



KAPS REVIEW

PRESIDENT'S MESSAGE

MISTY LAY

INSIDE THIS ISSUE:

<i>RTI Training Opportunities</i>	2	<p>Hello! Spring is in the air, and that means it's crunch time for school psychologists across the state. Soon, CATS testing will be over and we will be struggling to schedule our assessments and meetings around field trips, special programs, and field days. Plans are already underway for the 2008 KAPS Conference, which includes speakers on RTI, bullying, threat assessment, ethics, and evaluation measures, to name a few. As reported in previous issues of the <i>KAPS Review</i> and the <i>Communiqué</i>, NASP has revised their NCSP renewal procedures. Presently, the NCSP must be renewed every three years with 75 hours of continuing professional development (CPD) activities. Beginning in 2009, NASP is requiring completion of 3 hours of professional development in ethics or professional practices. NCSPs whose renewal will occur in January 2010 and beyond must obtain one-third (25) of their continuing professional development credits through a NASP- or APA-Approved Provider. I have completed and submitted the application for KAPS to become a NASP-Approved Provider. With this NASP endorsement, our conference and organization will continue to strengthen and be the vanguard of school psychology professional development in the state.</p> <p>Speaking of advocacy, I have been working with members of the Executive Council and other KAPS leaders to develop a strategic action plan for advocacy, arising from the furor of APA's Model Licensure Act. Our plan is to continue to promote school psychology and to maintain professional relationships with the Kentucky Psychological Association, the Kentucky Department of Education, the Kentucky Center for School Safety, and the Kentucky Association of School Administrators. A copy of the plan will be available on the website.</p> <p>I encourage everyone to advocate at the district level for school psychology. There are many ways to promote yourself and the field, including sharing (at board meetings, faculty meetings, and parent meetings) "What is a school psychologist" and the many roles and functions we might be able to fulfill, as a result of our training. With the tightening of the budgets statewide and the squeeze on district resources, it is imperative to educate district leadership on what we have to offer. I'd like to leave you with one last thing to ponder: Our organization is only as strong as our membership! Let me remind you that the annual elections are going on as we speak. I encourage anyone who wishes to participate in leading this wonderful organization to submit a nomination form. Leading this organization has been an incredible and worthwhile experience.</p> <p>Take it easy,</p> <p>Misty</p>
<i>Test Clarifications</i>	2	
<i>Fall Conference Update</i>	3	
<i>Ethically Speaking: First Steps</i>	3	
<i>RTI Files: Livingston Co.</i>	4	
<i>Membership News</i>	4	
<i>Legislative News and Notes</i>	5	
<i>NASP Delegate Message</i>	6	
<i>Teacher Tips for Rating Scales</i>	7	
<i>Funnies from the Field</i>	7	
<i>KAPS Best Practice Nominations</i>	8	
<i>KAPS Regional Award Nominations</i>	9	
<i>LDA Conference Flyer</i>	11	

RTI OPPORTUNITIES AND RESOURCES

The Kentucky Association of Elementary School Principals cordially invites you to the **2008 Response to Intervention (RTI) Institute: Comprehensive Intervention Model: A Response to Intervention**. The institute is to be held at the Holiday Inn Hurstbourne in Louisville, KY, on Friday, June 6, 2008, from 8:30 a.m.-3:30 p.m. The KAESP is bringing Dr. Linda Dorn to Kentucky to share the work she had done in this area. Linda Dorn is a professor of reading and director of the Center for Literacy at the University of Arkansas at Little Rock. She has 30 years of experience in education. Linda is the developer and lead trainer for the Partnerships in Comprehensive Literacy Model, which is currently implemented in over 100 schools in 12 states. She has presented at state, national, and international conferences, including keynote addresses and featured sessions. She has published widely, including research on early intervention, school improvement, children's materials, and staff development training materials. The intended audience for this institute includes administrators, principals, and school-based RTI teams which may include interventionists, special education teachers, classroom teachers, and literacy specialists. Participants will learn of a highly effective model and have an opportunity to plan their school's RTI process. (**SPECIAL NOTE: Madison County will be piloting Dr. Dorn's "intervention wall" in several elementary schools next year**). Teams of three school-based personnel are encouraged to attend but individuals are invited as well as additional team members, if desired. To register, go to <http://www.kaesp.org/08RTI.pdf>. For a sneak peak at Dr. Dorn's work, see a podcast at http://www.rrcna.org/development/web_conference/Dorn_Video_linkpage.asp.

Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf

This 2007 brief describes issues relating to the implementation of RTI at the high school level and explains the supports needed to implement an RTI system. The resource provides an overview of RTI and describes specific components including a comparison of the standard treatment and problem solving approaches. This brief describes current research on RTI and secondary education and also provides a case study of a high school that implemented RTI.

RTI and ELLs: The National Center for Culturally Responsive Educational Systems (NCCRESt) has just released a new practitioner brief called *A Cultural, Linguistic, and Ecological Approach to Response to Intervention with English Language Learners* (March 2008). School districts that are already implementing RTI will already be familiar with the information in the brief. However, it is a valuable introductory guide for those of us that are trying to learn more on this topic. The newest brief, along with other pertinent resources on disproportionate representation, may be accessed at the following address: <http://nccrest.org/publications/briefs.html>.

TEST CLARIFICATIONS

JIM BATTIS
(VIA EMAIL)

Woodcock Johnson III vs. NU: The Norms Update of the WJIII has not been tabled. The WJ-III test pairs on the KDE website are for the "original" WJ-III only. You cannot use the tabled pairs to look for discrepancies if you used the WJ-III Normative Update version. Only the "original" scores should be used with the tables.

Gray Oral Reading Test 4: Reading Fluency is tabled for both Form A and Form B. The calculations were done using the Rxx's of reading fluency. To obtain a Reading Fluency score, you must convert the obtained standard score with a mean of 10/standard deviation 3 to a standard score with a mean of 100/standard deviation of 15 using the table in the manual found on page 31. *Editor's note: The GORT-4 has proven to be useful in identifying learning disabilities in fluency, in my experience!*

FALL CONFERENCE UPDATE

The 2008 Fall Conference will be held from October 1-3 at the Radisson Plaza in downtown Lexington. The theme of this year's conference is "RESPOND." The conference committee is hard at work, and several speakers have already been booked. Interested in presenting in the fall?

Call for Presentations and *Call for Posters* forms are now available at www.kapsonline.org. Proposals are due by June 4, 2008.

ETHICALLY SPEAKING: FIRST STEPS?

DR. CARL MYERS
WESTERN KENTUCKY

I have had a request about the possibility of school psychologists doing evaluations or providing services to infants and toddlers through First Steps. Persons from other disciplines, sometimes with only a Bachelor's degree, are able to evaluate very young children for eligibility purposes. Thus, why can't school psychologists? While I personally believe school psychologists may be very qualified to provide evaluations and services through First Steps, the "Laws and Regulations Relating to Licensure in Psychology" (November, 2005) prohibit school psychologists at the non-doctoral level from engaging in unlicensed, private practice activities outside the employment of school systems. Furthermore, according to our *Kentucky Revised Statutes* (KRS), non-doctoral school psychologists can only use the title, school psychologist, if employed within the school setting. Relevant sections of the Statutes are as follows:

KRS 319.005 Practice of psychology and use of title by persons not licensed or certified prohibited.

No person shall engage in the practice of psychology as defined in KRS 319.010 or hold himself or herself out by any title or description of services which incorporates the words "psychological," "psychologist," or "psychology", unless licensed by the board. No person shall engage in the practice of psychology in a manner that implies or would reasonably be deemed to imply that he or she is licensed, unless he or she holds a valid license issued by the board.

KRS 319.015 Activities not included in practice of psychology.

Nothing in this chapter shall be construed to limit:

(6) Persons who are credentialed as school psychologists by the Education Professional Standards Board from using the title "school psychologist" and practicing psychology as defined in KRS 319.010, if their practice is restricted to regular employment within a setting under the purview of the Education Professional Standards Board. These individuals shall be employees of the educational institution and not independent contractors providing psychological services to educational institutions.

Therefore, school psychologists that are not licensed by the Board of Psychology are not eligible to be First Steps providers or evaluators. If a school psychologist held another degree or certification (e.g., IECE) and that degree/certification would qualify that person to be eligible to provide First Steps services, then that person could certainly be a First Steps provider. However, as a First Steps provider, that person must claim only the degree/certification that made him or her eligible; he or she could not claim to be a school psychologist either verbally or as a credential on a report.

RTI FILES: LIVINGSTON COUNTY

TAMMY SAYLE
SARA TICK

Livingston County Pilots RTI with SCLC: Recently, two members of the Student-Centered Learning Consultants presented the pilot results of a program at the national Council for Exceptional Children conference called Beyond RTI to the Answer, an evidence-based, comprehensive toolbox for effective placement of learning disabled students.

The Livingston County school district has piloted this program. The program includes establishing a Response to Intervention (RTI) model, including the five components used to identify a learning, behavior, or early childhood developmental disability. The five components include teacher and environmental interventions (Tier I), which measures diversified teaching techniques and produces data; the evidence-based interventions (Tier II, Tier III), which produces more data; standardized curriculum-based measurements to insure interventions are implemented correctly; processing to measure patterns of strengths and weaknesses, and the last and least important, the ability/achievement discrepancy, which has little, if any, impact on placement. This last component was incorporated for the districts that continue to use this method and to create a more holistic picture of the student's learning profile. Along with these components, there is a measure for the entire school's cultural climate and a classroom observation. There are placement forms and a guiding rubric (comes after Tier III for special education placement).

Statistically, our success rates are very impressive and our schools have gained confidence for this procedure. At this time, when we have a student group meeting, there is always a multitude of data producers and discussions of interventions. Our school psychologists are involved from the very beginning with a student. The processing component comes into play very early due to the need for identifying accurate and effective processing (or pattern of strengths and weaknesses). For example, if a student has an auditory processing problem, the intervention for reading would be visual or tactile. These assessments for the student groups do not start the time line for placement assessments, but are done throughout the process. When the student group turns into an Admission and Release Committee (ARC) for possible special education placement after Tier III, the comprehensive evaluation report is all but finished and placement can be made, unless further testing is needed or requested.

The developers of the program have sought input from many professionals in the field, most notably from this region, Dr. Mardis Dunham, who has contributed guidance and feedback. The Livingston County school district has received much knowledge of Response to Intervention methods and special education eligibility as a result of participating in the pilot of [Beyond RTI to the Answer, A Comprehensive Toolbox](#). Children of all ages have benefited from targeted interventions and special education eligibility has become more accurate. The Student-Centered Learning Consultants will continue to seek research regarding this tool and regarding establishing effective RTI models for improved education for all learners. If you have questions, e-mail jbebout@hughes.net; tsayle@windstream.net; or saratick@yahoo.com.

MEMBERSHIP NEWS

COURTNEY BISHOP
MEMBERSHIP CHAIR

Greetings KAPS members! I hope that you spring hasn't been too stressful with the referral season in full gear. As a reminder, membership for the 2007-2008 year will expire on June 30th. If you renew your membership for the 2008-2009 year by June 30th, you will be entered in a drawing where two lucky people will receive free registration to the Fall Conference (lodging not included). Also, as a reminder, anyone that waits to pay their membership with registration at the Fall Conference will pay \$20 extra in membership fees. Membership paid at the Fall Conference will be \$60.00 total. I highly encourage you to renew your dues before June 30th. Have a wonderful and relaxing summer.

LEGISLATIVE NEWS AND NOTES

CONNIE ADAMS
GOVERNMENT AND PROFESSIONAL
RELATIONS COMMITTEE CHAIR

STATE NEWS:

KAPS worked collaboratively with the Anti Bullying Alliance, and we share great enthusiasm about the passage of **HB 91, Anti Bullying Legislation**. School personnel are now required to report incidents of student felony offences to law enforcement and parents of students involved. Districts are required to report to KDE all incidents in which a student has been disciplined for a serious offence, and KDE is required to report data to OEA and the Education Assessment and Accountability Review Committee. KDE is also required to develop and update, as needed, a model policy to be distributed to schools by August 31 in even numbered years beginning in 2008 including identification of "specific activities done by a student as harassment and as harassing communication."

You already know the negative news from the session, the **Budget. HB 406** increased the SEEK base by only \$44 per pupil and significantly cut safe schools, ESS, professional development and preschool funding. Textbook funding remained flat. Teachers learned in a letter from KY Education Commissioner Jon Draud about concerns that no funding was included for the Individual Learning Plan SIS (student information system), and various assessment projects. We all know what a 1% pay raise means in the context of inflation.

Other bills of interest signed by the Governor:

SB 86 Principal Selection in Low Performing Schools - changes the manner of and allows greater superintendent input in selection of principals in low performing schools.

SB 157 Employment Notification Dates - changed the date of notification of nonrenewal of employment for limited-contract certified and classified staff to May 15, allowing school administrators an additional two weeks to gather budget and staffing information for making personnel decisions. Also, notification of reduction of duties of certified staff is required 90 days before school starts or May 15th, whichever occurs earlier.

HB 186 Dental Health Certificates for Students - requires KDE to promulgate administrative regs for dental screening of 5 or 6 year olds by January 1 of their first year of enrollment.

NATIONAL NEWS:

Margaret Spellings recently announced proposed regulations to strengthen NCLB focusing on improving accountability of sub-groups and transparency of reporting to parents, requiring uniform and disaggregated formulas to calculate graduation rates, and improving parental notification of school choice. Copies of the proposed regulations are available in the April 22 Federal Register.

MLA: Rest assured that KAPS under Misty's proactive leadership has developed a proactive plan for KAPS to participate in NASP advocacy and to watch closely and act promptly in KY in the event of a threat to the title or practice of school psychology. Thanks to those of you who alerted us to your concerns regarding the proposed amendments to KRS 319.010 relating to the KY "psychology licensing law". We do not perceive threats to school psychologists in KY at this time and continue to work collaboratively with KPA on this important matter, but are watching closely.

LOOKING TO THE FUTURE

Watch for a special session in KY to address retirement system issues and budget shortfalls...

Vigilance is in order at state and national levels for threats to the title and practice of the school psychologist...

Although SB1, a proposal to change to the Commonwealth's Assessment System, failed...changes may come after recommendations are made by the new state wide task force on assessment, recently announced by Commissioner Draud.

THANKS

Thanks for your involvement in state and national advocacy efforts. Special thanks to you if you responded to KAPS alerts to contact your legislator regarding the anti-bullying bill, the budget, and the psychology licensing act. Thanks to you if you participated in the NASP alerts for protecting the Medicaid reimbursements to schools and the MLA initiative. We advocate for psychology in the schools and have been busy with both service and guild issues this session. We have worked collaboratively with NASP, KASA, KMHC, and KPA to insure that we can continue to provide needed mental health services in our schools. Our effectiveness is directly related to your individual willingness to take the challenge and make the contacts.

I will be monitoring the Interim Legislative Report. Help keep watch.

Happy summer—Connie

NASP DELEGATE MESSAGE

MARTY DUNHAM
NASP DELEGATE

If memory serves, this time of the semester is stressful and tremendously busy for school psychologists as responsibilities tend to bottleneck between state testing and end of the semester. As such, I hope you are keeping your professional and personal lives in perspective. The summer break will be upon us very shortly and we can all regress for a short time to our default settings, whatever level of maturity that might be. If you attended the NASP conference in New Orleans this year I trust that you had a wonderful time renewing friendships, networking, and learning more about our profession. Hopefully, you avoided losing some of your pocket change to some of the local flavor betting you that he could guess “where you got your shoes.”



NASP has two outstanding summer conferences in July this year. The Atlantic City conference, July 21-23, has two workshops—reading interventions and RTI/effective interventions in middle and high school. The Las Vegas conference, July 28-30, will offer workshops in evaluating fidelity of interventions and cognitive behavior therapy in schools. As the Kentucky delegate, I will be attending the summer delegate assembly in San Jose, California. Don't worry about the location, as it could just as easily be Snake Lips, Tennessee or Monkey's Eye Brow, Kentucky—NASP has very little “down time” during its annual meetings and puts its money to good use. February 24-28 will be the date for the 2009 NASP convention in Boston. Calls for proposals applications have just very recently been made available online. It is important to describe here the new room reservation policy for conventions. Conventioneers can only get the reduced room rate after they have registered for the convention. Over the past several years there has been an increasing problem with attendees reserving several rooms and then not attending the convention. As a result, the block of reserved reduced rate rooms disappears in the reservations system when in reality many rooms remain unfilled.

Regarding APA's model licensure act, Kentucky had one of the highest response rates in the country. Virginia was #1—Kentucky #5. This was ironic because at that time there were no legislative alerts in the state. Kudos to those of you who sent emails to APA, and a special double kudos to Misty who tirelessly reminded everyone to send emails. APA's email system was in fact over-taxed at several points during the open comment period. They have made no decision re: the MLA and no action is expected until late November or early December 2008 at the earliest. NASP will continue to be vigilant regarding the MLA.

Now is the time to renew your NASP membership—the renewal cycle starts July 1 of every year. As most of you know, there are substantial benefits to NASP membership. Access to on-line interventions, *Communiqué* and *School Psychology Review*, journal abstracts to 15 primary journals, and discounts on everything NASP just to name some of my favorite. The 14 Continuing Professional Development Modules are also hard to beat, with great modules on self-mutilation, early intervention, school discipline, suicide intervention, and child psychopharmacology in particular. Another very important function that NASP fulfills is advocating for school psychology across the country. Changes in the federal law vis-à-vis RTI and the more recent efforts by APA to restrict the title and practice of psychology in schools make our continued membership vital to the success of the profession. NASP tracks changes in proposed legislation in every state that may impact school psychology practice and coordinates advocacy efforts at the state and national levels to help secure quality school psychology services to children. Regarding membership dues, I would be remiss in omitting the fact that NASP had to raise its dues. After reviewing the rationale for the dues increase, which included increased costs of essentially everything as well as a jump in the number of retiring members, I voted for the dues increase. At \$175 for the regular, member, our membership dues are well within the range for comparable professional organizations. Other common membership options include common address (\$135), student member (\$55), and student in transition (\$115).

Until next time, please keep in touch and enjoy your summer.

TEACHER TIPS FOR RATING SCALES

JENNIFER WHITT
BEREA INDEPENDENT
SCHOOLS

(This checklist is used with teachers to remind them of correct procedures for completing ratings scales and is posted on the Berea Independent website).

The following tips are meant to help you complete the rating forms that you may receive when a child is being evaluated by the School Psychologist or any of the other related services providers in the school such as the Speech/Language Pathologist or Occupational Therapist. This tip sheet is meant to be a reference, please contact the examiner who sent the rating form to you with further questions.

1. Read the directions at the beginning of each form.
2. Complete every item on the form (be sure to check for a back page) even if you are not sure of the answer.
3. KEEP IN MIND: These ratings are based on what **you** know about the child. If you have never seen the behavior then your response should be "never". If you are unsure that the student has actually never done that behavior, still mark "never" because you have not personally heard of or witnessed the behavior.
4. Also, keep in mind that the length of time you have known the child is always taken into consideration when the forms are interpreted..
5. Be sure to be as honest and objective as possible.
6. REMEMBER: These forms are confidential and must be guarded at all times. Always place the form in an envelope when returning them to me. Also, be aware of who is around you when you are filling out rating scales.
7. Try to complete and return the forms as soon as possible, we are always working within specific time-lines.
8. If you ever have any questions about a form or any individual item, contact the examiner for clarification.
9. As always, thank you for your support and effort in helping with each evaluation. Your input is crucial to every evaluation you participate in.

FUNNIES FROM THE FIELD

Twelve year-old male

What is an Amendment?

Answer: An old scroll like from ancient times, like the Declaration of Independence.

Six year-old female

What is candy?

Answer: It is something you eat that is bad for you and makes your heart sad.

To an 11-year-old boy in the 4th grade...

How are space and time alike?

Answer...

Well, if you have a girlfriend, and she tells you that she needs some space, what she's really saying is that she needs some time to think about things.

2008 KAPS BEST PRACTICE AWARD NOMINATIONS

*Nominations are now being accepted for KAPS Best Practice Awards. Please consider nominating yourself or a colleague for commendable service to children and schools. The nominee **must** be a current KAPS member. Please complete the information below including the category for which the person is being nominated and return to one of these addresses no later than **May 14th**:*

E-mail to: mary.twohig@jefferson.kyschools.us

Mail to: Mary Twohig, 10805 Turfland Way, Louisville, KY 40241

NAME OF KAPS MEMBER: _____

ADDRESS: _____

E-MAIL ADDRESS: _____

SCHOOL DISTRICT: _____

NOMINATION CATEGORY:

_____ **ASSESSMENT**- School Psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs in understanding problems, and in measuring progress and accomplishments. They use such models and methods as part of a systematic process to collect data and other information, translate results into empirically-based decisions about service delivery, and evaluate outcome of services.

_____ **CONSULTATION** – School Psychologists have knowledge of behavioral, mental health, collaborative, and/or consultation models and methods and of their application to particular situations. They collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

_____ **ORGANIZATIONAL DEVELOPMENT** – School Psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. They work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

_____ **COUNSELING** – School Psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. They provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

_____ **PROGRAM EVALUATION & RESEARCH** – School Psychologists have knowledge of research, statistics, and evaluation methods. They evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

REASON FOR NOMINATION: _____

2008 KAPS REGIONAL BEST PRACTICES AWARD

Each KAPS region selects a Best Practice Award for a KAPS member in their region that best represents school psychology, for any particular reason or for a number of reasons. The nominee **must** be a current KAPS member. Please send your regional award nomination to your Regional Representative listed below no later than **MAY 9th**:

Region 1: Randy Potts	randle.potts@caldwell.kyschools.us
Region 2: Sheila Hardcastle	sheila.hardcastle@meade.kyschools.us
Region 3: Kristin DeMichele	kristin.demichele@jefferson.kyschools.us
Region 4: Heather Hill	heather.hill@oldham.kyschools.us
Region 5: Melodie Slone	melodie.slone@boyle.kyschools.us
Region 6: Roy Mays	roy.mays@jackson.kyschools.us
Region 7/8: Ken Epperson	kendell.epperson@floyd.kyschools.us

(Note: KAPS regions have been realigned so this is the last year for awards from these particular regions. The new regions will be reflected in the 2009 Best Practices awards.)

NAME OF KAPS MEMBER: _____

ADDRESS: _____

E-MAIL ADDRESS: _____

DISTRICT: _____

REASON FOR NOMINATION: _____

Attention KAPS Members!!

Remember the beginning of the membership year is July 1st. Your current membership will continue until June 30, 2008.

LDA OF KENTUCKY SUMMER CONFERENCE!

Dr. Larry Silver and Dr. Peter Alter

FRIDAY, JUNE 20, 2008

9:00AM-4:00PM

PAROQUET SPRINGS CONFERENCE CENTER SHEPHERDSVILLE, KY (8 MILES SOUTH OF I-265)

MORNING SESSION :

DR. LARRY SILVER

IS YOUR CHILD'S LEARNING DISABILITY THE ONLY PROBLEM? WHAT YOU SHOULD KNOW ABOUT RELATED DISORDERS

This comprehensive mental health professional program includes the "co-morbid" disorders often found with individuals with learning disabilities including Anxiety, Depression, Obsessive Compulsive Disorder, Anger Control/Bipolar Disorder, and Attention Deficit/Hyperactivity Disorder. Dr. Silver will focus on the clinical description, diagnosis, and treatment of these disorders ending the morning with a group discussion and response to your questions

Dr. Larry Silver is a well-known practicing child and adolescent psychiatrist in the Washington, D.C. area who has served as president of the Learning Disabilities Association of America He has more than 150 publications, including the popular book, *The Misunderstood Child. A Guide for Parents of Children with Learning Disabilities* is now in its Fourth Edition. His other books include, *Attention Deficit Hyperactivity Disorder: A Clinical Guide to Diagnosis and Treatment for Health and Mental Health Professionals* in its Second Edition and Dr. Larry Silver's Advice to Parents on Attention Deficit Hyperactivity Disorder in its Second Edition.

AFTERNOON SESSION:

DR. PETER ALTER

STRATEGIES FOR MANAGING CHALLENGING BEHAVIOR

This program will address Defining Challenging Behavior of children with learning disabilities, including tips for children with behavior issues. Additionally, Dr. Alter will speak to classroom set-up for best results, preventing challenging behavior, dealing with escalating behavior and effectively responding to challenging behavior.

Peter Alter completed his doctoral studies at the Department of Special Education at the University of Florida. Before pursuing his doctorate, he received his Bachelors degree in Psychology from Furman University and his Masters degree in Special Education from the University of North Florida. He is an Assistant Professor in the Department of Teaching and Learning at the University of Louisville His main areas of interest are functional behavior assessment in early childhood education and designing training activities to help early childhood teachers foster pro-social behaviors of the young children in their care.

Registration Information:

Name _____
School/Organization _____ Address _____
City _____ State _____ Zip _____
Phone _____ Fax _____ E-mail _____

\$75 Pre-registration— Individual -- Must be received by June 18, 2008 -----	_____
\$40 Pre-registration - Ten or more from same school/organization -----	_____
(Must be sent as a group)	
\$90 Registration at door -----	_____

Method of Payment: Check Purchase Order
Purchase Order Number _____
Signature _____

A Confirmation/Admission Card will be sent.
No refunds will be given, but substitutions will be accepted. Make all checks payable to LDA of Kentucky, Inc
Send completed registration form and remittance to:
LDA of KY
2210 Goldsmith Lane, #118
Louisville, KY 40218.
For more information, please call (502) 473-1256

KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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

Newsletter Editor:

Mary Margaret McNemar

Phone: 859-625-6044, Ext. 1806

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Submissions should be sent to:

Email: Mary.Mcnemar@madison.kyschools.us

Madison County Schools

707 North Second Street

Richmond, KY 40475

Visit us on the web!
<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 September 10, 2008. The Fall Newsletter will go to print
on September 15, 2008.**