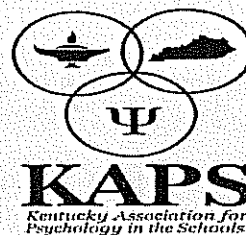


KAPS REVIEW



PRESIDENT'S MESSAGE

MARY TWOHIG

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"Building Steps to Success, Lowering Barriers to Learning, Supporting Mental Health Matters." This was the theme of our School Psychology Awareness Week held in November. In these days of high-stakes testing, accountability, and focus on test scores, schools can easily overlook the mental health needs of our students. The goal of the awareness week as well as the rest of this year is for school psychologists to provide and promote mental health services for children. School administrators need to be reminded that developing resilient and competent students helps them to achieve (and possibly raises test scores). So I encourage all of you to continue to promote school psychologists as mental health professionals in your schools and communities.



KAPS is part of the Kentucky Mental Health Coalition, a group of more than 100 agencies/programs in the state that have banded together to advocate for appropriate mental health services for all Kentuckians. The coalition has many advocacy initiatives that will be promoted during the next state legislative session. The one most relevant to our role group is the anti-bullying legislation that would require training and intervention at the school level in instances of bullying of students by other students. The bill has been pre-filed (BR 326), meaning that it will be discussed and hopefully acted on during the next session. Please make your feelings known to your legislators on this legislation and other relevant advocacy issues. The KAPS website has links and information that will guide you in the process. On February 4th, the United 874K Coalition (874,000 Kentuckians living with a disability) will host the 2007 Advocacy Breakfast to provide an opportunity to meet with legislators to discuss the needs of Kentuckians with disabilities - consider attending

I hope all of you who attending the Fall Conference felt it was a good learning experience. We will be having a one-day conference in the spring so look for information on the conference later in the school year. The NASP conference is scheduled for March 27-31 in New York City, focusing on "Responsiveness: The Fourth 'R'", and providing more that 800 workshops, presentation, papers, posters, and special events.

The Executive Council is continuing to work on revising the by-laws, exploring loan forgiveness, realigning regions, strengthening our financial status, etc. If you have any issues that you feel need to be addressed by KAPS, please contact your regional representative. We encourage all our members to be active participants in the organization so if you want to be involved in KAPS activities, just let us know.

Peace, love, and understanding to you all in the new year.

Mary

PLANNING FOR THE 2007 CONFERENCE IS UNDERWAY!

MISTY LAY, PRESIDENT-ELECT

Over the past two months, I have been in contact with several cities' visitor's bureaus across the state and received numerous proposals from hotel properties throughout. Many variables are considered when making a determination for a site for our conference, including hotel and meeting space accommodations, cost efficiency, and convenience for our members. After careful consideration of four cities, Lexington was selected as the city, with the Radisson Plaza Downtown as the site for our 2007 KAPS conference. The Radisson Plaza Lexington is situated in downtown Lexington, is adjacent to Triangle Park, and connected by skywalk to the Lexington Convention Center and Rupp Arena. Please plan to stay on-site for the conference, and be pampered by all the amenities offered by the hotel. In addition, KAPS will turn 30 in 2007 and plans for the birthday festivities are in full swing. Mark your calendars now and come experience the opportunity to celebrate, network, discover, and relax for three days: September 19-21, 2007!



Visit the conference site online: <http://www.radisson.com/lexingtonky>

2006 NASP SOUTHERN REGIONAL LEADERSHIP MEETING

A contingent from Kentucky attended the 2006 NASP southeast regional leadership meeting held in Louisville October 27-29. This marked the first time Kentucky had hosted the regional meeting, which had state and national leaders in school psychology from 14 states in attendance. Each state shared information on their state organization's structure, school psychology initiatives, and conference planning. In addition, state leaders submitted presentations on how "Response to Intervention" is being implemented in their states. Dan Florell presented on *The State of School Psychology in Kentucky*, Misty Lay presented on RTI, and Mary Twohig presented on the 2006 KAPS conference. Furthermore, those in attendance received training on the NASP website, NASP infrastructure, crisis response, and ethics.



The Kentucky Crew(left to right): Diane Szczur, Misty Lay, Roy Mays, Mary Twohig, Marty Dunham, Dan Florell, and Matt Buckman



Mary, Misty, and Dan during their poster presentations

KAPS MEMBERSHIP NEWS

COURTNEY BISHOP
MEMBERSHIP CHAIR

Thank you for everyone that has renewed their KAPS membership for the current year. Just so everyone knows, our fiscal year runs from July to July of each year. We also had some miscommunication with when our fiscal year starts and ends in the past. Although many of us are accustomed to renewing at the Fall Conference, membership is due at the beginning of each fiscal year.

Please encourage colleagues that you know are not currently KAPS members to please join. Remember that current KAPS members get to attend the Spring conference for free. What a bargain for dues of only \$40.00 a year!

THE NEW KAPS WEBSITE

MATT BUCKMAN

Check it out! KAPS has created a totally new website as a benefit to KAPS members and others interested in the practice of school psychology in Kentucky. The new website was designed to be easily navigated and informative. In addition to the multitude of resources identified on the KAPS website, you can find current issues, legislative news, upcoming opportunities, KAPS history/information and much more.

In addition to the revisions to the design and structure of the website, the following new sections were created to better support our members:

- Behavior interventions resources section
- Academic interventions resources section
- Research resources section
- Assessment resources section
- Kentucky resources section
- General school psychology resources section
- KAPS Legislative Issues and Resources section
- Research opportunities section

The only way to learn more is to visit and use the website. Please visit the new KAPS website at <http://www.psychology.eku.edu/KAPS/>

FUNNIES FROM THE FIELD

Q—What should you do if you see smoke...?

A—"Close the window!"

Q—Why should people brush teeth...?

R—"To keep you from looking like a redneck from Kentucky."

Q—This is found in nature...

R—"Sponge Bob!"

CONTRACT WORK FOR TEST PUBLISHING COMPANIES

MATT BUCKMAN
UNIVERSITY OF KENTUCKY

Test publishing companies, such as Harcourt Assessment and Riverside Publishing, recruit graduate students, practitioners and researchers to independently contract for standardization and "try out" studies. These companies are looking for professionals who have completed at least one assessment course and have potential candidates to participate in the study. They do not expect you to test a small army of individuals, only those you have available to meet the demographic needs of the standardization or "try out" sample.

Especially as a graduate student, these opportunities can provide you with great experience that will benefit you in the future. I was an independent contractor for Riverside Publishing last year and plan to do the same for Harcourt Assessment in 2007. My experience with Riverside Publishing was very good and I feel that working with Harcourt Assessments will be even better. As a contractor, I was able to train with the test authors and be part of the "try out" study that would help develop an intelligence test. It was a great experience; Riverside Publishing flew me to Chicago to train under Jack Naglieri and J.P. Das, both well known researchers, and be part of the study to help develop an IQ test.

These are great opportunities for students and professionals to make very good money and to get great experience. Harcourt Assessment is currently recruiting contractors who are interested in participating in the standardization study of the Wechsler Adult Intelligence Scale- Fourth Edition and the Wechsler Memory Scale- Fourth Edition. They are offering \$75-200 for every assessment completed and \$40-100 for participants you assess.

If interested in participating in this study you must act now as the deadline is very near. The study is from Jan-Dec 2007, but you can complete the assessments anytime within this timeframe. If you are interested in this great opportunity please contact Harcourt Assessment WAIS-IV/WMS-IV Team at 1-800-233-5686 or by email at clin-samp@harcourt.com.

EXAMINERS NEEDED

Paid examiners needed NOW for nationwide standardization of new **Spanish-Bilingual Edition** of the **Test of Auditory Processing Skills, 3rd Edition**. Individual testing of Spanish-speaking children from regular-education classrooms (without auditory processing difficulties) is starting now and continues at least through March, 2007. Contact Jill Youens at Academic Therapy Publications, Novato, CA 800-422-7249, TAPS-SBE@academictherapy.com.

LEGISLATIVE NOTES

CONNIE ADAMS
LEGISLATIVE CHAIR

*Be sure to **visit the KAPS Legislative Issues and resources section of the KAPS website**. Matt Buckman has done a fabulous job with its design and utility. Thanks to Matt for joining the Legislative Committee!

*Please **join KASA**. The requirement for KAPS to be an affiliate is now that a minimum of 45 KAPS members must join KASA. This is an essential legislative advocacy link for KAPS.

*Go to the Legislative page on the KAPS website if you would like information about subscribing to the free **Interim Legislative Record**, a great way to monitor the education legislative committees from your desk.

LOAN FORGIVENESS UPDATE

STACIE MCCUNE
HARDIN COUNTY

The KY Association of Psychology in the Schools is currently looking into loan forgiveness for School Psychologists, similar to programs offered to speech pathologists and special educators. We are currently in the process of gathering information to submit to KHEAA, outlining reasons for inclusion. Part of that needed information includes a total number of possible applicants who could benefit from loan forgiveness.

If school psychologists are approved for loan forgiveness, each individual will need to complete an application with KHEAA. The application will be submitted to KHEAA in December. KAPS will inform the membership when the application is approved. Thanks for the support on this important initiative.

For the most current information please visit the new KAPS website at <http://www.psychology.eku.edu/KAPS/LoanForgiveness.html>

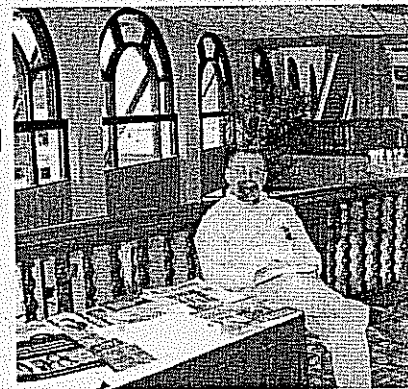
FROM THE EDITOR'S INBOX

- **Mentoring and Depression Among High-Risk Youth Report** (http://www.ppv.org/publications/assets/202_publication.pdf)
- ECU College of Education now housing the Commonwealth Center for Instructional Technology and Learning (CCITL) website at <http://ccitl.eku.edu/cgi-bin/WebObjects/CCITL.woa>
- The International Association for Truancy and Dropout Prevention has earmarked money to award 3 \$1000 mini-grants. Deadline for submission is 12/31/06. For more information, visit <http://www.kycss.org/clear/papers.html>
- National Consortium of School Violence Prevention Researchers and Practitioners releases position statement on Fall 2006 school shootings. View at <http://www.kycss.org/clear/papers.html>
- New PACERS Bullying Prevention CD released. For more information visit <http://www.pacerkidsagainstbullying.org> or call 1-888-248-0822.
- KDE has collaborated to create an online, facilitated KVHS PD entitled "Sexual Assault, Domestic Violence, and Child Abuse: Awareness and Intervention." The course will be offered during the Spring 2007 semester with registration already begun at <http://www.kvhs.org>.

NASP DELEGATE MESSAGE

MARTY DUNHAM
NASP DELEGATE

Season's greetings to you! I certainly hope this newsletter finds you healthy and looking forward to a well deserved holiday away from the grind of WISC administrations, RTI anxieties, and BIP frustrations. In addition to the snow days, summer, fall and spring breaks, and various voting and dead president's days, the upcoming holiday break is one of the many things that make our jobs one of the very best in the country. This time of the year I am very thankful for heeding my undergraduate professor's advice about careers in psychology—what other job in the world gives one so much intellectual and physical freedom? (OK, don't think too hard about that one). It was very good seeing old friends and making new ones at the KAPS conference. As I've grown to expect from KAPS the conference was great, with a good mixture of quality workshops, practical and informative paper presentations, and meetings that actually worked.



In late October the NASP Southeast Regional State Leadership Conference was conveniently held in Louisville. Kentucky was very well represented by Mary Twohig, Misty Lay, Diane Szczur, Roy Mays, Matt Buckman, and Dan Florell. Each of the 14 states in the Southeast region sends its state president and its NASP delegate, although many states send their president elects as well. During state sharing, poster and discussion sections scheduled throughout the two day conference Misty Lay discussed her RTI presentation from KAPS (which was the best one around) and Mary discussed the highlights of our recent KAPS meeting. Participants liked the spiral-bound handouts and the quality of the workshops Mary provided. Like Misty, most states discussed their initial findings with RTI implementation. Many reported a mix of positive and negative revelations. For example, more students with difficulties were being provided higher caliber services earlier than ever. Conversely, there had been unexpected teacher resistance in some areas, a decreased likelihood for teachers to refer for SLD in others, and an inconsistent application of RTI principles across districts. During one of the regular sessions Dan Florell presented changes to the NASP website and Phil Lazarus discussed the benefits of obtaining crisis intervention training through the PREPaRE curriculum developed by NASP. Carl DiMartino presented a strong mini-workshop on applying RTI principles toward behavior problems by combining functional behavior analysis, BIP, and RTI. Overall this leadership training was well attended and very beneficial for leaders in school psychology—as we all know, the field is only as strong and vibrant as its practitioners and leaders.

As of early December there were well over 22,000 NASP members nationwide, which is about 1,600 more than last year at this same time. Kentucky's numbers are also strong—we have around 250 active members to date. NASP recently launched a membership drive using a telemarketing firm of sorts, targeting non-renewing members. I opted to contact this year's non-renewers from Kentucky myself. So, if you haven't renewed for this year, I'll be contacting you shortly after the New Year. If you haven't renewed since 2004 you might be getting a call from a "membership renewal firm" on behalf of NASP. To date, the payoff in renewed members is far greater than the cost of the service. Other things of interest from NASP include the convention in NYC, which appears to be on track to be a record breaker. The NASP reserved rooms disappeared within a few days at the Sheraton

NASP DELEGATE MESSAGE (CONTINUED)

although there are a few hotel rooms remaining at the discounted rate in the Hilton. A few more hotels and hotel rooms at discounted rates have been made available, although these are likely to go quickly as well. If you haven't made lodging reservations you should do so quickly. NASP recently made available a new continuing professional development module on psychopharmacology for children, which is available to members online at NASPonline.org. There is a new book coming out this month on diagnosing and treating reading problems. NASP is taking orders now. NASP is also working to make EBSCOhost, a large, searchable research data base, available to members for an add-on fee to membership dues. This database is already available for trainers—it can be a very helpful tool for finding obscure interventions and learning about low-incidence conditions. Lastly, KAPS has graciously helped fund Kentucky's gift for the Children's Fund Auction held annually at the NASP conference. Employing the creative talents of Sara Tick from Livingston County and my own penchant for high-end bourbon I plan to send samples of food and drink that are distinctly and unmistakably Kentucky. Among other things I'll donate a sampling of the Commonwealth's finer bourbons. Knowing many of the trainers and school psychologists, I suspect our gift will generate much needed funds for this cause.

In closing, I hope that you enjoy the holidays and that I see you New York. I also hope that you join NASP or that you renew your NASP membership (at NASPonline.org) if you have not done so already. As always, if you have any questions, comments, or concerns, please contact me at marty.dunham@coe.murraystate.edu.

UNITED 874K COALITION

MARY TWOHIG
KAPS PRESIDENT

874,00 Kentuckians are living with a disability.

The United 874K Coalition is dedicated to seeing their needs are met.

Advocacy Event: Wednesday, February 7, 2007

Frankfort Convention Center

8:30 a.m. - Breakfast with Legislators & Administration Officials

9:30 a.m. - Issues Forum and Gubernatorial Candidates

The United 874K Coalition will host the 2007 Advocacy Breakfast on Wednesday, February 7, 2007 to give you the opportunity to meet with local legislators and Administration officials to discuss critical issues affecting more than 874,000 Kentuckians with disabilities (81,135 are ages 5-20). Topics to be discussed with legislators, candidates, and Administration officials include barriers to obtaining and maintaining employment and the Medicaid Buy-in Program, person-centered and consumer-directed services, inclusive education, effects of changes in the Medicaid program, assistive technology, accessible transportation, housing, and the funding shortfalls which threaten needed services and supports.

KAPS BEST PRACTICE AWARD WINNERS

MICHELLE GADBERRY

There were 17 school psychologists or teams nominated for the various best practice awards given at the KAPS conference. Each of the school psychologists nominated represent the best of what Kentucky has to offer to its schools and students. The winners for each category are as follows:

ASSESSMENT – Misty Lay, Bullitt County

CONSULTATION— Sarah Glasgow, Katie Matthews, Tiffany Keene, Mia Sullivan & Marybeth Irvine, Jefferson County

ORGANIZATIONAL DEVELOPMENT— Rachel Hammond, Oldham County

COUNSELING— Terri Kendall, Jefferson County

PROGRAM EVALUATION/RESEARCH— Sawsan Jreisat, Fayette County

Regional Best Practice Awards were also awarded by the Regional Representative. The winners of the regional awards were:

Region 1	Georgie Goodlett, Christian County
Region 2	Michelle Antle, Simpson County
Region 3	Lisa Knight, Jefferson County
Region 4	Rachel Hammond, Oldham County
Region 5	Michelle Gadberry, Jessamine County
Region 6	Jim Feger, Laurel County
Region 7/8	Jennifer Walker, Lawrence County

In addition to individual awards, winners were also considered for recognition as School Psychologist of the Year. This year's winner was Rachel Hammond of Oldham County. Rachel's best practice award entry can be found elsewhere in this newsletter. Several of the winning school psychologists' work will be featured in the next two newsletters.

CONGRATULATIONS to all our nominees and winners!

SCHOOL PSYCHOLOGIST OF THE YEAR

RACHEL HAMMONDS

AWARD-WINNING PICTURES FROM KAPS 2006

MARY MARGARET MCNEMAR
EDITOR



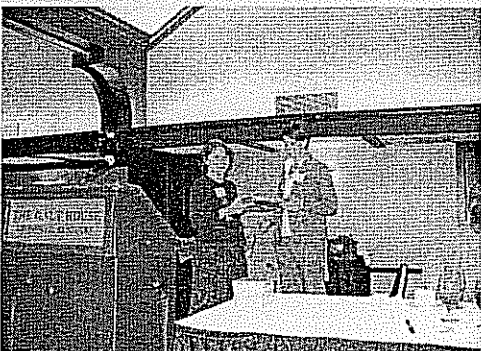
Regional Award Winners from L to R: Georgia Goodlett, Michelle Antle, Lisa Knight, and Rachel Hammonds (Heather Hill accepting on Rachel's behalf).



Regional Award Winners (L to R) Michelle Gadberry, Jim Feger (accepted by Regional Rep. Roy Mays), and Jennifer Walker. Best Practice Award Winner, Misty Lay, accepts her plaque from Mary Twohig and Dan Florell.



The team of Sarah Glasgow, Katie Matthews, Tiffany Keene, Mia Sullivan & Marybeth Irvine accept the Best Practice Award for Consultation. Terri Kendall and Sawsan Jreisat were awarded Best Practice Awards for Counseling and Program Evaluation, respectively.



Jennie Ewald Scholarship Winner:

Paige Birkholz

Western Kentucky University

COMMUNITY-BASED INSTRUCTION PROGRAM

The practice of school psychology has extended well beyond assessment. This is evidenced by the KAPS Best Practice category of Organizational Development, as it demonstrates school psychologists' well-balanced skills. I am honored to receive a nomination in this category based on my work revising the Oldham County Community Based Instruction (CBI) program for non-diploma students.

A focus for the Oldham County school district in 2005-2006 was to improve the CBI practices. As the low incidence consultant, my role was to develop and oversee this process. Over the previous school year, I had observed some of the major pitfalls in the middle and high school CBI programs and realized the need for change. Specifically, previous CBI consisted of large group outings or "field trips". Teachers planned trips to multiple settings every month. Therefore, instruction was not individualized and consequently, not as meaningful. Activities and community settings were constantly novel. Best practices for non-diploma students indicate the benefit of individualized/small group instruction and repetition of skills for acquisition of skills and future generalization of those skills to new settings and situations. Our teachers utilized these techniques in the classroom, yet had not extended these practices into CBI. In addition, data collection and goals from students' Individual Education Plans were not evidenced in the CBI. Parents had difficulty understanding the purposes of CBI and teachers were faced with additional planning instead of extending daily instruction into the community. Further, the majority of trips were leisure in nature and at times, age-inappropriate (e.g., Gattitown for high school). Revised CBI practices would need to consider what activities would promote independent adult functioning. Based on the problems noted, I developed four main goals for the 2005-2006 school year. These goals are listed below with specific examples of these goals:

- Implement 80% of trips in the vocational, community functioning, personal management, and home living domains and 20% of trips in the leisure domains. (e.g., 8 trips – 4 trips to the Post Office; 4 trips to Kroger's; 2 trips – 1 trip to the YMCA; 1 trip to the movies)
 - Leisure trips will be developmentally appropriate
 - Trips will focus on domains that were relevant for future adult independence and functioning
- Align activities with domain and goals, benchmarks, specially designed instruction from individual student IEP's.
 - Activity – Purchasing items from a shopping list
 - Domain – Personal Management
 - Goal/Benchmark – M1a (Oldham County Math Goal and benchmark)
 - Specially Designed Instruction – Next Dollar Strategy
- Individualize activities during CBI trips to ensure meaningfulness.
 - Students will go out in the community via small group or individually

KAPS 2006 ORGANIZATIONAL AWARD WINNER

RACHEL HAMMOND
OLDHAM COUNTY

- Students' activities will be defined and based on their individual goals.
- Develop CBI calendars with repetitive settings and activities
 - Examples of repetition include: student will go to the Post Office four times a month to practice purchasing a stamp; student will go to the local library four times a month to be instructed on checking out a book.
 - Teachers were instructed to consider progress over time and work toward generalization of skills to new settings (e.g., purchasing items from a list at Kroger's and then Wal-Mart).

In order to accomplish these goals, I reviewed literature on CBI and the Jefferson County Schools practices. From this information, a manual (Appendix A; selected portions) was developed, which included a parent questionnaire to gain family input on relevance for their lifestyles, safety and emergency protocols, and planning documents. Next, ten individual trainings were conducted for middle and high school teachers and administrators. The purpose of these trainings was to review the manual and assist with program development. Following the initial trainings, individual teachers were asked to develop monthly calendars and individual student schedules (Appendix B). Every month, teachers submitted the calendars and schedules for my review. I developed a rubric (Appendix C) in order to assist teachers in analyzing their CBI and conduct additional training or consultation as appropriate. Over the course of the school year, based on on-going consultations and calendar reviews, the CBI materials were revised. Despite initial hesitancy with the significant changes to CBI practices, teachers' feedback was very favorable. They were excited by individual student progress evidenced through observation and data. In addition, instruction was more streamlined and based on student needs and family input. It is of note that the changes in the CBI program would not have been possible without the support of the district, in particular the special education director.

In the spring of 2006, I re-examined the CBI practices. During the school year, I had attended several CBI trips with middle and high school students. These first-hand observations, in addition to on-going consultations with teachers, led to training for the 2006-2007 school year. Future goals include increasing vocational activities and building independence when out in the community. In summary, through examining the district's CBI program and implementing a new organizational practice, the non-diploma students benefited via individualized, meaningful, and repetitive instruction. I look forward to observing these students' continued progress over their middle and high school careers and its' impact on more independent adult functioning.

DISTRICT-WIDE RTI IMPLEMENTATION BEST PRACTICES IN ASSESSMENT 2006

MISTY LAY
BULLITT COUNTY

During the 2005-2006 school year, I continued working with the Bullitt County staff in the development and implementation of a four-tier Response To Intervention model. The RTI model was used with students in grades K-9 and addressed the areas of basic reading, reading comprehension, math calculation, math reasoning, and written expression.

Tier 1 involved the systematic screening of all students in the targeted grades using curriculum-based measurement techniques. I led a team in creating multiple alternate assessment probes for all five academic areas assessed. Working with the director of special education and the director of curriculum, we utilized Kentucky's Core Content and created end-of-the-year mastery guidelines for each grade level and area assessed.

We administered probes in the fall, winter, and spring, assessing roughly 3200 students each time. I used the data from the screenings to establish our local norms. By the end of the year, we had our local norms for fall and winter in all five areas; data for the spring norms were taken at the end of the school year. This information was shared with district staff, including principals, who were able to see comparisons of growth.

The complete four-tier model was piloted at Roby Elementary School. From the universal screening, we used the local norms to identify the students who were "at-risk." These students, who fell within the lower 20%, were designated as Tier 2 students and were provided with scientific-based interventions for a period of nine weeks. Their progress was monitored objectively with such techniques as charts, graphs, trend lines, and aim lines. Those students who did not make adequate progress were then moved to Tier 3, which involved a referral for a special education evaluation. Tier 4 was designated for those students who were identified as requiring special education.

SCHOOL PSYCHOLOGY NETWORK FORMED

MANDY BYRD
REGION 1 REPRESENTATIVE

The KAPS members of Region One have been very fortunate as the West Kentucky Educational Co-op has formed a School Psychology Network for school psychologists in our region. This group is able to meet approximately three times a year to discuss issues that are important to our profession. During the current school year one of the greatest concerns for members in our region is the development and implementation of RTI on the district level. Our network has had several meetings discussing RTI and this spring a regional KAPS meeting is being planned to discuss this topic as well. Misty Lay, President-Elect of KAPS, will be the guest speaker for this meeting in March, 2007.

WHY TRY? INTERVENTION PROGRAM

COURTNEY BISHOP
FAYETTE COUNTY

I first heard of the WhyTry? program in September of 2005 when Hans Magleby, the co-founder of WhyTry?, provided a brief presentation on their program at the fall KAPS conference. The program sounded very hopeful, so I convinced one of my elementary schools to send myself, our guidance counselor, and school social worker to attend the two day certification of the program as well as to buy the complete program.

The WhyTry? program emphasizes a character education program that consists of ten visual analogies (pictures) that relate to specific problems and challenges that at-risk youth face. Each picture includes various solutions and questions, to help the youth gain insight in dealing with their own challenges. The program also comes with a music CD (the music was created by a gentleman from MTV's Road Rules show), interactive CD-Rom, posters, curriculum manual, and list of hands-on activities to further teach topics to children. It works on topics such as the following: anger management, problem solving, dealing with peer pressure, living laws and rules, building a support system, and having a vision for the future. WhyTry's motto is "Freedom, Opportunity, and Self-Respect". The program is designed to target at-risk youth (i.e., truancy, help overcome violence, poverty, and failure). The program is for students K-12. A curriculum has also been created to use it as a high school curriculum class. When purchasing the program, elementary guides for the program are made available from there website as well as access to discussion forums. WhyTry? is to be used on a universal level of intervention, but can also be used as a small group program.

This is the second year that Millcreek Elementary has piloted the program. Our goal is to make this a universal intervention, but we are currently doing the program in small groups. We conducted our first group last spring and were pleased with our results. The group responded well to lessons and really enjoyed the hands-on activities. Our Fall group is currently responding the same way.

WhyTry? is research based and has showed success in the Utah school district and other places across the country. It is also being used in the Utah prison system and has also showed promise with the preliminary research in this area that has come out thus far. If you are looking for a new program to use at your schools, I highly recommend WhyTry?. It relates to the students and teaches lessons in a multi-modal way. The creators are wonderful in answering questions about the program. They are always readily available via phone or email. When we bought our program, we received a \$100 discount for piloting the program. For more information on WhyTry?, please visit their website at www.whytry.org. Give WhyTry? a try!

**DEADLINE FOR SUBMISSIONS FOR THE NEXT NEWSLETTER
IS MARCH 1, 2007.**

SCHOLARSHIP AWARDED TO PAIGE BIRKHOLZ

CARL MYERS

WESTERN KENTUCKY UNIVERSITY

Paige Birkholz was the recipient of the Jennie Ewald Outstanding Graduate Student award at the 2006 Fall KAPS conference. Paige is a graduate student at Western Kentucky University where she has already been recognized for her accomplishments. In the Spring of 2006, she was presented with the Dr. Lourine Cave award for outstanding first year graduate student in psychology. Perhaps more importantly, Paige has a natural talent for working with children and demonstrates excellent interpersonal skills with parents and teachers. As a graduate student, she has been involved in conducting observations and evaluations for the local Head Start program. Her evaluations of the arrangement of centers, the daily schedule, and teacher-child interactions were amazingly on-target and professional. She was able to tactfully discuss areas of need in each of the classrooms. The Head Start staff were very appreciative of the work she completed. Not many graduate students (or even beginning school psychologists) would be able to conduct such a helpful and professional evaluation.

As a graduate student, Paige is easily meeting all the demands of the academic coursework and applied experiences. She currently works as Graduate Assistant for the cognitive/intellectual testing course taken by beginning school and clinical graduate students. Paige's writing and research abilities are excellent. She already has been involved in a research project that has led to a poster presentation at the national APA conference. It is also fitting (and an interesting coincidence) that she is completing her practicum experiences in the Russellville Independent School system, where Jennie Ewald worked as a school psychologist. Congratulations Paige!

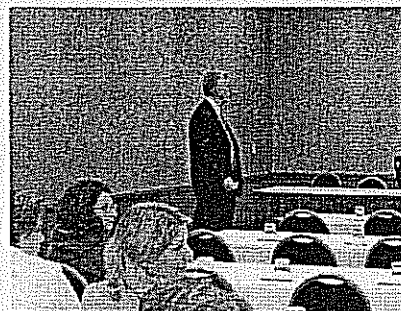
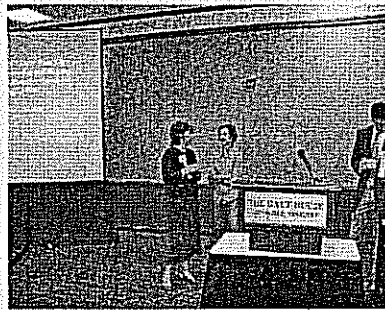
BOOK REVIEW: ETHICS AND LAW FOR SCHOOL PSYCHOLOGISTS, 5TH ED. (2007)

CARL MYERS

WESTERN KENTUCKY UNIVERSITY

Susan Jacob and Timothy Hartshorne's 5th edition is an up-to-date and useful resource for school psychologists. While I use it as a textbook for a professional psychology ethics course, school psychology practitioners may wish to consider purchasing the book as an authoritative resource. The first chapter provides the basics for general ethical principles and an ethical problem-solving model. Because special education services have been federally mandated since the mid 1970s, fewer people in the field realize the fight that occurred to establish special education services. The second chapter provides a nice historical overview and the constitutional basis for special education services. Practitioners will be especially interested in the third chapter with its focus on topics such as informed consent, confidentiality, privileged communication, making copies of test protocols, and technology in communication and record keeping. The book also includes a couple of chapters that provide a helpful review of IDEA-04 and Section 504. Chapters also address numerous issues related to direct (e.g., counseling) and indirect (e.g., consultation) services that often comprise a large role for practitioners. Many other topics (e.g., suspension, corporal punishment, harassment, students with communicable diseases) are discussed in Jacob and Hartshorne's comprehensive work. And if you need to brush up on just what the ethics codes say, the appendices contain the NASP and APA ethics codes, as well as NASP's guidelines for the provision of school psychological services and suggested competencies for providing services to culturally diverse clientele.

2006 CONFERENCE HIGHLIGHTS



KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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

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RTI IN ACTION

MARY MARGARET MCNEMAR
MADISON COUNTY

As the 2006 year comes to an end, I continue to be excited by the changes in school psychology that are taking place. In my county, we are beginning to embrace RTI and have developed a model that we hope to pilot soon. Our department has expanded by one more school psychologist, and although assessment continues to be an important part of what we do, each of us has begun to specialize in other areas of school psychology practice.

My goal this year was to begin directly intervening with kindergarten students at risk of early school failure due to poor literacy skills. In September, I screened 3 kindergarten classes using the DIBELS materials. I chose 2 classes for intervention and the third served as a control group. In the two classes targeted for intervention, the DIBELS screenings identified 9 students at the "Intensive Intervention" level. One student was already placed in special education and was excluded, but the remaining students were included in my intervention groups. My ECU practicum student, Nick Patterson, and I met with the 8 students (5 in the AM Kindergarten and 3 in the PM Kindergarten) for 15 minutes a day, 4 days a week. We utilized an intervention called Mnemonic Phonics (Ehri, L.C., Deffner, N.D., and Wilce, L.S. (1984). Pictorial mnemonics for phonics. *Journal of Educational Psychology*, 76, 880-893) to teach letter names and sounds. For letter cards, the alphabet cards from the Houghton Mifflin reading series used by much of the county were utilized. A script for the intervention was developed so that Mr. Patterson and I were consistent in intervention implementation. Additionally, the letter-writing worksheets from the Starfall.com website were used as reinforcement activities.

I completed the mid-year or Winter assessments with the DIBELS this week. I am pleased to report that 5 of 8 of the targeted students improved their early literacy skills. Two of the 8 students are now on grade level according to the DIBELS, 3 have improved to the "strategic intervention" level and 3 continue to fall at the "intensive intervention" level. Of those 3 students, 2 have greatly improved literacy skills despite falling within the lowest group.

What was interesting to look at as I reviewed the data is that true to the claims of the DIBELS materials, students who were at benchmark on the early assessment continued to be on grade level at mid-year. Students in the strategic intervention level also followed predictions with some maintaining skills and some falling to the lower group.

A new group of students in need in intensive intervention has been identified and I am in the process of developing an intervention for these students. This is an ongoing project, but early results have been positive...and it is so rewarding to see my students respond to intervention!

Contributions wanted for a new series: RTI in Action. Let us know what you are doing to intervene with students at risk and what is working! DEADLINE FOR SUBMISSION FOR THE NEXT NEWSLETTER IS MARCH 1, 2007.