

# The KAPS Review

Kentucky Association for Psychology in the Schools

## President's Message

Michelle Gadberry

### *Fall Conference 2004*

It was great to see so many of this state's fabulous school psychologists at this year's annual fall conference! Despite a few snags, such as the traffic snarl on New Circle Road on Thursday and the hurricane which kept one presenter away, overall everything went well. Dr. Randy Kamphaus deserves a prize for persistence. After his original flight out of Atlanta was cancelled due to the hurricane, he hung out for another six hours as two other flights were cancelled. He finally was able to leave Atlanta on Friday morning, making it to the hotel half an hour before his presentation!

### *School Psychologist Shortage*

Our growth as an organization is phenomenal and if national reports are accurate, this growth will continue. As the number of school psychologists working in schools and in private practice increases, the demand for school psychologists continues to increase as well. A recent article at CNN.com (9-6-04) reported that there is a national shortage of school psychologists, especially in rural areas. Kentucky has approximately 690,000 students, according to Jim Batts. Following the NASP 1:1000 recommended ratio, we should have 690 school psychologists working in our schools. According to Linda Johnson at KDE, last year's LEAD report indicates that we had 262 school psychologists working in public schools. In Kentucky, districts in eastern and western Kentucky routinely have difficulty filling open positions for school psychologists. We are fortunate to have school psychology training programs at UK, ECU and WKU, as well as a certification program at Murray State. We need to continue to encourage the students we work with to consider school psychology as a career.

### *NCLB, Reading Proficiency and High-Stakes Testing*

I would like to thank everyone who participated in our email surveys regarding NCLB and whether KAPS should work to develop a position statement with regard to specific NCLB issues. I still don't have all of the results, but so far it seems that many of you believe we should investigate this issue further. The next step will be to put together a committee of persons interested in gathering data (such as the position statements of other national and state organizations). If you are interested in being a part of this, please email me. KAPS is a volunteer-run professional organization. Without member involvement, we cannot continue to grow.

### *Where to Find Information*

I am continuing to look at various topics for the spring training that I hope to hold in the western part of the state. As information becomes available, we will post it on the website. The website currently has handouts from several KAPS presentations, including Tom Kratochwill's handouts on Evidence Based Interventions and Jim Batts and Kurt Metz's handouts from the WISC-IV session. Dr. Dan Florell has worked hard to keep the website updated and to make it "user-friendly". Be sure to check it out - [www.psychology.eku.edu/KAPS/](http://www.psychology.eku.edu/KAPS/)

Have a great school year!

Michelle

Fall 2004

November 5,  
2004

### Inside this issue:

Conference News	2
Membership Report	2
Legislative Update	2
Heard!!!	2
Ethical Points	3
Student's Corner	3
NASP 2005	4
KAPS SP of Year	4
Webmaster Notes	5
Regional Spotlight	5
Conference Summaries	6
Treasurer's Report	10
PD Opportunity	10
Editors' Corner	11

*Heard It!**Student with written expression difficulties:*

"Mom, I wish my hands had a brain."

*Vocabulary response:*

"Foresight: I think that is what I got—where you can't see far away but you can see close up."

*Sign of the times:*

"You have to put stamps on letters because they may think it is from another country and have a bomb in it."

*Notice posted in teacher's lounge of elementary school:*

"Reminder notices sent to all faulty members who have not paid as of Sept. 16th."

*Election Poster in elementary school:*

"Elect Breanna—She will fight for xtra recess."

*Why should we exercise?*

"To get pecs."

*Comprehension responses:*

"You brush your teeth to get the funk off."

"Police wear uniforms to get the playas."

or

"So they won't be naked! (whispered)"

## Fall Conference Report

Michelle Gadberry

I would like to share some information about this year's conference. We had a great turnout with an overall total of 287 people attending at least one day of the conference. We had 91 people attend the pre-conference session on Wednesday, 244 people attended Thursday and Friday and 43 people attended either Thursday or Friday. In 1991, the total attendance was 163 (yes, I still have my KAPS Review from 1991...). We have almost doubled attendance since then!

Our membership continues to grow. We had 43 new members (of which, 12 were students) join KAPS and attend the conference. With regard to renewals, 160 regular members renewed at the conference and 61 students renewed their membership at the conference. If you meant to renew your membership at the conference, but didn't, please send your renewal to David Taylor, our membership chairperson. See David's article below for information on renewing your KAPS membership.

## Membership Report

David Taylor

Names have been changed, addresses and employers updated, new members added, and, hopefully, any mistakes corrected. While membership renewals continue to drift in, current KAPS membership stands at 278 members total. Of that number, we welcome approximately 59 new members this year. Membership runs from July 1st to June 30th each year, and must be renewed annually. While dues are usually gathered July through September, if you have not yet renewed your membership, it is not too late. Membership forms can be downloaded from the KAPS website ([www.psychology.eku.edu/KAPS](http://www.psychology.eku.edu/KAPS)). Benefits of membership include discounted registration fees at the fall and spring conferences, as well as any trainings or workshops sponsored by KAPS, a directory of members, quarterly newsletters, and periodic e-mails from your regional representatives regarding news and upcoming events. Any questions regarding membership, as well as any changes in a member's contact information, may be directed to David M. Taylor by phone at 270-852-7000 or e-mail at [dmtaylor@dcps.org](mailto:dmtaylor@dcps.org).

## Legislative Update

Jim Batts and Connie Adams

The Senate and House Conference Committee continues to move quickly in the effort to reauthorize IDEA during this legislative session. Work is expected to be completed by Nov. 10. Committee discussions are occurring in private, with public information embargoed. The current 108th Congress returns on November 15th for a lame duck session and is expected to vote on the amendment before adjourning this fall.

The USDE issued the 24th annual report to congress on Implementation of IDEA covering data from the 2001-02 school year. Topics include special ed teacher quality, links between poverty and special needs, the use of DD classification, supply and demand issues for SLPs, social and behavioral problems of elementary and middle school students, high school graduation rates for students with disabilities and many other issues. The executive summary or full report are available on line: <http://www.ed.gov/about/reports/annual/osep/2002/index.html>

## Ethics — What's in a Name?

Carl Myers, NCSP

I have recently been appointed to be the Ethics Chair for KAPS and wanted to introduce myself to those who do not know me. I received my Specialist degree in school psychology from Iowa State University. I worked as a school psychologist in Iowa for nine years. I went on to obtain my doctorate in school psychology from ISU. I completed a predoctoral internship at the Kennedy Krieger Institute and Johns Hopkins School of Medicine in Baltimore. After that, I joined the school psychology faculty at Western Kentucky University where I have been ever since. I served as the KAPS president during the 2001-2002 year and am happy to be involved in KAPS again.

As the new KAPS Ethics Chair, I would like to continue having short articles in the KAPS newsletter discussing ethical topics relevant to school psychologists (see outgoing Ethics Chair Dan Florell's article below). The first topic I would like to discuss may seem minor or trivial to many, but is really an important ethical and legal issue. APA (2002) ethical guidelines emphasize the necessity of avoiding deceptive statements regarding training, credentials, and degrees (Standard 5.01). Kentucky statutes are very specific about who is allowed to use the term, "psychologist." The Kentucky Board of Examiners of Psychology and APA are very protective of that title. We are "school psychologists" and, unless you have a doctorate degree, you must use both words to describe yourself (e.g., on reports, to parents). You are responsible for making sure others describe you that way as well. For example, other people in your district are likely to maintain the school's website or create your identification badge. You need to make sure others list you as a "school psychologist" and not a "psychologist." Similarly, if you are completing your internship, you need to identify yourself as a "school psychologist intern" and not simply a school psychologist. For suggestions on future topics or for ethical questions that arise, please contact me at [carl.myers@wku.edu](mailto:carl.myers@wku.edu) or call me at 270-745-4410.

## The Protocol and Just the Protocol?

Dan Florell

### Situation:

A school psychologist is evaluating a student and has completed the WISC-IV but not the other parts of the evaluation before the student transfers to a neighboring school district. After receiving a notice of the transfer and a request for records, the school psychologist sends the WISC-IV protocol to the neighboring school district's school psychologist and informs her that the student is in the midst of an evaluation. In this hypothetical scenario, did the original school psychologist behave in an ethical manner?

### Answer:

In the situation described above, it would be considered unethical to send a protocol without the school psychologist also sending an interpretation of the data. The NASP Ethical Code is clear in section D — Reporting Data and Conference Results. In part 1a the code states, "School psychologists ascertain that information about children and other clients reaches only authorized persons. a) School psychologists adequately interpret information so that the recipient can better help the child or other clients" In this case the receiving school psychologist and school district would be a recipient and only sending the protocol is not consistent with adequate interpretative information. In order to avoid this situation, always include an interpretation of your available data before forwarding the information to the new school district.

## Suicide Prevention Resource:

*The Suicide Prevention Resource Center (SPRC), a non-profit organization funded through SAMHSA and EDC, is producing an e-newsletter, The Spark, which is archived at:*

*<http://www.sprc.org/news/index.asp>*

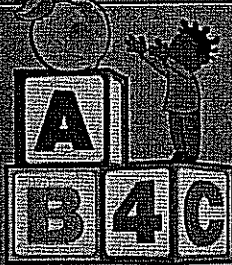
## Student's Corner:

### Things I Wish I Knew Before Graduate School

By Sara Beaver  
EKU Graduate Student

1. I wish I knew how to appreciate free time before graduate school!
2. I wish I knew the definition of the word *busy*. The word takes on a whole different meaning in graduate school. Busy in undergrad means having to write a paper. Busy in graduate school means having 3 papers to write, as well as a case study and presentation.
3. I wish I knew that I would actually be taking half of the drugs that we are learning about in class!
4. In all seriousness, I am glad I didn't know about the wonderful friendships and relationships I would make with people in graduate school. It's always nice to be pleasantly surprised!

## Achieving Better Outcomes for



## CHILDREN

Come to Atlanta for the 2005  
NASP Convention

**Keynote speaker** Martin E. P. Seligman, PhD, leading expert on Positive Psychology will discuss *Positive Psychology at School*.



Susan Prout at the KAPS Conference, accepting the School Psychologist of the Year award from KAPS president, Michelle Gadberry, and KAPS Past-President, Diann Shuffelt.

## NASP 2005 Conference

**NASP 2005 Annual Convention, "Achieving Better Outcomes for Children"**  
March 29–April 2, 2005 Marriott Marquis Hotel Atlanta, Georgia

Don't miss the NASP 2005 Annual Convention, the largest gathering of school psychologists in the world. Choose from more than 600 workshops, presentations, and special events. Highlights include:

- **Keynote speaker** Martin E. P. Seligman, PhD, leading expert on Positive Psychology will discuss *Positive Psychology at School*.
- **Featured speakers** Joel M. Meyers, PhD, Alan S. Kaufman, PhD, Felice Kaufmann, PhD, Samuel Goldstein, PhD, Mogens R. Jensen, PhD, and more.
- **President's Special Strand, Assessment That Informs Effective Instruction and Intervention**, interactive exploration and discussions about proposed changes in IDEA, requirements for LD identification, and the role of the school psychologist in a multi-tiered model.
- **Professional Transitions Seminar Series** includes four seminars on the major career transitions: first job, becoming an administrator, turning to training, and retirement.
- **Expanded Student Activities** will include a breakfast, special sessions, a town hall meeting, student party, and mentoring opportunities.
- **Atlanta's Charm and Attractions**, including world-class museums, galleries, historical attractions, live performances, outstanding restaurants, vibrant nightlife, championship-level sporting events, great shopping, gracious architecture and outdoor spaces, and rich cultural and national heritage.

Further information on the program, hotel and travel arrangements, and registration are available at [www.nasponline.org/conventions](http://www.nasponline.org/conventions).

## Susan Prout KAPS School Psychologist of the Year

Susan Prout, Fayette County Schools, was chosen as this year's Kentucky School Psychologist of the Year. Susan currently works as the coordinator of the Multicultural Assessment Team for Fayette County Schools. In addition, she also works as a school psychologist with "regular" duties at Veterans Park Elementary School. KAPS also nominated Susan to NASP for the National School Psychologist of the Year competition. Susan was required to submit a candidate's statement regarding a current national issue for school psychologists and letters of recommendation from colleagues and parents. Putting together the nomination packet is a lot of work, and KAPS appreciates Susan doing it. The winner will be announced at the 2005 NASP conference in Atlanta. Good luck Susan!

## Webmaster Notes

Dan Florell

The Internet is now a part of most school psychologists' lives. We go to the web to check out information on rare disorders or find out when our favorite instrument's revision will be complete. Many times the web is used to brainstorm ideas for interventions (<http://www.interventioncentral.org/>) or to check out the LD tables. Professional organizations are putting more information on the web making it easier for members to become active in the organization and to have a quick way to access the organization's resources. A couple of recent examples would be NASP's ([www.nasponline.org](http://www.nasponline.org)) PowerPoint training on Issues working with Gay, Lesbian, and Bisexuals and being able to earn CE credits in areas like early intervention and school discipline.

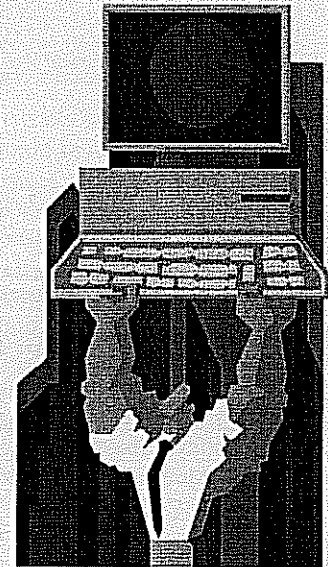
A glimpse of future professional conferences via the Internet can be seen on the Futures conference website (<http://www.indiana.edu/%7Eefutures/>) which was held in November 2002. The Futures conference video recorded many of their presentations. If you were unable to attend the conference two years ago, you can still view the presentations if you have a fast Internet connection. The Futures conference set the agenda for where the field of school psychology is headed. As part of the conference, each state has written an action plan on how to implement the Futures conference goals. This conference will have an impact on our practice as school psychologists. Check out what changes are on the way in the field.

Another resource that I have been sending out over the past three years has been the EKU-SPEN. EKU-SPEN is a monthly e-newsletter that contains links to a variety of stories and resources regarding psychology and education. Most recently I have used the e-newsletter as a way to notify others of school psychology openings. If you are interested in receiving the e-newsletter, just send me an e-mail ([dan.florell@eku.edu](mailto:dan.florell@eku.edu)) that says SUBSCRIBE.

The KAPS website (<http://www.psychology.eku.edu/KAPS/>) does not have the same amount of resources of the previously mentioned sites but there is a lot of useful material. Some recently added material includes all of the nomination/election forms and the KAPS Conference presentation form which are available in easily downloadable Word format. Another addition has been regarding training opportunities in Kentucky. There are several workshops listed starting in June and going into October. I have even been able to add some pictures of regional activities (see the Region 2 page). The KAPS website improves with every suggestion of a website or notification of a training. I value everyone's feedback and encourage you to use the website frequently. If you have any comments or information regarding the website, please e-mail me ([dan.florell@eku.edu](mailto:dan.florell@eku.edu)).

## Regional Spotlight- Catherine Brambley

Garrard County School Psychologist Catherine Brambley has devoted her career to promote culturally competent and culturally sensitive assessment practices. She has spoken at national conferences and regional events to encourage school psychologists and other mental health practitioners to critically examine current assessment practices in order to best serve the community and schools. She has co-authored an experiential workshop and research project that has proved positive in both the classroom and in national symposia. One of her goals is to develop cultural competence for teachers, educators, and school psychologists at the grass-roots level. Thus, her experiential workshop is currently being used as part as numerous university course curriculums. Catherine is currently offering variations of her workshop that are designed to promote culturally sensitive and culturally competent practice in conjunction with aspects of social justice to both national and regional conferences. If you are interested in contacting Catherine, she can be reached at [cbrambley@garrard.k12.ky.us](mailto:cbrambley@garrard.k12.ky.us).



If you are interested in receiving the EKU-SPEN e-newsletter, just send an e-mail to: ([dan.florell@eku.edu](mailto:dan.florell@eku.edu)) that says SUBSCRIBE



Garrard County School Psychologist  
Catherine Brambley

## Conference Summaries

### Introduction to the New Content & Features of the K-ABC-II

Mr. Michael J. Suess, M.S., N.C.S.P.

by Amanda Crick, Ed.S., N.C.S.P.

Mr. Michael J. Suess, school psychologist and AGS measurement consultant, conducted a session Thursday afternoon of the conference about the new K-ABC-II. Approximately 50 conference-goers were in attendance. Mr. Suess explained that the K-ABC-II was established with dual theoretical foundations (Luria & CHC) and the test may be administered and interpreted with strict adherence to either model. He reminded the group that the Kaufmans have always prided themselves in developing culturally sensitive instruments and the new K-ABC-II was described as "fun, fair, and effective". Mr. Suess stressed that the measure not only eliminated the negative aspects of the previous edition but retained the positives as well. The K-ABC-II measures multiple ability constructs, has an expanded age range (3-18 years), includes a measure of verbal ability, and places new emphasis on learning and reasoning ability. Since the age range includes 3 year olds, it may be used for assessing preschool age children. Mr. Suess stated the K-ABC-II is easy to administer and score and includes teaching items for novel tasks. Materials seem to be colorful and engaging. The K-ABC-II definitely appears to be a good instrument for all children, especially in situations when cultural sensitivity is a priority.

### Alternate Assessment 101: What School Psychologists Should Know

Liz Towles-Reeves and Stephanie Kampf-Bohach

by Kathie Harris

The presenters did an excellent job providing a rationale and overview of alternate assessment. They reviewed the evolution in curriculum which occurred over the past 40 years including de-institution, developmental/functional curriculums, community-based instruction, and an integrated model. With the support of state and federal laws, students have moved out of resource rooms into general education classes with their peers. Alternate assessment is a way to measure the performance of students with disabilities who are unable to participate in general large scale assessments used by states. Four approaches to alternate assessment were identified: portfolios, performance events, teacher completed checklist, and IEP-based reviews. Most states, including KY, have adopted the portfolio approach which is designed for a very small number of students. Portfolios are a collection of student products aligned with the general curriculum content standards set for all students. An overview of portfolio contents and scoring rubric was provided, and the role of the school psychologist in the process was recognized. School psychologists are viewed as having knowledge of legal requirements which ensure students with disabilities receive appropriate services. Our role is to assist school teams in deciding which format will be the most appropriate large-scale assessment for a student. Participants and presenters exchanged views of the technical properties and limitations of portfolios. Although KY is seen as a national leader in this form of assessment, the presenters recognized there is certainly room for improvements in KY's model. Those attending this session came away with a better understanding of the rationale and development of alternate assessments.

### A Model For Successful Transition from Health Care to School

William A. Kraft, Ph.D.

By Melisa Morris, Ed.S. (NCSP)

Dr. Kraft is the director of brain injury and spinal cord injury programs at the Frazier Rehab Institute and Assistant Clinical Professor of Medicine at the University of Louisville. Dr. Kraft reviewed neuropathology of (MTBI) Mild Traumatic Brain Injury and cell death. He explained that brain injury is actually the leading cause of death and disability in children and adolescents in the United States. More than 1 million children sustain brain injuries annually (165,000 require hospitalization). Severe pediatric brain injury, however, is a relatively low incidence event (11%). 68% are mild and these are the students that we see re-entering the schools. Even though 85% of pediatric brain injury outcomes are considered "good", even these children require educational supports. The special education category of TBI is considered a low incidence handicap and the number of students receiving services under this category is low. Because of this, brain injury has received relatively little attention in preparation of educators and funding initiatives. This training helped educate needs of students with TBI in schools. Dr. Kraft discussed brain plasticity, behavioral effects of injury, language and cognitive deficits, transition models, as well as appropriate assessment, IEP, and modifications.

### Why Don't We Just Put Ritalin in the Drinking Water?

Barbara R. Teague, RN, Ph.D  
By Neely A. Devine, Psy.S.

Barbara R. Teague, RN, Ph.D. presented at the KAPS Fall Conference. Dr. Teague is a Licensed and Certified School Psychologist for Scott County Schools. Her presentation reviewed common medications most frequently seen in the school-aged population. She organized them by pharmacological category, indications for use, and common side effects that would be observed in the child. Dr. Teague's goal was to familiarize her audience with medications that are encountered on a daily basis. Dr. Teague gave common medications, uses, outcomes, and clinical points of interest for the following categories: cerebral stimulant, other medications for ADHD, antipsychotic, antianxiety/sedative, bronchodilators, anticonvulsant, antihistamine, nonsteroidal anti-inflammatory/analgesic, corticosteroids, anti-migraine, antidepressant, analgesic/antipyretic, cholinergic blocker, cholinergic/antiemetic, antiulcer, antacid, and pancreatic hormones. These classifications seem complicated but there is a good chance that children in your school have prescriptions for these medications. The side effects and drug interactions alone are enough to make you want to learn all you can about these medications so that you can recognize symptoms in a child you are working with. Dr. Teague also offered interesting facts such as three to five percent of school-aged children are diagnosed with ADHD, the most common SSRI is Zoloft, and seventy percent of children with mental illnesses do not receive help or a diagnosis. Dr. Teague's presentation was a wonderful contribution that helped to make the 2004 KAPS Conference a success.

### Using Assessment to Put Kids' Reading Needs First

Paula Compton, Murray Independent Schools  
by Carl Myers

This three-hour workshop provided an excellent overview of the Dynamic Indicators of Early Literacy Skills (DIBELS) and how the DIBELS can be used in a number of ways. As noted on the University of Oregon's website for the DIBELS (<http://dibels.uoregon.edu/>), the DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected.

Paula described each of the measures and a number of ways the DIBELS can be used by schools (e.g., identifying at-risk students, progress monitoring). The DIBELS consists of numerous "alternate form" measures that make it particularly useful for monitoring the academic progress of students over time. That is, the measures are brief enough that students can be monitored on a weekly basis. If a student is not making adequate progress, the frequent monitoring lets everyone know relatively quickly so instructional changes can be made. Paula reviewed a number of instructional strategies as well. This session provided informative information on the DIBELS and how a school psychologist can make a difference with prevention and early intervention activities related to literacy. (Note: School psychologists can obtain the DIBELS free from the University of Oregon website or from Sopris West, which sells the DIBELS in convenient administration packets.)

### QPR – Ask a Question, Save a Life (Paul Quinnett)

Stephanie Boggs & Bobbie Burcham  
By Carly Cornelius

QPR – Ask a Question, Save a Life was presented by Stephanie Boggs and Bobbie Burcham, Fayette County School Psychologists. The ninety-minute session presented participants with a specific technique/strategy to utilize when working with potentially suicidal individuals. QPR was described as a skill for anyone to use and is not limited to mental health professionals. The session provided attendees with suicide background information including multiple suicide myths/facts, a video (Basics of QPR), suicide clues and warning signs, and tips for asking suicide questions. Attendees were also provided with specific information regarding each component of the QPR (Question, Persuade, Refer) program. For Q (Question), examples of direct and less direct approach when questioning a potentially suicidal individual were discussed. The (Persuade) component involved offering hope and one's full attention, without judgment. For R (Refer), multiple means to ensure a safe follow through to interventions were offered. Suicide risk management intervention were also provided for instances when an individual does not present with suicidal thoughts and/or behaviors. At the end of the presentation, attendees were given information to purchase the program for later implementation.

## Conference Summaries, cont'd

### Introduction to the KTEA-II

Dr. Michael Suess

By Kandy Stroup

Dr. Suess, measurement consultant for AGS, brought KAPS members up to date on the newly revised KTEA-II. As did the original version, the new revision offers 2 parallel forms that include 5 subtests retained from the older version, plus 9 new subtests. All 7 IDEA achievement areas are measured. New subtests include assessments in written language, listening comprehension, oral expression, phonological awareness, nonsense word decoding, word fluency, decoding fluency, associational fluency and naming facility. The administration time is comparable to other individually administered achievement tests and the tasks are designed to be similar to what students do day-to-day in class. There are expanded age norms ranging from 4-6 to 25-11. The new revision provides CDs for the listening comprehension task and for correct pronunciation on decoding tasks. Error analysis continues to be offered to help determine a student's level of achievement, personal strengths and weaknesses. The KTEA-II is co-normed with the KABC-II, which was also presented and reviewed at the KAPS conference. Composite and subtest reliabilities are relatively high, as is inter-rater reliability (.82-.97 for grades 2 & 3). Concurrent validities with the WJ-III Broad scores range from .73 (oral language) to .88 (written language). Dr. Suess asserted that the KTEA-II is fun, fair and effective. He shared that a new KTEA-II Brief form will be available in February 2005. He also shared that AGS has an age calculator that can be loaded onto a handheld for free on their website (<http://www.agsnet.com> Look under free resources). Congratulations to Rodney Ping, Clay County Schools, for winning a new KTEA-II kit by answering the KTEA-II question of the day!

### Advanced Workshop on the Interpretation of the WISC-IV

Jim Batts & Kurt Metz (EKU)

by Rhonda Dievert

This workshop focused on the newest revision of the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV). Items covered included: correlations of the WISC-III to WISC-IV, profile analyses, subtest face validity, examinee strengths & weaknesses, and level of significance versus the base rate. They also provided a 'sub outline' for writing up results as well as suggesting additional methods for analysis based on the performance on certain subtests (block design, digit span and cancellation). It was noted that the revisions from the WISC-III to the WISC-IV has changed to the number of subtests making up the index scores. Due to the decrease in the number of subtests making up each of the index scores on the WISC-IV it does not allow for the ability to utilize the verbal or nonverbal IQ apart from the FSIQ, if there is indeed a significant split between verbal/performance skills. If there are significant differences between verbal and performance skills such that the examiner feels the WISC-IV Full Scale IQ (FSIQ) score is not a good measure of the examinee's IQ, then the presenters suggest examiners use another test may need to be chosen as more appropriate. Presenters also reviewed best practices when using the WISC-IV with high and low incidence groups. Possible test modifications were also reviewed with respect to litigation regarding the need to provide testing accommodations based upon the Americans with Disabilities Act (ADA). Deviations from testing procedures were outlined and a model was provided for allowing modifications, using hearing impairment as an example. Caution was suggested when modifying the testing situation, namely the importance of documenting in the report the use of any modifications/adaptations/accommodations that deviate from testing procedures. For a copy of the handout from this presentation as well as a few other KAPS presentations: <http://www.psychology.eku.edu/KAPS/KAPS2004ConventionHandouts.html>

### Childhood and Obesity: Psychological Aspects and the School Psychologist's Response

Dan Florell, Ph.D. and Paul Baker

By Bryony N. Rowe, Ed.S.

The presenters provided information about childhood/adolescent obesity national and state statistics, biological (heredity, race, and gender) and environmental factors (lack of daily physical activity, television viewing, improper nutrition), related psychosocial variables (self-esteem, perceived social support, locus of control, and life satisfaction), and information about school-based prevention and intervention strategies. In their review of the literature, the presenters reported that positive outcomes occur, although often not sufficient for significantly reducing obesity, when programs combine various strategies, which can include nutrition and health education, physical activity, modified school lunch programs, behavior modification procedures, and support for stronger family involvement. In increasing awareness of the physical and psychosocial impact of childhood/adolescent obesity, the presenters facilitated discussion and encouraged expansion of the school psychologists' role in dealing with this widespread health epidemic.



Introduction to the **BASC-II**  
Dr. Randy Kamphaus and Dr. Cecil Reynolds  
By Kristen Maxson

Dr. Kamphaus and Dr. Reynolds presented information about the 2<sup>nd</sup> edition of the **Behavior Assessment System for Children (BASC-2)**. Presented in the context of behavior research developments over the past ten years, many notable changes in the **BASC-2** were discussed. Some functional changes include updated norms, Spanish-language forms, and updated software programs. Clinical changes include teacher and parent form items that address activities of daily living and functional communications. With regard to the Atypicality scale, it now includes more items that reflect characteristics of autism spectrum disorders. Dr. Kamphaus and Dr. Reynolds also shared that social skills questions now reflect performance in a group setting. Additions to composite scales include measures of personal adjustment, inattention/hyperactivity, and an emotional symptoms index. More information about the **BASC-2** can be found at the following websites: [www.psychologicalforum.com](http://www.psychologicalforum.com), [www.agsnet.com](http://www.agsnet.com), [www.guilford.com](http://www.guilford.com), [www.soe.uga.edu/edpsych](http://www.soe.uga.edu/edpsych).

Advanced Interpretation and Application of the **Stanford Binet-Fifth Edition (SB-V)**  
Gordon Taub, Ph.D.  
By Jennifer Leslie

Gordon Taub, Ph. D., a faculty member in the School Psychology Program at the University of Central Florida presented an energetic and entertaining 3 hour presentation on the new **SB-V**. He reviewed the 5 factor theory utilizing strengths and weakness and why the Full Scale approach is relied on less and less as to why a student is having difficulty in school. The first hour focused on the actual test administration and why it is administered with 2 routing tests as well as examiner tips. The **SB-5** is unique in that it gives strengths and weakness on all four factors at one level. Dr. Taub discussed the "phasing out" of the discrepancy model and heading toward a model of constancy. "If Knowledge and Working Memory are low, you can expect low reading skills", according to Dr. Taub. The big hit of the day was the presentation of graphs showing correlation between each factor and basic achievement categories (Basic Reading Skills, Reading Comprehension, Math Reasoning, and Math Calculation). The graphs were difficult to visualize during the presentation but are available in color (which helps tremendously to discriminate the achievement areas) in *School Psychology Review*, author Randy Floyd and in *School Psychology Quarterly*, author Jeff Evans. Dr. Taub concluded with specific interpretation examples based on actual test results helping the audience to view test interpretation in a new light. Handout included all graphs as well as influences and future performance implications for all five factor indexes.

A Look into the Future for School Psychologists: Providing Comprehensive Health and Mental Health Services by Adopting a Public Health Model of Service Delivery  
Stephen T. DeMers, Ed.D.  
By Priti Wilson

As the demands of our society continue to change, so do the demands in the school psychologist's role. This session reviewed the school psychologist's traditional role in assessment and discussed possible changes in the years to come. Dr. DeMers discussed some of the possibilities of this role in the next fifteen years. With changes in educational policies and in the needs of children, some of these changes may include a continuation of our current roles, regression to an assessment role, shift towards child clinical child psychology, move towards instructional engineering, or a move towards adoption of a public health model. While looking at these future demands, we must consider the possibility that although number of school psychologists may decrease, the need for psychological services will continue to increase. The current trends seen are increases in special education related activities and decreases in intervention-based services. Dr. DeMers reviewed critical issues facing children such as poverty, violence, bullying and harassment, teen pregnancy and sexual behavior, and a rise in mental health needs. Some changes in our role may be adopting a public health model and focusing on epidemiology, prevention/early intervention, family/community systems of care, use of behavioral strategies, and use of a collaborative interagency approach. In order for us to utilize the available resources and improve the outcomes for children, families, and schools, it is important to develop a plan in broadening this future role. Instead of regressing to previous roles or making no changes at all, we must adopt a public health model to most appropriately meet the vast needs of children in our society.

**KAPS Treasurer's Report for November 1, 2004**      **Brandon Huss**

KAPS's current checking account balance is \$34,594.17, with the certificate of deposit currently recorded at \$3,319.42. Since July of 2004, total deposits, which have included pre-conference and conference registration fees and membership dues, have totaled \$31,283.00.

With regard to expenditures incurred from the 2004 fall conference, the total amount was reported as \$20,246.07, with these expenses including speaker fees, public relations materials, audio-visual services, awards, copies, a desk employee, convention site rental, and membership to the Kentucky Mental Health Coalition.

If you are interested in viewing the full treasurer's report, please contact Brandon Huss at [bhuss@jessamine.k12.ky.us](mailto:bhuss@jessamine.k12.ky.us)

## **Psychological Tests with Deaf and Hard of Hearing Students**

**Date: Friday February 18, 2005**

**Time: 9:00 am - 5:00 pm (Lunch included)**

**Location: Galt House Hotel**

**Louisville, KY**

**Presenter: Steven Hardy-Braz, Psy.S., NCSP  
School Psychologist, Fort Bragg Schools**

**Registration Fee: \$100.00 (if paid by February 11, 2005)  
\$125.00 (on-site)**

This full day workshop will examine use of the WISC-IV, WISC-IV Integrated, Stanford-Binet 5, K-ABC II, UNIT, Leiter-R, Merrill-Palmer Revised and other tests with students who are deaf or hard of hearing. A quick overview of issues in testing these children will be covered with the main emphasis on examining and comparing the different instruments for psychometric qualities, administration, and interpretation. This workshop is geared toward school, clinical, and neuropsychologists who work with these populations but it is applicable to other professionals wishing to understand and apply psychological assessment test results.

**Steven Hardy-Braz** is the co-coordinator of the *National Association of School Psychologists' Interest Group on Students who are Deaf or Hard of Hearing and their Families* as well as a nationally certified school psychologist from Fort Bragg Schools in North Carolina. He has served as consultant to the Psychological Corporation, Stoelting, Riverside Publishing, AGS, and other publishers during recent revisions of the Wechsler Scales, Stanford-Binet, KABC-II, KTEA-II and other psychological tests commonly used with deaf and hard of hearing children as well as an author, researcher, and practitioner working with D/HH students.

**For information, e-mail [GRCFlagler@aol.com](mailto:GRCFlagler@aol.com) or call 904-819-6216. Application for CEUs is in process.**

**Sponsored by:**

- *Gallaudet University Regional Center at Flagler College*
- *Kentucky Department of Mental Health and Substance Abuse-Deaf and Hard of Hearing Services*
- *Kentucky Association for Psychology in the Schools*



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

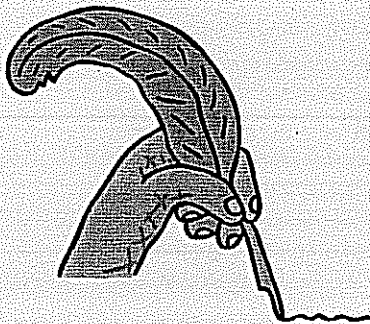
**Kentucky Association for  
Psychology in the Schools**

Newsletter Editors:  
Mary Margaret McNemar  
Bryony Rowe  
Madison County Schools  
707 North Second Street  
Richmond, KY 40475

Phone: 859-624-4586  
Fax: 859-624-4581  
Email: [mmcnemar@madison.k12.ky.us](mailto:mmcnemar@madison.k12.ky.us)  
Or [browe@madison.k12.ky.us](mailto:browe@madison.k12.ky.us)

Visit us on the web!

<http://www.psychology.eku.edu/KAPS/>



Email your articles and suggestions to  
[mmcnemar@madison.k12.ky.us](mailto:mmcnemar@madison.k12.ky.us) or  
[browe@madison.k12.ky.us](mailto:browe@madison.k12.ky.us)

## Editors' Corner

Mary Margaret McNemar  
Bryony Rowe

We are excited to be named editors of the KAPS newsletters. We hope you like the new format, and welcome any suggestions you may have. Submissions are always needed and welcomed. They can be emailed to the addresses to the left.

Several new features will be debuting: the Regional Spotlight section will highlight the good work of one of our own; the Student Corner will contain musings and information for our student members; Ethical Dilemmas will be asked and answered by our Ethics chair; and the Heard It section will feature funny responses by students and faux pas found in our school buildings. We will incorporate other features as they become available and, as always, welcome suggestions from KAPS members.

We will continue to keep you updated on legislative action of interest, happenings at NASP, professional development activities, etc. We can also feature research studies of interest to the day-to-day practice of school psychology. Submissions can be emailed to the addresses to the left.

We will be working with Dan Florell, KAPS webmaster, to post copies of the newsletter in the archives so they can be retrieved easily. Many other state organizations are already doing this. Paper copies of the newsletter will continue, however, as this is one of the greatest benefits of membership in your state organization.

If you are currently a student in a school psychology program in the state, we welcome submissions from you. We would like to feature information for students, by students. Topics may include surviving graduate school and comprehensive exams, making the most of your practicum and internship experiences, or finding and landing the job of your dreams!