

## KAPSCon2019

### Partnerships Supporting Communities: The Heart of Kentucky

#### Wednesday 9:30-11:00

##### KAPS Keynote: “Unleashing Student Voice to Ensure Safer Schools: Student Voice Team/Pritchard Committee”

Summary: From the Little Rock Nine to Malala Yousafzai and from the Dreamers to the students of Marjorie Stoneman Douglas High School, students have been on the front lines of history, pushing for safer schools and more equitable education. But what does a safer, more equitable school really look like and what does it take to make and keep it that way? In this session, members of the Student Voice Team share their research from a series of student-led school climate audits and challenge participants to consider the critical role of students themselves in creating safer, more inclusive, and more engaging schools.

#### Wednesday 11:30-1:00

##### Fall Institute Keynote Speaker—To Be Announced

#### Wednesday 1:30-3:00

##### Room 1 (a)—45 minutes

##### Panel Discussion: Moving from School Psychologist to Director of Special Education (Facilitated by Paul Baker)

Summary: Designed for school psychologists considering a move into administration. This round-table discussion will feature School Psychologists turned Director of Special Education from across the state. Presenters will reflect on their experience and identify the particular knowledge and opportunities that best prepared them for their administrative role.

##### Room 1 (b)—45 minutes

##### Pursuing Independent License as a Specialist Level School Psychologist (Facilitated by Dr. Paige Hale)

Summary: This moderated panel discussion will explore the experiences of school psychologists who have pursued independent, autonomous functioning. Additionally, an owner of a private psychological practice who employs and supervises individuals who have obtained an independent license will share his experiences with the process. Panelists will also field questions from attendees.

Room 2 (Pt1/2)—90 minutes (180 total)

**Dr. Samuel Ortiz—Sponsored by MHS**

**Two-part Workshop (90 min. each) with Intro to Ortiz PVAT and  
Integration of Ortiz PVAT in EL Evaluation**

Part 1 Description: Despite being an important mainstay in evaluation, the method and format of measurement of vocabulary acquisition has changed little over the decades and such tests have become increasingly less useful as the population of non-native English speakers has increased. For these reasons, the Ortiz PVAT has been designed specifically with an emphasis on fairness, universal applicability, and the integration of technological advances to create a new and higher standard of measurement for any individual who speaks or is learning to speak English. Part 1 of this presentation is to provide an introduction to the development, administration, and scoring of the Ortiz PVAT and its various applications in the evaluation of both native English speakers and English learners. By controlling for an individual's relative exposure to learning English, the Ortiz PVAT makes it possible to evaluate an individual from any language background and determine whether English vocabulary acquisition indicates "difference vs. disorder." Topics include: set up for administration, basic issues in proper administration, use of the online scoring system, understanding the interpretive summary report, evaluating growth or monitoring progress, and drawing defensible conclusions regarding diagnosis, instruction, and the effectiveness of intervention. The knowledge and skills gained will be useful to practitioners at all levels and provides a solid base for developing competency in the use of the Ortiz PVAT for a wide range of applications in assessment and evaluation.

Room 3—90 minutes

**Successfully Navigating Difficult Conversations**

**Dr. Stephanie Weber, PsyD., Licensed Clinical Psychologist**

**Cincinnati Children's Hospital Medical Center**

Summary: Based on evidence-based strategies to manage conflict in personal and professional settings, Dr. Weber will outline basic conflict resolution styles and steps for negotiation and conflict-resolution. Participants will consider their own approaches when faced with difficult situations and conversations. Role-plays and group discussion will allow participants to apply the material.

## Room 4—90 minutes

### Correlations of Emotional Trauma and Self-harm and Suicide

Paula Rymer

Summary: Trauma is a major factor with our teens and children and whether it is rooted in physical or psychological abuse, it is present. Intrusive thoughts restrict children and adolescents ability to function and learn in school. Trauma presents in a great many ways such as self-harm for example eating disorders, self-mutilation, substance misuse or suicidal behaviors that all result in death.

## Room 5—90 minutes (Shared FRYSCky session)

### Sources of Strength: Building Resiliency through Peer Leadership

Rae Burgess, Program Consultant, Kentucky Department of Education

Doug Roberts, Program Consultant, Kentucky Department of Education

Summary: Do you need a program to help promote connections between students and caring adults? Sources of Strength is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying and substance abuse. The program training students as peer leaders and connects them with adult advisors at school and in the community. Advisors support the peer leaders in conducting messaging activities promoting eight critical protective factors.

## Wednesday 3:30-5:00

## Room 1—90 minutes

### Enable Others to Act: The Leadership Challenge

Tammy Newcome & Owens Saylor

Summary: Based on research, The Leadership Challenge has shown leaders that utilize the five practices outperform leaders that do not. This session will focus on the practice, Enable Others to Act. Come learn how specific behaviors are connected to this practice and how to foster collaboration that builds an atmosphere where each person feels capable and empowered.

Room 2 (Pt2/2)—90 minutes (180 total)

Dr. Samuel Ortiz—Sponsored by MHS

Two-part Workshop (90 min. each) with Intro to Ortiz PVAT and  
Integration of Ortiz PVAT in EL Evaluation

Part 2 Description: Evaluation of English learners represents one of the most difficult tasks in assessment—a situation that is further compounded by the fact that most practitioners may not have the language skills necessary to evaluate in the native language. Coupled with the vast number of languages found in the schools and the lack of tools in languages other than Spanish, there is a strong need for an approach to evaluation that is accessible to all practitioners. Part 2 of this presentation outlines an evidence-based approach to evaluating English learners with emphasis on contemporary methods for using tests in a nondiscriminatory manner. Specific procedures are presented which permit any evaluator to conduct assessments of English learners in a manner that can generate valid data to support conclusions and diagnostic decisions. Topics include: understanding bias in testing; issues regarding test score validity; advantages and disadvantages of typical methods for evaluating English learners; the importance of “true peer” comparisons, research foundations and use of the Culture-Language Test Classifications and Interpretive Matrix, and application of the new Ortiz PVAT for nondiscriminatory evaluation of English learners. The knowledge and skills gained will be useful to practitioners at all levels and provides a solid base for engaging in evaluation of English learners that incorporates contemporary research and advances in tests and testing.

Room 3—90 minutes

SLD Identification utilizing Response to Intervention: How Scott  
County's process has evolved.

Cristina Green, Ed.S., NCSP, Scott County Schools

Sarah Jones, Ed.S., NCSP, Scott County Schools

Summary: Scott County began piloting the use of RtI for SLD identification at a few select schools 3 years ago and expanded district wide this year at the elementary level. We learned a great deal through the process and have worked at length as a team to evaluate and improve our process as we go. We have had several districts reach out to us with questions, so it seemed like a wonderful time to have a work session at KAPS to gather together and collaborate. We'll discuss how our process started and evolved into what we do in practice today, from start to finish including report writing and eligibility supporting evidence, and welcome an interactive session so we can learn and grow with each other to make sure we are all utilizing best practice.

## Room 4—90 minutes

### COMPASS Consultation: Utilizing an Evidence-Based Practice in Psychology Informed Consultation Intervention to Identify Pivotal Goals and Teaching Plans for Students with ASD

Lisa Ruble, Ph.D., University of Kentucky

Lindsey Ogle, Ph.D.

Kahyah Pinkman

Alyssa Mitchell-Chavez

Summary: The Collaborative Model for Promoting Competence and Success (COMPASS) is a consultation framework that doubled IEP success for students with autism in three previous randomized controlled trials. COMPASS is based on an EBPP approach that takes into consideration the teacher, child, and environmental characteristics when consulting with the teacher and parent to improve educational outcomes.

## Room 5 (a)—45 minutes

### Special Needs Financial Planning

Todd A. Metcalf, CFP®, CRPC® Ameriprise Financial Services, Inc.

Summary: My presentation will be an introduction to special needs financial planning for individuals who work with families with special needs members. I will review the legal tools families need to be aware of to help plan for the future of their loved one. I will also discuss basic types of government assistance available to families.

## Room 5 (b)—45 minutes

### More than Sad

Mary Dossett, American Foundation for Suicide Prevention

Summary: Developed by the American Foundation for Suicide Prevention, More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel is designed to help educators better understand suicidal behavior in adolescents, including its causes, treatment and prevention. The program is built around two 25-minute DVDs: More Than Sad: Preventing Teen Suicide and More Than Sad: Teen Depression. (In the current program, Teen Depression is used to show adults how a potentially life-threatening mental disorder can present in teens.) The facilitator materials are downloadable from the AFSP website and include a Facilitator's Guide, slides for teacher trainers, instructional manual for program participants, and other resources. An expert advisory panel guided the development of the program. The materials were updated in 2015. The program is also suitable for parents and other adults who care for or work with youth.

## Room 6—90 minutes (Shared FRYSCky session)

### Resilience Strategies for Educators: Techniques for Self-Care and Peer Support

Rae Burgess, Program Consultant, Kentucky Department of Education  
Doug Roberts, Program Consultant, Kentucky Department of Education  
Victoria Fields, Program Consultant, Kentucky Department of Education

Summary: This training was developed by the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center in partnership with the U. S. Department of Education's Office of Safe and Healthy Students (OSHS). The training is designed to provide educators with a better understanding of resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss and trauma. Participants will learn how stress, burnout, and compassion fatigue impacts the education environment and will leave with the knowledge needed to create a professional self-care plan to support the effectiveness of their work.

## Thursday 8:30-10:00

### Room 1—90 minutes

#### Leadership Matters: Do you have the Mindset to Grow as a Leader?

Dr. Shannon Sales

Summary: It is essential for leaders to understand the importance of leadership development and how it impacts the lives of others. Real leadership is not based on a rank or position, but it does entail a major responsibility for those who desire to lead. Leadership is not easy, but necessary and requires a great deal of sacrifice with you as a leader for those who follow under your guidance. It is a hard job that involves investment, values, ethics, and inspiration. This workshop is designed to assess specific areas that might be challenging for you as a leader. However, it is important to recognize those parts and find ways to improve. Good leadership requires self-evaluation, growth, and consistency. Are you a good leader?

### Room 2 (Pt1/2)—90 minutes (180 total)

#### Ethical and Legal Issues

(Meets NASP Ethics Requirement)

Dr. Flint Smith, School Psychologist and Lawyer

## Room 3—90 minutes

### From FBA to BIP: Making the Connection

Jessika Vance-Morgan MS, BCBA, LBA

Fayette County Public Schools

**Summary:** Do you ever complete an FBA and then ask yourself, "now what?" Join this presentation to learn more about ways to conduct an evidenced based functional assessment and take the results of the assessment and connect to a living behavior intervention plan.

## Room 4—90 minutes

### Post-School Outcomes for Students with IEP's

Tony LoBianco, Ph.D., Director and Principal Investigator of the  
Kentucky Post School Outcome Center (KyPSO),

University of Kentucky—Human Development Institute

**Summary:** An examination of what happens to our special education students after they leave school. We look at employment, education and community participation outcomes, and discuss what might be done within schools to improve outcomes for students with various types of disabilities.

## Room 5 (a)—45 minutes

### "My Voice Counts"

Laureen Vassil, RN and Mother

Commonwealth Council on Developmental Disabilities,

Advocacy Coordinator for the Epilepsy Foundation of Kentuckiana

STABLE Ambassador--Treasury Department with the state of Kentucky

**Summary:** I plan on sharing journey/role as a parent with a child that has special needs, through the school system. Successes, obstacles etc. Also talk about the importance of advocacy for self-empowerment, equal opportunity and having a person centered approach.

## Room 5 (b)—45 minutes

### Multifaceted Quality Assessment of Webcast Family Workshops for Children with Autism

Dr. Thomas Gross, Western Kentucky University

Summary: This presentation will examine the implementation quality of family-focused, telehealth-type workshops for children with autism. We examined (a) perceived benefit, privacy, and discomfort; (b) adequacy of the services and technology; and (c) satisfaction with workshop facilitators. Parent ratings indicated high quality implementation. The quality assessment model could be extended for other family-focused, telehealth services.

## Room 6—90 minutes (Shared FRYSCky session)

### Trauma-Resilient SEL: A Vision for Transformation

Mary Gilbert, Ed.S., Sanford Harmony Trainer/Ambassador

Summary: Discover how schools/districts/organizations across the nation and the Sanford Harmony SEL Program have joined together to create conditions to empower children's voices and choices and develop healthy relationships. Learn how using the CASEL Select resource is transforming into the nation's first large scale, trauma-resilient expanded learning system, by partnering with Sanford Harmony to take traditional SEL strategies to new levels of depth and meaning. Participants will engage in Sanford Harmony routines and activities that help diverse students connect, communicate, collaborate, and respect one another. Sanford Harmony kits and training are available for your organization for NO COST!!!

## Thursday 10:30-12:00

### Room 1—90 minutes

### When the Unspeakable Happens: How the School Safety and Resilience Act Became Law in Kentucky

Dr. Joe Bargione, Senator Max Wise, Christina Weeter (KDE)

Summary: Participants will learn how Senate Bill 1 became law, the key components of the law that focuses on physical and psychological safety, and how to create a tiered framework to support students.

## Room 2 (Pt2/2)—90 minutes (180 total)

Ethical and Legal Issues  
(NASP Ethics Course)

Dr. Flynt Smith, School Psychologist and Lawyer

## Room 3—90 minutes

Crisis Response and Prevention of Secondary Trauma in the Schools

Dr. Bethanie Brogli-Opell, Jefferson County Public Schools

Summary: This session will overview the basic principles and best practices for crisis response in the schools. Information will be refresher for those trained in the PREPaRE curriculum and an overview of key concepts for those that have not been trained. Strategies for prevention of secondary trauma in responders will be discussed.

## Room 4 (a)—45 minutes

How to Establish Tier 1 Math Fluency Programs at Your School

Dr. Sean Simons, Murray State University

Summary: Research has identified automaticity with basic math facts as a critical skill for today's students. However, contemporary mathematics curricula emphasize "top-down" approaches to teaching math skills, emphasizing problem-solving over automaticity. This presentation will present a model for implementing an evidence-based, Tier 1 program for promoting fluency with basic math facts.

## Room 4 (b)—45 minutes

Transition to Life after Secondary School for Individuals with Moderate  
to Severe IDD

Dr. Cody Davis, NCSP

Dr. Shelley Sellwood-Davis

Stewart Home and School

Summary: In the last decade, transition planning has become a focus for adolescents and young adults with disabilities through a federal mandate for those with IEPs. Nonetheless, post-secondary transition remains a challenge for families. In this session, we will discuss trends and options for life after secondary school. Furthermore, presenters will explore key factors for success and the importance of ongoing education, exploration of purpose, independence, and skill building.

## Room 5—90 minutes

### Grant Writing Tips & Tricks

Paul Baker, Ed.S., Director of Special Education

Summary: School psychologists have knowledge and skills such as: consultation; program evaluation; and technical writing that are necessary for successful grant writing. This presentation will provide insight on how school psychologists can apply this knowledge and skill base through examples provided by the presenter. The presenter will also provide the participants with a "road tested" process to write grants. Finally, the presenter will provide tips and tricks to get participants thinking on how they can create time in their schedules for activities like grant writing.

## Room 6—90 minutes (Shared FRYSCky session)

### Human Trafficking Protocol for Educators: An Introduction

Victoria Fields, Program Consultant, Kentucky Department of Education

Rae Burgess, Program Consultant, Kentucky Department of Education

Summary: Human trafficking is escalating in Kentucky and across the nation. The National Human Trafficking hotline has recorded a steady increase in the number of documented cases in Kentucky each year since 2012. Children are not exempt from this crime so we, as those who work with children and adolescents, have a unique opportunity to learn the warning signs in order to report potential trafficking victims. This session will review human trafficking and introduce the new Human Trafficking Protocol for Educators.

**LUNCH 12:00-1:30—On your own!**

## Thursday 1:30-3:00

## Room 1—90 minutes

### Expand your Counseling Toolbox

Mallory Hart, Ed.S.

Linda Tyree, MA

Summary: This session is for individuals wanting to integrate a wider array of activities into their individual and group counseling sessions. We will discuss various ways to determine therapeutic needs based on school and student data. Furthermore, attendees will be provided examples at tier I, II, and III levels for a comprehensive counseling program.

Room 2 (Pt1/2)—90 minutes (180 total)

Response to Intervention—What to do when the intervention  
doesn't work!

More information to come!

Dr. Matt Burns

Room 3—90 minutes

Am I Getting Burned Out?

Mardis Dunham, Ph.D., Murray State University

Maggie Glass, B.S.

Summary: Those working in mental health professions are at risk for getting burned out and becoming less effective in our roles. Attendees will complete a measure of normal psychosocial adjustment during the session which they will then score and interpret. Ways to avoid burn out will then be discussed.

Room 4—90 minutes

Comparing Competences of School and Licensed Psychologists

Cynthia Davidson, PsyS, PsyD—Clark County Schools

Summary: The field of psychology has experienced a metamorphosis into specialties in which ambiguous boundaries between psychologists and can potentially create a barrier to collaboration. This presentation will focus on comparing and contrasting curricula required for various specialties. Competences of psychologists will be identified. Finally, brainstorming activities will be implemented to encourage collaboration between professionals.

## Room 5—90 Minutes (Shared FRYSCky session)

**\*\*Note the slight time difference—1:45-3:15\*\***

### Juvenile Human Trafficking—It's Not Just a Big City Problem

Kimberly Kidd, Special Agent, FBI

Cassie Young, Victim Specialist, FBI

Summary: Want to earn some extra cash? Not feeling loved or appreciated at home? Looking for someone to buy you nice things? These are some of the marketing tools being used by individuals to lure juveniles into sexting and human trafficking. A sexting conversation can quickly turn into an opportunity for a trafficker to manipulate and lure a vulnerable youth into a dangerous situation. Males and females are targeted, with the primary age being 11 to 14 years olds. Please join the FBI as we discuss trends in targeting, marketing, and prevention. Resources for victims will also be discussed.

## Thursday 3:30-5:00

### Room 1—90 minutes

#### Dyslexia: Beyond the Basics

Kayla Steltenkamp, Ph.D., Northern Kentucky University

Summary: Thank you to the Kentucky Department of Education for the Dyslexia Toolkit and the basic information about students who exhibit characteristics of dyslexia. Now what? I will go a little more in depth about diagnosing dyslexia and open it up to Q/A to address your "what now" questions.

### Room 2 (Pt2/2)—90 minutes (180 total)

#### Response to Intervention—What to do when the Intervention Doesn't work!

More information to come!

Dr. Matt Burns

## Room 3—90 minutes

### Measuring the Effectiveness of Targeted School Support to Build District Capacity for Learners with Autism

Amy Oates, Ed.S.

Tanya Sturgill, MA

Summary: Fayette County Public Schools currently provides special education services to over 700 learners with autism. In response to these growing numbers, the Autism Services and Supports Team created a framework for implementing evidence based practices to build district capacity to meet the needs of our learners with ASD. In this session, the Foundational 5 Program Essentials for Learners with Autism will be shared, along with the coaching and data collection procedures used to monitor teacher growth in targeted schools.

## Room 4—90 minutes

### Our Journey in High School Suicide Prevention: Program Preparation, Implementation, & Lessons Learned

Dr. Bryony Rowe, School Psychologist, Julie Cron, MA, School Guidance Counselor, & Chris Claunch, Educator and Parent

Summary: This school year, the Frederick Douglass High School mental health team (in Lexington) sought out new options for state-mandated suicide prevention activities in efforts to increase positive impact on student and staff mental health and school culture/climate. While the journey had its bumps/roadblocks along the way, the team learned much from the experience to share practical suggestions in effective program planning, implementation, and follow-up.

## Room 5—90 minutes (Shared FRYSCkY Session)

**\*\*Note the slight time difference—3:45-5:15\*\***

**How Do We SEL (Social & Emotional Learning): Practical Strategies**  
**Jim Tackett, Project Director, Kentucky Department of Education**

Summary: Social and emotional learning addresses the ability of an individual to interact with one's self and others as he/she makes daily decisions. Whether this takes the form of peer relationships, stress management, balancing of emotional responses, or problem-solving, we all agree that this knowledge, skills and abilities are essential for students to be successful. Participants in this session will explore social and emotional learning competencies, review Kentucky's new SEL Task force recommendations and see how to incorporate this work into existing avenues within your schools and communities. Hear practical strategies that will reap great results! Resources will be shared also.

**Friday 8:30-10:00**

**Room 1 (a)—45 minutes**

**Bridging the Gap: Transitions**

**Cristen Pulliam, Ed.S.**

Summary: Transition planning, a required portion of the IEP, helps exceptional students increase employment, independent living, and continuation of post-secondary education. The labor force of exceptional students has decreased from 69.7% to 21.1%. As professionals, a focused team approach along with direct services needs to be used to bridge the gap to ensure student success.

**Room 1 (b)—45 minutes**

**Adolescent Opiate Crisis: Impact on Assessment**

**Selina Oliver, Pearson Clinical Assessment**

Summary: Although typically thought of as an adult issue, opiates greatly impact American schools. Learn more about the prevalence rate, the impact on achievement, and the issues relating to the assessment of ability, achievement, and social-emotional functioning. Opiates are now the leading cause of death for people under 50. The rate of overdose for teenagers surged 20% in 2015 alone. Opiate addiction impacts school attendance and availability for learning. Many times, individuals with addictions experience co-morbid disorders which may require special education services. Understanding the impact of addictions and drug use on the assessment process is crucial for school psychologists.

**Room 2—90 minutes**

**Counseling as a Related Service: Determination, Implementation, and Monitoring**

**Rashawna Mullaney, PsyS., Jefferson County Public Schools**

**Diane Herrick, PsyS., Jefferson County Public Schools**

Summary: This session will address the purpose of Counseling as a Related Service (CaRS); how to determine if CaRS is appropriate; implementation of counseling to meet IEP goals, and monitoring progress.

**Room 3—90 minutes**

**Writing Legally Defensible Reports—More info to come!**

## Room 4—90 minutes

Alternatives to Suspension—Michelle Pennix,  
Principal, Jefferson County Public Schools  
More info to come!

## Friday 10:15-11:45

## Room 1—90 minutes

Strategies to Close the Gap for Struggling Writers  
Christy Rhodes, Greater Louisville Education Cooperative

Summary: Many educational professionals have an extensive repertoire when it comes to assisting students who struggles in math or reading, but are at a loss as to what to do in the area of writing instruction and intervention. This presentation will help provide some much needed resources in the form of evidence-based writing strategies and that can be implemented in both classrooms and intervention situations.

## Room 2—90 minutes

Applied Behavior Analysis: Extending Past the Table

Jessika Vance-Morgan MS, BCBA, LBA, Fayette County Public Schools

Summary: The science of applied behavior analysis is encompassing and available for a variety of participant needs and referrals. Join this presentation to learn more about 3 evidenced supported interventions: Acceptance and Commitment Therapy, Errorless Compliance Training and Behavior Skills Training.

## Room 3—90 minutes

An Introduction to Dialectical Behavior Therapy

Mallory Hart, Ed.S., Butler County Schools

Summary: Dialectical behavior therapy is a form of CBT that offers strategies for dealing with mental health disorders (i.e., anxiety, depression, substance-use, eating disorders, trauma) that regular CBT treatments do not usually include. This session will introduce attendees to DBT and provide group and individual counseling examples for application in your current practice.

Room 4—90 minutes

## Motivational Interviewing with Challenging Behaviors

Dr, Justin Brogan, Murray State University

Summary: Motivational interviewing is defined as a “client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence” (Miller & Rollnick, 2002). One way to operationalize Motivational Interviewing for problem behaviors is using FRAMES, which stands for Feedback, Responsibility, Advice, Menu Options, Empathy, and Self-Efficacy.