

# KAPS REVIEW

## PRESIDENT'S MESSAGE

KRISTEN KYRIACOU

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It is great to see the flowers in bloom, and rejuvenation of trees after the devastation of the January ice storm. My garden has taken on a whole new look, after losing several large limbs which provided a great deal of shade. Well, change can bring opportunity, and this may well be the time to start something new. This welcome change falls on the heels of the nation's economic "meltdown" which has resulted in the threat of millions of job losses for people, and serious budget shortfalls for businesses and school districts. In addition, the "Swine Flu" panic is spreading across the nation. Maybe this is a good time to reestablish our perspective on things. We need to consider everything in relation to the big picture and ask ourselves is the situation hopeless and desperate? No, we can take action and turn this into an opportunity for growth. What can we do? We can start by learning about the threats and obstacles in our path, and take action to address them. As school psychologists, we are facing one of the most significant challenges that our profession has ever known. APA has reintroduced a proposed revision of the 1987 Model Licensing Act. This potential model for credentialing psychologists threatens to jeopardize mental health and other supportive services to thousands of school-aged children and youth. We need "all hands on deck" to face the monster and fight. In this issue of the KAPS Review, several featured articles will provide you with specific steps you can take to voice your opinion about the MLA. In addition, the KAPS Executive Council strongly encourages everyone to spread the word to colleagues, counselors, teachers, parents, principals, superintendents, and even students asking them to send their comments to APA in support of school psychologists. Please read on to learn how easy this can be. And remember, the Chinese character for Crisis is the same character for Opportunity! Let's turn this into an opportunity to further advance the profession of School Psychology.

My goal throughout this past year was to increase awareness and visibility of school psychology across Kentucky, in an effort to make people more aware of the vast amount of resources that we can provide. In addition, it has been my hope that these efforts will serve as protective factors in situations where jobs and positions may be eliminated by school districts. In that respect, I am hopeful that my efforts have not gone unnoticed, and that the public awareness of our role and profession will continue to expand and grow. I am also hopeful that our advocacy efforts in fighting the MLA will also serve as a protective factor in the future, as people will learn more about what services school psychologists can provide. In June, NASP will be providing a state training to assist KAPS in working on government and professional relations issues. Remember the dyslexia legislation? We encourage you to attend this training and learn how you can respond if other legislative issues arise.

In closing, I wish to say that it has been an honor and a wonderful experience serving as KAPS President for the past year. I have met so many truly dedicated and talented people, and the contacts I have forged will be life-long links. Thanks to all of you for upholding this profession to the highest standards.

Sincerely,  
Kristen Kyriacou, Psy.D.  
KAPS President 2008-09

## RESOURCES FROM NASP

### [NCCRESt's "Culturally Responsive Response to Intervention"](#)

NCCRESt has published a new learning module on [Culturally Responsive Response to Intervention](#). The module is organized into three academies: (a) Culturally Responsive Response to Intervention Models, (b) Using Data to Assess Student Progress and Inform Educational Decisions in Culturally Responsive RTI Models, and (c) Ensuring Culturally Responsive Student Supports. Each of these areas includes a free facilitator manual, PowerPoint presentation, and participant handouts.

### [Student Loan Forgiveness Opportunity](#)

KAPS in conjunction with NASP is alerting you about an opportunity to support a bill to fund repayment of student loans for school psychologists and other child and adolescent mental health professionals. We encourage you to follow the link to respond.

Act Now!

Bill Introduced to Repay Student Loans for School Psychologists

HR 1932, the Child Health Care Crisis Relief Act of 2009, would repay student loans for child and adolescent mental health service professionals, including school psychologists. Please take a moment and visit the link below to the NASP Advocacy Action Center and sign the letter in support of this bill.

<http://capwiz.com/naspweb/issues/alert/?alertid=12763241&type=CO>

## ADAMS RECEIVES NASP RECOGNITION

Connie Adams, shown here with NASP President, Dr. Gene Cash, was awarded the NASP GPR "Certificate of Appreciation" at the NASP Convention in Boston. This honor is bestowed upon NASP members who have clearly shown their advocacy efforts to improve education and mental health services for children, youth, and their families. Connie has worked to support NASP's mission and goals through her state and national government and professional activities. Connie is the Governmental and Professional Relations Chairman for KAPS. In her work with KAPS she has spearheaded successful legislative action in Kentucky to recognize school psychologists as administrators. With the KDE School Psychology Council, she helped to develop the Kentucky Comprehensive School Psychology handbook. She has also promoted safety by developing and writing emergency procedures in her district, and has supported bully-proofing and RTI initiatives. In addition, Connie volunteers on the Kentucky Crisis Response team as a mental health responder. She is committed to promoting safe school environments for learning and improved mental health for students.



Be on the lookout soon for 2009 conference registration materials! The registration brochure will be posted on the KAPS website and emailed to members before the end of May. This year's conference will be held September 9-11 at the Hyatt in downtown Louisville. Save those dates - you won't want to miss it!

## LEGISLATIVE NEWS AND NOTES

CONNIE ADAMS  
GOVERNMENT AND PROFESSIONAL  
RELATIONS COMMITTEE CHAIR

The most important [GPR](#) action for KAPS now is the [Model Licensure Act \(MLA\)](#) initiative. Please be sure to take part [by contacting](#) APA at this critical time. We must work together and with related stakeholders to preserve the title of school psychologist and practice of school psychology. This newsletter is your key to involvement. Also be sure to go to NASP for the "One Click Response". It is validating to know that NEA, APA Division 16, and the Association of State and Provincial Psychology Boards are already supporting our position.

I am sure you all are watching for the positive effects of appropriations from the American Recovery and Reinvestment Act (AARA). The package includes a onetime federal appropriation of 12.3 billion dollars in support of IDEA. The stimulus money will help, but is not a renewable source of revenue [or a long term solution](#). Debates in Frankfort center around revenue shortfalls and looking at difficult options including comprehensive tax reform and expanded gaming. There is talk about a special session to address looming fiscal issues. We all need to encourage our legislators to move swiftly on action related to the fiscal year 2010.

KAPS is working toward collaboration with dyslexia advocates to insure that next year's version of HB 409, which will inevitably be filed, is based upon research and grounded in best practice. If you are interested in working on this, please let me know.

A little update on the Social Security Fairness Act for those interested: [The bill](#) would repeal both the Government Pension Offset (GPO) and Windfall Elimination Provision (WEP). I am encouraged that the bill continues to gain support with 258 bipartisan sponsors in the House and 21 in the Senate.

We will continue to collaborate with KPA to support the Psychology Licensure Revision legislation next session. We highly value our collaboration with KASA and their expertise with all education related legislation and advocacy. We [also](#) follow up with NASP Legislative Alerts as notified. I hope you contacted your US Representative to support the Increased Student Achievement through Increased Student Support Act. After all, isn't that what we are all about....

Summer is not far off, and I hope you enjoy sunny days and soft rains.

The KAPS Operations and Procedures Manual has been updated, and is now on the website, just in case you are curious about the inner workings of KAPS, or if you are interested in learning more about a leadership position, check it out!

**KAPS is pleased to offer the following training:**

**Grassroots Advocacy: Simple Steps to Lasting Change**

**Presented by Sally Baas,  
NASP GPR Committee**

**The purpose of the workshop is to assist KAPS members in navigating and effectively addressing legislative issues.**

June 5, 2009  
1-5:00 p.m. (EST)  
Frankfort Regional Medical Center  
Frankfort, KY

Free for KAPS members

To register please contact Dr. Kristen Kyriacou,  
KAPS President at [kristen.kyriacou@jefferson.kyschools.us](mailto:kristen.kyriacou@jefferson.kyschools.us)  
(502) 485-6094

REGISTRATION DEADLINE: May 29, 2009

**DON'T FORGET TO RENEW YOUR KAPS MEMBERSHIP**

Please be aware that the KAPS membership year runs from July 1 through June 30, and dues can be paid for the 2009-10 year at any time. We are now able to pay our dues online. See the web-site for more details (<http://www.kapsonline.org/Membership.html>)



## NEWS FROM AROUND THE STATE

**KAPS WELCOMES A NEW MEMBERSHIP CHAIR:** Welcome to Penny Mills who has been appointed to serve as the KAPS Membership Chair. Courtney Bishop did a fantastic job in this role for several years, but has decided to step down and spend more time serving as a Tee-ball mom with her young son. Courtney, we appreciate all of the hard work and time you have devoted to KAPS, and we wish you all the best. And to Penny – we are happy to have you on the team, and will look forward to working with you in addressing membership questions.

**HEADS UP NEWS:** Did you know that one of the best times to offer the Heads Up program in a school may be after the CATS testing is completed, and the students are getting antsy and restless for the summer to begin. This will provide them with a good foundation of skills to carry over into the summer months.

KPA has informed us that although they are no longer making new HEADS UP kits, they would love for KAPS members to continue using the program with elementary school children. They have now posted all materials on the KPA Foundation Website for districts to download, with the only cost being the purchase of the books. If you have any questions please feel free to contact Kristen Kyriacou or Suzy Rogers for more information.

**KAPS SPRING TRAINING:** On February 16, 2009 KAPS welcomed Stephanie Eken, M.D., child and adolescent psychiatrist, for a training presentation on “Child Mental Health Issues and Their Impact on Learning”. This training was attended by approximately 60 KAPS members and colleagues, and covered a variety of psychiatric issues including anxiety, depression, emotional dysregulation, tic disorders, and autism spectrum disorders. Dr. Eken also provided an overview of how these psychiatric conditions are diagnosed, as well as some treatment strategies that are used to impact the child's ability to learn.



**MADISON COUNTY RECOVERING FROM EF-3 TORNADO:** On Friday, May 8th, an EF3 tornado tore across central Madison County. The tornado began around Nina in Garrard County, crossed into Madison County in the Kirksville Community, and then continued a 20-mile path of devastation across the county to Kingston and Waco before dissipating in Estill County. The Kirksville community was one of the hardest hit areas. At the time of the storm, about 75 students and adults were enjoying a spring carnival at Kirksville Elementary. The carnival was cancelled, and the school and food and water stocked for the carnival quickly began to be used as part of the emergency response. School Superintendent, Tommy Floyd, and his administrative team were immediately activated and began emergency response activities, including contacting the Director of Psychological Services, Connie Adams. Connie worked with the administrative team and principals throughout the weekend to respond to school and community needs. On Monday morning, a school psychologist was available at each affected school and NASP recommendations for responding to students after a natural disaster were emailed to every staff person in the county.





NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS

## Implications for School Psychological Services: Proposed APA Model Act for the Licensure of Psychologists (2009)

The National Association of School Psychologists (NASP) strongly **opposes the proposed revisions** by the APA Model Act Task Force to the American Psychological Association's (APA) Model Act for State Licensure of Psychologists (2009). Specifically, the proposed model act calls for limiting the provision of psychological services and use of the title "psychologist" to only those individuals licensed by a state psychology licensure board or with a doctoral degree in psychology. ***This would seriously curtail the practice of the majority of school psychologists and the provision of necessary services to children, families, and schools.***

**The current 30-year old model act includes an appropriate and necessary exemption for school psychology.** Currently, the exemption from licensure restrictions extends to school psychologists who have completed training at the specialist, (typically 60 hours or more of integrated program of graduate studies in school psychology), and doctoral levels and are credentialed by the state board of education. The exemption acknowledges that the training and qualifications of doctoral and specialist-level **school psychologists** working in school settings are appropriate for psychological services provided for the purpose of **improving students' academic and mental health outcomes**.

**The APA proposed model act recommends removing this exemption for specialist-level school psychologists and limiting the title use and practice of doctoral-level school psychologists. This removal is without cause or evidence of public benefit in doing so.** The proposed model act restricts the use of the term school psychologist or certified school psychologist to individuals who: 1) have a doctoral degree in psychology; 2) are certified by the state education agency; and 3) are using the terms only during their practice in the public schools. A primary purpose of a professional model licensure act should be to ensure access to effective services provided by qualified professionals in order to protect and promote the public welfare. Far from accomplishing this goal, APA's proposed removal of the 30-year old exemption for non-doctoral school psychologists credentialed by their state board of education has no basis in scholarly research that the current practice of school psychology causes public harm, nor that removing the exemption will promote the public welfare.

**The practice of school psychology is well-established in law and regulation.** Federal and state statutes and regulations refer to the practice of school psychology and the title "school psychologist" for important services for children, in general and in special education. More than 90% of state boards of education use the title "school psychologist" for credentialing of professionals in public schools. Further, case law has affirmed the right and benefit to the public of school psychologists credentialed by their state board of education to practice in schools.

**The proposed model act, if enacted as written, could cause unnecessary, disruptive conflict at the state level.** Adoption of the proposed APA model act would put state statutes in conflict with state boards of education credentialing laws and regulations regarding certification or similar credentialing processes for positions providing psychological services (as described in the model act) and/or that include the words "school psychologist," "psychological," or "psychology." This could distract public officials and educators from more important issues and jeopardize schools providing needed school psychological services.

**The proposed model act may cause public harm by disrupting and limiting access to services.** Most school psychologists serve in public schools and are credentialed by their state boards of education, not the state psychology licensure board. Adoption of the proposed model act by state legislatures as written could eliminate the ability of the majority of school psychologists to continue providing services and/or use the title "school psychologist." There is already a **shortage of school psychologists** and it would take states and the profession years to overcome the disruption in service.

**The proposed model act creates public confusion as it permits licensed psychologists working in any setting, including schools, to refer to themselves as "school psychologists" without having met state or national credentialing requirements for school psychologists.** Currently, the title "school psychologist" is reserved for people who meet a specific set of credentialing standards established by a state or the National Association of School Psychologists (NASP). In all states these standards reflect, in part or whole, those adopted by NASP. These

standards require demonstration of successful completion of graduate study in school psychology and supervised application of acquired skills in school settings. The model act proposes that licensed psychologists be exempted from these credentialing requirements in the use of this title.

**A close analysis of the proposed model act reveals four primary areas of serious concern.**

**Improper restraint of trade**, preventing qualified and appropriately credentialed school psychologists from providing school psychological services and using the title %school psychologist+granted to them in their valid credentials from state boards of education.

**Potentially unconstitutional claiming of exclusive property rights** to the title and terms %psychologist,+ %psychological,+and %psychology.+

**Denial of the well-established practice of school psychology** by properly credentialed specialist level and doctoral level school psychologists. (Fifty years of independent practice in schools, during 30 of which APA policy has acknowledged the title and practice through exemption in the model act; more than 90% of state education credentials use the title of %school psychologist.+) )

**Potential for unnecessary, unfounded recommendations** to state legislating bodies about changes in well-established and effective state department of education credentialing practices that could result in: 1) conflicts with existing state department of education regulations and procedures; and 2) harm to the public due to confusion about the profession of school psychology and reduced access to needed services.

**A line-by-line analysis is attached but additional related issues of concern to NASP include:**

Disregard for the existing, well-documented, and widely implemented high standards of training and practice that govern the field of school psychology today.

Presumption of APA's purview over the governance of school psychology when NASP, with more than 25,500 members and a 40-year long history of developing, promoting, and enforcing the training and practice standards guiding the profession, is clearly the primary organization representing school psychology.

Promoting unnecessary chaos in the more than 132 specialist-level training programs, 56 NASP-approved doctoral-level programs and 155 institutions nationwide who meet or exceed NASP standards for training, many of which are also accredited by NCATE, the premier accrediting body for training of professionals working in education.

Promoting unfounded, time-consuming, and disruptive conflict between state boards of education and state psychology licensure boards caused when these governing bodies are forced to redo credentialing and licensing systems and procedures.

Potential for serious public confusion, cost, and disruption of services caused to children, families, school personnel, and other consumers in states that adopt the model act as written.

Potential for subjecting school psychologists credentialed by the state board of education to criminal fines and penalties in states that adopt the proposed model act as written.

Probable increased cost to individual school psychologists who are forced to apply for licensure and/or are forced to limit their role and services delivered to children in need.

And most important, the inevitable negative impact on services to children and families as the number of trained school psychologists who are able to practice in schools, where there are already shortages, is severely diminished.

**NASP strongly recommends that all school psychologists, their colleagues, and consumers of school psychological services contact APA and urge them to reinstate the exemption for school psychologists**, making the specific points outlined above and in the accompanying document. For further information and to access prepared talking points for your personalization go to <http://www.nasponline.org/standards/apamla.aspx>



## NASP Advocacy Roadmap for States:

### Brief Overview of the APA Model Act for State Licensure of Psychologists

Revised 2-20-09

#### What is Happening???

- ◆ The Model Act for State Licensure of Psychologists (Model Act) is an American Psychological Association (APA) policy document which provides recommendations and guidance for the licensing and practice of Psychology. This APA document is often used by state legislatures and licensing boards as they review the standards for the practice of psychology and revise licensing laws.
- ◆ APA is presently considering significant changes to the current version of its Model Act.
- ◆ Currently, the practice of psychology is primarily monitored by state psychology licensing boards while the practice of school psychology is monitored by Departments of Education or affiliated agencies, which deal with the credentialing of school-based personnel.
- ◆ During the last public comment period in 2007, more than 10,000 individuals and 19 state and national mental health and education organizations wrote to APA in support of reinstating the school psychology exemption. These advocacy efforts were partially successful in preventing the advancement of the originally proposed changes by APA as they are now planning to revise their proposed MLA again permitting the use of title and practice by doctoral level school psychologists only. If adopted by state legislatures, this change could potentially remove permission for the use of the title "school psychologist" and restrict the practice of school psychology for all specialist-level school psychologists. A new 90-day public comment period addressing this proposed change is anticipated to open starting March 2nd, 2009.
- ◆ It is anticipated that the proposed recommendation to the APA's MLA will be placed on the Cross-Cutting Agenda for the APA Spring Consolidated Meetings. It is expected that during spring and summer of 2009, an APA Task Force will review comments that they receive during the public comment period and revise the draft as needed. It is anticipated that by fall 2009, a new draft of the MLA will be submitted to oversight boards (BEA, BPA, CAPP, CEPC), by December 2009 the final MLA draft will be submitted to the APA Board of Directors for their review, and by February 2010 the MLA would be placed the Council Agenda for adoption.
- ◆ This removal would seriously impact the profession and current practice of School Psychology by curtailing the use of the title school psychologist and the delivery of school psychological services by non-doctoral personnel. More importantly, this change would severely limit the availability and accessibility of school psychological services to students because there are not enough doctoral level school psychologists to meet the current needs and demands for these services. Membership data collected by NASP estimates that nearly 75% of school psychological services are delivered by educational specialist level school psychologists.

#### Implications

If adopted by state legislatures as proposed, the Model Act could:

- ◆ Result in the revision of our professional title as the words "psychologist, psychology, and psychological" would be reserved for doctoral level and licensed psychologists only.
- ◆ Alter the way we describe the services we provide and create significant confusion about whether services provided by specialist level school psychologists are "eligible" or "sufficient" to meet existing regulatory and statutory requirements. These changes would threaten our professional identity and result in the need for significant revisions to local, state and federal statutes, regulatory language, and other policy and service delivery documents and procedures.
- ◆ Significantly disrupt the delivery of critical school psychological services to schools and students in need.
- ◆ Contribute to the growing shortage of school mental health professionals available to respond to student needs.
- ◆ Restrict the ability of specialist-level school psychologists to deliver a full range of psychological services con-



sistent with their scope of training and practice.

- ◆ Impact our ability to bill as eligible service providers for Health Related services under school Medicaid reimbursement programs.
- ◆ Create unnecessary conflicts between state departments of education and psychology licensing boards about the licensing, credentialing, and oversight of practice of school psychologists.

## ACTION ALERT!!!

Attention all KAPS members - NOW is the time to respond to

### APA's Model Licensing Act

As many of you are aware, the APA Model Licensing Act has been revised, and APA has opened a new 90-day public comment period for individuals and organizations to respond. The proposal recommends eliminating specialist level (non-doctoral) school psychologists, and restricting the use of the title "psychologist" to those who hold a doctoral degree and are licensed. In addition, the proposed changes will affect "psychological practice" by limiting the role to only those who hold doctoral degrees and are licensed. Further, the proposed MLA adds a "supervision" component which would require all non-doctoral school psychologists to be supervised by a doctoral psychologist-without regard to whether or not they have training specific to school psychology. If our state licensing board adopts these changes, Kentucky certified school psychologists could lose their ability to practice school psychology in any setting.

KAPS leaders strongly oppose a number of the proposed changes that would seriously undermine services to children, families, and schools, as well as school psychologists' professional identity and practice. We are working with several key stakeholders across Kentucky to address this threat to school psychologists and to student welfare. This is a direct challenge to our profession, and we need you to join the fight!

NASP provides standard response letters, or you can customize your own response. Go to the following site to respond ["One Click" Response Template](#) or go to:

[http://nasponline.org/standards/apalletters/oneclick\\_apa.aspx](http://nasponline.org/standards/apalletters/oneclick_apa.aspx))

We also encourage you to ask colleagues and other professionals to submit responses. They can also use the NASP link to submit responses. We need everyone's help, so please pass the word on.

Please don't wait – the open-response period ends on JUNE 5, 2009!!!

# SCHOOL PSYCHOLOGISTS AND STUDENT SEXTING

DAN FLORELL

The latest trend that has captured the mainstream media is the concept of sexting. Sexting occurs when students take nude or semi-nude digital photos and send them to significant others and immediate friends. According to the National Campaign to Prevent Teen and Unplanned Pregnancy, 20 percent of 653 teenagers polled said they'd posted nude or seminude pictures of themselves at least once via computer or cell phone.

This finding was quickly followed by several cases of students who sexted and were bullied at their schools once the pictures started circulating. Most of the cases involved adolescent girls who had sent these pictures to their boyfriends. Once the relationship soured, the boyfriends circulated the pictures to get back at their former girlfriends. In some cases, adolescents who have either sent or received these pictures have been prosecuted for child pornography by the authorities.

In more extreme cases, pictures have been used to blackmail students into performing sexual acts. There was a recent case in Milwaukee where a male high school student disguised himself as a high school girl on Facebook and had several high school boys send in nude pictures to who they thought was a girl. The perpetrator then blackmailed the students into performing sexual acts on him with the threat of circulating these pictures.

Of course these examples are the most extreme and most adolescents do not participate in sexting. However, the trend does underlie an issue that is relatively unaddressed for many adolescents and that is stressing that what you do on the internet is never private. Most adolescents have blinders on regarding the ease in which digital material can be shared on the internet, especially beyond their immediate friends. This has resulted in cases of sexting and cyberbullying.

School psychologists can make a difference by making students more aware of the issues surrounding safe internet usage. They can do this through the establishment of internet safety curriculums such as iSafe (<http://www.isafe.org/>) and/or having students visit websites such as:

*WiredSafety* ([www.wiredsafety.org](http://www.wiredsafety.org))

WiredSafety provides help, information and education to Internet and mobile device users of all ages. It provides assistance to victims of cyberabuse ranging from online fraud, cyberstalking and child safety, to hacking and malicious code attacks. There are specific pages devoted to parents and educators.

*FBI Safe Online Surfing* ([www.fbi-sos.org/](http://www.fbi-sos.org/))

The FBI site has areas for students, parents, and educators that encourage the empowerment of students to recognize the signs of online predators and arm them with the knowledge to know what actions to take.

*4NetSafety* (<http://www.bnetsavvy.org/> and <http://www.nsteens.org/>)

The 4NetSafety initiative helps combat the online threats facing young Internet users by offering free tools and information to parents through several websites.

**KAPS is now on FACEBOOK! Go to <http://www.facebook.com> to learn more!**

## SCHOOL NEUROPSYCHOLOGY POST-GRADUATE CERTIFICATION PROGRAM COMING TO CINCINNATI IN THE FALL OF 2009.

The nationally-known School Neuropsychology Post-Graduate Certification Program offered by KIDS, Inc. is coming to the Cincinnati, Ohio/Northern Kentucky Area in the fall of 2009. The purpose of the program is to teach school psychologists and psychologists who work with children to integrate neuropsychological principles into their daily practice. This 8-month long, competency-based training program will provide participants with a blend of a knowledge base in contemporary neuropsychological theory, assessments techniques, and evidenced-based interventions; competency-based skills in administering and interpreting common neuropsychological instruments for school-aged children; and supervised practice of those new skills.

Classes begin on the September 11-13, 2009 weekend. The classes meet once a month on Friday nights (6-9 pm), Saturdays 8 am - 5 pm, and Sundays 8 am - 4 pm.. There are 8 weekend sessions that go from Sept. 2009 to June, 2010. KIDS, Inc. is a NASP Approved Continued Professional Development Provider. Graduates of the program earn 150 CPD credits for NCSP renewal and 15 CEUs (equivalent to 150 contact hours) from Texas Woman's University's Office of Lifelong Learning.

The cost of the program is \$5250. Additional costs include books (approximately \$200) and perhaps lodging, transportation costs, and meals to the weekend trainings. If a student sends in a \$500 deposit by June 1st, \$250 will be deducted from the total tuition cost.

Kurt Metz, Ph.D., ABSNP will be the course instructor. Dr. Metz has worked with children and adolescents who are D/deaf and hard of hearing (DHH) since 1989 and his completion of a Master's degree in school counseling at Gallaudet University. He received his PhD degree in School Psychology from the University of Kentucky.

The class is limited to no more than 18 students to ensure adequate time for small group instruction and supervision. Complete program information can be found at [www.schoolneuropsych.com](http://www.schoolneuropsych.com).

If you have questions about the program you may email:

Daniel C. Miller, Ph.D., ABPP, ABSNP, NCSP - Program Director - [dcmiller@kidsinc.com](mailto:dcmiller@kidsinc.com)

Kurt Metz, Ph.D., ABSNP - Course Instructor - [metz.kurt@yahoo.com](mailto:metz.kurt@yahoo.com)

## SCHOOL NEUROPSYCHOLOGY "ALUMNI" REPORT

MEGAN SAYLOR, BULLITT CO.

Megan Saylor, School Psychologist from Bullitt County, is currently completing the SNP program mentioned in the previous article. She reported, "I've enjoyed the program and have been travelling to Philadelphia once a month since October. This program is designed for the practitioner and doesn't get bogged down in theoretical ideas. Information is provided through weekend lectures and all class materials (PowerPoint presentations, handouts, etc) are provided on the BlackBoard website. I have greatly enjoyed sharing knowledge, resources, and ideas with practitioners from many other states. In my cohort, there are at least seven states represented! The coursework is time consuming but if you are interested enough in the area of neuropsychology, you won't mind a bit. For me, the interest in neuropsychology was what led me into the field of school psychology. I always felt as my lack of knowledge in this area was a missing link in my practice. Little did I know how big that missing link was until I enrolled in this course! Dr. Kurt Metz has been my instructor and he is wonderful. He has a great sense of humor and is willing to go the extra mile to ensure his students succeed. I definitely recommend this program to others."

# KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

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

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Visit us on the web!  
<http://kapsonline.org>

## NEWSLETTER SUBMISSION GUIDELINES MARY MARGARET MCNEMAR EDITOR

- All members are encouraged to submit articles or “funnies” for publication in the KAPS Review.
- The most efficient way of submitting a document is to send it via email as an attachment. This method makes editing much easier.
- Hard copies of submissions require retyping which is not feasible. Hard copies that can be scanned and therefore edited and formatted for publication are acceptable.
- I am not able to accept general requests to “put in a blurb” in the newsletter regarding a certain topic or announcement. Please compose the document and forward it for submission in the format in which you would like it to be published.
- It is important that all submission are received by the newsletter deadline. Late submissions delay publication. Due to the time sensitive nature of some submissions, delays can result in “old” news.
- All KAPS members are encouraged to submit articles for the Review. We want to hear what you are doing for the students of Kentucky.
- In upcoming issues, I want to highlight how your district is moving toward RTI, reviews of new books in school psychology, and how you are addressing the increasing mental health needs of school-aged children and youth. Please consider writing an article for the KAPS Review and forwarding that information to the newsletter editor at the address above.

**DEADLINE FOR SUBMISSIONS FOR THE NEXT NEWSLETTER  
IS Sept. 15, 2009. The Spring Newsletter will go to print on  
Sept. 25, 2009.**