



Kentucky Association for Psychology in the Schools

KAPS REVIEW

2013 Winter Edition

February 28, 2013

President's Message

Beth Edmonson



It is hard to believe it is time for my second message as your KAPS President. This year is passing so quickly! As I sit trying to decide what message I

would like to share, I find myself dwelling on recent national events. The tragedy in Connecticut was horrific and has touched us all with the loss of one of our own, Newtown School Psychologist, Mary Sherlach. I had never really thought about my life being taken on the job. I had never really thought about what I would do if confronted with a gunman walking into my school. I had never thought I might have to give my life to protect others. Why would I? I live in Owensboro, KY. Nothing like that would ever happen here. Or could it?

If any good can come of this, it is that we may use this tragedy and other recent tragedies to serve as catalysts to encourage our school districts, communities, states, and nation to see that mental health services should be a priority. If we can persuade these groups to listen and work together then maybe we can get the manpower and resources needed to help provide or improve mental health services before we end up reading about another school and/or community dealing with tragic loss.

As school psychologists I feel we can help fuel this conversation. Remember that by advocating for the services that you can provide as a school psychologist you are taking a step toward helping a child out there know that they are not alone and someone cares.

Remember that you make a difference in the lives of children every day!

-Beth Edmonson

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Special Points of Interest:

- NASP is on Facebook! Be sure to "Like" the page!
- NASP Summer Conference in Cincinnati July 8-10
- KAPS Fall Conference September 18-20
- NASP Public Policy Institute July 17-19
- KAPS is now accepting nominations for Regional and Best Practice Awards! See page 12 for more information!

Editor's Message

Ashley Wright

The school year is more than half over, and we are all probably counting down the days until spring break...and then until our summer break. The year goes by fast! I'm excited about being able to send out a second newsletter for this year, and hope to send out a third one in mid- to late May to include updates and information that might be helpful to you over the summer and beginning of next school year. In addition, I want to encourage all readers to consider submitting articles, research summaries, book reviews, intervention experiences, photos of regional meetings or activities, and funny moments that make you smile or laugh. There are great examples in this newsletter that you can use as a guide. If you have any questions, please don't hesitate to contact me! I will send out an email requesting submissions in April, but you are welcome to submit something sooner. Until then, enjoy your snow days and spring break!

State & Regional Updates

Region I Report

The KAPS Region I meeting was held December 14, 2012 in Grand Rivers, KY. Twenty-five school psychologists participated in this meeting/workshop that was held in conjunction with the West Kentucky School Psychology Network. Carla Adams and Leslie Flat from the West KY Coop coordinated this meeting. Marty Dunham presented a workshop titled Better Behavior Observations where he discussed how to use local norms and a behavior observation form he developed with two former students, Desrie Rideout and Morgan McCall. Following the behavior observation training, which included practice in applying the norms and the worksheet, Marty discussed his recommendations for structuring tiered interventions to address behavior referrals. After the formal presentation the group discussed innovations in interventions, identifying learning disabilities, and progress monitoring. In short, the meeting was well attended and generated a great deal of discussion around current topics in school psychology and local school psychology practices.

Marty Dunham
KAPS Region I Representative
KY Certified School Psychologist
Coordinator of School Psychology, Murray State University

Central Kentucky

The Central Kentucky School Psych Cadre met on December 7, 2012, with three wonderful sessions that included:

- * A review of the latest information on seclusions and restraints by Karen King.
- * Information and update from Jan Ulrich on how districts are implementing suicide prevention awareness training in the schools.
- * A review of the latest info on possible changes/inclusions to the DSM-5 by Carol Robertson.

Attendees were provided with handouts for the above sessions, as well as copies of "More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel," which included two DVDs. We discussed possible topics for our Spring cadre, as well as possible summer training ideas. There was a lot of interest in training on the new ADOS-II, NASP's Prepare curriculum, and refreshers on conducting FBA's.

Lorie A. Mullins, Ed.S., Clark County Schools

Update on the Restraint and Seclusion Policy in the Schools

By Paul Baker

704 KAR 7:160. Use of physical restraint and seclusion in public schools, is the formal title of the regulation that will govern the appropriate use of restraint and seclusion in school systems including the notification and data reporting requirements. This regulation requires schools to provide their staff with training on policies and procedures regarding physical restraint, seclusion, the use of positive behavioral interventions and de-escalation techniques. This will require school districts to identify and train a core team charged with responding to incidents where physical restraint is necessary.

What is the status of 704 KAR 7:160?

There has been a lot of movement on the restraint and seclusion regulation since the fall newsletter. At that time, the Kentucky Board of Education had approved the regulation with changes resulting from the public comments that KAPS and other groups provided. The regulation was then sent to the Administrative Regulation Review Subcommittee (ARRS). This is a group of both state senate and house members charged with reviewing all new Kentucky Administrative Regulations. ARRS reviewed and approved the amended regulation at their December Meeting with no objections. [Continued on Page 3]

State & Regional Updates

Restraint and Seclusion Update

[Continued from page two]

ARRS did amend some of the language of the regulation. Noteworthy, language inserted by ARRS included that this regulation would not prohibit the lawful exercise of law enforcement duties by sworn law enforcement officer. It also specified that school personnel shall not impose physical restraint on a student if it is known that physical restraint is ill advised based on the student's disability, health care needs, or medical or psychiatric condition. With ARRS approval, the regulation including the aforementioned changes moved to the interim joint committee on education. This committee is composed of a larger group of house and senate members that have an emphasis in education. According to Legislative Research Commission Staff the committee had 30 days from the ARRS approval date to review the regulation. If in that time the joint committee did not review the regulation (which it did not), then the regulation goes into effect. This means that as I write this, 704 KAR 7:160 is official statewide policy.

What should KAPS do now?

Last year when this regulation was first proposed a lot of concern was created about it unduly putting students and others in harm's way by effectively hamstringing school staff's ability to respond to students engaged in dangerous, out of control behavior. Thanks to the efforts of various stakeholders, KAPS among them, these concerns were voiced to KDE and the Kentucky Board of Education who changed the language. The passage of this regulation is an opportunity for school psychologists to use our expertise to aid in its implementation. School psychologists' mental health background makes us the logical choice for the training of staff members on positive behavioral interventions and de-escalation techniques. This is an opportunity to step up and demonstrate our talents beyond the traditional assessment role that we are so often cast into. Being a psychologist in a rural district with limited time and resources, I realize that for many of my colleagues asking them to develop and conduct trainings at all their schools may be a daunting challenge. There needs to be a conversation had amongst the KAPS Executive Council and membership at large about finding and or developing a training that could be used by the membership to help implement this policy. If KAPS does this it will simultaneously demonstrate to it's members the value they get out of their membership, and well serve to promote KAPS as an organization at the vanguard of protecting the mental health of Kentucky's children.

KAPS-KCCRB Collaboration

Connie Adams, KAPS Liaison to KCCRB

Collaboration between KAPS and the KY Community Crisis Response Team is progressing nicely. On October 24th, Kelly Shanks, Chair of the newly created KAPS Crisis Response Committee, Deborah Arnold, Executive Director of KCCRB, and myself, Chair-KCCRB, as well as KAPS Liaison to KCCRB, had a productive meeting at the new KCCRB Office, 111 St. James Court, Suite B, Frankfort, Kentucky 40601. We clarified the various goals and roles of the two organizations and discussed ways in which we can work together to better serve schools across Kentucky in times of disaster and crisis.

My compliments to Kelly, Misty Lay, and others involved for their fine work in developing the KAPS Crisis Response Committee. I encourage your involvement in this new committee and taking advantage of training opportunities on the NASP PRE-PaRE Curriculum as they become available. As more KAPS members become trained in the PREPaRE Curriculum, we will be looking at ways to involve KAPS members in the work of KCCRT. Recognizing that Crisis Response is a specific area of expertise and requires unique training for competence is an important first step for all school psychologists who are interested in assisting in challenging times.

Of course, I encourage and welcome school psychologists to become KCCRT members. My involvement in this "state of the art" team for 20 years has been most rewarding. Information about training and membership requirements can be found at <http://kccrb.ky.gov/>. Feel free to contact KCCRB at (502) 607-5781 or me at randcadams@bellsouth.net if you have any questions.

Message & Update from NASP Delegate

Misty Lay, NASP Delegate for Kentucky

Hello from your NASP Delegate,

I hope this message finds you well and everyone is geared up for the spring mad-dash. It's hard to imagine, but by the time this article gets to you, many of our student members and university trainers will be enjoying spring break. Be safe & relax, everyone! Last week, I had the wonderful opportunity to connect with many Kentucky NASP members in Seattle. It was a wonderful conference and so rejuvenating to spend time with friends and colleagues. This year, approximately 5,000 of our colleagues came together to hear latest research and news in the field, network with each other, and enjoy the Emerald City. The food and atmosphere of Seattle are incredible. Whether you were at the convention or unable to attend this year, you can purchase a session recording package at <http://www.nasponline.org/conventions/2013/registration/session-recording.aspx>. Session Recording Packages let you get top convention content and between 5.5 and 10.25 hours of documented NASP-, APA-, and NBCC-approved CPD per package, right from your desk!

This year, being your NASP delegate has been an incredibly rewarding experience. I was asked to represent the southeast region on the Assistance to States committee, chaired by ex-NASP President, Gene Cash. My role is to collaborate with state organization presidents, president-elects, and delegates from the southeast region to offer leadership tools, organizational consultation, and assistance in the various inner workings of state organizations, with the guidance and support of NASP. With this position, I have been able to work with many of the best state and national leaders to reunite in our efforts to strengthen our profession and fortify the relationship between our national and state organizations.

Currently there are over 228 NASP members in Kentucky. Although this number is significantly down from previous years, we have gained 40 members since last July. Membership is on the decline overall within NASP and KAPS, due to the tough economic climate and other factors. When I met at the delegate assembly last summer, the NASP executive council issued a bleak outlook for membership. When membership declines, so do the resources that are made readily available to all that we do as school psychologists. A membership task force was put into action and at last count, we were only down a little over 1% in membership as a whole. In Kentucky, while we are still down about 17%, we are no longer identified as a "state in membership crisis". I have worked with KAPS leadership to share ways to promote membership to both KAPS and NASP and will continue to share your perspectives and thoughts with leadership. On that note, it will soon be time to renew your membership for both KAPS & NASP.

As many would agree, it's exciting to be a school psychologist. On the national front, school psychologists are being included in conversations about policy more and more. The tragic events in Newtown, CT stopped many in their tracks and forced the nation to reexamine school safety at the local, state, and national level. NASP led the way in providing resources and guidance across the country following those events. To date, terminology such as "school psychological services" and "school psychologist" are included in the conversations about school safety. In South Carolina, there is proposed legislation for there to be a school psychologist in every single school to assist in the delivery of mental health services. Since December, NASP has been invited twice to the White House to discuss mental health and school safety with the President. This is unprecedented. It is important to keep the momentum moving and have conversations with national leaders; however, I challenge you to have those conversations with the leaders in your building and school district.

As always, I am always open to suggestions and comments and willing to answer any questions and serve as a conduit to the leadership of NASP. I look forward to hearing from you and feel free to contact me at any time.

Sincerely,

Misty M. Lay, NCSP

NASP Delegate

2013 Fall Conference – Save the Dates!

Diane Herrick, Conference Chair

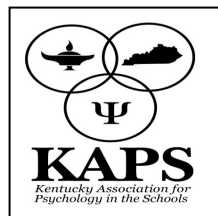
The 2013 KAPS conference will take place September 18-20 in Louisville. This year's conference theme is *Healthy Minds, Healthy Schools*. Our conference committee is already recruiting presenters and working to ensure that all 10 domains of the NASP Practice Model are well represented, with an emphasis on mental health in the schools. This will be an excellent opportunity to hobnob with your colleagues, brush up on the latest insights in the field, and increase competency across the domains of practice.

For our field practitioners and university trainers – we need to hear from you! Please consider submitting a presentation proposal. (The proposal form is accessible on the KAPS website.) Or if you have attended a great session elsewhere, please send your recommendation on to me and I will follow up to see if we can make it part of KAPS 2013.

Several special opportunities will be available to students, including poster presentations (see KAPS website for submission form), group registration discounts, and a chance to win a free night's stay at the conference hotel. Stay tuned for more details!

We will be returning to the Crowne Plaza Louisville Airport for 2013. Site feedback from the 2012 conference evaluations was overwhelmingly positive. I did hear from several people who had difficulty getting in and out of the restaurant for lunch in a timely fashion. I have already arranged with hotel management to have speedier lunch options available in-house each day, and KAPS will also have information on hand about restaurants within a few minutes' drive.

And finally, I am thrilled to announce that KAPS anticipates being able to accept online conference registrations this year! Through NASP and connections with other state organizations in the Southeast region, KAPS leadership was introduced to an affordable way to handle online transactions, membership records, conference registrations, etc. We are so excited to be rolling this out in time for 2013 memberships and registrations! Watch your email and the KAPS website for further updates!



*Fall 2013 KAPS Conference
“Healthy Minds, Healthy Schools”
Louisville, KY*

It's not too early to reserve your room for the Fall KAPS Conference!

Rooms will be available for \$109 per night, with this rate guaranteed through September 1.

To make a reservation, call 888-233-9527, or go to the following webpage:

https://resweb.passkey.com/Resweb.do?mode=welcoming_ei_new&eventID=10572485&utm_source=2812&utm_medium=email&utm_campaign=23158729

PBIS on the Bus

Kelly Davis

PBIS continues to thrive and grow in the Caveland Region! Schools in the region are working to meet the needs of students using multiple tiers of interventions and support. In addition, one district has begun to systematically expand their PBIS implementation efforts to the bus. As all school psychologists know, the bus ride in the morning can set the tone for the whole day for some students, and misbehaviors arising in the afternoon can fester and cause problems as well. A systematic and positive approach to addressing bus behavior allows a district to better address the behavior needs of its students. Warren County began their PBIS bus initiative three years ago, and they are reaping the benefits of this expansion of positive behavior supports.

Many PBIS schools have developed procedures for appropriate bus behavior and they regularly teach and re-teach those behaviors to students who ride the bus. Because there is no monitoring and support at the district level, results have been mixed in regards to improving bus behavior. That is why a district-wide approach is so much more beneficial.

What does a district-wide approach to implementing PBIS on the bus look like? Just as a school has a PBIS team, the district has a PBIS bus team. The team contains the following members: transportation director and other district transportation staff, bus drivers, district level representation, and school administrators. The team meets regularly to develop strategies for PBIS bus implementation, analyze data and monitor progress, and adjust implementation as warranted. District-wide implementation is designed so that all bus riders in the district have a common set of bus expectations and rules. The expectations and rules are taught at the beginning of the year and re-taught and prompted throughout the year by both school staff and bus drivers. In Warren County, for example, the bus expectations and corresponding rules are:

Be Responsible

Follow all instructions from school staff
Be prepared and on time

Use Respect

Use appropriate language and voice levels
Keep hands, feet, and all objects to yourself
Be nice

Safety First

Stay seated and face forward
No eating, drinking, or chewing gum

Lesson plans were developed to teach students expectations and rules. Bus drivers received training on the lesson plans so that they would know the process and be able to promote and support positive behavior. Drivers adopted use of a BUS ticket that can be given to students following the bus expectations and rules. Because it is a district-wide initiative and all schools have reinforcement systems in place, it has been easy in Warren County to provide rewards to students earning BUS tickets. In some schools, the BUS ticket is treated the same as receiving a reinforcement ticket at school; in other schools, BUS tickets are traded in for a reward from a token tower.

A unique component of Warren County's implementation is the use of bus coaches to provide monitoring and support to fellow bus drivers. This concept was developed by the transportation department and has been replicated in other districts and states. Bus drivers with good bus management skills were selected by the director to serve as bus coaches. The drivers developed a monitoring form, called the Ride Along, which allows the coach to document areas and strength and need observed during a bus ride. The bus coach then provides feedback to the driver after the route is over. The bus coaches were provided with training prior to implementation of this component. Use of bus coaches has allowed the district to provide positive and non-evaluative peer support from fellow drivers.

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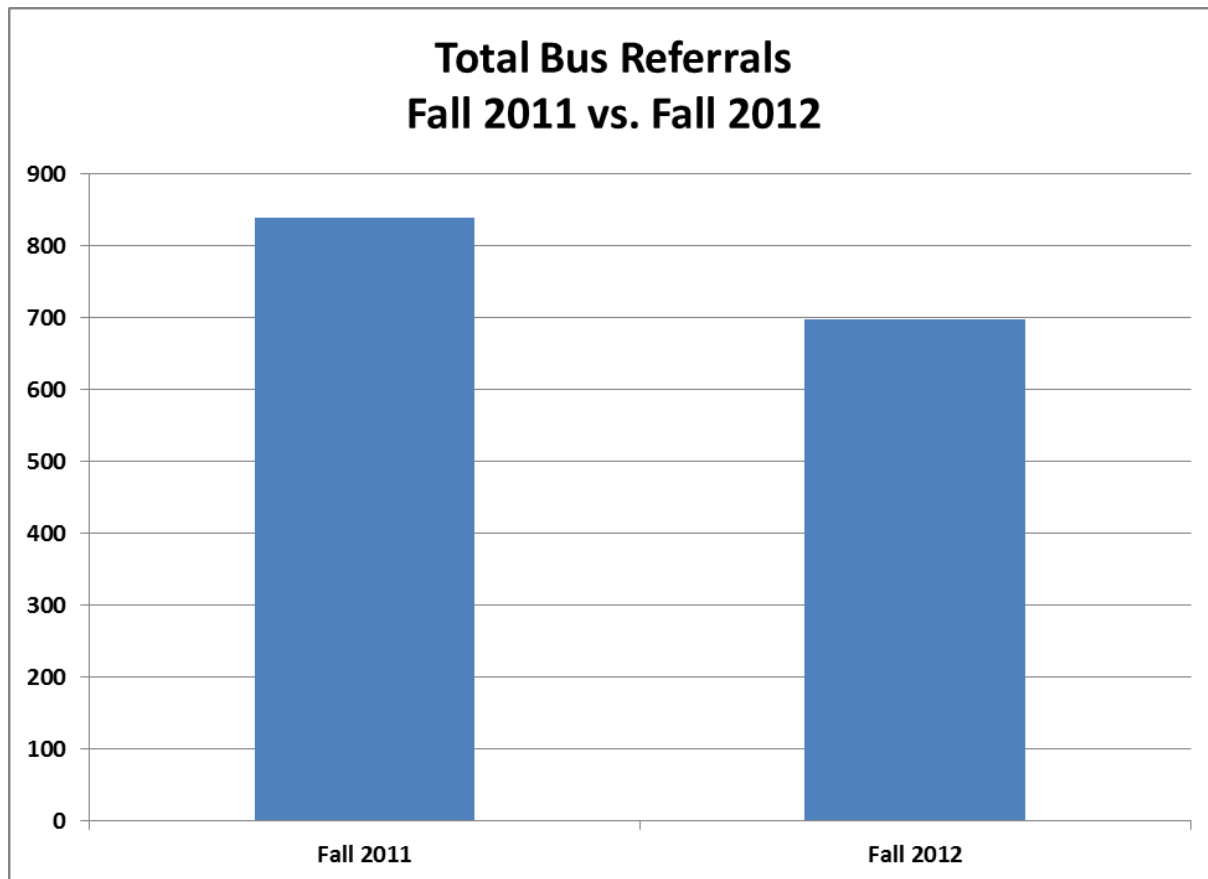
PBIS on the Bus *[continued]*

Kelly Davis

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Another strong component of Warren County's initiative is their analysis and use of bus referral data. Referral data is tracked monthly by school, driver, and problem behavior. The transportation director uses this data, as well as any concerns communicated from administrators, to provide support to bus drivers. The transportation director reviews video from bus rides to evaluate the needs of drivers and they respond quickly with bus coaching support to help improve management of the bus. In some cases, data analysis reveals that student behavior for a particular bus or school needs to be re-taught and the re-teaching is typically handled at the school.

In the first year of implementation in Warren County, not all schools were implementing PBIS and so the results of the district-wide PBIS bus initiative were mixed. However, in the past two years, with all schools participating, the data indicate a steady decrease in bus referrals.



The decrease in referrals is even more remarkable when taking into account that district enrollment increased by about 300 students in the current year.

Warren County has developed a PBIS model that involves teaching, reinforcing, and monitoring behavior on the bus. Their approach provides supports for students and drivers and has improved communication between bus drivers and administrators. The addition of peer coaching has made their implementation even stronger. Warren County is a model district for expanding PBIS to the buses.

If you would like more information about PBIS, please contact Kelly Davis at kelly.davis@eku.edu.

KASA's Annual Leadership Institute

Diane Herrick, KASA Liaison

KASA's Annual Leadership Institute: July 17-19, 2013, in Louisville

Do you have an innovative idea, unique solution, or a proven program that you'd like to share with p-12 school administrators and other education professionals in Kentucky? If so, please consider submitting a proposal for the Kentucky Association of School Administrators' 45th Annual Leadership Institute & Expo, to be held July 17-19 at the Galt House in Louisville.

The focus of this year's institute is "World Class Innovation Across the Board." This will include examination of public education's role in the future workforce and economy in Kentucky and abroad; the role of and uses for technology in aiding problem solving and implementing new and existing techniques in education; the exploration of greater knowledge and skill sets in applicable genres like school law, curriculum, and networking; and inspiration to start a new school year with gusto.

One-hour education sessions will take place Thursday, July 18. This will be an excellent opportunity to connect with superintendents, principals, pupil personnel, counselors, and a variety of other administrative role groups. We need to spread the word about school psychology and the value of having school psychologists on staff!

The deadline for submitting proposals is March 13, 2013. If you're interested, please contact me and I'll get the information to you.

Also, KAPS typically has an exhibit table at the KASA institute. We are always looking for school psychologists who can "man the booth" during the convention. Please keep these July dates in mind and consider volunteering a few hours of your time to help raise awareness of the profession among Kentucky's school administrators.

How Long Should I Observe?

Carl Myers, Ph.D., Western Kentucky University

Many people are aware that Kentucky's Department of Education has been pushing special education personnel to make sure at least two classroom observations are completed whenever they are completing an evaluation. But how long should those observations be? Special education laws and regulations are silent on the matter of duration of observations. When teaching my graduate students about systematic observations, I invariably give the "it depends" response to the duration question. In the December issue of *School Psychology Quarterly*, however, Ferguson, Briesch, Volpe, and Daniels (2012) provide an empirical answer to the duration question. After conducting lengthy systematic observations of 7th graders' academic engagement during math class, their conclusions were as follows. Dependability of results above a .70 level required "two 30-minute observations, three 15-minute observations, or four to five 10-minute observations" (p. 194). The authors go on to state, "higher stakes decisions (i.e., .80) required ... three 45-minute, four 25-minute, or five 15-minute sessions" (p. 194). Furthermore, a single 60-minute observation did not provide dependable data. Of course, only using 7th graders during math class may limit the generalization of results. However, it does provide some empirical evidence for just how long of an observation, and how many, need to be conducted.

Ferguson, T. D., Briesch, A. M., Volpe, R. J., & Daniels, B. (2012). The influence of observation length on the dependability of data. *School Psychology Quarterly*, 27, 187-197.

Consider volunteering at the KAPS Booth during the KASA Annual Leadership Institute in Louisville July 17-19! It is a great way to advocate for the profession and meet leaders across the state!

Ethics-Upcoming NCSP Renewal Changes & Test Security

Carl Myers Ph.D., Western Kentucky University

Upcoming NCSP Renewal Changes

The credential of Nationally Certified School Psychologist (NCSP) represents a high standard in our field and it is something I recommend school psychologists obtain. As I have noted before in a previous column, to renew the NCSP designation every three years, school psychologists need 3 hours of professional development on ethics or legal issues and at least 10 hours from a NASP-approved provider (e.g., NASP, KAPS, University school psychology training programs).

Something new will occur with the NCSP renewal process starting January 1st, 2017. I know that sounds like a long way off, but it will start impacting those initially obtaining the NCSP credential starting January 1st, 2014. In other words, if you already have the NCSP designation, or obtain it this calendar year, the change will not impact you. For those obtaining the NCSP designation for the very first time starting in 2014, additional supervision requirements are needed in order to renew your NCSP certification three years later.

In 2010, NASP published new "Standards for the Credentialing of School Psychologists." Standard 6.2 states: "For initial renewal of the NCSP credential, there should be evidence of having successfully completed a minimum of 1 academic year of professional support from a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of three years of experience. For any portion of the experience that is accumulated in a nonschool setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision and/or mentoring conducted either individually or within a group for a minimum average of 1 hour per week is recommended."

I have made inquiries to the NCSP certification board as to the details regarding this change. Given their minimalist response to my numerous questions, I can only assume the details of this change have yet to be worked out. Such a change promotes best practice recommendations for another year of supervision beyond the internship year. However, it is still unknown if this change only applies to new graduates of school psychology programs. One of my questions that went unanswered is whether the new rule would apply to more seasoned school psychologists. For example, suppose a school psychologist with 15 years of experience finally decides to obtain the NCSP designation. Does this mean the school psychologist's 16th year must

be supervised in order for her to renew her NCSP three years later? Stay tuned...eventually we will get an answer to that. However, if you have been thinking about obtaining the NCSP designation, my recommendation would be to get it this year before the changes take place.

Test Security

I received questions from a couple of school psychologists regarding test security that form the basis of this article. While the situations were similar, there were nuances to each that led to my opinion that one situation would violate our ethics code while the other would not violate our ethical guidelines. In the first situation, a teacher working on her Master's in education degree asked a school psychologist for an intelligence test kit and protocols. As part of a course assignment, the teacher was told to ask a school psychologist for an intelligence test in order to examine the test items. In this situation, it would be inappropriate for the school psychologist to give the teacher an intelligence test. NASP's Principles for Professional Ethics (2010) states, "School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument" (Standard II.5.1). The next standard states, "School psychologists do not promote or condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them" (Standard II.5.2). Granted, it could be argued that the teacher is not likely to do something to "invalidate the use of the instrument" or think she is qualified to administer it in the future. However, simply giving an unqualified person a test kit and protocols seems to explicitly violate test security. There may be other options for the teacher to learn about intelligence tests, as implied in the next scenario.

In the second scenario, a school psychologist indicated the principal at one of her schools wanted to watch her administer an intelligence test. The school psychologist's impression was that the principal was simply curious and it was not because of any concerns related to the school psychologist's performance. The school psychologist had two main concerns. The first concern was test security and the second concern was the potential impact of the presence of the principal on the student's performance. The same two NASP ethical standards (i.e., II.5.1 and II.5.2) would be applicable to this situation regarding the test security concern. However, in this situation, I do not believe having a principal observe a test administration would violate our ethical obligation to protect test security. (Assuming, of course, the principal is not taking notes of specific test items or is about to have his/her own child tested.)[Continued on page 10]

Test Security

(Continued from page 9)

Given that the principal works in the same school system and presumably sits in ARC meetings where the results of intelligence tests are discussed, it seems reasonable that he or she would want to learn more about the test and the evaluation process. The principal being in the same school system is important because you would not be releasing any information to persons outside your employment agency or to those without a reasonable need to know. In other words, my opinion that the principal, or a teacher, observing a test administration would not violate our ethics code does not apply to others. As examples, the school custodian or your neighbor might also be curious about what is on an intelligence test, but it would be ethically inappropriate to have those people observe a test administration.

The school psychologist's concern about the effect of having the principal sit in on an assessment is a valid issue. It is possible the student would be intimidated or anxious with the principal in the room, resulting in a lower and, consequently, invalid score. Principle II.3 states, "School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment..." Standard II.3.2 states, "When using standardized measures, school psychologists adhere to the procedures for administration of the instrument..." Other options for exposing the principal to the intelligence test were brainstormed with the school psychologist and it was decided that testing a non-referred student that was unlikely to be tested for special education services in the future would be a feasible option. A complete test administration is not even necessary; administering a few items from each subtest would provide the principal with an understanding of the tasks behind intelligence testing.

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



Join me in Cincinnati to get the most current information on issues critical to the profession. Summer conference content is designed to provide concentrated skills development for advanced practitioners and offers a unique opportunity to hear from industry leaders in their areas of expertise. Plus, get up to 18 hours of NASP-, APA-, and NBCC-approved CPD credits! Read more about the conference and register at the following link:

<http://www.nasponline.org/conventions/2013/summer-conferences/cincinnati/index.aspx>



Are There Closets in Heaven: A Review and Critique (Selected Excerpts)

Allison Anders, University of Wisconsin-River Falls

Curoe and Curoe's (2007) book, *Are There Closets in Heaven? A Catholic Father and Lesbian Daughter Share Their Story*, is the tale of a father and daughter's journey of self- and other-acceptance. The father, Robert, and his daughter, Carol, both share their personal opinions and reactions to the same events happening in their lives. As they look back on their past, Curoe and Curoe (2007) reflect on the difficulties of accepting Carol as a lesbian and how their lives have eventually changed for the better. Curoe and Curoe focus on the importance of becoming an advocate for oneself and for others, and learning to love unconditionally.

Links to Professional Development

In any professional sphere there are opportunities for continuing education, but many of the LGBT issues discussed in this book would be especially influential to be discussed in schools, where the future of society is being educated. For example, Curoe and Curoe, Robert in particular, considers the first time learning about the idea of 'homosexuality,' and it was not until he was drafted into the armed services. This means that throughout his entire schooling experience he was never educated on the LGBT community. It is important to recognize that Robert went through formal education during a very different time and place and that things have greatly changed now, but it is safe to assume that many schools still are not educating students on this topic. Incorporating LGBT issues into the general curriculum or providing workshops on the topic would be extremely beneficial for all students. Even if schools or students do not share the same feelings on the issue, it is important for them to be exposed and appropriately educated prior to going out in the world and experiencing these individuals firsthand.

Curoe and Curoe present numerous opportunities throughout their book to enhance professional development. These ideas for continuing education could be implemented in many different workplaces and also schools. The more people know on the topic of LGBT issues, the more comfortable they will begin to feel, which in turn will help them to more effectively interact with any and all individuals.

Relevance to School Psychology Programs

In addition to providing suggestions for professional development, Curoe and Curoe's book is also highly relevant to school psychology preparation programs and class material. One focus of school psychology training programs is to understand how to create effectively positive partnerships between the home and school. As Carol reflects back on her childhood, she discusses the difficulty she often encountered when trying to communicate and connect with her father. School psychologists are trained to find ways to encourage open communication between the school and home, but also ways to continue that open communication between family members. The ability to speak freely and honestly is important no matter what the issue is, and school psychologists are being trained to assist in helping families develop these skills.

While in graduate education programs, school psychologists are also exposed to many different resources to be used and considered while in practice. Curoe and Curoe offer many LGBT resources, for those within the community and their allies, throughout the text. This relates to the use of consultation, which is a goal and focus of many school psychology preparation programs. Many different resources should be considered and used as appropriate to promote effective implementation of services. Curoe and Curoe provide resources as a starting point for school psychologists to look to and offer families as necessary.

Curoe and Curoe's book is highly relatable to school psychology preparation programs. The book and these programs focus on the importance of consultation and collaboration. Various curricular and programmatic expectations support the text and remind the reader that it is necessary to consider multiple viewpoints when approaching a difficult topic, and also that speaking up to make a change may seem small but is a great first step. As always, school psychology preparation programs focus on supporting diverse students and becoming an advocate for any and all students one may come into contact with. Curoe and Curoe share the importance of becoming an advocate for oneself and others, and help provide ways to start doing so.

Author Note: Allison Anders, Department of Counseling and School Psychology, College of Education and Professional Studies, University of Wisconsin-River Falls. Correspondence concerning this manuscript should be directed to Allison Anders, School Psychology Program, Department of Counseling and School Psychology, University of Wisconsin-River Falls, 410 South Third Street, River Falls, Wisconsin 54022. E-mail: allison.anders@my.uwrf.edu

Call for Volunteers

Attend the NASP PPI this summer as a KAPS Representative!

Each year KAPS budgets for two members to attend the Public Policy Institute in Washington, DC. This is a very unique experience and has led to the strengthening of the KAPS GPR committee. If selected to attend, your obligation is to serve on the GPR committee (Paul Baker, chairperson), and participate in GPR activities and responsibilities throughout the year. Current members include Megan Sayler, Mallory Hart, Diane Herrick, Misty Lay and Tiffany Martinez. Registration fees, airfare, food, and ½ lodging fees will be reimbursed by KAPS (all up to \$1000 per person).

If interested, contact Beth Edmonson, President, no later than MAY 7, 2013. In the event that more than two individuals are interested, Mrs. Edmonson will make the selection. Information about this opportunity is below, and questions can be directed to the GPR chairperson, Paul Baker, current members of the committee, or Mrs. Edmonson.

2013 GW/NASP Public Policy Institute

Policies and Practices that Promote Student Behavior and Learning: Directions for the Nation

3-Day Basic Training — July 17–19, 2013 (NASP-Approved CPD earned)

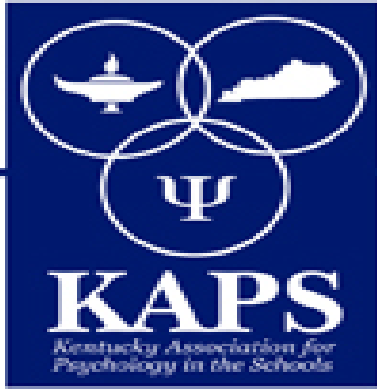
The National Association of School Psychologists (NASP) and the George Washington University (GW) Graduate School of Education and Human Development (GSEHD) will co-host an annual federal public policy institute in Washington, DC. The 3-day training focuses on how federal and state education policy and grassroots advocacy shapes positive and safe school climates and culture. Space is limited, so register early!

**George Washington University
School of Media and Public Affairs Building
Room 310, 805 21st St NW, Washington DC**

The theme of this year's PPI is **“Policies and Practices that Promote Student Development: Policy Directions for the Nation.”**

The 2013 GW/NASP Public Policy Institute will feature a 3-day basic training for school psychologists, school counselors, teachers, principals and others committed to promoting safe and healthy school environments from Wednesday–Friday, July 17–19, 2013 on the GW campus in Washington, DC. GW graduate students and any other participants taking the institute for graduate semester credit will engage in a 5-day experience that continues on Monday–Tuesday July 22–23, 2013. The 3-day basic training will focus on building the foundational knowledge of grassroots advocacy and federal education policy while the 5-day experience will look more closely at the development of administrative policy and procedure and its impact on students and school organizational system. Participants will gain first-hand knowledge of the legislative policy process through presentations made by nationally known experts and policy makers, a Capitol Hill experience visiting their elected officials and observing Congress in action, and through discussion and networking with education professionals and graduate students.

Continue to the next page to read a letter from Past-President, Misty Lay, regarding nominations for outstanding school psychologists in the state!



Kentucky Association for Psychology in the Schools

166 Saint James Ct.
Fisherville, KY 40023
Phone: (502) 869-8130
Fax: (502) 543-3608

February 22, 2013

Dear KAPS Member or Colleague,

Every year KAPS recognizes the outstanding work of school psychologists across the state of Kentucky. Please take a moment to think about the work that you or a colleague has done in the past year, and consider nominating that individual for a special award. Nominations can be made for individuals or groups of school psychologists who have performed services as part of a team effort. KAPS recognizes the exemplary accomplishments of school psychologists who are current, paid KAPS members (as of December 31, 2012). Anyone (member or nonmember, teacher, principal, etc, may nominate a KAPS member for either or both awards. All awards will be presented at the KAPS Annual Fall Conference Banquet to be held on September 20, 2013.

Attached are two nomination forms. The directions and information about the awards can be found on these forms.

1. 2013 KAPS Regional Award Nomination
2. 2013 KAPS Best Practice Award Nomination (with description of the Domains of Practice.)

This information is also being sent to co-op directors, directors of special education, and guidance counselors (with a request to forward it to principals and other school personnel — you may even want to hang in the break room!)

We appreciate your participation in recognizing the fine work of school psychologists in Kentucky. Please feel free to contact Misty Lay if you have any questions.

Misty M. Lay

Past-President,

Misty.lay@bullitt.kyschools.us

tive listed below no later than **MAY 17th**:

mdunham@murraystate.edu

michelle.antle@simpson.kyschools.us

Meredith.collins@jefferson.kyschools.us

megan.sayler@bullitt.kyschools.us

tiffany.martinez@boyle.kyschools.us

roy.mays@jackson.kyschools.us

jill.baird@kenton.kyschools.us

april.walters@madison.kyschools.us

paul.baker@martin.kyschools.us


sara.murphy@daviess.kyschools.us

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2013

KAPS BEST PRACTICE AWARD NOMINATION

Each year, the Kentucky Association for Psychology in the Schools (KAPS) is proud to recognize the outstanding work of our members. Below are listed 10 “domains of practice” that outline the skills exhibited by excellent school psychologists. Please review these domains and consider nominating yourself or a colleague for commendable service to children and schools.

*All nominees **must** be current paid KAPS members, as of December 31, 2012. Please provide as much detail as possible in your nomination statement, and return via email (preferred) or mail by **May 17th**.*

E-mail to: Misty.lay@bullitt.kyschools.us

Mail to: Misty Lay 166 Saint James Ct., Fisherville, KY 40023

DOMAINS OF PRACTICE

Data-based decision making and accountability

Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Consultation and collaboration

Knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services.

Interventions and instructional support to develop academic skills

Knowledge of biological, cultural, and social influences on academic skills; learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Interventions and mental health services to develop social and life skills

Knowledge of biological, cultural, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

School-wide practices to promote learning

Knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Preventive and responsive services

Knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Family-school collaboration services

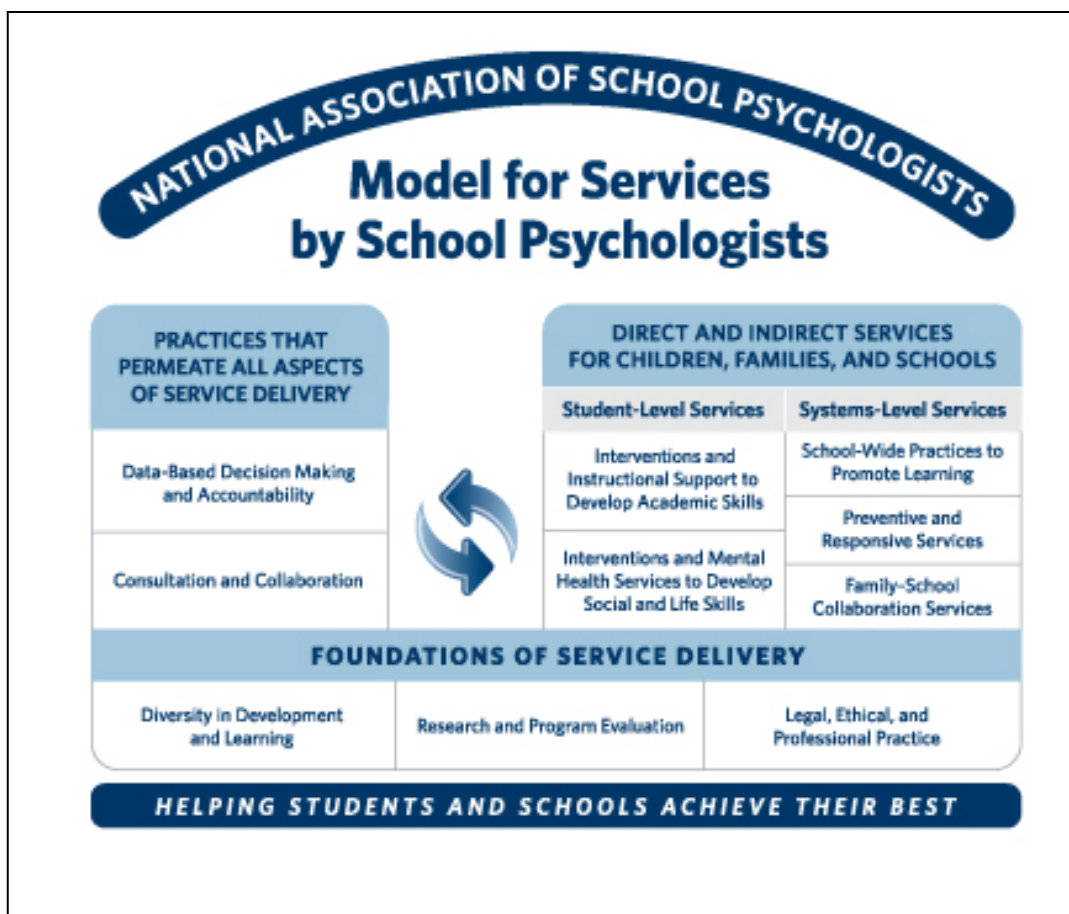
Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Diversity in development and learning

Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Research and program evaluation

Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.



2013

KAPS BEST PRACTICE AWARD NOMINATION

Name of Nominee:

Address:

Email Address:

Phone Number:

****Please verify if nominee is a current KAPS member.**

REASON FOR NOMINATION: (Please reference the domains of practice above)

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2013 Winter Edition

Newsletter Editor:
Ashley Wright
Mason County Schools
Maysville, KY

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Kentucky Association for Psychology in the
Schools



We are on the web!

<http://kapsonline.org>

"The Bully Effect" Live Facebook Chat

The following information was obtained from the NASP Facebook page: "Anderson Cooper has done a documentary as a follow-up to the widely popular 2011 documentary, 'Bully.' 'The Bully Effect' will follow up with the students and families featured in the original documentary. The live Facebook chat is a chance for school psychologists who plan to watch get the opportunity to share their thoughts about the program. For more information on 'The Bully Effect,' visit <http://ac360.blogs.cnn.com/category/the-bully-effect/>.

Show will be at 10pm ET Thursday, Feb. 28 on AC360 on CNN."

Funnies:

I walked into a middle school classroom to observe a student for an FBA. Before I could get through the doorway, a student saw my name tag, with "School Psychologist" under my name and asked me, with a serious look on her face, "Do you read minds?"

— Ashley Wright, Mason County

While working with an MD high school student, I thought he was supposed to be wearing glasses, so I said, "Do you wear glasses?" He said, "Yes." Then, instead of asking, "When are you supposed to wear them?" I make the mistake of asking, "Where do you wear them?" He looks at me sideways and says, "On my face."

— Sarah Whittaker, Daviess County

SAVE THE
DATE



NASP 2014 ANNUAL CONVENTION



February 18-21, 2014
WASHINGTON, DC

The above image is from NASP's Facebook page.