

KAPS Review

Fall 2005

Newsletter Date

Past-President's Message

Michelle Gadberry

IDEA 2004: One reading topic for all school psychologists must be the new IDEA 2004. Signed into law in December, 2004, the provisions of the act went into effect July 1, 2005. Draft federal regulations are expected in July, as well. Additionally, Kentucky has already begun gathering input from professionals and parents across the state toward the development of state regulations. Focus group meetings have been held across the state by the special education cooperatives. Many of you have probably been involved in these focus groups. In addition, KAPS developed a written response at the 6-3-05 EC meeting to a set of focus questions provided by KDE. Now is the time to advocate for kids. Educate yourself about IDEA 2004 and then spread the word. Become the expert in your district and increase your value!

KDE: As many of you all know, since Angela Wilkins retired we have not had official representation at KDE. Dan Florell and I were recently notified that Corlia Logsdon has been assigned to be our liaison. Ms. Logsdon is a graduate of the UK School Psychology program. In the past 15 years, she has worked as a school psychologist, director of special education, consultant, and branch manager at KDE. I'm sure everyone joins me in welcoming Corlia.

MUSINGS: Dr. Jim Batts retired from ECU this May; however, I am happy to report that we are not allowing him to retire from KAPS. EVER. Seriously, Jim has mentored many of us (and continues to) and he will be missed at ECU. A scholarship fund was set up through the ECU psychology department. Anyone wishing to contribute to this fund may donate to ECU and designate that their donation go to the Jim Batts Scholarship Fund.

This is my last letter to you as President of KAPS. THANK YOU for allowing me to serve you this year. I have learned so much from everyone I have come into contact with and enjoyed getting to know school psychologists from across the state. I urge each of you to consider volunteering for KAPS. It is definitely worth your time!

Michelle

President's Message

Dan Florell

The annual KAPS conference "The Complete Psychologist" is to be held on September 28-30th at the Holiday Inn in Erlanger, KY (by the Northern Kentucky Airport). We have been working hard on securing presenters that will present on a range of topics. Some of these include bipolar disorder, response to intervention (RTI), positive psychology in children, and the emotional development of children. There will also be trainings on a variety of assessment tools such as the Battelle-II, Vineland-II, and linking the BASC-2 to behavioral interventions. Make sure to mark the conference dates in your calendar now!

I am looking forward to my year as KAPS' president. There will be a lot going on with the new IDEA regulations being discussed and our new KAPS liaison, Corlia Logsdon in KDE. I hope to continue the excellent leadership we have had in the past. If anyone has issues they would like addressed, please contact your regional representative or me (dan.florell@eku.edu). See everyone at the conference!

Inside this issue:

**Interview with
Susan Prout:
School Psycholo-
gist of the Year** 2

**KAPS Listserve
Announcement** 3

**Auditory Process-
ing
Disorders** 4

**Webmaster Re-
port** 5

Heard It! 5

Regional News 5

**Election Results
and Executive
Council
Listing** 6

**Preconference
Workshop: Re-
sponse to
Intervention** 7

**LD Workgroup
Forming** 8

Interview with Susan Prout- NASP School Psychologist of The Year

Bryony Rowe

Congratulations & Introduction

On behalf of the Kentucky Association of Psychology in the Schools, I would like to once again congratulate Susan Prout on her Kentucky School Psychologist of the Year and National School Psychologist of the Year awards. Her dedication to students and colleagues is very apparent in the work she does and it is, undoubtedly, encouraging to be recognized for such efforts. We have heard so many of Susan's past professional accomplishments praised and now would like to give people a "snapshot" of her personal view of where she has been, where she is now, and her goals for the future.

Training and Experience

Susan started as an undergraduate at the University of Wisconsin majoring in English, but switched to Early Childhood. She earned a master's degree in behavioral disabilities (combining special education and school psychology) and conducted doctoral level work in early childhood and emotional-behavioral disorders. Across the years, Susan's experiences have included working in a Montessori school, working for a multidisciplinary clinic that was only one of 14 in the country at that time, working at a residential treatment center for girls, providing clinic consultation with rural Florida school districts, and working as a certified school psychologist in Florida and Kentucky. She has taught special education courses at James Madison University in Virginia, the State University of Albany, and the University of Kentucky.

Steps to Best Practice

While working in Florida, Susan was required to take 24 hours of diversity training. As a Fayette County, Kentucky, school psychologist, Diann Shuffet, her supervisor, encouraged Susan to lead up multicultural efforts in the district, particularly to address the needs of a growing Latino population. Susan conducted extensive reviews of the research for English as a Second Language (ESL) and English Language Learners (ELL) as it related to school psychology and attended relevant trainings through KAPS and NASP. She credits Ochoa and Ortiz, as experts in multicultural issues, as strong influences in her development of culturally sensitive and effective assessment practices for the district. She looked at the current procedures and how an evaluation should look to develop "best practice" forms and trained a multicultural team of school psychologists and diagnosticians.

Future Goals

For the future, Susan shared that she hopes to look more at the secondary student level, particular with regard to students' limited literacy in their first language and assimilation in schools. She noted the higher dropout rate and gang association as negative outcomes for students with difficulties in transition and adjustment. Susan further stated that school psychologists must look at acculturation heavily, primarily English language learner issues as opposed to English as a Second Language. Susan also stated that she wants to look at three-year old programs for English language learners without disability and establish

Susan Prout, cont'd.

relationships with First Steps (Birth – age 3). With Spanish and English in young children, she emphasized it is important to consider all factors associated with sequential and simultaneous learning. Additionally, Susan would like to work on improving training for interpreters/translators, particularly in increasing knowledge based of second language acquisition and terminology and referral procedures.

A Call to Action

Susan encourages school districts to provide access to a variety of resources and trainings for their school psychologists. She also mentioned that her team is developing a procedures manual with a goal for it to be finished by August of 2005. Susan further encourages school psychologists to collaborate with ESL services in pre-referral interventions and joint professional development trainings. As an example, she mentioned that Fayette County will be conducting a training with speech and language pathologists regarding planning, evaluation, and interpretation with cultural awareness and language sensitivity. Susan encourages smaller districts to collaborate with larger districts and copy many of their procedures. She also encourages school psychologists and administrators to do their “homework” by delving into the current research regarding multicultural issues in school psychology and education. Susan recommends the book, Assessing Culturally and Linguistically Diverse Students: A Practical Guide by Rhodes, Ochoa, and Ortiz (2005) that provides information about influential factors and starting points for providing culturally relevant services to students who are English language learners.

Thank you, Susan, for the interview and thank for the work you have done and will do for Kentucky students in the future.

**Keep informed and discuss issues relevant to
Kentucky’s school psychologists!**

Subscribe to KAPS, the LISTSERV for the Kentucky Association of Psychologists in the Schools, at <http://www.uky.edu/Education/kylists.html>.

If you want to unsubscribe from the LISTSERV, go to <http://www.uky.edu/Education/kylists2.html> and follow the directions.

Auditory Processing Disorders

Bryony Rowe

I recently was made aware of a professional developmental opportunity from one of my colleagues, a veteran speech and language pathologist. With board funds, we were able to attend the Cardinal Hill Rehabilitation of Northern Kentucky's workshop on "Auditory Processing Disorder" presented by Chip Hahn, licensed speech and language pathologist and audiologist. While I was surrounded by experienced speech and language pathologists and occupational therapists, being the only school psychologist was not too daunting. I was able to put in my "two-cents" during the group case study discussions, but mostly listened to other practitioners' experiences with students with auditory processing disorder (APD) and related and/or co-morbid disorders.

Mr. Hahn discussed the biological steps of hearing and also defined processing in general to begin his presentation. He stated, "Processing involves listening, understanding and retaining information in the brain. It is an active process involving consciousness, awareness, and cognition." The hierarchy of auditory processing skills includes sound discrimination, identification, blending and segmentation, manipulation, retention, retrieval, and language function.

Mr. Hahn shared that APD is a complex problem in that hearing is essentially normal, but difficulties are found with how the brain recognizes and interprets sounds. Typical characteristics of APD include difficulties in paying attention, poor recall of oral information in noisy settings, difficulties in following multi-step directions, need for more time to process information, general speech and language problems, and difficulties with reading, comprehension, spelling, and vocabulary. 75% of individuals with APD are male. Mr. Hahn also noted that individuals with APD often have many environmental allergies and a history of chronic otitis media and/or excess ear fluid.

APD is diagnosed through a complete medical history, speech and language evaluation, and most importantly, a complete audiological exam. An audiological exam will typically include a complete hearing test, acoustic reflex testing, tympanometry, filtered speech testing, speech in noise testing, diotic and dichotic listening tasks, and auditory memory testing. Mr. Hahn recommended the following tools to further assess functioning, although not an exhaustive list: the Listening Test, the Oral and Written Language Scales, the Test of Auditory Perceptual Skills – Revised, and phonemic and phonological awareness tests.

School psychologists, while potentially not directly involved in the assessment of APD, can be integral team members in identifying educational deficits and behavioral difficulties and problem solving to develop beneficial educational plans for these students across school settings. It is noted that many students with APD may be undiagnosed, misdiagnosed, or have co-morbid conditions, such as ADHD or ODD. We have the responsibility to review current APD research, be aware of characteristics and potential impact, and advocate for thorough assessment practices and relevant school-based services for students with auditory processing difficulties.

Webmaster's Report

Dan Florell



The website continues to expand its historical archive of KAPS. A lot of new material has been volunteered by KAPS members to the existing archive. I have taken much of the new material and scanned it in and updated the website. We now have a complete listing of all the KAPS presidents. We also have scanned most of EC minutes from the past five years and we are working on getting the KAPS newsletters, conference programs, and other official documentation scanned and up on the web. Another exciting part of the archive is stories from those who started KAPS on KAPS' early years and how it was formed. In order to continue the work on the archives, we need more material. If you have been storing old conference programs or newsletters, please send them to me and we can share them with everyone!

In other web news, there are all sorts of association forms available for download. Make sure to check the website often for the operation manual, and convention news. If you have any suggestions regarding the website or its content, please e-mail (dan.florell@eku.edu) with suggestions.

Region 2 News

Region 2 participates in some form of charity yearly. This year, they agreed to donate funds to the Tsunami Relief efforts with the Red Cross. Way to go

Submitted by:

Heard It!

Beth Edmondson and Mike Norris

A school psychologist tested a seven year old autistic boy. After she had tested him for a little while he said "good bye" indicating he was ready to be done. She told him it was not time for "good bye" yet and continued a little longer. When the boy looked at her and said, "Click on Done" she decided maybe it was time to quit for the day!

Migrate

When some animals go out on dates with other animals.

From generic incomplete sentences:

"When I grow up...I want to be a proctologist who studies animals in the ocean."

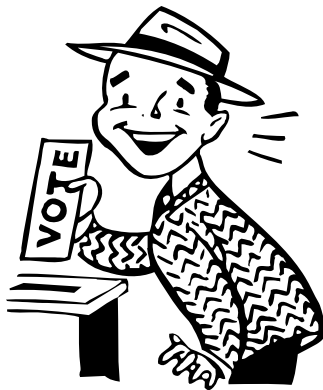
"It would be funny if...I could turn people into skunks."

On a Lighter Note!

Kevin Morris, Region 6 Rep., indicated he was pleased to report that "no school psychologists have spontaneously combusted" under the pressure of serving their schools!!

Executive Council 2005-2006

Would you like to serve the school psychologists of Kentucky as a member or the KAPS Executive Council? See Dan Florell for details!



Officers

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Election Results 2005

President-Elect - Mary Twohig

Secretary - Stacie McCune

Region 1 Representative - Mandy Byrd, Christian County

Region 3 Representative - Penny Mills-Shotwell, Jefferson County

Region 5 Representative - Sawsan Jreisat, Fayette County

Region 7/8 Representative - Ken Epperson, Floyd County

Appointed

Membership Chair - Courtney Bishop, Fayette County

Public Relations Chairs - Allison Hardin & Christina Mayfield, Hardin County

Region 2 Representative - Sheila Hardcastle, Meade County

Don't Miss
This Year's
Conference!

The Complete
School
Psychologist

KAPS 2005

Sept. 28—30

For more
information visit:

<http://www.psychology.eku.edu/kaps>

Hotel

Information:

Holiday Inn Cincinnati
Airport Hotel
1717 Airport Exchange
Blvd
Erlanger, KY 41018
Email Address:
cvgapsa1@one.net

Hotel Room Rate is \$85
Call 1-859-371-2233 to
reserve a room.

Reserve your room by
9-13-05
Mention the KAPS
Convention to receive the
reduced conference rate.

Pre-Conference Workshop

Assessing Response to Intervention (RTI)

By Joe Kovalski, Ph.D.

Wed. Sept. 28, 9:30am – 5:00pm
(Lunch on your own 12:45-1:45)

Abstract:

IDEA 2004 stipulated that local education agencies may use an assessment of a student's response to intervention (RTI) as an alternative to the ability-achievement discrepancy approach to identifying learning disabilities. This workshop includes specific assessment procedures for determining RTI as well as system supports that need to be in place to provide the assessment and intervention procedures that are implied in the model.

Background:

Joseph Kovalski is Professor of Educational and School Psychology and Director of the Program in School Psychology at the Indiana University of Pennsylvania. He previously served as Director of the Instructional Support Team (IST) Project for the Instructional Support System of Pennsylvania.

Dr. Kovalski began his professional career as a school psychologist and pre-school coordinator with the Carbon-Lehigh (PA) Intermediate Unit. He subsequently worked as Director of Special Services in the South Plainfield (NJ) Public Schools, Supervisor of Clinical Services with the Lancaster-Lebanon (PA) Intermediate Unit, and Director of Pupil Services with the Cornwall-Lebanon (PA) School District.

Dr. Kovalski has consulted with school districts and departments of education throughout the United States. He has published a number of articles on Instructional Support Teams and presented at numerous national conferences as well as congressional hearings about school reform initiatives. His professional interests include system-wide efforts for school restructuring, the application of student assessment to classroom instruction, and implementing response-to-intervention assessment programs in the context of whole-school reform.

Register for the preconference workshop today by visiting the
KAPS website at

<http://www.psychology.eku.edu/KAPS/KAPS2005Convention.html>

LD Workgroup Forming**Dan Florell**

We are starting an LD workgroup for KAPS in which people might be interested in participating. The workgroup's focus is on providing feedback to KDE if and when they ask our opinion regarding LD and IDEA in general. Anyone who is interested in participating can contact me and be added.

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Visit us on the web!

<http://www.psychology.eku.edu/KAPS/>

KAPS is *your* newsletter, by and about school psychologists in Kentucky. Have a submission? An interesting article or achievement? A funny response to testing from a student? We want to hear from you!


KAPS
Kentucky Association for Psychology in the Schools

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