

# *The KAPS Review*

A Publication of the Kentucky Association for Psychology in the Schools

Winter 2003

## **A Message from the President**

### **Diann Shuffett**

I continue to be amazed by the school psychologists in this state. Together we have such a wealth of knowledge and expertise, but most importantly an innate desire to enable children and youth to realize their potential while overcoming many barriers. It was a real treat to meet and become better acquainted with so many of you at the fall conference. As I listened to and participated in conversations, it was inspiring to hear about all of the hard work going on and the calculated attacks on breaking down barriers. Yet there continues to be so much that lies ahead for us and the students we serve. To quote Jim Batts, the challenges students face and the reauthorization of IDEA will cause us all to continue to "re-tool" for the future.

As we look to the year or years ahead, I hope that you will be able to use the knowledge gained from the fall conference. This issue of the KAPS review contains information about the various sessions and allows us to take a look at those that we did not attend. My challenge to each of you is to continue to look for the opportunities for professional growth and never reach a comfort level of "there's nothing new out there for me" or "I've heard all of that before." I also challenge us to work more effectively as a group with other organizations and colleagues to continue to promote school psychology services in a more comprehensive scope. Share your successes with others and learn from what others are doing. I tried to convey at the conference that KAPS is more than just a fall conference or an organization that fits neatly in a box. It's an organization that includes each one of us and depends on our combined efforts. As we evaluate the needs of children, we must also engage in regular, meaningful self-evaluation. Evaluation that continues to accurately assess our own practices and promotes professional growth.

In the weeks and months ahead, I will continue look for means to support your efforts to stay current and fully "tooled" to chip away at the barriers. The spring training will focus on these issues as well. Currently, the focus for the upcoming training will be curriculum based assessment and how that relates to changes in IDEA. Within your regions, I

encourage you to continue to survey the needs of your members and seek growth experiences that are specific to your areas. I encourage you to communicate with me as well as other members of KAPS and the Executive Council. Together we will make those barriers fall. I can hear them crashing now!

## **Fall Conference 2003 Session Summaries**

### **TBI: Who Are They?**

*Presented by: Michael Norris, Ph.D. & Amy McClain, Ed.S.*

*Facilitated by: Lisa Billings*

Michael Norris, Ph.D. and Amy McClain, Ed.S. presented an interesting session to promote understanding about students with traumatic brain injuries. The presenters provided longitudinal information about students with traumatic brain injuries from the Jefferson County Public School system. In many cases, they were even able to provide data about students prior to the event resulting in the injury.

The limited availability of pediatric centers serving this population was indicated to be a weakness. Having a limited number of local facilities to serve these students decreases the amount of data available regarding students and youth who are treated for this disability. This phenomenon frequently results in low rates of appropriate diagnosis and intervention.

The presenters outlined a method that they have developed for data collection, categorizing risk factors for experiencing a traumatic brain injury, level of severity, and type of injury. According to the presenters, one of the reasons that school systems are seeing more of these injuries is that advances in the medical field are allowing more children to survive brain injuries. In addition, hospital stays are shorter; schools are now expected to provide rehabilitation services that were previously provided in the hospital setting.

School personnel need to be aware that trauma to the developing young brain results in deficits that may change in quality and severity over time. Brain injuries not only disrupt established functions but also impact emerging skills and those that have not yet begun to develop. Therefore, it is even more important to conduct in depth record reviews to compare progress and/or regression of skills since previous evaluations. In fact, in some cases, they may need more frequent assessments than the typical three year re-evaluations. Further, cognitive and/or behavioral problems may appear long after the initial brain injury and after normal functioning appears to have returned.

Thanks again to Dr. Norris and Ms. McClain for sharing their wealth of knowledge and expertise on this low incidence population, for which so many of us are struggling to provide high quality, appropriate interventions.

## **Using Cognitive Processing Therapy with Survivors of Childhood Abuse**

*Presented by: Kathleen Chard, Ph.D.*

*Facilitated by: Mackenzie Leachman*

Dr. Kate Chard presented useful information on the identification and treatment of childhood abuse. Her presentation defined various types of abuse: sexual, physical, child neglect, and emotional or mental abuse. Resources regarding prevalence, identification, prevention, and steps to take if a professional suspects abuse were discussed. In addition, Dr. Chard outlined a specific treatment approach. She provided an overview of Cognitive Processing Therapy for Sexual Abuse (CPT-SA). This presentation included a treatment protocol in addition to research supporting this type of treatment.

## **Evaluation of English Language Learners**

*Presented by: Elaine Maggard, ESL Resource Specialist & Susan Prout, Ed.S.*

*Facilitated by: Robyn Henrich*

English Language Learners (ELL) are characterized as the following: 1) students who do not speak English, 2) students whose first language is not English, 3) students who have been in the United States less than 5-7 years, 4) students who are bilingual or multilingual, and 5) students who have one or both parents/caretakers who speak another language, even if the student was born in the United States. When a student meeting these criteria is referred for special education, the evaluation process must be adapted in order to reduce the impact of language/culture on the child's performance.

Upon referral to the school intervention team, a screening for English Language Proficiency should be given by the diagnostic team. Two commonly used screenings are the Woodcock Muñoz Language Survey and the Bilingual Verbal Abilities Test. In addition, a member of the intervention team should review the child's cumulative records (school history, attendance, grades, health history, teacher comments, schools attended, etc.) and ESL history (English language skill level, parent information sheet, teacher progress notes, instructional activities, etc.).

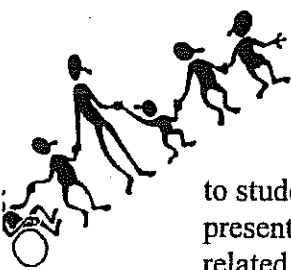
At the intervention meeting, team members should review/clarify the referral information, clarify the bilingual program specifics (amount of time per day, objectives, etc.), and discuss any related services the child receives. The team should then discuss the bilingual/language acquisition factors. In particular, they should review the results of the English Language Proficiency screening and determine the child's level of Basic Interpersonal Communication Skills (BICS) and Cognitive-Academic Language Proficiency (CALP) skills. BICS are those skills used in everyday situations (e.g., social interactions) and usually take 2-3 years to develop. CALP skills are higher level language skills that are necessary for reasoning, problem solving, vocabulary-concept knowledge, metalinguistic insights, and understanding of academic skills without visual cues. An average of 5-7 years are needed to attain the CALP level to successfully complete grade level performance on academic tasks. The intervention team should also compare the child's current and previous school performance, determine whether the concerns are shared by more than one teacher, compare the child's performance to that of other second language learners, and review all interventions.

If the intervention team decides that the student continues to demonstrate difficulties despite appropriate interventions, a referral for possible special education eligibility is pursued. The special education evaluation should consist of standardized and non-standardized components. In general, the evaluation should include the following: 1) standardized assessment in English and the child's native language (if available), 2) curriculum based assessment in academic areas, 3) adaptive behavior measure, 4) teacher and parent interviews, 5) classroom observations that involve both the use of CALP and BICS, 6) more comprehensive measure of English Language Proficiency, 7) nonverbal intelligence assessment, and 8) communication evaluation. Once the evaluation results are obtained, the diagnostic team should meet to integrate the information, identify strengths/weaknesses, and assess the impact of language based on the evaluation results. If the evaluation results conclude that the child meets criteria for a disability and the disability is not solely related to the child's limited language proficiency, the child may then be considered eligible for special education services.

### **Working with Culturally and Linguistically Diverse Learners**

*Presented by: Doris Paez Ph.D.*

*Facilitated by: Susan Prout*



Dr. Paez presented information related to the provision of educational instruction to students who are nonnative English Language Learners (ELL). Key points of her presentation related to disproportionality of ELL in special education, educational issues related provision of services, and recommendations that addressed the issue of distinguishing between the identification of a learning disability and a language/cultural issue. Dr. Paez also presented recommendations to use to assess language proficiency and factors that influence acquisition of a second language and interpretation questions to be asked.

### **Co-Morbid Conditions and the Autism Spectrum**

*Presented by: Eva Markham, Ed.D.*

*Facilitated by: Rachel Hammond*



Dr. Markham, a licensed psychologist, works at the Weisskopf Center in the University of Louisville School of Medicine and is the Coordinator of Outreach Services and the STAR program. Through her vast clinical experience, as well as professional services provided to schools and agencies throughout the state, Dr. Markham provided participants with a comprehensive review of possible co-morbid conditions for Autism Spectrum Disorders (ASD). Dr. Markham described the most current statistics from the Center for Disease Control, as well as other prominent researchers in the field. Dr. Markham reported how current data (2003) indicates that ASD might be as prevalent as 1 in 250, although this was noted to still constitute a low incidence disorder. A general statistic of importance was that at least two-thirds of all persons with autism would have one or more co-morbid conditions. Dr. Markham thoroughly discussed the most common of those being mental retardation, with its concurrent implications on school and adaptive skills. The most common symptoms occurring with ASD were reported to include poor attention and concentration, stereotyped utterances, and unusual preoccupations.

Dr. Markham reviewed in-depth conditions such as MR, ADHD, Anxiety Disorders/Mood Disorders, Tourette's, Genetic Disorders, and Epilepsy. Medication issues were briefly discussed in regard to co-morbid symptoms and conditions. Similar to with any disability, Dr. Markham noted the use of trials for any decision to medicate. She noted that overall with the use of medication, responses can be variable, especially in stimulant medication for people with ASD. One issue relevant to all school psychologists working with students with ASD was the problem with those experiencing anxiety. Dr. Markham emphasized the importance of early detection of anxiety and concurrent teaching of coping strategies, which could be preventative in later development of depression.

Participants of the session asked many questions regarding specific cases of diagnosis and working with families in understanding the various co-morbid conditions. Dr. Markham provided examples and cited the literature to describe strategies for those specific issues. Finally, through scientific research and her own understanding of the literature on autism, Dr. Markham dispelled many of the myths and current media hype on such topics as vaccinations, orphans, maleness of autism, and rising numbers of diagnosed cases of autism. Overall, Dr. Markham very thoroughly presented relevant issues of comorbidity for ASD, with an emphasis on implications for school psychologists.



## **School Psychologists Working Effectively in the 21<sup>st</sup> Century: Multicultural Considerations**

*Presented by: Linda Brown Wright, Ph.D.*

*Facilitated by: Rachel Hammond*

Dr. Brown Wright is an Associate Professor in the Department of Educational and Counseling Psychology at the University of Kentucky and is the Associate Director for African American Studies and Research Program in the College of Arts and Sciences at UK. With her extensive knowledge in multicultural competence and her background as a school psychologist in Texas, Dr. Brown Wright provided participants with many activities to increase awareness of multicultural issues in our field. In the short time of an hour and a half, such relevant factors of cycle of socialization in regard to race and personal reflections on racial and ethnic identity were presented and discussed. Participants were reminded that this was a beginning session to help bring to their awareness how relevant their own backgrounds' are in working in the ever-changing racial and ethnic makeup of the United States.

With the consideration of culturally responsive assessment and teaching, Dr. Brown Wright reviewed problems with assessment, including inappropriate content and inequitable social consequences. This background helped participants review a specific case example with many multicultural considerations. As guided by Dr. Brown Wright, this exercise allowed participants to begin thinking of relevant cases of their own where multicultural awareness at the least, and multicultural competence at its best, would be needed. Overall, participants gained additional knowledge on their own cultural influences, which Dr. Brown Wright indicated was essential for the best practices approach of culturally responsive assessment procedures.

## **Asperger's Syndrome: Program Planning and Interventions**

*Presented by: Shawn Henry, M.Ed. & Richard Hudson, M.Ed.*

*Facilitated by: Gina Bundy*

This session was well received by audience members. Shawn Henry and Rich Hudson presented the information in a very effective and relaxed way; their presentation style invited dialogue and questions between the conference attendees and the presenters. They addressed both the topic that was described in the description of their presentation and more specific individual questions from audience members. They brought handouts and video segments, which enhanced their presentation. They also brought many resources (books, teaching materials, etc), which they invited audience members to browse through. I think it was a positive learning experience for people who are novices in the area of Asperger's Syndrome and for those who are more familiar with the disorder.

## **Writing Strategies**

*Presented by: Cinda Stearns*

*Facilitated by: Stephanie Kampf-Bohach*



Cinda Stearns presented a workshop on writing strategies for educators and school psychologists. Ms. Stearns holds Rank I certification as a school administrator and has experience as a general and special education teacher in Kentucky. Currently, Ms. Stearns works with the Central Kentucky Special Education Cooperative providing technical assistance to teachers and districts on writing strategies and additional instructional techniques. Her presentation stressed the need for educators to diversify writing instruction for two major reasons: 1) the growing diversity within our student body and 2) the increase emphasis placed on district- and statewide test scores. Ms. Stearns provided her audience of teachers and school psychologists with specific interventions to target common writing problems such as spelling, sentence structure, paragraph organization, and idea development. Specifically, Ms. Stearns suggested that the role of school psychologists is to "provide, through the evaluation process, a plethora of information written in layman's terms to assist the ARC in making eligibility decisions; and (2) to provide meaningful information to be used in planning the student's instruction." In addition, she mentioned that school psychologists needed to be aware of the state's writing requirements and to be knowledgeable about the writing portfolio process used to evaluate student progress in written language. Ms. Stearns encouraged practitioners to consider data from both norm-referenced and curriculum measures of written work to obtain a full perspective of the student's skills and she added that this "would greatly benefit the teachers as they plan and prepare the student's instruction." In sum, Cinda Stearns presented information that may improve both the assessment and instruction of written language.



## **An Introduction to Agencies in Fayette County's Juvenile Justice System**

*Presented by: Michelle Garrett, Ed.S.*

*Facilitated by: Rhonda Dievert*



Ms. Garrett presented information regarding Fayette County's Juvenile Justice System. She provided a flow chart of the process young people follow once entering the juvenile court process. Juveniles are always tried by a judge and never a jury. The process begins with a complaint being filed with the Court Designated Worker (CDW) or an arrest is made. Steps following this include arraignment, the pre-trial conference, adjudication (trial) and disposition (sentencing). Juveniles go through District Court unless found to be a youthful offender and is tried as an adult in Circuit Court. Fayette County is currently working on establishing a Family Court System for juvenile offenders.

In Fayette County, "Disclosure Notices" of juvenile offenders come from Ms. Garrett (in the Office of Pupil Personnel) and are given to the principal at the child's school. The principal signs that s/he received the information and is then required to inform all of the child's teachers of the known offense. The principal can then tell others at the school who may work with the child (psychologists, counselors, social workers, etc), but is not required by law to do so. This is a process that is currently being considered for change so that psychologists and other related professionals at school are to be notified. All those who are given disclosed information on a student must sign a disclosure notice of confidentiality and are prohibited from releasing this information to anyone. Failure to keep confidentiality can result in prosecution. There are currently some youthful offenses that are prohibited from being disclosed (use of inhalants, animal abuse and arson), but this too is another area Ms. Garrett is working on getting the law changed. Ms. Garrett then answered participants' specific questions regarding the juvenile court process.



## **Wechsler Intelligence Scale for Children: Fourth Edition and Beyond!**

*Presented by: Andrew Phay, Ph.D.*

*Facilitated by: Kathie Harris*

At the recent KAPS conference, Dr. Andrew Phay, a clinical measurement consultant with Psychological Corporation, provided an indepth and informative overview of the WISC-IV. With the WISC-IV, there are several major changes and a new look. In an effort to better assess fluid abilities, several familiar subtests were eliminated and new subtests added. One criticism of the WISC-IV is that gifted & talented students tend to score lower than on previous editions of the WISC. Dr. Phay pointed out that the lower scores of GT students were due to the WISC-III's assessment of more crystallized abilities while the WISC-IV attempts to be a purer measure of fluid ability. He asserted that the current revision is a much better measure of innate abilities. The most dramatic change may be the elimination of the Verbal and Performance Scale Scores. With the WISC-IV, there are four index scores which result in a Full Scale Score. Other changes include simplified instructions and elimination of several timed

tests. Information, Picture Completion, and Arithmetic are now supplemental subtests while new subtests are Picture Concepts, Letter-Number Sequence, and Matrix Reasoning. Consequently, the overall administration time has been reduced to just over one hour for ten subtests required for a Full Scale Score. While the overall validity and reliability of the WISC-IV is strong, the reliability for Processing Speed (.83, .81, .88, & .89) is lower than desired between ages 6-9. Overall reliability for Processing Speed is .88. Members of the audience discussed the impact of these changes on KY's discrepancy model for identifying specific learning disabilities. Although, at first, the test format appears quite different, Dr. Phay reduced the anxiety of many in the audience and the general impression of this new edition of the WISC seemed favorable. Psychological Corporation anxiously await school psychologists' reactions to the "new and improved" edition of the Wechsler Scales.

### **Self-Management Interventions: Promoting Independence, Empowering Students, and Bridging Barriers to Academic Success**

*Presented by: Sawzan Jreisat, M.S. & Betti Brewer, M.A.*

*Facilitated by: Bobbie Burcham*



Ms. Jreisat & Ms. Burcham effectively presented an overview of how school-based professionals can engage students in actions that are specifically designed to help them improve their behavior and enhance their academic progress at school. In a tag-team collaborative style, they described how they use this type of intervention on a daily basis in the middle school in Fayette County where they are both employed.

Specific types of self-management strategies were explored. Cognitive-based approaches (i.e., self-instruction) and contingency-based approaches (i.e., self-reinforcement) were discussed. In addition, academic self-monitoring techniques were explained.

While the benefits of self-management were discussed, this strategy was not presented as a panacea. Educator mindset regarding how to manage students, as well as student attitudes, were said to clearly impact the success of this type of intervention. However, self-management was proposed as a useful tool in promoting student responsibility with behavior and academics.

Thank you Sawzan and Beth for adding this tool to our toolbox!

### **Recent Developments in Research-based Interventions for Students with Academic Difficulties**

*Presented by: Deborah Bott Slanton, Ph.D.*

*Facilitated by: Courtney Bishop*

Dr. Slaton is currently a professor and department chair of Special Education and Rehabilitation Counseling at the University of Kentucky. Her courses, research, and professional development work focus on academic interventions for students with learning and behavioral disabilities. Dr. Slaton presented a broad overview of some of the current academic interventions that are being used nationwide. In the area of Intervention Research Themes, Dr. Slaton spoke how successful interventions for children with



academic difficulties are intense, systematic, coordinated, and monitored. With intense interventions, a combination of direct instruction and strategy instruction is most powerful. Systematic interventions are sequenced to build small, essential elements into higher-order skills, content, and strategies. Coordinated interventions are “learner-friendly” to general education and focus on building basic skills. When monitoring interventions, continuous assessments are essential for decisions on the individual student. Dr. Slaton also stated that according to the Council for Exceptional Children, research has shown that the following reading programs are successful: *Success for All*, *Direct Instruction/DISTAR*, *ECRI*, and *Open Court*. In conclusion, Dr. Slaton also gave a list of several useful websites such as [www.sra4kids.com](http://www.sra4kids.com) (direct instruction website), [www.nclb.gov](http://www.nclb.gov) (National Center for Learning Disabilities), and [www.nclb.gov](http://www.nclb.gov) (No Child Left Behind).



### **Closing the Achievement Gap: Providing Administrative Support**

*Presented by: Rebecca Doyel, Ed.S.*

*Facilitated by: Diann Shuffett*

“We must educate the students we have, not the students we used to have, not the students we wish to have.” This quotation encompasses the philosophy behind Ms. Doyel’s presentation on closing the achievement gap. She identified five strategies for improving achievement in students with disabilities: closing the building gap, build and implement a strong individual education plan, support collaboration and inclusion, literacy for all students, and prepare students for the testing situation.

Closing the building gap involves understanding the factors affecting student performance such as teacher perceptions, classroom environment, social interaction, and school policies. Staff members should work to build and implement a strong IEP by understanding the nature of the student’s disability, focusing on strengths and needs, encouraging parent participation, and communicating expectations. In addition, supporting collaboration and inclusion is essential for promoting academic achievement. Ms. Doyel reviewed the use of the Co-Teaching and Supportive Teaching Model, as well as staff development ideas. Students also must have multiple opportunities to read and write everyday to promote literacy for all students. Furthermore, teaching students how to approach tests by simulating the testing environment, providing the appropriate accommodations, and teaching higher-order thinking skills is critical to improve the performance of all children.

### **On the Road to Best Practice: A District Wide Application of National Threat Assessment Recommendations**

*Presented by: Constance Adams, Ed.D., Mary Margaret McNemar, Ed.S., & Bryony Rowe, Ed.S.*

*Facilitated by: Jamie Campbell*

Dr. Adams, Ms. Rowe, and Ms. MacNemars’ presentation explained Best Practices in Threat Assessment Recommendations. It was a very informative session where the definition of a threat and the different types of threats (Direct, Indirect, Veiled, and Conditional) were discussed. The presenters also reported the results of the Safe



Schools Initiative and described in detail what these results mean in relation to violence in schools.

Ms. Rowe discussed what to look for when doing a threat assessment. She also described how to approach a threat assessment with an investigative, skeptical, and inquisitive mindset. The assessor needs to determine whether a student *poses* a threat versus whether they *made* a threat.

Elements of an effective threat assessment program were also discussed. It should involve a multidisciplinary team, with all members' roles clearly defined. Team members should include a school administrator or designee, investigator, mental health professional, school staff (counselor or teacher), person from the community, and a special education staff member. Information about the student, incident, behavior of student, motives, target selection, and school needs to be gathered by the team members.

The steps that Madison County went through in developing their threat assessment program were discussed. They also discussed the statistics of threats in schools, such as the increasing number of incidences in last three years. The profiles of those students committing the threats/violence were discussed.

Recommendations provided by the presenters for interventions involved school security, school-wide guidance counseling, anger management programs, referrals to community agencies, communication between staff members and community, and mediation techniques. They distributed threat assessments forms used in Madison County Schools.

This was a very informative and helpful presentation very relevant to today's school violence issues.

### **Meeting the Challenge of Re-Evaluation and IDEA 97**

*Presented by: Marti Ginter,*

*Coordinator of the Central Kentucky Special Education Cooperative*

*Facilitated by: Amy Detjen*

Ms. Ginter presented on the discussions of a workgroup comprised of school psychologists from central Kentucky. The workgroup discussions centered on the challenges of the IDEA 97 requirements for determining eligibility through the re-evaluation process. Results from the workgroup were reviewed, and sample forms developed by various school systems were shared. Along with the various forms used in the re-evaluation process, guidelines followed by the various counties were also discussed.

When the sharing of forms and guidelines had concluded, there were several questions and comments revealing professional experiences in their own school systems. Ms. Ginter addressed all of the questions and comments, as did other professionals in the audience. This presentation was successful in providing information and sharing valuable resources to professionals in school systems that are working to adapt their re-evaluation process. It also provided school professionals an opportunity to learn what others were experiencing and difficulties they were facing while trying to meet the challenge of the re-evaluation process under the IDEA 97 requirements.

## **Regional Best Practices Awards:**

Nominations of KAPS members from each region for the Regional Best Practices Awards are forwarded to the respective Region Representative. A KAPS member may be nominated for specific activities or for just being an exceptional school psychologist year after year. Region Representatives are responsible for the selection process. The 2003 Region Award winners are as follows:

### **Region 1 Best Practices Award**

The Best Practices award winner in Region 1 is Sara Tick (Livingston Co. Schools). Sara has continuously sought to strengthen her knowledge and skills in school psychology and counseling by attending conferences and workshops across the country. She also has developed and presented at numerous conferences and professional workshops across the country on a system of communication that helps schools and behavioral health hospitals work together to serve students with emotional disturbances. The goal of her program and instrument is to offer excellent aftercare when students have been hospitalized. Sara currently is working on her own time to pilot this program in several area schools. She has provided practicum supervision to school psychology students and interns, is a strong supporter of KAPS, and is committed to excellence in the field of school psychology. She routinely goes above and beyond the call of duty to provide her students, teachers, and parents the services they need. Congratulations Sara!

### **Region 2 Best Practices Award**

Martha Hannifan has been a school psychologist in Hardin County since 1976. At one time, she and another psychologist split the schools in the district and were responsible for all the due process and evaluations in the county. Martha informally and willingly supervises everyone in the office. She keeps current in the field of psychology by going to conferences such as KAPS, NASP, and many others throughout the year. Martha is known in her schools and by others in the office as an exceptional school psychologist. She is constantly questioning herself and others to ensure students are receiving the best available and most appropriate services. Martha works with students of all disabilities as well as students that are not receiving special needs services. She has been involved with the intervention assistance team for students with disabilities, without disabilities, and at-risk. Martha has worked with students of all age/grade levels from preschool to high school, in her career. She is an outstanding school psychologist who is dedicated to her career and continues to strive for excellence. Congratulations Martha!

### **Region 3 Best Practices Award**

The recipient of the Region 3 Best Practices award is Mike Reed of Jefferson County Schools. Many times it is the outgoing person with lots of visible projects who gets the notice and/or recognition. But there are many people who quietly do their job with concern and integrity not for recognition but because it is the right thing to do for kids. Such is the person selected to receive the Region 3 Best Practices award. Mike is the epitome of a child advocate. He shows a genuine concern for all children, will stand up to others and the system in order to insure the child's rights, and follows up with students even after "official" duties are complete. Although Mike has many innovative ideas, he

is also open to all ideas, changing focus and thinking if needed for the best interest of the student. Mike often takes on more than what the job calls for and has been involved in programs in the district such as the BEST team, the Primary Project, and exploration of Project Breakthrough. Congratulations Mike!

#### **Region 4 Best Practice Award**

Misty Lay from Bullitt County is an excellent choice for best practice award. Misty has worked very hard to become an overall well-rounded psychologist. She works daily establishing relationships with teachers, parents, and most importantly, the children. She has a reputation of having a big, soft heart, but also of one who strives to reach out and help all students, regardless of the time it would involve or regardless of whether the child meets the guidelines for a disability. She has worked to expand the role of a school psychologist in the county. In addition to being a state expert on Section 504, Misty has worked with the EBD classrooms, teaching breathing and calming exercises. She also takes time out of her day every week to play games with the special education students in her schools. The teachers and administrators think she is the best, as do all of her co-workers. We now want Misty to know she is the best and that she is appreciated for all she does. Congratulations Misty!

#### **Region 5 Best Practices Award**

The Best Practices Award in Region 5 was awarded to Kandy Stroup of Danville Independent Schools. Not only has Kandy served Region 5 well as the KAPS representative this past year, but also she continues to facilitate open communication and opportunities for training both in the region and beyond. Kandy has an amazingly high level of energy, intellectual capacity, and desire to meet and solve challenges thoroughly and completely. She demonstrates a refreshingly positive attitude and approach to service delivery. Kandy juggles the tasks of assessment, consultation, staff development, district level grant writing, and office morale leader with grace and efficacy. Congratulations Kandy!

#### **Region 6 Best Practice Award**

Bryony Orwick Rowe has a broad range of skills and flexibility. In addition to evaluations, she is able to counsel and provide social skills training. During her work in Scott County, she sought out some of the most difficult cases and went well beyond the call of duty through her involvement and persistence in helping children. Bryony has incredibly high professional standards for herself and strives continually to grow and improve. She is not afraid of challenges and is skilled at acquiring new information. Bryony understands the importance of data-based decision making. She is proficient at defining a problem and has the skills to procure and analyze data to then develop solutions. Bryony is always a child advocate, even in instances where her views may be controversial. Bryony is very active in KAPS and has presented new and helpful information to members. She is an outstanding professional and contributes much to our profession. Congratulations Bryony!

### **Regions 7 & 8 Best Practices Award**

Lorie Mullins was awarded the Region 7 & 8 best practice award for her role in assisting Magoffin County implement a much needed day treatment program for adolescents. As the school psychologist covering Magoffin County, an isolated rural eastern Kentucky county of about 3000 students, Lorie had the traditional responsibility of assessing students, writing reports, and attending the more critical ARC meetings. Beyond the ongoing challenge of being the solitary school psychologist in the county, Lorie was active in establishing solid working relationships between school personnel and mental health agencies in order to base a day treatment program in the middle school. Previously, the school district had minimal identification of students with emotional and behavior disabilities. Since the program inception, services have been expanded to elementary age students. This year, Lorie obtained a position with Clark County schools and her absence is felt in Magoffin County. Congratulations Lorie.

### **Best Practices Awards**

There are five best practices awards in the areas of: (1) Counseling, (2) Assessment, (3) Consultation, (4) Organizational Development, and (5) Program Review/Research. Nominations for awards are submitted to the Past-President. Anyone can nominate a KAPS member for one of these awards. After receiving the nominations, the Past-President solicits additional information about specific activities from each of the nominees. Information was collected and names and places of employment were deleted from the information received. A packet consisting of all the nominees' materials was sent to each Region Representative for voting. Results were computed and the winner of the 2003 Best Practices awards for the five areas were:

#### **Counseling**

The Best Practices award in Counseling was presented to Debbie Anderson of Fort Campbell Independent Schools. Debbie serves the Fort Campbell army base where many of the soldiers were deployed to Iraq. Debbie, in cooperation with the school counselors, initiated a school wide counseling program called Operation Courage. Debbie created the lessons and presented weekly lessons to the second and third grade classrooms. The overall goal of the program was to reduce anxiety. Three main themes were emphasized: "Remember" "Work, don't worry" and "Believe." The counseling activities ensured that the children knew their parents were doing something very important and provided coping skills to address the children's worries. Parents, teachers, and administrators were very supportive of Debbie's efforts and provided many positive responses to her efforts. Congratulations Debbie.

#### **Assessment**

The Best Practices award in the area of Assessment was presented to Laura McGrail of Henderson County. As you know, we are required to assess students' acquisition of skills related to the state Program of Studies. Laura and her colleagues developed curriculum based assessment measures to address reading, math, and writing skills in kindergarten through 5<sup>th</sup> grade. She developed standards and individual probes for each skill and level of skill. Her efforts resulted in probes to address a total of 58 different skills and skill levels. During April and May of this year, the probes were piloted on a group of students so the probes could be refined. The CBA probes are now a regular component of the

assessment process and have been found to be useful for measuring student progress. Congratulations, Laura.

### **Consultation**

The Best Practices award in the area of Consultation was presented to Emily Seeger and Jason Simpson of Breckinridge County. Emily and Jason have worked together collaborating with Head Start teachers in their district. At the beginning of last school year, they met with the Head Start teachers to discuss specific social skill deficits the students were exhibiting. Emily and Jason developed lessons and activities to address those skills. They also met with the parents of the Head Start students to address questions and concerns the parents had about their children. Classroom observations were conducted to provide input to the teachers regarding classroom setup, teacher-child interactions, teaching strategies, and classroom management. Collaborative consultation also took place for specific behavior concerns that occurred for individual children. In appreciation of their early intervention efforts, we congratulate Emily and Jason.

### **Organizational Development**

The Best Practices award in the area of Organizational Development was presented to Wanda Gaskin of Pulaski County Schools. Wanda has been involved in numerous activities. To highlight just a few, Wanda is the Character Education coordinator and the Coordinator for Title IV, Safe and Drug Free Schools, in her district. She has developed a district-wide character education program for pre-kindergarten through 12<sup>th</sup> grade. She has facilitated professional development activities in her district and across Kentucky. Wanda has enlisted the support of numerous people, businesses, media groups, and educational professionals in pursuing character education activities. Congratulations Wanda, for all your work and efforts (many more than described here).

### **Program Evaluation or Research**

The Best Practices award in the area of Program Evaluation or Research was presented to Kandy Stroup of Danville Independent Schools. Kandy was instrumental in identifying and implementing various professional development programs in her district. She has worked hard at developing programs focusing on positive behavioral supports. Her early work in this area resulted in two elementary schools identified as pilot schools for the statewide KIDS project that is just ending. She has been a KIDS coach for the last three years. Kandy has the responsibility of writing grants for her district and, as a result, is often involved in the assessment of needs, training and program effectiveness. For all her efforts to support teachers and students, we congratulate Kandy.



## School Psychologist of the Year Award

After the five winners of the Best Practices awards are selected, the following people select one to be the KAPS School Psychologist of the Year: President-Elect, President, Past-President, and last year's School Psychologist of the Year. The 2003 KAPS School Psychologist of the Year award was presented to **Debbie Anderson** of Fort Campbell Independent Schools for her counseling efforts. Congratulations Debbie!



### Anyone can submit an article to the *The KAPS Review*

This publication is a great way to share  
your work and accomplishments – we  
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Julie Pendley  
Muhlenberg County Board of Education  
510 N. Main Street  
Greenville, KY 42345

Email – [jpendley@mberg.k12.ky.us](mailto:jpendley@mberg.k12.ky.us)

Fax – 1-270-338-0529

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our website

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Webmaster: Dan Florell, ECU

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