor implementation. Met with team and observed interventions being implemented.</p> <p>Based on needs identified through those meetings:</p> <ul style="list-style-type: none"> Psychologists pulled together progress monitoring probes to be used in reading and math across the district. Observation checklists were developed for each intervention program to be used by principals to provide feedback on implementation. 	<p>All CO/School Administrators</p> <p>All Student Achievement Coaches</p> <p>All Elementary Teachers K-3</p> <p>All Elementary intermediate teachers introduced to concept and many have begun implementing parts of the program</p> <p>Representative Teams from each school for troubleshooting</p> <p>Key teachers to identify interventions and the level of intervention</p> <p>Psychologists</p> <p>Key teachers to help create look-fors with interventions</p>	<p>Training for all administrators and Student Achievement Coaches during summer retreat on Pyramid of Interventions using district framework/handbook</p> <p>Training on reading intervention programs: Wilson, Edmark, Great Leaps, Quick Reads, Earobics, Power Reading</p> <p>Training on universal screenings: DIBELS, PAS</p> <p>Just in time training for schools as they went through process: Identifying students, completing student plans, tier I interventions, etc.</p>

Our plan for expansion leads to full implementation by 2013.

Next Steps:

2009-2010 Expand Implementation of RTI Reading (K-6) at all elementary/ middle schools

Expand POI Reading (7-10)

Begin Implementation of POI for Behavior, OT, Speech, Attendance & Math (K-11)

2010-2011 Expand Implementation of RTI Reading (K-8)

Implementation of RTI Math (K-2)

Expand POI Reading (9 - 10)

Expand POI Math (3-11)

Expand POI Behavior, OT, Speech & Attendance (K – 12)

RTI Files: Jessamine County (cont'd from page 11)

(continued on page 12)

- 2011-2012 Full Implementation of RTI Reading (K-10)**
Expand Implementation of RTI Math (K-6)
 Expand POI Math (7-11)
 Expand POI Behavior, OT, Speech & Attendance
- 2012-2013 Continue Full Implementation of RTI Reading (K-10)**
Full Implementation of RTI Math (K – 11)
 Expand POI Behavior, OT, Speech & Attendance
- 2013-2014 RTI Fully Implemented in all areas**

Data

Our initial data has been promising, but we know we still have a long way to go. One thing we have learned very quickly is you can't do it all at once. Below is some data we have presented to our Principals.

2007-2008 K-2 Reading Only Pilot
 Four Elementary Schools

*DRA used for universal screening – bottom 10% identified for intervention

*At the end of the year, out of 159 total students identified:

22 (14%) made significant progress and were released from intervention

85 (53%) were continuing to make progress with intervention

32 (20%) needed more support to make progress (moved up at least one level)

20 (13%) completed all levels and were referred to special education

K-3 Reading –all schools

*K/1 – DIBELS used for universal screening/progress monitoring (August/Jan/April)

*2nd – Early PAS used for universal screening, DIBELS used for progress monitoring (August/Jan/April)

*3rd – PAS used for universal screening, DIBELS used for progress monitoring (Aug/Nov/Feb)

November Administration of 3rd grade PAS

584 total 3rd graders

Score of 11 or less equals approx 9.4% of total

Overall:

30 new students identified

5/54 students (9%) identified test 1 moved away

25 students identified test 1 were in bottom 10% again

Of these 25, 18 showed gains (72%)

Removing those who moved away, 24/49 students (49%) identified from test 1 made enough improvement to not be in bottom 10% anymore!!

Our second administration of DIBELS was this week so we will have more data following the analysis of those scores.

Role of the School Psychologist

The school psychologists in Jessamine County have all been very closely involved in the implementation of RTI and the Pyramid of Interventions. At each level and each school, their roles vary. In this and a subsequent article, our school psychologists will share some of the celebrations and challenges they have faced while attempting to implement a work in progress.

High School: Allison Hardin

At the high school level the PAS test is being used as a universal screening tool to identify the bottom 10% of at-risk students (Novice Reduction, Special Education and Free/Reduced Lunch students.) Level 1 intervention is based within the regular classroom and students' progress is monitored every two weeks using curriculum probes. Level 2 interventions are currently being implemented as a small group pull out program 3 times a week using a combination of programs (Great Leaps, PAS intervention, KCCT Coach, Soliloquy, and SRA Corrective Reading are all used).

Training of staff on the process, procedures, and interventions is ongoing and repeated on a regular basis at monthly staff meetings. A spreadsheet was developed to track all of the students in the Pyramid of Interventions, what level they are on, their PAS scores and the progress data. Each of the three assistant principals at one high school has been assigned to oversee a different area: Academic, Behavior and Attendance.

Some of the challenges faced include:

- Getting everyone to get on board (teachers/administration) to the paradigm switch from the discrepancy model (testing model) to RTI /POI.
- Understanding this is a regular education issues versus a special education issue (Some staff are still in the mind frame that special education is the main intervention).
- Finding researched-based interventions and probes for the high school level (our psychologists have worked hard preparing probes for reading comprehension, math calculations, and we are beginning to address writing).
- Finding time in the 5 period day to provide direct pull out intervention (scheduling issues have occurred since the high school is based on earning credits and they are being pulled out of class for POI).
- Training staff consistently
- Managing the amount of students in the POI model at the secondary level (it is time consuming tracking monitoring data on the master spreadsheet in addition to finding staff to provide direct instruction to the students in Level 2).
- Understanding what "successes" are since most of our students are several grade levels behind (staff expect massive gains).
- Developing a Level 3 intervention phase – this is yet to be established but will be in place by mid-spring.

Because of the difficulty to find appropriate curriculum probes for high school students, a team of school psychologists are currently developing maze comprehension probes for 9th and 10th grade from reading passages.

Alternative School – Brandon Huss

RTI implementation in the alternative education setting has introduced several challenges to philosophical views of how best to educate and provide intervention to our most at-risk students. First, all of our middle and high schools, and elementary schools for students transitioning into 6th grade, identify The Providence School, Jessamine County's alternative school, as a Tier 3 Intervention. This obviously challenges the staff at the Providence School to identify existing programs and develop new programs to fit into the RTI framework, mainly for behavior. **(continued on page 14)**

RTI Files: Jessamine County (cont'd from page 13)

Second, students referred to the Providence School often fall into the lowest 10% of their school's universal screening. Therefore, it is difficult to use an RTI model to address the needs of all the students that fall into our districts lowest 10% when they attend one school.

Finally, there seems to be a widely held belief of alternative education staff that academic progress cannot occur until student behavior has improved. It is often difficult to provide academic interventions to students with severe behavioral difficulties, especially if those behaviors are largely related to academic avoidance. Our hope is to provide behavioral and academic interventions concurrently to better address the needs of those students.

That being said, our alternative school is currently implementing the Pyramid of Intervention on a limited basis with a few students in reading and with regard to attendance. We are hopeful that with success it will be easier to expand the program and offer more intervention options for reading and math.

In an upcoming article we will talk more about how our RTI program is being implemented at the elementary and middle school levels.

KAPS GPR CHAIR RECOGNIZED BY NASP

MISTY LAY, KAPS PRESIDENT-ELECT

Dr. Connie Adams, KAPS Government and Public Relations Committee Chair, and Director of Psychological Services for Madison County, has received a Certificate of Appreciation from the National Association of School Psychologists. Dr. Adams will be recognized at the awards ceremony during the NASP conference in Boston, MA in February. The NASP GPR "Certificate of Appreciation" is given to individual NASP members who have clearly shown their advocacy efforts to improve education and mental health services for children, youth, and their families. These individuals have worked to support the NASP mission and its goals through state or national government and professional activities.

Legislative Update (cont'd from page 3)

I will be attending NASP GPR and SPAN sessions. I plan to report to you next time what I learn at the national level and hope for the latest news on the Model Licensure Act. On the state level, we need to remain vigilant and work to continue collaborative relations with Kentucky Psychological Association (KPA), another KAPS affiliate. Also, on the state level we are well represented on the LD Advisory Committee. We all need to follow the work of this important committee. Belinda Bowling, Director of the Wilderness Trail Cooperative, is leading this group in looking at criteria for LD and maintaining the tables.

Be sure to visit the Legislative News on the KAPS website. A recent addition is the link to the [NASP Education Policy Recommendations](#).

Connie's Continuing Challenge

Call the toll free message line for the KY General Assembly at 1-800 372-7181 or visit the Legislative Research Commission's web site at www.lrc.ky.gov to make your voice heard on issues of importance to you and to the students and staff you serve. Support the educational and mental health initiatives of our wonderful profession, school psychology. We must join together to promote adequate funding for public schools. Visit the NASP Advocacy Center regularly to take action on a variety of mental health and professional issues of concern to school psychologists. Let us all join in collaborative efforts across party lines to make our country stronger and ensure that every student enters school ready to learn and receives a high quality education.

NASP DELEGATE MESSAGE

MARTY DUNHAM
NASP DELEGATE

Happy January to you and greetings from Western Kentucky! You've been back to work about a month now and I hope you've fallen back into the groove of consultation, referrals, and the explaining proverbial "triangle" that we've all wrestled with for well over a year now. Although returning to work seems more arduous each year, I know that I'm blessed to have a wonderful job in an exciting career that permits liberal holidays—most of the parents we work with don't have such luxuries.



The 2009 NASP Convention is just around the corner—February 24 to 28, 2009 in Boston. The Boston Marriott Copley Place, Sheraton Boston, and Westin Copley Place are hosting the convention. Boston is a wonderful city for a convention, with more than enough excitement and history to keep you busy. I certainly understand that district and personal budgets are snug this year and that frankly most of us will be unable to attend. However, consider the top 10 ways to convince your supervisor to allow you to attend the convention on the NASP website, under "Conventions." Featured sessions this year include military deployment issues, risk/resilience, ethics, domestic violence, and interventions for autism. There are also a wide range of quality workshops, including everything you wanted or needed to know about RTI, new tests, adolescent psychosis, interventions for autism/aspergers, neuropsychological aspects of ADHD, therapy for kids with depression and chronic illnesses, and motivating intractable students.

Currently in Kentucky there are 259 NASP members. Although this is short of my goal of 284 (which means I've met 91% of my goal) and a few less than the 269 from this time last year, I'm proud to see that many of us have continued our commitment. As always, the resources on the NASP website, to me, are well worth the cost of membership. Discounts on books and conventions are also a big plus. NASP has implemented a new effort to boost membership—recruit a new member and become eligible to win \$250 in cash. In fact, each time you successfully recruit a new member your chance of winning increases. Other news from NASP—the NASP southeast regional leader's meeting was held in San Antonio, Texas just across from the Alamo in late October 2008. The delegates from the southeastern states and other state leaders met for three days to discuss NASP business, to update and conduct new leader training, and to discuss school psychology advocacy issues. The Model Licensure Act again was at the forefront of the discussion, although nothing definitive from the APA has been provided re: whether or not the exemption for school psychologists will remain. The other pressing issue in other states was, you guessed it, implementing RTI and defining SLD. I presented Kentucky's conundrum in a presentation to attendees. As most of you know, Kentucky "progressed" from one extreme to the other in defining learning disabilities eligibility—from the requirement to use the LD tables to the flexibility of using essentially anything the school district felt helpful, from failure to respond, to academic underachievement, to the DSM model. Naturally, this continues to be exasperating for a number of practitioners, since SLD eligibility can change from district to district—not just from state to state. A few other states were in this same boat—eligibility decisions rest with the local district with no tangible guidance from the Department of Education. In this regard, Kentucky was not alone.

Lastly, I want to encourage you to vote in the current NASP elections. Voting ends January 29. The candidates, their position statements, and their bios are on the NASP website at NASPonline.org. I hope that you have a wonderful week and that the remainder of this semester is professionally fulfilling and stimulating. Keep up the good work, and keep in touch.

Marty Dunham
Marty.dunham@coe.murraystate.edu

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

*Promoting educationally and psychologically healthy environments for
all children and youth in Kentucky.*

Newsletter Editor:

Mary Margaret McNemar

Phone: 859-625-6044, Ext. 1806

Fax: 859-624-4581

Submissions should be sent to:

Email: Mary.Mcnemar@madison.kyschools.us

Madison County Schools

707 North Second Street

Richmond, KY 40475

Visit us on the web!
<http://kapsonline.org>

NEWSLETTER SUBMISSION GUIDELINES MARY MARGARET MCNEMAR EDITOR

- All members are encouraged to submit articles or “funnies” for publication in the KAPS Review.
- The most efficient way of submitting a document is to send it via email as an attachment. This method makes editing much easier.
- Hard copies of submissions require retyping which is not feasible. Hard copies that can be scanned and therefore edited and formatted for publication are acceptable.
- I am not able to accept general requests to “put in a blurb” in the newsletter regarding a certain topic or announcement. Please compose the document and forward it for submission in the format in which you would like it to be published.
- It is important that all submission are received by the newsletter deadline. Late submissions delay publication. Due to the time sensitive nature of some submissions, delays can result in “old” news.
- All KAPS members are encouraged to submit articles for the Review. We want to hear what you are doing for the students of Kentucky.
- In upcoming issues, I want to highlight how your district is moving toward RTI, reviews of new books in school psychology, and how you are addressing the increasing mental health needs of school-aged children and youth. Please consider writing an article for the KAPS Review and forwarding that information to the newsletter editor at the address above.

**DEADLINE FOR SUBMISSIONS FOR THE NEXT NEWSLETTER
IS April 20, 2009. The Spring Newsletter will go to print on
April 30, 2009.**