



The KAPS Review

Kentucky Association for Psychology in the Schools

President's Message

Dan Florell

KAPS has been quite active since the last newsletter. We have organized a spring training for KAPS members, joined a coalition to sponsor anti-bullying legislation, digitized the KAPS logo, and started preparing a report from the KAPS survey collected at the fall conference.

The KAPS Spring Training is just around the corner. We will be having it in Richmond on March 17th. The topic will complement our main speaker from the fall conference and address the behavioral side of RTI. Mike Booher will present The Missing Link: One Model for Connecting a Continuum of Behavioral Interventions to RTI in a day long training. Mr. Booher has worked extensively in the public schools and developed several positive behavior support programs. As with past spring trainings, KAPS will be offering this training as a membership benefit and not charge KAPS members. However, we still need members to send in their registration. Further information regarding the spring training can be found at the KAPS homepage: <http://www.psychology.eku.edu/KAPS/>.

The Kentucky legislative session is in full swing and KAPS has been involved in one piece of legislation that is garnering quite a bit of attention. In November, KAPS joined the Anti-Bullying Coalition along with several other Kentucky associations. House Bill 270 is the anti-bullying bill that the Coalition is championing. It is working its way through the legislature and has received bipartisan support. If it passes, Kentucky will be added to the 17 states that have similar legislation.

One project that I have initiated in my term as President is to get a firm idea of the state of school psychology in Kentucky. Towards that end, we administered a survey at the fall conference to gather information regarding annual salaries, degree recognition, anticipated retirements, and distribution of workload. Using the surveys and information from NASP, we are currently constructing a report that will incorporate this information, commonly asked questions, and the history of school psychology in Kentucky. I hope for this resource to be useful to our membership and to those looking to move to Kentucky and practice as school psychologists. If you have any suggestions on what you would like to see in this report, please e-mail dan.florell@eku.edu.

The final bit of news is that KAPS is currently updating the association's logo and redesigning the home page on the website. The digitalization process was a necessary one due to the fact that we have had to rely on hard copy versions of the logo. Now we have several different electronic versions of the logo. These include variations in size and color including a black and white version. With these logos, we will have a lot more flexibility presenting KAPS in our various publications and promotional materials. The Webmaster article in this newsletter will describe the anticipated changes for the website. That's all the current news. I hope to see all of you at the spring training!

Dan

The KAPS Review

Feb. 28,
2006

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President-Elect Report

Mary Twohig

As president-elect of KAPS, my primary responsibility during the current year will be to plan for the next fall conference. Dan did a wonderful job with this year's conference, lots of very informative and helpful sessions. Luckily, he was willing to share his expertise and tips so hopefully we can build on his success. With all the changes anticipated within the next year (new regulations, LD eligibility, RTI, etc.), there should be many topics to choose from for the conference.

The conference committee has been working on securing a site for the 2006 KAPS conference. Although still working on the details, we wanted you to be able to mark your calendars to save the date, October 11-13, 2006. The conference will be held in downtown Louisville at the Galt House Hotel. The Galt House has been newly renovated with new meeting space, new amenities, and refurbished rooms. It sits on the riverfront within walking distance of 4th Street Live, Actor's Theatre, Kentucky Center for the Arts, and Waterfront Park. A trolley stops at its doors with access to many downtown restaurants, museums, and art galleries.

The conference committee will be reviewing the surveys completed at the last conference for your feedback to help us in our planning. Please contact me if you have any suggestions for speakers and/or topics or would like to be involved in conference planning. We promise to work hard to give you a great conference! Look for more details in future newsletters.

Ethics – Can I borrow your manual?

Carl Myers, NCSP

A college student in an early childhood program asks you for the *KABC-II* manual. A graduate student in a counseling education program wants to look at the *WJ-III Tests of Achievement* and the *BASC-2*. Both students claim the requests are part of a course assignment. What do you do? Is it ethical (or legal) to share such materials? This is an issue faced by at least one school psychologist in our state.

It seems clear that the test publishers themselves would object to allowing students not in a graduate level psychology program to examine such test materials. For example, Harcourt's website (<http://harcourtassessment.com/haiweb/Cultures/en-US/Footer/Legal+Policies.htm>) considers its tests to be "trade secrets." Selected quotes from Harcourt's website clarifies their position: "They are sold only to qualified individuals who are bound by the ethical standards of their profession to protect the integrity of the materials by maintaining the confidentiality of the questions and answers. The original dissemination of these test materials is carefully restricted to individuals with a professional background in psychology... Under the *Standards for Educational and Psychological Testing* (American Psychological Association), psychologists have an ethical duty to protect the integrity of secure tests by maintaining the confidentiality of the questions and answers to the tests and by releasing such tests only to professionals who have the same duty."

Our NASP *Principles for Professional Ethics* also addresses this issue in Section IV.E.1: "School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine the use of the device. School psychologists are responsible for the security requirements specific to each instrument used." It seems clear that "psychological" tests such as IQ tests or behavior rating scales should not be shared with anyone other than professionals in the field of psychology. A little more flexibility is allowable for achievement tests or other instruments that can be administered by non-psychologists, but even those instruments should only be shared with persons with appropriate professional background and training. Thus, in the original scenario, the school psychologist should not release test manuals and protocols to inquiring minds. In response to such a request, a school psychologist might also consider contacting the instructor of the course to communicate the inappropriateness of such an assignment.



“Scientifically Based”: What Does it *Really* Mean?

Carl Myers and Wendy Stephens
Western Kentucky University

If you have been a school psychologist for a number of years, you might remember how the term “functional behavioral assessment” was used just *once* in the Individuals with Disabilities Education Act of 1997 (IDEA-97) and what an impact that had on our profession. Did you know that IDEA-04 uses the term “scientifically based research” at least 14 times? It also puts the term, “scientifically based” in front of other phrases (e.g., instructional practices, early reading programs, related services) another 11 times. Plus, similar terms (i.e., peer-reviewed research, scientifically valid research, research-based interventions) are used throughout the act as well. What impact will all of this have on general education, special education, and school psychology?

It is clear that Congress intended for educators to use educational strategies and interventions that are supported by research. But what does the term scientifically based research actually mean? You may be surprised to find out that the term is not defined in IDEA-04. However, the term is defined in the No Child Left Behind Act of 2001 and that definition is as follows:

- A. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- B. Includes research that -
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-conditions or across-condition controls;
 - (v) ensures experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.

The requirement of “scientifically based” may not be as daunting as it sounds. If you read the definition of scientifically based research carefully, it is actually quite broad. Basically, if there is any research support at all (e.g., adequately designed study, publication in a peer-reviewed journal), it could be considered scientifically *based*. For more information on scientifically based educational practices and where to find evidence-based interventions, one source of information by the U.S. Department of Education (2003) can be found at: <http://www.ed.gov/rschstat/research/pubs/rigorous/vid/index.html>

School psychologists need to know whether instructional practices and interventions are supported by research. This would include instructional practices in the general education classroom (e.g., early reading programs) as well as specific interventions (e.g., social skills group) conducted by special education related services personnel. With their background in research and statistics, school psychologists are in a good position to assist their schools in determining whether or not educational practices are scientifically based.

U.S. Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. Washington, DC: Author.



Warren County Schools Special Education Literacy Initiative 2005-06

Mary Ellen Simmons, Director of Special Education; Vickie Embry, Teacher Consultant & Christy W. Bryce, Special Ed. Literacy Consultant

INTRODUCTION: The No Child Left Behind (NCLB) Act is the educational reform act designed to ensure that all students are proficient by the 2013-14 school year. The NCLB Act holds schools accountable for all students, including subgroups (i.e., minorities, English Language Learners, students who qualify for free and reduced lunches, students with disabilities, etc.) In an effort to better support our students with special needs, Warren County Schools is proud to undertake this Special Education Literacy Initiative.

When young children demonstrate deficits in their reading skills, they are unlikely to catch up to their peers without systematic, targeted instruction in the specific skills that are key to reading success (Torgeson, 1998). In 2000, the National Reading Panel issued a report that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. Based on findings from the National Reading Panel, five key areas of reading instruction have been identified: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Information from the National Reading Panel and other core research has been utilized in Warren County Schools' decision making process and ongoing evaluation of our Literacy Initiative.

(Continued on page 12)

Legislative News and Connie's Challenge to Contact Your Legislators

Connie Adams

State News/Bills of Interest:

HB 270, the anti bullying bill, is under consideration by the Senate. KAPS is part of the Anti-bullying Alliance supporting this bill. **Contact your senator!**

SB 130, requiring all 11th graders to take the ACT. is headed for the House.

HB 197 establishing a pilot program of end-of-course assessments in high school math passed out of committee.

KTRS is urging support of SB24 to insure that retired teachers and school employees have an inviolable contract with the state to receive access to affordable health care.

National News:

President Bush's FY07 Budget was released on February 6th calling for more than \$3 billion in cuts from educational programs (no increase for Title I, increase in IDEA funding but decrease in federal share, elimination of 42 programs including School Leadership, Elementary & Secondary School Counseling, Safe and Drug Free School state grants, Arts Education, Star Schools and many others, as well as the creation of a new voucher program, America's Opportunity Scholarship for Kids (\$100 million). These competitive grants could be used for Supplemental Education Services and private school tuition. **Contact your representatives in Washington.**

HR 3145 and S 2185 mandate full-funding for IDEA. NASP urges you to participate in the "**1 Minute Solution**" by sending a letter to your member(s) of congress through the NASP Advocacy Action Center or by calling the Capitol Switchboard at 202 224-3121.

Visit the NASP Advocacy Center at <http://www.nasponline.org/advocacy/index.html> in your spare time to be informed and take timely action on national issues.

To find your state legislators, go to <http://www.lrc.ky.gov/whoswho/whoswho.htm>.



Webmaster Notes

Dan Florell

The work on the KAPS website continues. I did a complete overhaul of the site after the fall convention. The overhauled site now has a more uniform look, is more compact, and easier to negotiate. As a continuing part of the overhaul, I have been working with an outside consultant in the redesign of our home page. I plan to include our digitized logo on the front page and to add more outside site links and information on upcoming conferences. Currently KAPS spring training materials is available from the homepage at <http://www.psychology.eku.edu/KAPS/>.

The website continues to evolve. We will be posting the [State of School Psychology in Kentucky – 2005](#) as soon as it is released. I also have plans to explore the possibility of adding a members-only section to the website. In addition, the work on the historical archives will accelerate thanks to my department's purchase of a speedier scanner. As always, I welcome everyone's feedback (dan.florell@eku.edu) regarding the site.

As always, if you are interested in receiving the EKU-SPEN e-newsletter, just send an e-mail to: dan.florell@eku.edu that says *SUBSCRIBE*

“Word of the Week”

Intervention in Practice

James Feger

Laurel County Schools

Since early in the school year, I have written a daily announcement called, “Word of the Week” I spent several months going through the ‘At Risk’ CATS Vocabulary list, (i.e. From Training: “12 Words That Trip Up the ‘At-Risk’ Student on Standardized Tests.”) We reviewed a word each week, giving multiple explanations of the word and examples of how the word may be used on the CATS assessment. I took my examples from released CATS items. At the end of the week, we offer a prize to one student in each class who can tell what the word means, or give an example, etc. Prizes were bought with my leftover instructional money. After going through the 12 Word list, we prioritized Content vocabulary and are currently reviewing critical terms and concepts. The Title I teacher reads the announcements each morning shortly after the bell rings. (I'm itinerant) Anecdotally, teachers report the students appear interested and even participate in making the morning announcements. We hope that the announcements will help students become familiar not only with critical content vocabulary, but also with what the assessment requires when the students are asked to explain, discuss, compare, contrast, predict, etc..) For more information, contact James at

James.Feger@Laurel.kyschools.us

Loan Forgiveness!?

Stacy McCune

Are you interested in loan forgiveness while working as a school psychologist in the state of Kentucky? If so, KAPS has agreed to create a task force to address the issue. We need willing participants to join the task force and assist us in developing an action plan. If you are interested in joining the task force, contact Stacie McCune at stacie.mccune@hardin.kyschools.us.



NASP Children's Fund Mental Health Start-up Grant Awarded

Bryony Rowe, School Psychologist in the Madison County Schools, was awarded a \$500.00 Children's Fund Mental Health Startup Grant to implement the Bully Proofing program at Mayfield Elementary.

Mayfield Elementary has a current student population of 329 students, with 94% free and reduced lunch. They are currently in Tier III regarding NCLB, but have made notable gains in the last school year. Thirty-five percent of the school population receives special education services. In achieving academic goals, the staff recognizes that addressing mental health needs is a very important component for success. If students do not feel safe or personally valued, or are not given support for emotional stability in their school environment, they will not learn what they need for success in life.

Over the past two years, the Madison County school district threat assessment team has collected information showing a growing number of bullying incidents, specifically at the 4th grade level. Unfortunately, Mayfield Elementary, has also seen growth in bullying behavior among students. As a result, the principal, guidance counselor, classroom teachers, school psychologist are dedicated to pursuing means of providing bullying prevention and intervention programming to Mayfield students.

A program proposed to have promising effects (source: Blueprints for Violence Prevention – Colorado Center for the Study and Prevention of Violence and the OJJDP) and also deemed cost-effective in implementation is *Bully Proofing Your School*, published by Sopris West. As directly stated by www.hamfish.org, *Bully-Proofing Your School* asserts the following principles:

- (1) "It is the responsibility of adults to ensure that school is a safe environment in which children can learn."
- (2) "Bullying is not synonymous with violence."
- (3) "The bully-proofing program will be most successful if implemented comprehensively."
- (4) "Punitive programs are only successful with bullying behavior to a point."
- (5) "Bullies, when confronted with a unified group of adults and peers within a school, are defused."
- (6) "There are many means to any end."

The total cost to provide Mayfield Elementary school administrators, teachers, and students the necessary materials to implement this program is \$1525.00. The NASP Children's Fund Mental Health Startup Grant will fund approximately one-third of these costs. Mrs. Rowe hopes to receive the remaining funds from the Madison County School Board who typically supports prevention initiatives of this kind.

NASP 2006 Conference



March 28 - April 1, 2006
Hilton Anaheim and Anaheim
Marriott Hotels
Anaheim, California

For more information, visit:

<http://nasponline.org/conventions/2006registration.html>



2006 KAPS BEST PRACTICE AWARD NOMINATIONS

It's time to nominate yourself or a colleague for commendable service to children and schools! Awards are given in several categories of service; please indicate the category for which the person is being nominated. The nominee must be a current KAPS member. Make additional copies as needed.

Mail this form or email this information by May 5th to:

Michelle Gadberry michelle.gadberry@jessamine.kyschools.us
401 Redding Road, Unit 4
Lexington, KY 40517

Name of KAPS member: _____

Address: _____

School District: _____

Email address: _____

- Nomination Category: _____ Assessment
 _____ Consultation
 _____ Organizational Development
 _____ Counseling
 _____ Program Evaluation/Research

Reason for Nomination:

KAPS REGIONAL BEST PRACTICES AWARD

Each KAPS region also selects a "general" best practices award for a KAPS member that represents school psychology well, for any particular reason or for a number of reasons. Please send your regional award nomination (and nominee's contact information and reason for the nomination) to your appropriate regional representative. (Check the back of the KAPS Membership Directory to determine your region.)

- Region 1: Mandy Byrd mbyrd@christian.k12.ky.us
- Region 2: Sheila Hardcastle SHard@Meade.k12.ky.us
- Region 3: Penny Mills-Shotwell pshotwe2@jefferson.k12.ky.us
- Region 4: Kelly Houk khouk@oldham.k12.ky.us
- Region 5: Sawsan Jreisat sjreisat@fayette.k12.ky.us
- Region 6: Kevin Morris kmorris@mccreary.k12.ky.us
- Region 7/8: Ken Epperson kepperso@floyd.k12.ky.us

Heads Up Kentucky Project

Terri Kendall

Jefferson County Schools

If anyone has ever seen the heads in Louisville's Waterfront Park, you have seen evidence of the Heads Up Kentucky Project. This is a wonderful project where art meets psychology. Heads Up, which was the idea of Kentucky Psychological Association Executive Director Nancy Gordon Moore, was a way to promote psychology, raise funds for the organization, and educate the public about important health matters. These very large heads, which each capture a psychological theme, have been placed in various locations in the city of Louisville.

A goal of the Heads Up Project was public awareness of psychology and health, and the idea to bring the project to Jefferson County Public Schools was then launched. Marlena Woodmansee, Psy.D. was the main organizer with the pilot project in the schools.

One of the heads, Spuddy, which resembles Mr. Potato Head, was placed in the lobby at one of the elementary schools, Indian Trail. This was where the pilot project was to begin. Spuddy created much excitement as well as questions as to why it was there. There were to be five lessons on Stress, Exercise, Resiliency, Sleep, and Self-Esteem delivered to 2nd and 3rd grade classes, which total seven. The lessons were created by Jayne Miller, who is a retired elementary school teacher, and were to align with the JCPS curriculum guidelines. Pre-test and post-test measures were taken as well in order to determine if the program was helping the children learn about these important topics and thus the program was useful. After the lessons were delivered, David Schuster, the artist who designed the Head prototype, was to come to Indian Trail and help the students design their own Head. Following that, parents would be invited to a chili supper sponsored by the Parent-Teacher Organization to see the art their children created and listen to a psychologist speak on one of the topics.

Just per chance, Spuddy happened to be at my school. After attending a planning meeting on Heads Up, I volunteered (along with Dr. Woodmansee and Kate LaJoie, Psy.D.) to deliver the lessons to the children. I have delivered 28 lessons out of 35 so far within the past two months. Although all the lessons involved chart paper, books, and tests, I tried to add something different to the lessons to help the students learn the material. For example, one time we divided the classes in teams to do a sort of game show, and another time we did yoga poses.

I can honestly say this has been a challenging but rewarding experience. In graduate school we all learn how important primary prevention is, but when do we ever get to actually do that in our jobs? By the time a problem reaches us, it is well into the tertiary prevention stage. This was finally a chance to be part of a primary prevention task that was so different and exciting.

Not only was this was a great experience for me in terms of leading an entire class, but the teachers and students seemed to get something out of these lessons. The children seemed so excited whenever I entered the room and were eager to answer questions and share things about themselves. Students who I never would have had contact with prior to Heads Up began greeting me in the hallways and asking when I was coming back to their class. All the pre and post measures showed that the children were learning the material. Plus when I queried them about past lessons, the students were able to remember important answers. In addition, the teachers indicated learning from the lessons, and the guidance counselor used some of the lessons in her guidance classes with 4th and 5th graders. A real bonus to bringing the Heads Up Kentucky Project to the schools was a way to show children psychologists are another person available to them.

The plan in the future is to get more schools on board with the Heads Up Kentucky Project. Soon all the glitches will be fixed, and the project will be more fine-tuned. Dr. Woodmansee is currently creating a Heads Up Toolkit containing the materials necessary for the lessons. Then more schools will hopefully request a psychologist to come deliver these lessons in their elementary schools. Psychologists will get a chance to do something other than assessment and children and teachers will benefit from becoming more aware of important issues related to psychology and health.



UNDERSTANDING GIRLS WITH ADHD

Julia Taylor for the [American School Counselor Association](#)

for [GuidanceChannel.com](#)

When teachers hear the term ADHD, they usually envision hyperactive, out of control boys that climb the walls, don't listen, and refuse to work. For years, ADHD has been seen as a primarily male-dominant disorder, but this is not the case. Patricia Quinn, author of *Understanding Girls with ADHD*, believes that just as many girls are affected with the disorder as boys. Researchers believe that girls with ADHD may be under-diagnosed because they are not hyperactive, but inattentive. Girls are more able to be academically successful, especially during the elementary years, and do not start displaying symptoms until the middle and high school years when school is more demanding. To overcomplicate this matter, parents may confuse these "sudden" symptoms with normal teenage angst and blame puberty. If left undiagnosed, it can lead to overwhelming problems in later school years and spill into adulthood.

Girls with ADHD often cannot follow directions, have trouble listening, are easily distracted, anxious, disorganized or overorganized, controlling, and overwhelmed by the demands of everyday life. For these girls, it is not about having a messy backpack or locker, it is about the frenzied mind that makes it extremely difficult to know where to begin cleaning it out – and what to do when they cannot complete the task. When a teacher is talking, they are often daydreaming or talking to their friends. They just cannot stay on task. Sometimes girls are so embarrassed by this they hide it and withdraw completely, living quietly inside of their own head. Quinn describes four different personalities of girls with ADHD:

The Shy, Dreamy Child

Girls with ADHD are generally more inattentive and "spacey" than hyperactive and impulsive. These girls are easily overwhelmed by things like too much noise or activity or demands made upon them to be on time or following exact directions. Instead of acting out when overstimulated, like boys tend to do, girls may respond by social isolation. They may play by themselves or may be seen as a loner, often daydreaming. "Just because a child is dreamy or shy, however, doesn't mean she's got ADHD," says Quinn. "The difference for girls with ADHD is that their shyness or dreaminess is a response to a stressful situation and it interferes with their functioning." Unfortunately, because girls with this type of ADHD don't have obvious behavior problems, their condition often goes unnoticed; they are often simply labeled "spacey."

The Chatty Cathy

Girls with this form of ADHD will rapidly talk about anything and everything, all the time. Often termed "social butterflies" and seen as outgoing, this behavior usually causes them problems in getting along with others. They can be an annoyance to teachers and students not in their social circle. This girl may be the "Queen Bee" of the class and always demand to be the center of attention. As a result, a girl with hypersocial ADHD may find it hard to keep friends because of her inability to listen and stick with one train of thought. She may find it very hard to remain on task in class and often cannot keep up with assignments, but does great in areas that involve hands-on learning, leaving school professionals to believe that she just needs to "stay quiet."

The Tomboy

This type of ADHD seen in girls is the most easily diagnosed because it fits the traditional profile of a child with ADHD. These girls display signs of hyperactivity, impulsivity, and risk-taking behavior. Even at a very young age, they stand out, engaging in dangerous and unruly behavior, such as climbing and throwing things. They understand they are not behaving properly, but continue to engage in it, as controlled by a motor. When she is upset at friends or classmates, she may act out physically and/or irrationally. These girls display the symptoms at a very young age and may be misdiagnosed as bipolar and/or having oppositional defiant disorder.

The Moody Child

Like the "Tomboy," these girls may be misdiagnosed with bipolar and/or oppositional defiant disorder. They are difficult to satisfy and do not comply with requests by parents, teachers, and/or friends. Quinn gives this example: she may ask for a glass of orange juice, and then insist she'll drink it only out of her yellow cup; when the juice is poured into the requested cup, she insists she wants apple juice instead, and so on. All children can display periods of inflexibility, but a child with dysphoric ADHD remains inflexible and causes severe problems at home and school. This type is also noted in early childhood, as many girls have frequent temper tantrums and become easily upset and hard to calm down, even when the situation causing the tantrum is complied with.



Emails and Student Confidentiality

Question of the Week :

What are the guidelines for e-mails with respect to student confidentiality?

Answer:

Email is considered a part of a student's educational record under FERPA. The FERPA regulations at 34 C.F.R. 99.3 define 'record' as any information recorded in any way, including but not limited to handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. The 2004 Reauthorization specifically allows email to be used in sending confidential student information (notice of meetings) to parents.

The *Forum Guide to Protecting the Privacy of Student Information* from the National Center for Educational Statistics has addressed this issue in ways that I believe are helpful to LEAs. The Guide discusses security of records in general and deals with management responsibilities in ensuring security of educational records. There is also a section entitled "Ensure the security of data in electronic transmission." [You can find and download the *Forum Guide* by going to Google, and typing in the name of the document. It is the first result listed.]

In essence, I believe that using email is a permissible means by which to send confidential student information to proper parties. However, an LEA must have procedures and protocols that guard against improper disclosure by both the sender and the receiver of the information. Some of the procedures in my opinion are common sense, i.e., school staff should log off their computers when they leave their rooms or offices. (The electronic equivalent of locking the file cabinet.) There are other issues such as encryption that are beyond my expertise. (These issues are dealt with in another guide - published in April 2003 by the National Center for Educational Statistics - called, *Weaving the Secure Web Around Education: A Guide to Technology Standards and Security*. It is also available from the Internet.)

from E "Specially" DECS, a weekly email update from the Division of Exceptional Children Services to Directors of Special Education on current issues, information and events. February 16, 2006 - Volume 2, Number 7

The Positive Side of ADHD

Frequently, we as psychologists focus on the negative aspects of ADHD. Some of the negative traits can be re-framed as positive traits. This can be the key to motivating students to maximize their strengths, to help teachers see the student's strengths or positive attributes, and help everyone who works with these students view them in a more positive light.

Negative attribute.....changed to a positive attribute
distractible	High level of environmental awareness
Short attention span with periods of intense focus	Responds well when highly motivated
Poor planner, disorganized	Flexible, ready to change strategy quickly
Distorted sense of time	Tireless when motivated
impatient	Goal-oriented
Difficulty converting words into concepts	Visual concrete thinker
Has difficulty following instructions	independent
daydreamer	Imaginative/bored by mundane tasks
Acts without considering consequences	Willing to take risks
Lacking in social skills	Single-minded in pursuit of goals



From the Editor's Inbox

Mary Margaret McNemar

PACER Launches Exciting, New, First-of-a Kind Bullying Prevention Web Site: Children in second through sixth grades now have an entertaining, safe way to learn how to respond to bullying. PACER's new Kids Against Bullying Web site includes a cast of 12 animated characters, celebrity videos, kid videos, Webisodes, games, contests, stories, artwork, poems, information, and much more. The site is for all children. Children with disabilities are integrated throughout the Web site. Visit www.pacerkidsagainstabullying.org <<http://www.pacerkidsagainstabullying.org/>> and then let us know what you think. Please send comments to bullying411@pacer.org <<mailto:bullying411@pacer.org>>

For information on a variety of student health, mental health and learning difficulties, visit <http://kidshealth.org>. Information is available in a format for students, parents and teachers.

New Tables! Work has been completed on new LD tables for the UNIT Standard and Extended Battery. It is tabled with the WJIII, KTEA-II and WIAT-II. The SB5 is now also tabled with the WJIII, the WIATII, and the KTEA-II. They have been sent to KDE and should be posted any day. Thank you Kurt Metz, Jim Batts, et.al.!

Intervention Central introduces RTI_WIRE, the most comprehensive on-line directory of free, high-quality 'Response-to-Intervention' resources on the Internet. RTI_WIRE has links to tutorials and research articles on response to intervention, as well as to team problem-solving, research-based interventions, and other essential tools that schools will need for RTI. See: <http://www.jimwrightonline.com/php/rti/rti_wire.php>

The Registration Brochure for the 39th AAS Annual Conference "*Science and Practice in Suicidology: Promoting Collaboration, Integration and Understanding*" is now available online at: <http://www.suicidology.org/associations/1045/files/AASConfReg.pdf> The AAS Annual Conference begins on Friday, April 28th, with a day of pre-conference workshops. The conference continues with a combination of plenary and break-out sessions on Saturday and Sunday, and concludes Monday at noon. If you register for the entire AAS Conference, you can also participate in the Healing After Suicide Conference at no extra fee (excludes the Healing Conference Luncheon).

Tourette Syndrome and Associated Disorders in the Classroom March 17, 2006, 8:30 a.m. - 3:00 p.m.

A workshop for education professionals at the Caldwell County Board of Education, 612 West Washington Street, Princeton, KY 42445. Presented by Susan Conners, Education Specialist for the national Tourette Syndrome Association, Inc. Topics covered will include criteria for diagnosis of Tourette syndrome, disorders often associated with Tourette Syndrome, impact of these disorders in the classroom, classroom strategies and techniques and the need for positive behavioral accommodations. There is no charge for this workshop. Breakfast will be served. Lunch is on your own. Parents are encouraged to attend. Register online at <http://www.wkec.org/Trainings/tourettesyndrome.htm> or by calling 800-525-7746. Sponsored by West Kentucky Educational Cooperative and KY-SPIN.

The **Kentucky Center for Instructional Discipline** is conducting awareness trainings to districts at no charge to promote School-Wide Positive Behavior Interventions and Supports. For more information, visit <http://www.kycid.org/>. The PBIS webpage can be accessed at <http://www.pbis.org/schoolwide.htm>.

The **Center for Effective Collaboration and Practice** provides training materials for a variety of behavioral and mental health topics, including a comprehensive training for Functional Behavior Assessments. It is the mission of the CECP to support and promote a reoriented national preparedness to foster the development and the adjustment of children with or at risk of developing serious emotional disturbance. To achieve that goal, the Center is dedicated to a policy of collaboration at Federal, state, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices. Visit them on the web at <http://cecp.air.org/>.

Web site for the Kentucky statutes: <http://www.lrc.ky.gov/krs/titles.htm>



Warren County Schools Special Education Literacy Initiative

(continued from page 4)

PROGRAM SELECTION: Initially, a Special Education Reading Committee, including certified special education teachers and school psychologists, was assembled. This group reviewed the latest research on reading, received introductions into multiple programs, and decided upon research-based reading programs to adopt across the district for our special education classrooms.

The reading program selected for primary students is SRA's Reading Mastery. This highly effective program offers research-validated program design, proven instructional practices, and results measured and proven through scores of comparative studies. Reading Mastery aligns with recommendations specified in the NCLB Act. In addition, SRA's Language for Learning/Thinking/Writing programs will be used in conjunction with Reading Mastery to develop students' vocabulary, reasoning skills, and must-have concepts to maximize school achievement.

The Corrective Reading - Decoding program was selected for the upper elementary, middle, and high schools. This teacher-directed instructional program provides high-frequency practice and ongoing assessment of learning. Stories written for the program provide a gradual progression in skill development that discourages guessing, develops accurate decoding skills, and builds fluency. With improvement in our students' decoding skills, Corrective Reading – Comprehension, a direct instruction program specifically designed to target reading comprehension, will later be introduced.

ASSESSMENT METHOD AND SUPPORT: As part of this initiative, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) were selected as ongoing assessment measures. The DIBELS are a series of brief measurements that accurately predict reading outcomes so that educators can identify children at risk for reading failure, determine their instructional needs, and monitor their reading progress. These measures will be given at least three times a year in order to provide continuous feedback on student reading growth.

To further support this endeavor, a district Special Education Literacy Consultant was hired. This individual will provide ongoing monitoring and support to special education staff in an effort to enhance and sustain this initiative. In addition, the district will provide guidance through yearly trainings on effective reading assessment and instruction.

SUMMARY: As our schools continue to improve in their performance on the Commonwealth Accountability Testing System, we, as special educators and support staff, are challenged to “close the gaps” between our students with disabilities and their non-disabled peers. A sense of urgency exists as we must help ALL of our students become independent readers and productive members of society.

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

Kentucky Association for Psychology in the Schools

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Understanding Girls with ADHD, continued from page 9

Gifted Girls with ADHD

To further complicate matters, there is a high correlation between gifted girls and ADHD, but often times the giftedness is not recognized due to common myths surrounding ADHD. Some parents and educators assume that a child who can concentrate for a long time cannot have ADHD. This is incorrect. It's understandable that an observer might dismiss the possibility of ADHD, because from all appearances the child is so absorbed in a task that everything around her fades into oblivion. When interrupted or the routine is changed, this girl may become hostile and irritable. While this may be viewed as a sign of a creative mind, it could also be "hyperfocused ADHD," which is marked by over controlling, perfectionist, and inflexible behavior -- everything has to be "their way."

Educators need to know that ADHD is not characterized by a child's inability to pay attention, but marked by the inability to control their attention. A girl with ADHD has great difficulty paying attention to tasks that are not immediately rewarding and that require effort. Yet, as previously stated, many of these girls are masters at hiding the symptoms. ADHD may be less apparent in a gifted child than in one who struggles more obviously. It is more common to miss the symptoms of ADHD in gifted kids than to misdiagnose them with ADHD. Since many girls often overcompensate for their ADHD, they can go undiagnosed until it causes serious problems. Many times these problems arise in early adulthood -- appearing at work, in relationships, and as addictions.

A gifted child's over-reliance on her strengths unintentionally obscures her disability. While emphasizing strengths seems to be a positive step, it does not eliminate the reality of ADHD. It could lead to a worse scenario: she can doubt her abilities because of her struggle just to maintain them. If a child is allowed to acknowledge her condition, then she can be taught appropriate coping skills. If a girl's behavior causes her to be impaired academically, socially, or developmentally, she should be examined by an experienced medical professional. If her behavior is simply attributed to creativity or giftedness, her problem will linger until it is directly addressed.