



# KAPS REVIEW

## PRESIDENT'S MESSAGE

MISTY LAY

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As the end of 2007 draws near, allow me to take a few minutes to reflect on the past year and the promises that the New Year may bring. 2007 has been very busy for me and has passed by in record quickness. I added a new member to my family, a black and tan cocker spaniel named Murphy, who is far more intelligent than many people I know! While using my best applied behavior analysis and positive behavioral interventions, Murphy has grown to be a well trained 11 month-old. In between training sessions, I somehow managed to complete one of the most important tasks of my presidency: plan the 2007 KAPS conference.

The conference was held at the Radisson in Lexington and by all weights and measures, was very successful. The organization turned thirty this year, which was celebrated by the 291 attendees of the conference! KAPS welcomed over thirty speakers, over half of whom were national leaders on their respective topics. We held a silent auction to benefit the Children's Advocacy Center of the Bluegrass and through personal donations from members and proceeds from the silent auction, raised \$1293. We were joined by best-selling author Rachel Simmons, who gave the opening keynote on female aggression, as well as Rhonda Armistead, NASP president, who gave the closing keynote on resiliency. Feedback from the conference survey was overwhelmingly positive. I take it as a sign of a successful conference when the most common "complaint" is that there were too many good sessions to choose from!

While a successful conference was an important accomplishment, it marked only the beginning of my goals as your KAPS president. On October 26<sup>th</sup>, I will travel to New Orleans to represent KAPS at the NASP Southeast Regional Leadership meeting. This is a wonderful opportunity to meet other state presidents and leaders of NASP and discuss the projects their respective states are taking on for the advancement of school psychology. I am currently working with our KAPS regional representatives to offer one-day trainings throughout the state, open to all KAPS members. It is my target to be able to provide 4-5 trainings, with the purpose of delivering high quality trainings to members across the entire state of Kentucky. I am exploring new ways to increase activity within the organization and to improve methods of communications with our members, particularly through the KAPS website and newsletter. I plan to continue to work with the Executive Council (EC) to promote school psychology in Kentucky and to link our organization with other professional organizations, such as NASP, KASA, KPA, and the Mental Health Association of Kentucky. The EC is actively investigating the process of loan forgiveness for school psychologists, obtaining stipends for NCSP psychologists in Kentucky, and closely monitoring the status of the APA Model Licensure Act. Of course, other hot topics we are dissecting and surveying include RTI and the ever-popular, but yet-to-be-seen Kentucky Administrative Regulations for IDEA04. I aim to continue to build upon the successes instituted and achieved by the 25 past-presidents of KAPS.

As you can see, we have much more to accomplish in the near future. I hope I can count on you to help us obtain our goals. I encourage you as general members to become involved in KAPS activities, beyond attending the conference. It is through each of you that the voice of KAPS becomes louder and stronger. Please contact me if you would like to join a committee or even visit the next meeting of our EC on January 4<sup>th</sup>.

Peaceful wishes to you and your family,

Misty

## KAPS REGIONS ARE RE-ALIGNED!

MISTY LAY  
PRESIDENT

As you may be aware, the KAPS regions have been realigned with the various special education co-ops throughout the state. We are currently in transition and will use the remainder of this school year working out the logistics of the change-over and updating our distribution lists. For those regions being directly affected (Regions 2, 4, 6, 7/8), your current regional representative will continue to be your representative until the annual election in the spring '08. At that time, new regional representatives will be elected based on your nomination. Current regional representatives are:

Region 1 (Western Kentucky Co-op) - Randy Potts, Regional Representative  
 Region 2 (Caveland Ed. Co-op/River Region Co-op) - Sheila Hardcastle, Regional Representative  
 Region 3 (Jefferson City ECE) - Kristin DeMichelle, Regional Representative  
 Region 4 (Northern KY Co-op/Ohio Valley Co-op) - Heather Hill, Regional Representative  
 Region 5 (Central KY Co-op) - Melodie Slone, Regional Representative  
 Region 6 (Wilderness Trail Co-op/Upper Cumberland Co-op) - Roy Mays, Regional Representative  
 Region 7/8 (Big East Co-op/Kentucky Valley Co-op) - Ken Epperson, Regional Representative

Please check out your new KAPS region by visiting

[HTTP://WWW.KAPSONLINE.ORG](http://www.kapsonline.org)

**The KAPS Website has moved! Visit the new website at  
<http://www.kapsonline.org> today!**

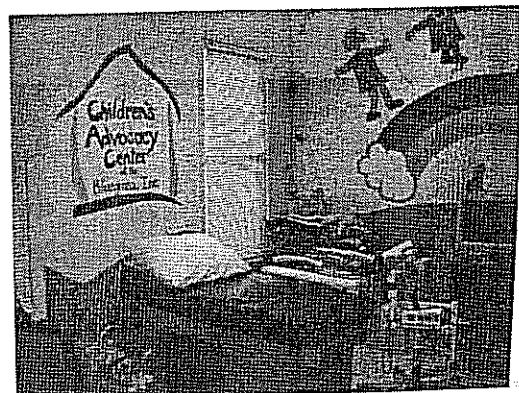
## SILENT AUCTION PROCEEDS DONATED

MISTY LAY  
PRESIDENT

KAPS President, Misty Lay, presented a check in the amount of \$1293 to Kelly Roberts, Executive Director of the Children's Advocacy Center of the Bluegrass (picture below left). Ms. Roberts gave a tour of the center and shared that 100% of the money donated would be used to provide medical exams to children who have been sexually abused.

Pictured below right: the exam room where children undergo medical examinations; note the handmade blankets in the far corner provided to each child during the exam and are taken with them afterwards.

**Editors Note:** Project Linus is a national charitable organization whose volunteers make (sew, quilt, knit, crochet) blankets for organizations such as the Children's Advocacy Center of the Bluegrass. For more information or to find a chapter in your area, visit their webpage at <http://www.projectlinus.org/>.



# KAPS MEMBERSHIP NEWS

COURTNEY BISHOP  
MEMBERSHIP CHAIR

Greeting KAPS members! KAPS currently has 296 total members. Wow! As a reminder, KAPS's fiscal year runs from July 1<sup>st</sup> to June 30<sup>th</sup> of each year. Many of you are used to renewing dues in the fall while attending the conference, but we are trying to get away from this due to difficulties in paperwork, people thinking they are current members when they actually aren't, etc.

During the conference banquet on Friday, September 21<sup>st</sup>, KAPS members voted to increase membership to \$60.00 if membership dues are **not** paid by July 31<sup>st</sup>. Dues will remain the same price of \$40.00 if paid by July 31<sup>st</sup>. We are also brainstorming ideas on how to make membership more beneficial, and possibly being able to renew membership online. If you have suggestions or comments, please email myself or Misty Lay, President. Thanks!

# KAPS LEADERS ATTEND NASP LEADERSHIP MEETING

MISTY LAY



The 2007 NASP Southeast Region Leadership Meeting was held from October 26-28, 2007, at the Chateau LeMoyne in New Orleans. The Southeast Region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Leaders from each of these states met with NASP President Rhonda Armistead for three days to discuss the Model Licensure Act (MLA), resilience building, and other regional issues. The meeting's organizers also arranged for those interested to take a tour of the areas affected by Hurricane Katrina, or to participate in the building of a KaBOOM playground at a local school. KAPS was represented by Misty Lay, President; Kristen Kyriacou, President-Elect; Diane Herrick, Treasurer & Program Chair; and Marty Dunham, NASP Delegate. During the weekend, each state presented information about the status of RTI in their state, demographics, certification & licensure, and what the state is proud of. The KAPS team, led by Misty, developed and distributed a 13-page handout that detailed our demographics, Kentucky certification & licensure processes, RTI foundations being used by KDE, and highlights of our 2007 Fall Conference. In addition, the multimedia presentation celebrating the 30<sup>th</sup> birthday of KAPS was shown. The weekend provided a great opportunity to mingle with other state leaders, gain perspective, and collaboratively address common concerns and issues.

## Results of the vote conducted at the business meeting on 9/21/07

	YES	NO	NO RESPONSE
Accept the changes to the bylaws	128	0	1
Accept the proposed adjustment to membership dues (i.e., regular members: \$40 if renew by July 31 <sup>st</sup> ; \$60 if renew after July 31 <sup>st</sup> )	112	17	0

## 2008 KAPS CONFERENCE LOCATION ANNOUNCED

### Mark your calendars for 2008!

After weighing several factors, including 2007 conference feedback and the availability of preferred sites, we have decided to return to downtown Lexington next year. The 2008 fall conference will be held **October 1-3** at **Lexington's Radisson Plaza**.

If you are interested in joining the KAPS Program Committee and working on conference plans, or if you have suggestions regarding future conferences, please contact Diane Herrick, Program Chair: [diane.herrick@jefferson.kyschools.us](mailto:diane.herrick@jefferson.kyschools.us), (502) 485-6367.

Editor's Note: The KAPS EC voted to designate a Conference Chairperson to head the conference committee in planning the annual KAPS conference. In the past, the KAPS President-Elect assumed this role. The change will allow the President-Elect to focus on organizational needs and issues.

## ETHICS TRAINING REQUIRED

CARL MYERS  
ETHICS CHAIR

School psychologists that hold the Nationally Certified School Psychologist (NCSP) credential will soon have new criteria to meet when renewing their certification. One change, starting in 2010, is that 25 of the 75 Continuing Professional Development (CPD) hours needed for renewal every 3 years will need to come from approved providers (e.g., KAPS, NASP, NASP-approved University training programs). Thus, attending KAPS and NASP conferences becomes more crucial. Perhaps more importantly, school psychologists will need 3 hours of CPD in the area of ethics or professional practices each renewal cycle, beginning January, 2009. Professional practices refer to topics such as special education laws and regulations (Bohman, Armistead, Hunley, & Pluymert, 2007).

So, if your NCSP renewal is due in 2009 (like mine), your best opportunity for meeting the ethics requirement may be to attend the KAPS conference in the Fall of 2008. A 3-hour workshop on ethics will be provided, either by me or some other speaker. In order to better meet your needs and interests, please email me topics, situations, or dilemmas that might be included in such a workshop: [carl.myers@wku.edu](mailto:carl.myers@wku.edu)

For those of you without the NCSP, you might be interested in knowing that Bohman et al. (2007) have noted that the NCSP is currently accepted as a vehicle for obtaining or renewing licensure in 29 states and that more pay for school psychologists holding the NCSP is provided in four states and many school districts. The cost for obtaining the NCSP has been reduced for 1<sup>st</sup> year school psychologists and is greatly reduced for members of NASP. For more information, check out the NASP website: <http://www.nasponline.org/certification/index.aspx>

Bohman, J., Armistead, L., Hunley, S., & Pluymert, K. (2007). National school psychology board update. *Communique*, 36(2), 33.

### KAPS LISTSERV

**Connect with the association and your fellow KY School Psychologists by joining the KAPS Listserv! Please visit the KAPS website for more details.**

## LEGISLATIVE NEWS AND NOTES

CONNIE ADAMS  
GOVERNMENT AND PROFESSIONAL  
RELATIONS COMMITTEE CHAIR

I hope that you are enjoying our beautiful KY fall days and are not too stressed out by the upcoming December 1 child count deadline.

I also hope you all made time to send a message to APA urging reinstatement of the school psychology exemption language in the APA proposed Model Licensure Act. Taking action on a variety of legislative issues couldn't be easier when you go to the NASP Action Advocacy Center. On the state level, KAPS will continue to support the Anti-Bullying Alliance, and collaborate with KASA to advocate for common interests. We also rely on all of you to help monitor the national, state and local levels of government.

### Food for thought:

Please consider joining KASA to insure that we can continue our affiliate status. Please visit the KAPS Website-Legislative Section, a great resource thanks to Matt Buckman.

Awareness of childhood obesity is growing. In September, the subcommittee on Families and Children heard a message from Tonya Chang, KY Director for Advocacy for the American Heart Association, that time spent in physical education is an important part of education. This is an especially important message since KY ranks first in the nation in the number of high schools student who are overweight.

A recent split decision in the Supreme Court has regulated in the requirement that New York City Schools to reimburse a parent for private special education for his son. The split decision means that the lower court decision stands in favor of the parent, requiring the public school to pay for private school tuition even when the public school had no opportunity to educate the student. The number of special education students in the nation placed in private schools at public expense is slowly rising, but still remains small. Future cases related to this question coming before the court will be very important to school districts across the nation.

Are you close to retirement? Retirees are not guaranteed health insurance benefits. Watch the 2008 legislature for legislation to fund continued health insurance, and for other potentially damaging changes in the retirement system.

Let your opinions be known to the powers that be.

## KAPS MEMBERS ACTIVE IN ADVOCACY

MATT BUCKMAN

NASP and KAPS have forwarded many calls for action to visit the NASP Advocacy Action Center and forward a message to your congressmen. This is a very easy program that creates a message for you pertaining to the current legislative issue and allows you to add a personal note that can all be sent with just one click. This action is called the One-Minute Solution because of the convenience and little time required to actively influence our legislators.

Congratulations Kentucky! The most recent statistics issued by the NASP Advocacy Action Center suggests Kentucky was fifth in the nation in 2006 for the percentage of members sending letters through the One-Minute Solution. This statistic is created by considering the number of senders and the number of NASP members in the state. Therefore, congratulations Kentucky School Psychologists for making a difference in promoting our national legislation that helps Kentucky's students.

The NASP Advocacy Action Center and other great links can be found at the KAPS Legislative News webpage at [www.kapsonline.org/LegislativeNews.html](http://www.kapsonline.org/LegislativeNews.html).

## NASP DELEGATE MESSAGE

MARTY DUNHAM  
NASP DELEGATE

Hello from your NASP Delegate,

I hope you enjoyed your fall break and were able to find time to rejuvenate your school psychology soul (just in time for the December 1 Child Count rush). As always, I thoroughly enjoyed the KAPS conference—I attended several great presentations, met more school psychologists around the State, and participated in a well organized executive council meeting. It was thrilling to see the energy and enthusiasm in the KAPS membership. I believe that one can judge the health of any organization by looking at the enthusiasm of its members—like NASP, KAPS is strong and vibrant. Just as thrilling during KAPS was the opportunity to enjoy the Karaoke stylings of Misty Lay and Roy Mays for three straight hours. I'm surprised either could speak the next day.



Currently there are over 270 NASP members in Kentucky, although this grows throughout the year. My goal for 2007/2008 is 291. I plan on contacting non-renewers over the next few months. The more members we have the stronger our voice in influencing legislation at the state and federal levels. The 40th annual NASP convention in New Orleans is fast approaching (February 6 – 9). If you haven't already done so, make your reservations at either the Marriott or the Sheraton. Both hotels are on Canal Street. Keep in mind that Fat Tuesday is February 5, the day before the official start of the convention. Plan on arriving earlier than Tuesday or on negotiating parades and a throng of party goers if you arrive on Tuesday. I know several school psychologists from Kentucky and Illinois who are taking the train down (a 12 hour ride for about \$200). You should have received by now the convention program and registration materials. Register before November 14 and enter to win one of 8 prizes. This convention should be as strong as ever. A review of the available workshops revealed a range of training opportunities, including resilience (this year's theme), RTI, cognitive and behavioral interventions, and cognitive processing. Refer to [NASPonline.org](http://NASPonline.org) for more information regarding the convention.

Other important news. The American Psychological Association's Model Licensure Act (MLA) public commentary period ended October 31. Hopefully, many of you had an opportunity to respond to this controversial proposal. If you're not aware of this issue, I encourage you to go to the NASP website and learn more about it. Essentially, APA is debating whether or not to remove the exemption in their own bylaws permitting non-doctoral level school psychologists to retain the word "psychology" in their title. As it is now, *with the exception of school psychologists*, only doctoral level psychologists can call themselves "psychologists." Under the proposed language, non-doctoral school psychologists would be referred to as "school psychology practitioners." This proposal, if it passes, may influence the practice and/or title of school psychologists in those states where school psychologists are credentialed, directly or indirectly, via psychology licensure boards. Fortunately, in Kentucky the MLA will likely have little impact upon our roles, title, or services.

By the time this newsletter reaches you, Misty Lay, Kristin Kyriacou, Diane Herrick, and I will have attended and participated in NASP's annual Southeast Regional Leadership meeting in New Orleans. This two day meeting is typically crammed full of fantastic meetings and presentations designed to build leadership skills in state and national officers. Lastly, I encourage you to review the list of continuing professional development modules on the NASP website. There are over a dozen NASP approved modules at this time, including school discipline, suicide prevention, working with interpreters, and interventions for self-mutilation and elective mutism.

I hope that you enjoy the remainder of this fall semester and that you have a chance to go to New Orleans in February. Keep in mind that as your delegate I am available through email or phone and encourage you to contact me if you have any questions or concerns.

Sincerely,

Marty Dunham  
NASP Delegate

## BEST PRACTICE AWARDS FOR 2007

At the KAPS 2007 Conference in Lexington, the KAPS Executive Council recognized several Kentucky School Psychologists for their work on behalf of Kentucky's students. The awards were as follows:

### Best Practice Award for Consultation – Steven Perry, Jefferson County

Steve has focused his consultation efforts on enhancing student's transition to and from a residential psychiatric facility. He has had to work with social workers, therapists, parents, and school district personnel in order to ensure a smooth transition to the student's local school or other facility. The goal of the consultation is to lower the amount of recidivism in hospitalizations.

### Best Practice Award for Counseling – Kristin DeMichele, Jefferson County

Kristin utilized a six week anti-bullying program to increase social and emotional skills for violence prevention. After the program, students increased their knowledge about bullying and prevention 15 percent. Anecdotally, the teacher of the class reported to the school psychologists that the students were implementing the skills taught in the program in a variety of settings.

### Best Practice Award for Assessment – Mary Margaret McNemar, Madison County

Mary Margaret proposed an RTI model for her county after attending several presentations on the topic. She incorporated several existing program into the framework of RTI. In addition, she trained her student assistance teams in RTI and in DIBELS techniques. She then screened the kindergarten classes in her school using DIBELS and set up tier 2 interventions which she implemented with the help of another school psychologist. Mary Margaret collected data throughout the intervention process and was able to discern patterns in the kindergartners reading skills that could impact future interventions.

### Best Practice Award for Program Evaluation – Claudia Schindler, Jefferson County

Claudia evaluated a program (Project Breakthrough) that is a solution-oriented method of coordinating all resources available to a school to maximize student achievement. All students in the building are eligible to receive services according to need rather than a label. In addition, all regular education teachers are given support to meet their students' academic or behavioral needs. This is made possible by the use of ongoing curriculum-based assessment to guide instruction, ongoing collaboration, and the enhanced utilization of all available support personnel. Claudia has compiled the results of the program and provided feedback for the past three years. This dedication to Project Breakthrough has led to the program being adopted at another school.

## REGIONAL AWARDS FOR 2007

### Regional Awards:

- 1 – Kristie Clark
- 2 – Skip Cleavinger
- 3 – Bill Hearn (William Hearn III)
- 4 – Heather Hill
- 5 – Lisa Jackson
- 6 – Jennifer Whitt
- 7/8 – Melinda Adkins

**DID YOU EVER WONDER WHERE THEY GET IT?** "One of my parents called and told me she cancelled the ARC for her son last week because of the weather – she didn't want to have to use an umbrella in it. We are still trying to make the leap of logic with her – but we just can't seem to get there." Submitted by Susan Goggin and Kandy Stroup

## Autism Consultation Team: A Collaborative Model for Effective Consultation

By Laura McGrail, Aleisha Garten, and Ranni Dillard

Students identified with an Autism Spectrum Disorder (ASD) present a number of challenges in educational settings as teachers and administrators strive to meet their complex social, academic, communication, and behavioral needs. A recent study conducted by the Center of Disease Control has increased the autism prevalence in the United States to an average of one child in every one-hundred fifty children. With the number of children and youth receiving ASD diagnoses occurring at such an alarming rate, school districts are searching for effective ways to connect teachers to the most current and proven intervention techniques for autistic students.

To better address these needs, Henderson County Schools sought to utilize consultation services. Consultation is an indirect method of service delivery which attempts to address two goals: a) to provide methods for changing a child's behavioral, academic or social problem and b) to improve a consultee's skills so he or she can prevent or respond effectively to future problems or similar problems in other children (Kratochwill, Elliott, and Carrington Rotto, 1995).

As stated by Zins and Erchul (1995): "Consultation has become one of the primary job functions of many school psychologists. This trend in practice is supported by a mounting body of empirical evidence demonstrating the efficacy of consultative services." In addition, teachers and administrators view consultation as an essential aspect of school psychological services (Curtis and Zins, 1981). However, many practitioners indicate they are limited in their ability to actually implement consultation due to time constraints and lack of consultee commitment (Gresham and Kendell, 1987).

To minimize the time constraint issue, share the responsibility, and draw upon the collective expertise of multiple professionals, Henderson County Schools has established the Henderson County Autism Consultation Team (HCACT). The HCACT, established in 2004, consists of three team members representing the disciplines of school psychology, speech/language pathology, and special education. A 20-year veteran school psychologist serves as the contact person for the project. Her team members include a former speech/language pathologist currently employed as a special education consultant and a retired special education teacher with 33 years experience who taught a special class following the TEACCH Structured Teaching model for six years prior to her retirement. The advantages these three individuals bring to their consultant roles include a strong interest in autism, many years of personal and professional development training in the field of autism, a combined experience of working with 200 plus children with autism, and the benefit of flexible schedules. The school psychologist and speech/language pathologist are full-time district employees, while the special educator is engaged on a part-time contractual basis by the district.

Principals or teachers throughout the school district can request services from the HCACT at any time during the school year for students who have previously been identified with an Autism Spectrum Disorder. The referring staff member completes a request form and submits the form and the student's current daily schedule to the HCACT chairperson. The request form includes information concerning the student's current academic, social, and communication functioning levels, current special education and related services, and referral concerns. Upon receiving a request, the chair notifies her team members and each team member completes two behavior observations of the targeted student within the next two weeks. Ideally, the student will thus be observed across multiple school settings and at different times on different days. Team members also interview the student's instructional and support services team and parents/guardians.

Once observations and interviews are complete, the HCACT convenes to review the collected observational and interview data. Each team member brings a written summary of her observations to the meeting. The team members also review the student's educational records, including his/her current Individualized Education Program (IEP), Behavior Intervention Plan (BIP), Individual Health Plan (IHP) and/or Section 504 Accommodation Plan (as appropriate) and his/her Multidisciplinary Team Assessment report(s).

HCACT members then discuss the information reviewed and brainstorm intervention ideas. The collaboration between a school psychologist, speech/language pathologist, and special educator allows the team to develop intervention strategies that address multiple domains of functioning. If needed, the team reviews autism resource materials that have been compiled as a lending library collection of approximately forty books and videos for additional strategies and note which resource materials should be shared with the student's instructional team. If team members determine that specific support materials need to be developed for the student, such as behavior charts, visual supports, or social stories, then the responsibility for creating those materials are divided among the team.

One team member is then chosen to be the "lead" for the consultation case and accepts the responsibility of compiling the observations and intervention recommendations into a single consultation report. The team will typically provide 15-20 specific intervention recommendations per case. These recommendations will address the referral concerns, which are generally behavioral in nature, but may also include recommendations for changes in IEP goals/benchmarks, specially designed instruction strategies, communication and language development, related services, and home- or community-based strategies. The lead team member is also responsible for compiling copies of resource infor-



mation and gathering resource materials and for scheduling a consultation conference.

The consultation conference is held with the parent(s)/guardian(s) and all members of the student's instructional team, including regular educators, special educators, school administration, and related service personnel, in attendance. All three HCACT members attend the conference to individually share their observations. The lead team member will then review the specific intervention recommendations and share the resource materials and support materials that the team has gathered. The full committee will then develop a specific plan for implementing the strategies that have been recommended.

The Henderson County Autism Consultation Team has also created a systematic method to conduct follow-up activities to assess the effectiveness of their consultation services. Four to six weeks following the consultation conference, the lead team member sends a follow-up questionnaire to the student's regular education teacher, special education teacher, and parent/guardian. If results indicate a need for the team to reconvene and review the recommended strategies for possible revision, the lead team member initiates that process with the student's instructional team.

During the past two school years, the HCACT has conducted thirteen autism consultations. Results of the follow-up surveys have been overwhelmingly positive and only one case has been reconvened for review and revision. One special education teacher expressed her gratitude for the consultation service in these words:

"Just wanted (the team) to know that your report has been very helpful and full of good suggestions! Things are better for my student and I used many of your suggestions in developing his Individualized Education Program (IEP). Just want to let you know that your expertise is appreciated and it's good to know we have help and support when we need it. Thanks again!"

The Autism Consultation Team offers two additional services. The resource materials they have compiled also serves as an Autism Resource Library for the district. All materials are housed in the office of the team's school psychologist. Any district staff member can request to borrow any library item at any time and the school psychologist maintains a check-out system to track resource materials. The list of materials, as well as the HCACT Request for Services form, is located on the district website for universal access.

Team members also provide training services throughout the district, community, and western Kentucky region. HCACT members have conducted workshops for elementary and secondary schools, district speech therapists, district counselors, district program assistants, and for parent meetings and the annual conference of the Western Kentucky Chapter of the Autism Society of America. Team members also identify training needs for individual instructional teams when conducting consultation services and provide training in specific recommended intervention strategies, when needed.

This team model has proven effective in meeting the needs for delivering consultation services for autistic students in a mid-size school district (approximately 6500 students) that currently serves fifty students with Autism Spectrum Disorders. We feel the model is effective for the following reasons: 1) The size of the team is large enough to utilize the expertise of multiple professional disciplines yet small enough to be manageable, 2) the team members, while engaged in other professional activities, yet have schedules which are flexible enough to allow them to respond quickly to consultation team requests, 3) each team member brings a wealth of professional experience in interacting with students with autism and a personal interest and enthusiasm for autistic individuals to the team, 4) the leadership of the team is a shared, rotating responsibility, and 5) the district supports the team by allowing the team members to have flexible schedules, purchasing Resource Library materials, and funding professional development activities for team members.

In addition, the members of the ACT benefit from opportunities to participate in a collaborative process with colleagues from whom they can learn and develop enhanced skills. We highly recommend the team model for effective school-based collaboration.

#### References:

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# KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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

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<http://kapsonline.org>

## NEWSLETTER SUBMISSION GUIDELINES MARY MARGARET MCNEMAR EDITOR

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

**DEADLINE FOR SUBMISSIONS FOR THE NEXT NEWSLETTER  
IS January 25, 2008. The Winter Newsletter will go to print  
on February 1, 2008.**