



# Kentucky Association for Psychology in the Schools

## KAPS REVIEW

2011 Winter Edition

March, 2011

### President's Message

*Diane Herrick*

This time of year seems to be filled with stops and starts, ups and downs, and generally erratic schedules. I sometimes wish that real life worked like a DVR. How awesome would it be to have that kind of control? We could delete the hurricane-force winds, sloshy downpours, and daily temperature variations of 40+ degrees! We could savor the unexpected snow days slowly, frame by frame, and then fast forward through the makeup days in June! We could pause when we need a break; save our assessment plans, reports, meetings, and data management until we have the space and time to address them; and hit the info key when things just don't make sense.



For now, though, we all have to continue to do our best with what we have, which often means doing more with less. To that end, I'd like to share with you the newest *Model for Services by School Psychologists*. NASP leaders worked together for months to develop this integrated overview of school psychological services. The resulting "Practice Model" serves as a guide for us, both in expanding our professional expertise and in marketing our skills to decision makers at the school and district levels. *You will be hearing much more about the model in the months to come, as it is truly key to the continued growth of our profession.*

Just a few other things I'd like you to know...

- KAPS is now a registered affiliate of Wiley & Sons publishing company. You will notice a link to their site at the bottom of the KAPS home page. When you make purchases from Wiley through this link, KAPS will receive a small commission on the sale. (Every little bit helps!)
- Members of the KAPS conference committee prepared and submitted documentation to the NASP Approved Providers (AP) program, detailing our organization's professional development offerings. I'm

pleased to announce that our AP status was renewed! This means that you will continue to be able to count KAPS trainings and conferences toward renewal of your NCSP credential.

- The 2011 Annual Conference has been scheduled for September 21-23, at the Crowne Plaza (Campbell House) in Lexington. This year's theme, *Keeping the Psychology in School Psychology*, will be supported by presentations on a variety of topics, including RTI, behavior management and interventions, data-based decision making, counseling, academic interventions, home-school collaboration, bullying, executive functioning, professional practices, and many more! Keep an eye on the KAPS website for more updates and registration information in the coming months.
- KAPS is looking for a few good women and men! It's time to nominate yourself or a colleague to take a leadership role in our professional organization. Look for the nomination form in this newsletter and on the website.

Best wishes for a peaceful and productive spring!

*Diane*

### Inside this issue:

<i>NASP Practice Model for School Psychology</i>	2
<i>KASA Membership</i>	4
<i>Enhancing Competency</i>	5
<i>NASP Delegate Message</i>	6
<i>Ethics</i>	7
<i>Call for Presentations</i>	8
<i>Call for Award Nominations</i>	9
<i>Executive Council Nominations</i>	10

### Special Points of Interest:

- PREPaRE Curriculum training **April 21st**
- KAPS Executive Council Nominations by **April 30th**
- KASA Membership starts in **July**
- Call for Presentations by **June 1st**
- Call for Award Nominations
- Call for EC Nominations

The text and illustrations on the following pages are excerpted from NASP's *Model for Comprehensive and Integrated School Psychological Services*, available for download at <http://www.nasponline.org/standards/practice-model/>.

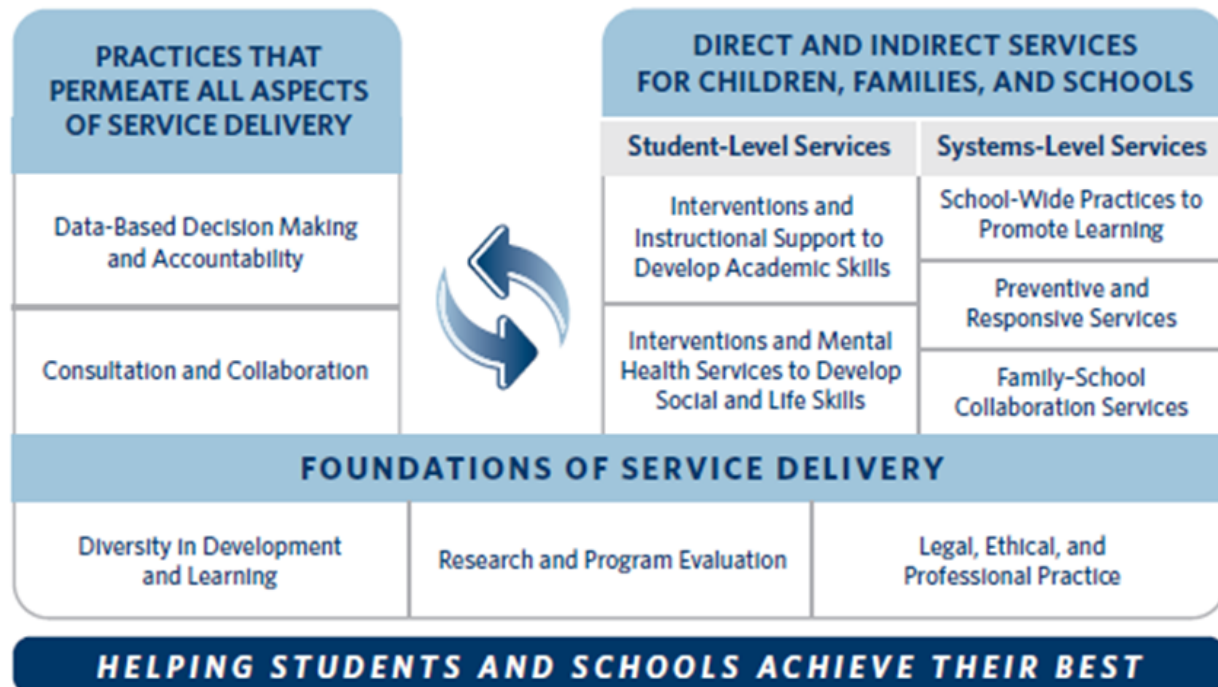
## The NASP Practice Model Improves Outcomes for Students and Schools.

All children deserve a high-quality, genuinely accessible education that supports their high academic achievement and healthy development, and prepares them for responsible citizenship and success in a global economy. Services and supports that lower barriers to learning, like those provided by school psychologists, are central to this mission.

School psychologists are uniquely qualified members of school teams that support teachers' ability to teach and children's ability to learn. They provide direct educational, behavioral, and mental health services for children and youth, as well as work with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students.

### NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

## Model for Services by School Psychologists



## NASP Practice Model for School Psychologists

*Misty Lay*

KAPS Members,

Last October, Diane and I participated in a training by NASP president, Kathleen Minke, on the roll-out of the NASP Practice Model for School Psychologists. Current NASP members may be up-to-date with this new model, but as KAPS members, we wanted to share the information with you as well. The NASP Practice Model is intended to be used along with the NASP Standards for Graduate Preparation, the Standards for Credentialing School Psychs, and the Principles for Professional Ethics to define "contemporary school psychology", promote school psych services, and provide a foundation for the future of school psychology.

Since October, we have been working with NASP staff on our State Strategic Plan for roll-out. Last week, as your SPAN (school psych action network) Coordinator, I participated in a conference call with the NASP advocacy team, and set in motion our next steps. Our first item on the agenda is to educate our members via an email blast (☺).

NASP has put together a self-assessment tool that will give you feedback regarding your own personal strengths and weaknesses in your professional practice. Information from the survey will be shared with state leadership in order to assist us in planning professional development and advocacy/educational efforts at the state and local levels. Diane will meet with NASP leaders next week while in San Francisco to coordinate the education and advocacy piece. Included is the link to the self-assessment: [Self-Assessment for School Psychologists](#)

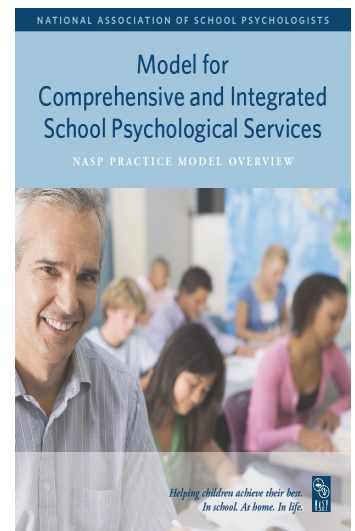
(I just tried to complete the survey myself but had problems with the connection. So if it doesn't work, try again later. The link is also on the NASP home page <http://www.nasponline.org> )

I've embedded the NASP brochure to give you a quick overview. For those who are interested in more reading, I've attached the NASP publication for you. This truly is a magnificent leap for our profession.

One last note – not at all related to the practice model – **The Spring KAPS training on the PREPaRE Curriculum is scheduled for April 21.** Thanks to all who voted (134 members) in the survey regarding the location. It appears as if Lexington will be the city (with 50% of the votes), although at this time, the library system is not a choice. The search is on for a location in the Lexington area. (Any Lexingtonians know of a location?) A registration flyer will be sent out soon (when the location is found). ☺

Also, a 2011 KAPS conference postcard was mailed to all Directors of Special Education this week, in an attempt to advertise our conference to different role groups. We are hoping to increase the visibility of our conference and our profession.

Misty



## KASA Membership

Michelle Gadberry  
KAPS Liaison to KASA

KASA Membership – a valuable resource for all KAPS members !

You may be aware that KAPS is an affiliate organization of the Kentucky Association of School Administrators, which is the premier organization for school administrators. What you may not know is how reasonable membership is and what the benefits are to you as a member:



***“being a member of KASA helped me make connections that have been beneficial to me both personally and professionally.”***

- KASA represents all school administrators as a voice in Frankfort with direct impact on the content of legislation, such as HB 91, the bullying bill and SB 1, testing legislation. As your liaison to KAPS, I am actively involved in any legislation that is relevant to school psychologists.
- KASA members and staff are involved in multiple national/state task forces and workgroups. As a KASA member you may be asked to work alongside other school administrators on topics that are important to you.
- Unlimited access to legal counsel from KASA’s attorney. As a KASA member, Wayne Young is a phone call away and responds to approximately 1500 member phone calls each year.
- Financial assistance for attorney fees.
- Direct legal representation when dealing with state agencies such as OEA or EPSB.
- Low cost liability insurance for \$1 million excess coverage policy, including \$10,000 reimbursement for qualified legal fees.
- 3,000+ regional and state school administrator network.
- Leadership development programs, including the vibrant annual summer institute, Kentucky Leadership Academy, and annual school law and policy symposium.
- Special interest publications to keep you up-to-date on issues.
- Other PD opportunities throughout the year.

Personally, I will say that being a member of KASA helped me make connections that have been beneficial to me both personally and professionally. The summer institute is a wonderful resource to gain new knowledge on a variety of topics that you might not normally have access to. Membership is easy because it can be through a payroll deduction (that you will barely notice). The cost is .003 of your annual salary, so, for example, if you make \$50,000 per year, your membership is \$150. When you divide that over 26 paychecks, it would only be \$5.76 per pay period! I also purchase personal liability insurance through KASA which is very reasonable (\$55 per year).

**Membership for the upcoming year starts in July. You can download a membership application at [www.kasa.org](http://www.kasa.org). Feel free to email me or call me if you have any questions!**



## Enhancing Competency While In The Field

Dan Florell

No matter where I go, either at home, work, or on the internet, they seem to track me down. Flyers, brochures, and e-mails arrive that are offering the latest and greatest professional training opportunities. Regardless of the topic of training, I always give the new offerings a look over. This is mainly due to the continuing education (CE) requirements that my various licenses and professional organizations require. I know that I don't need too many as my annual pilgrimage to the KAPS convention goes a long way towards satisfying my basic NASP-approved CE requirements. However, I always still need a couple more each year, so I select a training that looks interesting.

After a few years of operating in this mode, I began to think, "Am I really enhancing my skills as a school psychologist in a meaningful way after attending these trainings?" I have concluded that I have enhanced my skills somewhat but not as well as I could have given the hours devoted to the trainings I have attended. This process started a couple of months ago as NASP announced that it had revised its *Practice Model* which serves as a guide for school psychologists in both graduate training and for professionals in the field.

The *Practice Model* is divided up into three sections that contain 10 domains of practice. The first section is practices that permeate all aspects of service delivery. This includes data-based decision making, accountability, and consultation. The second is direct and indirect services for children, families, and schools which contains academic and mental health interventions, family-school collaboration, and prevention. The final section is foundations of service delivery. The foundations include ethics, research, and diversity. All of these areas are important domains for school psychologists to strive to master, though I don't think I will ever master all of them. Since complete mastery of all domains is difficult, I think focusing on a couple of the 10 Practice Model domains is a good start. However, the challenge is in identifying the domains to focus on in a systematic way.

Fortunately, NASP has just released a *Self-Assessment for School Psychologists* that asks several questions and comes up with a score of how competent a school psychologist rates herself on the 10 domains. NASP members have to log-in to the NASP website before they can take the self-assessment. Based on the results, school psychologists can focus on particular domains to increase expertise in a strong domain or address domains that are weaker.

I took the self-assessment and felt that it made me more aware of areas of our profession that I had some deficits in. I plan on using the feedback from the self-assessment in my selection of continuing education trainings. I feel the more focused approach will allow greater progress on my professional development. I encourage all KAPS members to take the self-assessment and then using the results when attending the KAPS convention next year or going to other continuing education trainings.

*Self-Assessment for School Psychologists:*

<http://www.nasponline.org/standards/survey/self-assessment-intro.aspx>



***“the challenge is in identifying the domains to focus on in a systematic way”***

## NASP Delegate Message

Marty Dunham  
NASP Delegate



I hope your brief Christmas break was relaxing and that you are enjoying your many snow days. I hope that these snow days will not cause you to work through June. NASP membership in Kentucky is healthy, at 279 members, although this is a little down from this time last year. If you have not renewed your membership, please do so. Your membership dues are vital for maintaining member services and for generating new programs. If you have any questions or comments about NASP membership, NASP in general, or specific NASP services, please contact me. My role is to serve as a conduit between NASP and you.

The 2011 NASP Convention is now right around the corner—February 22-25 at the San Francisco Hilton at Union Square. San Francisco is a wonderful city for conventions—the weather is great (at least warmer than here), the food fantastic, and the attractions superb. A quick trip to Alcatraz is well worth it. This year's convention promises to be one of our best—registration is strong thus far. There is an assortment of speakers, posters and paper presentations, and workshops, ranging from inventions for autism, ADHD, and self-injurious behavior, to programs and presentations on RTI. With new guidelines for ethics and training, recently adopted by NASP, there are presentations on these new standards as well.

- *2011 NASP Conference in San Francisco February 22-29 at the Hilton, San Francisco Union Square.*
- *Nasponline.org*

As always, I like to tout the resources available to NASP members via the website at [nasponline.org](http://nasponline.org). For many (and I certainly speak for myself), the website and its resources are well worth the cost of membership. In particular, there are continuing professional development modules, a broad searchable database for interventions, and suggestions for promoting school psychology, mental health, and best practice. There is an interesting self-assessment tool, which assesses how much time one is engaging each of the 10 school psychology practice domains. In addition to the never-ending tracking of legislation and lobbying efforts, NASP is working on new position statements for identifying learning disabilities, working with children with ADHD, and grade retention/social promotion.

Although our jobs and families certainly account for the lion's share of our time, I encourage you get involved with NASP—you can interact and communicate with NASP-sponsored professional communities via Facebook, LinkedIn, and Twitter, participate in a number of online communities, or write a blog. You can also submit articles to the *Communiqué*, *SPR*, and the online journal, or you can volunteer to review books for the *Communiqué*. These are but a few of the options to becoming more involved with NASP and the school psychology profession.

Until next time (or the NASP Convention), have a wonderful and productive semester. Keep in touch.

## Ethics in Action!

Carl Myers  
Ethics Chair

- A question was raised by a school psychologist about the ethical implications of initiating therapeutic services for students who already see a counselor or psychologist outside of the school system. (The school psychologist agreed to allow this question and my answer to be printed in the KAPS Review.)
- The National Association of School Psychologists' *Principles for Professional Ethics* (2010) has a standard that addresses this issue. Specifically:

### III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

Principle III.3. Respecting Other Professionals; Standard III.3.1

"To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services."

- Based on this standard, it clearly is ethical to provide *additional* services to the student. The standard specifically states, "They encourage and support the use of all resources to serve the interests of students." The specific issue raised by the school psychologist, however, was the *duplication* of services. NASP ethical standards do not explicitly prohibit the duplication of services; it states "school psychologists promote coordination of services."
- Therefore, when considering the possibility of providing therapy services to a student, it would be the school psychologist's responsibility to determine exactly what services a professional outside the school system is already providing the student. That is, the school psychologist needs to determine what topics of concern or goals are being addressed in the outside therapy.
- If the services the school psychologist would offer complement outside therapy services, or would address different issues, then it seems reasonable the school psychologist could proceed with offering such services. If, however, the school psychologist's services would be a duplication of outside therapy services, it would be hard to justify how the duplication of services would serve the best interests of the child. While the NASP ethical principles do not discuss potential harm from duplication of therapy services, APA's (2002) ethical principles do. Specifically, concerns about the "risk of confusion and conflict" are included. It should be noted that even APA's (2002) ethical principles do not expressly prohibit duplication of services, but warn the psychologist needs to "proceed with caution and sensitivity to the therapeutic issues" (Standard 10.04).
- Conclusion: The provision of duplicate services is not inherently unethical according to either NASP's (2010) or APA's (2002) ethical principles. Both sets of ethical principles, however, emphasize careful consideration of the client's welfare. For example, NASP's Standard IV.1.2 states school psychologists "advocate for school policies and practices that are in the best interests of children..." Thus, it is the child's welfare (or best interests) that is the key ethical issue of concern in the scenario provided in the original question. It is hard to imagine situations where providing duplicate services would be in the best interests of the child. It is for this reason that duplicate services should be avoided.



"Both sets of principles emphasize careful consideration of the client's welfare"

**2011 KAPS Fall Conference Call for Presentations,***Misty Lay***Kentucky Association for Psychology in the Schools****Call for Presentations****2011 Annual Conference****September 21-23, 2011**

The Kentucky Association for Psychology in the Schools (KAPS) will hold its annual conference at the Crowne Plaza (formerly known as the Campbell House) in Lexington, Kentucky on September 21-23, 2011. 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 an application to:

Misty Lay

FAX (502) 543-3608

443 Helmwood Circle

PHONE (502) 869-8000

Mt. Washington, KY 40047

misty.lay@bullitt.kyschools.us

The primary presenter will receive a discount on conference registration. Applications must be received **no later than June 1st, 2011**. **Confirmation of presentation approval will be provided by conference planner or designee.**

**Comic Relief Moment:**

4-year-old girl talking out loud as she played: "Tickle, tickle, underwear... This underwear business is just stuck in my head!"

In a lesson discussing different clothing for different types of weather, the Head Start teacher asked, "Where do you wear shorts?" Child: "On your buns."

4-year-old girl: "My dad's bigger than mom. Now they're the same size now that mom's older."

4-year-old girl to me: "Do you like kids?"

Me: "Yes."

Girl: "Good, because I'm a little girl."

*-Carl Myers*

**KAPS 2011 Fall  
Conference,  
September 21-  
23 at the  
Crowne Plaza  
in Lexington,  
Kentucky!**



## KAPS Awards Nominations for 2011

To be eligible for an award, a nominee (or all members of a nominated group) must be a paid KAPS member by December 31 of the school year in which he/she is nominated. For example, to be nominated for an award that will be given at the 2011 conference, the nominee's KAPS membership for the 2010-11 school year must be current by December 31, 2010.

### Regional Best Practice Awards

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

### Statewide Best Practice Awards

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

### School Psychologist of the Year

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

### Update for 2011

In the spring of 2010, NASP again revised the domains of competence as a part of its *Model for Comprehensive and Integrated School Psychological Services*, aka the "Practice Model," which can be found on the NASP website at

[http://www.nasponline.org/standards/2010standards/2\\_PracticeModel.pdf](http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf). The latest revision expands the domains of competence from eight to ten:

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

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

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



2011 Winter Edition

Newsletter Editor:  
Stacie McCune  
Nelson County Schools  
Bardstown, KY  
Phone: 502-349-7010  
E-Mail:  
Stacie.McCune@nelson.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)

## KAPS 2011 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 **April 30, 2011** to:

**Diane Herrick**

[diane.herrick@jefferson.kyschools.us](mailto:diane.herrick@jefferson.kyschools.us)

443 Helmwood Circle

Mount Washington, KY 40047

YOUR NAME :

YOUR REGION :

POSITION	Nominee	Phone #	Email Address
President-Elect:			
Secretary:			
Central Kentucky Region Representative			
Jefferson County Region Representative			
Western Kentucky Region Representative			

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>