

the KAPS REVIEW

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Schools
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President's Message *Carl Myers, Ph.D.*

Greetings! KAPS has recently completed our annual Fall conference in Louisville. We had over 250 people attend some portion of the conference. Due to the great variety of presentations and high quality presenters, it was a very successful conference! Summaries of many of those sessions are provided in this issue of the KAPS Review. Thanks to everyone who contributed and helped out with the millions of details that go into a successful conference!

As many of you know, I am a school psychology trainer at Western Kentucky University. While we often get caught up in the day to day stressors of our jobs, I think it is important to also look at the bigger picture of the field from time to time. From my perspective on the Hill, things are moving in a positive direction for school psychology in Kentucky. Kentucky continues to have a healthy demand for school psychologists. I see more districts that never had a school psychologist hiring school psychologists.

I see other districts adding more school psychologists. While other states are experiencing critical shortages of school psychologists, Kentucky is blessed to have four school psychology training programs. We forget how valued our unique skills and extensive training can

be to children, families, and school personnel.

This past summer, I was asked to put on a workshop for some rural school districts on the topic of how to assess children based on the referral concern and how to use that information in the IEP process. I was extremely puzzled and it took me several minutes to understand the request. Finally, I said, "You want me to tell people, who are already doing evaluations and IEP planning, how to do evaluations and IEP planning?" I had figured by stating the request in that manner, the person would realize what a silly sounding request it was. To my surprise, the answer was an enthusiastic, "Yes." With great trepidation, I prepared for the workshop. My main concern was to figure out a way to present such information without being insulting to the participants. Special education personnel, including special education directors, from 4 or 5 counties attended. Without going into details, let me just say that based on the discussion and questions asked, I finally understood why I was asked to present on the topic. I believe a primary reason for their difficulties was that none of the counties had a school psychologist! (My recommendation to the special education directors after the meeting was for them to hire a school psychologist.)

Ray Roth used to describe KAPS as being in its adolescence. An applicable analogy. Adolescents will go through growing pains and so will KAPS. There is always more to be done and more ways to improve. The KAPS leadership is working toward improving services and will be meeting in mid-November to discuss such issues. Your input is always important. Feel free to provide input to your regional representatives, myself, or any KAPS leader.

Editor's Message

Julie Pendley

A big THANKS! goes out to all of those who contributed to this issue of the KAPS Review. All Fall 2001 session summaries that were received by the deadline were included. Any summaries not included should be sent to one of the addresses listed below. They will be included in the upcoming Spring 2002 issue.

As always, KAPS members are encouraged to submit information to be included in future issues. Send your submissions to one of the following addresses:

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NASP Southeast Regional Leadership Meeting

*Summary by
Carl Myers*

NASP sponsored a meeting in New Orleans October 26-28 for state association leaders and NASP delegates from 13 states in the Southeast region. Jim Batts, Carl Myers, and Angie Chandler represented the Kentucky Association for Psychology in the Schools. Sessions began Friday night and ran through Sunday morning. The Friday evening session consisted of the representatives sharing news and activities from each state. Saturday morning, Charlie Deupree and Diane Smallwood (NASP President and President-elect) facilitated a session regarding NASP's five-year strategic planning. Saturday afternoon and Sunday morning was spent discussing Medicaid reimbursement issues for schools. (Many thanks to Jim Batts for being our liaison for that issue!) Despite the long days, and being ever vigilant as psychologists, we continued to study human behavior at night in the French Quarter district.

KAPS 2001 AWARDS

Many awards were presented at the conclusion of the KAPS 2001 "Pursuing Excellence" 20th Annual Fall Conference. Traditionally, the two types of awards given are the Regional Awards and the Best Practice Awards. However, this year, a new award was introduced. **Constance E. Adams** is the proud recipient of the first-ever Distinguished Old Guy/Gal Award, a.k.a. the DOG Award.

Regional Awards

These awards are given to individuals in each region to acknowledge outstanding service. These awards do not necessarily recognize a single project or program, but instead is a recognition of overall outstanding school psychology services over a period of time.

Region 1: Mardis Dunham

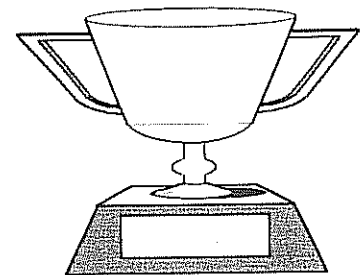
Region 2: Patsy Thompson

Region 3: Susan McGurk

Region 4: Cookie Cahill-Flower

Region 5: Lynn McCoy-Simandle

Region 6: Mary Ann McQuaide



Best Practice Awards

These awards are given to individuals who have excelled in specific areas of service as a school psychologist. Individuals are nominated by peers for specific programs or projects.

Consultation - **Carole Holcomb**

Organizational Development -
Deeayne Mayfield

Program Evaluation - **Mary Beth Irvine**

Counseling -
John Kincaid & Diane Szczur

Assessment -
Melissa Pascua & Beora Williams

**School Psychologist of the Year -
Deeayne Mayfield**

Conference Summaries

PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

Presented by
Salvador Hector Ochoa, Ph.D.
Reviewed by **Donna Yeargin**

How do I assess a child whose native language is not English? Is it appropriate to use an interpreter when working with limited English proficiency (LEP) students? What programs seem to have the most effectiveness with LEP students, according to the research? These are just some of the many questions that school psychologists across our state and nation are faced with today. Dr. Ochoa presented a full-day workshop on these and other important issues at our KAPS 2001 Fall Conference.

Some of the topics that were addressed included: a) the primary reasons why students from culturally and linguistically diverse backgrounds are referred; b) second language acquisition and bilingual education and its relevance to assessment; c) concerns and difficulties that school psychologists encounter when assessing culturally and linguistically diverse learners; d) methods to assess language proficiency, cognitive abilities, and academic functioning of children from culturally and linguistically diverse backgrounds; and e) factors to consider when complying with the exclusionary clause.

As you can see, this presentation was very thorough. Therefore, this review will only highlight certain points in Dr. Ochoa's presentation.

Dr. Ochoa outlined competencies that he feels school psychologists should have in

assessing students with limited English proficiency. Obviously, a wonderful attribute would be if the psychologist could speak the student's native language, but often this is not the case. Therefore, the importance of knowing how to work with an interpreter and the training that both need was reviewed. Also, it is important for the psychologist to be aware of cross-cultural differences. Finally, the psychologist should also know about the stages of first and second language development. This is a key component in choosing which assessment instruments will be used and how the test results will be interpreted.

Dr. Ochoa reported that there are two basic types of language. They include Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Both of these types can be developed in the first and second language that the student has learned. BICS is required for basic conversation and takes approximately two to three years to acquire. According to Dr. Ochoa, BICS can assist a student until the late primary grades. However, a child who uses BICS can be somewhat misleading because they may appear to be able to converse, but still do not have the skills to do academic work. CALP is required to perform the academic tasks needed for fourth grade through high school. CALP is said to take approximately five to seven years to achieve.

Complicating this development is the fact that the child should develop CALP in their first language before trying to acquire it in their second language. However, often this is not the case. Understanding language development may help explain why some children who are learning English for the first time in fifth grade do better than those students in early primary. The older students may have had more opportunity to learn CALP in their first language prior to learning English and therefore, the acquisition is easier for them.

A matrix was provided to the conference attendees regarding assessment based on a student's CALP level in both their first and second language. Also, many "standard" assessment tools that are commonly used in special education were reviewed. Dr. Ochoa recommended using the Woodcock-Munos Language Survey to determine a student's CALP levels. Then, based on the student's results, other assessment techniques could be chosen. Two other assessment tools that were recommended included the Universal Nonverbal Intelligence Test (UNIT) and the Bilingual Verbal Ability Tests (BVAT). The importance of conducting a thorough record review and interviews with both parents and the student was also discussed.

The final piece related to linking assessment to instruction. The exclusionary clause for special education eligibility was discussed. Also, a review of the research on educational options for LEP students was shared with the attendees.

This presentation was very informative and enlightening. Dr. Ochoa presented information that challenges us and calls us to respond. As the population of students we serve becomes more diverse, these issues will become more prominent. This presentation provided us, as school psychologists, a good foundation in which to educate ourselves and other school personnel about this issue and how we can best serve this population of students.

**SCHOOL PSYCHOLOGY:
THE PAST IS NOT
THE FUTURE**



**Presented by Dr. Dan J. Reschly
Reviewed by Allison Morris**

Dr. Reschly began his presentation by predicting that "there will be no LD tables in 10 years", much to the delight of some KAPS members who clapped with enthusiasm. He continued by pondering the question, "Are IQ tests necessary to determine a learning disability?" As you know, our present system utilizes the cognitive-achievement discrepancy model to determine eligibility for learning disabled. Dr. Reschly pointed out, using historical evidence, that this system does not have documented benefits; therefore, a new system is needed. He proposed that intelligence testing be eliminated as part of the criteria for learning disabled. Regardless of cognitive ability, children who can be validly identified as low-achieving, in relation to curriculum standards, should also be able to be identified as learning disabled. In conclusion of his presentation, Dr. Reschly urged the members of KAPS to embrace change because it is inevitable; the future of school psychology continues to change.

**THE "CATCH" PROGRAM:
AN INNOVATIVE
APPROACH TO ADD/ADHD
ASSESSMENT**

**Presented by Laura McGrail
and Don Cantley
Reviewed by Jennifer Reece**

The CATCH program is a joint venture between the educational and medical communities in Henderson County, Kentucky that strives to identify children with health care needs in the community. The early and accurate diagnosis of Attention Deficit/Hyperactivity Disorder is a primary goal of the program. Dr. Cantley and Ms. McGrail discussed the referral process for CATCH, as well as diagnostic procedures. Ms. McGrail explained how diagnosis of ADHD has evolved in Henderson County since the introduction of the CATCH program.

**GENERAL CURRICULUM,
IEP, AND THE IMPACT ON
THE SCHOOL
PSYCHOLOGIST**

**Presented by
Tom Ballowe, Ph.D.
Reviewed by Christy Bryce**

You mean the field of school psychology changes? Yes, it is true! As a wide-eyed, naive intern, I have already begun to view the field of school psychology as an ever-changing one. At the 20th annual KAPS fall conference, Dr. Tom Ballowe came to share yet another facet of school psychology that we all must begin to embrace... the general curriculum. To some of us, this may be a scary, nearly foreign term, like a 7-am SBARC or manually scoring the Woodcock Johnson. Nevertheless, the future is here.

Changes in federal and state regulations for IDEA have given us a newly found freedom when selecting evaluation information. With these changes, an emphasis is now being placed on assessment of student performance within the general curriculum. Dr. Ballowe stressed that evaluations should be used not only for eligibility purposes, but also for programming. Now, which of these two areas do you need more practice in? Most of us would probably mumble, "Programming."

Dr. Ballowe reported that the evaluation methods for programming may be any of the following: curriculum-based, individualized to areas of need in the Program of Studies, administered in a modality that doesn't measure the disability, multiple presentations, and/or multiple measures. We have to open our minds and venture past our safe haven of Wechsler and Woodcock assessments. Dr. Ballowe discussed the importance of using parent and teacher information, work samples, informal probes, and curriculum-based measurements in our written reports. The goal of this information is to determine how a disability affects a child's involvement and progress in the general curriculum. Oooo, I said it again. In turn, adaptations and modifications to that curriculum can be made. So, keep your head up and eyes open for upcoming changes regarding your role as it keeps expanding deeper into the depths of the general curriculum.

AUTISM AND APPLIED BEHAVIOR ANALYSIS

**Presented by Debra Myers and
Michelle Antle
Reviewed by Lorie Craycroft**

On Thursday of the KAPS Conference, Debra Myers and Michelle Antle led a presentation entitled "Autism and Applied Behavior Analysis". The session began with an overview of Autism facts, such as suspected causes, co-morbidity, and general characteristics. The discussion then turned to the prominent intervention strategies used with children with autism. The presenters then went on to discuss specifically the intervention of Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT).

DTT is a very formalized method of instruction with an emphasis on data-based instruction and ongoing monitoring where every trial has a definite beginning and ending. Types of reinforcers to be used with DTT consist of food, favorite toy, music, playing on computer, praise, hugs, or tokens to be exchanged for something later. Instructional prompts (the amount of assistance or guidance the trainer must use for the learner to accomplish the task) can be full physical, partial physical, modeling, positional, gestural, or verbal. The presenters then discussed the five steps to mastery, determined by how and where the stimulus is presented.

The presenters provided information on autism intervention strategies, specifically the basics of ABA and DTT that would be beneficial for anyone in the schools working with children with autism. This presentation gave new insight into working with these children and peaked an interest in many to want to learn even more about ABA and DTT.



RAISING EMOTIONALLY HEALTHY CHILDREN

**Presented by Dr. Robert Sevier
Reviewed by Sarah Whittaker**

According to one of the session participants, Dr. Sevier's presentation on raising emotionally healthy children was "fast-paced and riveting". He discussed the differences between parents who are "Emotion Coaches", "Dismissing" parents, "Disapproving" parents, and "Laissez-Faire" parents. Some of the positive effects for the child who has an "Emotion Coach" for a parent are children who have fewer behavioral problems, show more resilience, are able to bounce back from distress, get along better with friends, are better able to self soothe, experience fewer negative feelings, experience more positive feelings, have better physical health, and score higher academically. To be an "Emotion Coach", it is important to avoid excessive criticism, avoid siding with the enemy, listen to your child, help children label emotions verbally, and set limits for the child while helping the child to problem solve. To problem solve with your child, one must identify goals, brainstorm possible solutions, evaluate those solutions, and help the child choose a viable solution. From there, determine whether the solution is a good one by determining the answers to the following questions: is it fair, will it work, is it safe, how will the child feel about it, and how will everyone else feel about it. The information provided during this session was extremely valuable to parents and anyone who works with children on a daily basis.

BEST PRACTICES IN SUICIDE PREVENTION AND INTERVENTION

**Presented by Jim Batts and
Amanda Pellegrino
Reviewed by Terri Owens**

Dr. Batts and Ms. Pellegrino led a discussion on one of the leading causes of death in both children and adolescents - suicide. The two presenters conveyed shocking statistics regarding youth suicide, risk factors, warning signs, preventative measures, as well as reasonable interventions.

Prevention is key in the journey to decreasing youth suicide rates. Schools should develop policies regarding suicide, train faculty/staff, provide information to parents regarding suicide, and strive to identify at-risk youth for counseling. The presenters discussed the Brock and Sandoval Student Interview Model (1996), a structured interview that carries the interviewer through a conversation with a youth suspected of planning his suicide. This interview can be found using the following reference. Brock, S. & Sandoval, J. (1996). Suicidal ideation and behaviors. In G. G. Bear, K. M. Minke, and A. Thomas (Eds.), *Children's Needs II: Development, problems, and alternatives* (pp. 361-374). Bethesda, MD: National Association of School Psychologists.



**IMPLEMENTING A
CONFLICT RESOLUTION
AND PEER MEDIATION
PROGRAM**

**Presented by Gloria Bertrand
& Patsy Thompson
Reviewed by Emily Seeger**

Gloria Bertrand (counselor) and Patsy Thompson (school psychologist) have instituted a peer mediation and conflict resolution program in Meade County. They have seen much success through the use of the two programs combined.

A Conflict Resolution program is designed to do just what the title suggests: teach students ways to handle conflict peacefully. Students are taught that the way in which they solve problems is the key to successful and peaceful solutions. The skills should be taught as a part of the classroom curriculum. Students should first be taught about conflict; that everyone has it and to understand the way they typically deal with it. Next, they should be taught basic communication, anger management, and problem-solving skills to help them deal with the conflict in their daily lives.

A Peer Mediation program is a natural progression from the conflict resolution lessons. Mediation is voluntary and does not determine guilt or innocence. It is logical that when students are taught alternatives, or peaceful ways to solve their conflict, they should have a process such as mediation available to them. The program trains a small number of students in the school who have good communication and problem-solving

skills and who are trusted by peers. They provide a setting for students to solve their own problems by using reflective listening, rephrasing, and solution focused discussions.

There are many programs available to use as a guide when implementing a program such as peer mediation. A few of those programs are listed below.

Peaceworks: Conflict Resolution Curriculum for grades P-K, 1-2, 3-5, 6-7, 8, and 9-12. Peace Education Foundation, 1900 Biscayne Blvd., Miami, FL 33132-1025. 1-800-749-8838.

Second Step: A Violence Prevention Program. Committee for Children, 2203 Airport Way South, suite 500, Seattle, WA 98134-2035.



**AUTISM DIAGNOSTIC
OBSERVATION SCHEDULE
(ADOS)**

**Presented by
Diann Shuffett, Psy.S
Reviewed by
Rachel Kehrt Hammond**

The Autism Diagnostic Observation Schedule (ADOS) is an empirically based assessment tool that is used to identify key characteristics associated with a suspected diagnosis of autism. The ADOS provides semi-structured situations that assist an examiner in yielding responses that may display key characteristics or markers. The ADOS assesses skill levels in the areas of communication, social interaction, and play or imaginative types of play with materials. The ADOS consists of four

modules that progress from modules designed for individuals with no speech skills to those that are verbally fluent. The examiner determines what modules to administer based on the individual's current communication skill level. The ADOS is reported to have several benefits that include administration flexibility. Additional benefits of the ADOS include the fact that it is not a timed test and information for specific sections of the ADOS can be obtained from a parent or primary caretaker. The ADOS was described as helpful in assessing a student's current behaviors and skill levels. The information obtained from the assessment was also reported to be useful in the identification of specific weaknesses and strengths for the purpose of establishing individual social reciprocation goals.

Prior to administering the ADOS, the examiner attends a two-day training on the administration and scoring of the ADOS. The individual attending the training is also required to complete "homework" that is sent to the examiner prior to attending the training sessions. The ADOS kit comes complete with its own large carrying container and a descriptive manual. The cost of the total kit is approximately \$1325. The fee for the two-day training is approximately \$400. Information about the ADOS can be obtained by contacting Western Psychological Services.

**ADDRESSING
CHALLENGING BEHAVIORS
IN YOUNG CHILDREN
USING POSITIVE
BEHAVIORAL SUPPORTS**

**Presented by
Dr. Melissa Olive
Reviewed by David M. Taylor**

In this 3-hour session, Dr. Olive detailed procedures to effectively develop interventions for students displaying difficult and/or challenging behaviors. Dr. Olive strongly emphasized the importance of systematic data collection both prior to developing and implementing any interventions as well as when monitoring the success of the interventions. Methods of collecting information include both indirect assessments, such as performing interviews and using rating scales and checklists, and direct assessments, involving various types of observations. Dr. Olive shared with the audience a modified ABC chart (Antecedents-Behaviors-Consequences) often used when observing. The benefit of this modified chart is that it allows the user to better see behavioral patterns contributing or relating to the difficulty. Additionally, methods of functional analysis were reviewed including an alternating treatment design, consequence manipulation, antecedent manipulation, and a modified approach where variables are manipulated based only on the assessment data. In the second half of the session, Dr. Olive presented to the audience methods of linking assessment data to actual interventions, noting the importance of determining the function of the behavior as well as incorporating instruction for developing replacement behaviors. Overall, Dr. Olive presented a very comprehensive approach that school psychologists can utilize to develop effective intervention programs for behavioral difficulties. The session was

both interesting and informative. Particularly enjoyable was the balance between the information and Dr. Olive's own personal experiences with her younger brother, Mac, who has been diagnosed with autism. Any person wanting further information from Dr. Olive may contact her at the University of Texas - Austin. Her e-mail address is molive@mail.utexas.edu

**PROVIDING BEHAVIORAL
AND MENTAL HEALTH
SERVICES TO SERIOUSLY
INJURED CHILDREN AND
THEIR FAMILIES**

**Presented by Bryony Orwick
Reviewed by Jason Simpson**

Injury is the number one cause of death among children and teens in Kentucky. Motor vehicle crashes, fires, suicide, homicide, and drowning are the major causes of these deaths. For every one death there are 400 episodes of injury reported. This equates to a large population of students throughout the state who are seriously injured. In her presentation at KAPS, Bryony Orwick provided information that would enable educators to better understand the needs of these students and their families. Ms. Orwick stressed that school psychologists need to become aware of the possible impairments caused by these injuries, any possible psychiatric disorders that may follow, what the common patient and family reactions are, and treatment implications. Bryony discussed each of these issues in detail, providing us with an overview of what to look for and how to best serve children who have been seriously injured and their families. Then she left us with this challenge: "To develop the knowledge base and flexibility to serve as a school-based advocate for mental health needs of injured youth and their families".

**BIPOLAR DISORDER IN
CHILDREN AND
ADOLESCENTS**

**Presented by Robert C. Sevier
Reviewed by
Mardis Dunham, Ph.D.**

This Thursday afternoon session was attended by 75 persons and included a thorough review of the characteristics, treatment, and accommodations for Bipolar Disorder in children and adolescents. A significant proportion of Dr. Sevier's presentation was devoted to differentiating Bipolar Disorder from ADHD. Bipolar Disorder is distinguished from ADHD by the degree of destructiveness, duration and intensity of tantrums/violence, and regression (e.g., language, thinking, and memory impairments) during tantrums. Also, children with Bipolar Disorder differ from those with ADHD in that they exhibit problems with reality contact, engage in earlier sexual behaviors, and seek out risks (versus inadvertently stumbling into them). Lastly, the clinical course for both disorders differ in that Bipolar Disorder tends to become increasingly severe over time. Interestingly, Dr. Sevier explained that this disorder is most often manifested at home, and may or may not be exhibited in school (or not to the same degree as at home). Also clouding the picture is the significant degree of comorbidity or co-occurrence with ADHD, OCD, and generalized anxiety disorder. Depending upon the severity of the behaviors at school, children and adolescents with the disorder may receive special educational programming under the umbrella of OHI or EBD. Common treatments include a combination of accommodations (e.g., reducing the amount of seatwork), interventions (e.g., social skills classes, anger management training), and medication (e.g., antidepressants, antipsychotics, and mood stabilizers).



DROP OUT PREVENTION: IN THEORY AND PRACTICE

Presented by Deana Lucas
Reviewed by Bob Kruger

As the title implied, this presentation was both an overview of dropout prevention as well as a description of the particular efforts being made at dropout prevention in one Kentucky school district--Estill County. Ms. Lucas reviewed the salient points from the developing body of professional literature on dropout prevention. At the outset, she noted the critical point that dropout prevention is not a single program. Rather, it is an ongoing process that begins early in the educational process and continues throughout the elementary and secondary school experience. She also emphasized that while schools play a critical role in addressing certain components of a comprehensive dropout prevention program, drawing on and involving the broader community in this effort bolsters any prevention effort.

From the literature on dropout prevention, Ms. Lucas primarily reviewed the work of Schargel and Smink from their book, Strategies to Help Solve Our School Drop Out Problem. This included a review of early invention needs, basic core strategies, needed instructional interventions, and utilization of the wider community in the prevention process. She also spent time at the outset of the presentation soliciting participant input and discussion of the characteristics of dropouts, their families and schools.

Interspersed with the overview of dropout prevention, Ms. Lucas discussed the largest component of Estill County's

effort to address dropout prevention. Termed the "Collaborative After School Project," this program addresses needs of "at risk" students through twice-a-week after-school counseling. Ms. Lucas described the logistics for securing student involvement in this program, the areas of focus in the counseling groups, its collaborative elements with other community resources, and its evaluation components.

NASP 2002 Annual Convention



The 34th Annual Convention of the National Association of School Psychologists will be held at the Hyatt Regency Chicago, February 25 - March 2, 2002. More than 29 special workshops, 50 exhibits, 20 special sessions, and 500 presentations will be offered during the five-day program. Learn the latest on the issues shaping services to children and youth, including:

- Culturally competent assessment
- Functional behavioral assessment
- Crisis prevention and school safety
- High stakes testing
- Special education and IDEA
- Suicide prevention
- Family/school/community collaboration
- Medicaid for school-based services

Need more information? Visit www.nasponline.org/conventions or contact Marcia Harvey at 301- 657-0270, ext. 216.

p.s. Don't forget your coat!!

A National Tragedy: Promoting Tolerance and Peace in Children Tips for Parents and Schools

www.nasponline.org

A natural reaction to horrific acts of violence like the recent terrorist attacks on the United States is the desire to lash out and punish the perpetrators. People who are angry or frightened often feel that the ability to "fight back" puts them more in control or will alleviate their sense of pain. While anger is a normal response felt by many, we must ensure that we do not compound an already great tragedy and react against innocent individuals with vengeance and intolerance. There is a tremendous risk of unfairly stigmatizing people - in this country and around the world - who may look like "our perceived enemies." if we do not temper emotions.

Children, in particular, may have difficulty channeling their feelings appropriately and can easily pick up negative or demeaning cues given by adults around them. Given the diversity of America's schools, some students may become targets of hostility and blame. Bullying and harassment are *never* acceptable but they can be especially damaging at this critical time in our nation's history. Parents and school personnel need to be prepared to quickly and effectively prevent and stop abusive behaviors that are directed toward *any* students, although Arab-Americans and individuals of Islamic faith are most at risk.

Adults can help children understand the importance of treating all people with dignity and not judging *groups* of people for the actions of a few. Most importantly, adults must model tolerance

and compassion in their words and behavior. They should also encourage children to explore their feelings about prejudice and hate. Doing so is not only critical to preventing further harm, but the process presents a potentially powerful, albeit painful, opportunity for our young people to learn and incorporate into their values the true strength of our country - our commitment to individual freedom and upholding the respect and dignity of all people.

Key Messages

Violence and hate are never solutions to anger. The terrorists caused tremendous harm because they acted violently against innocent people out of blind hate. We must not act like them by lashing out at innocent people around us, or "hating" them because of their origins.

Groups of people should not be judged by the actions of a few. It is wrong to condemn an entire group of people by association of religion, race, homeland, or even proximity. No one likes to be blamed or threatened for the actions of others.

America is strong because of our diversity. Known as the great "melting-pot" of the world, American democracy is founded on respect for individual differences. Those differences in culture, religion, ideas, and ethnicity have contributed to the strength and richness of our country.

All people deserve to be treated with fairness, respect and dignity. Certainly individuals that are proven to be guilty of a crime should be punished. No matter how angry we are over these terrible crimes, our Constitution ensures fair and equitable treatment under the law for all Americans.

Vengeance and justice are not necessarily the same. Everyone wants the

terrorists punished. Our government is working to identify who they are and how we will bring them to justice. Justice means punishing the real perpetrators, not innocent people. Hurting our classmates and neighbors will not make us safer, stop the real terrorists, or help punish them. It will only add to the hate and anger, increasing the risk of further violence.

We are in this together. People of all ethnicities were hurt by these attacks and all Americans are saddened by the senseless violence. We need to support each other, comfort each other, and work together to help those most in need during this difficult time.

History shows us that intolerance only causes harm. Some of our country's darkest moments resulted from prejudice and intolerance for our own people because Americans acted out of fear. We must not repeat terrible mistakes such as our treatment of Japanese Americans and Arab Americans during times of war.

We need to work for peace in our communities and around the world. The best way that we can stand up for our country at this point is to unite behind the principles that make us strong. By reaching out to our classmates, friends, and neighbors of all ethnicities, we can help heal the wounds from these events, build stronger, more resilient communities at home, and show the world that American values will endure now and forever.

Tolerance is a lifelong endeavor. Protecting against harassment of our Arab American classmates and neighbors is most critical right now. But the issues of tolerance and inclusion go beyond this period in our national life together. We must embrace these values towards all Americans for all time. This includes race, religions, ethnicity, sexual orientation, and those with special needs.

Tips for Parents and Teachers

Model tolerance and compassion. Children take their emotional cues from the significant adults in their lives. Avoid making negative statements about any racial, ethnic, or religious group at these very tense and troubling times in our children's lives. Reach out to your neighbors and colleagues who might feel at risk right now because of their ethnicity.

Provide useful information. Accurate information about the people, events, reactions, and feelings is empowering. Use language that is developmentally appropriate for children. Make sure that all information is factually true. This is especially important when news reports have negative statements about Arab-Americans or any other ethnic group.

Avoid stereotyping people or countries that might be home to the terrorists. Children can easily generalize negative statements to students in their classes and community. Focusing on the nationality of the terrorists can create prejudice, anger, and mistrust for their group members. Be clear about your statements and biases, and help children understand their own prejudices.

Address the issue of blame factually. Explore who and what may be to blame for this event. Use non-speculative terms. Do not suggest any group is responsible. Do not repeat the speculations of others, including newscasters. Do not encourage or allow random blaming; but understand that self-blame may be a way for students to feel "in control" (something different they "could have done" or "could do" in the future). Be careful to ensure students, (e.g., Arab-American students,) do not assume blame in order to make classmates feel better. Blaming is especially difficult in terrorist situations because someone is at fault. However, explain that all

Arab-Americans are not guilty by association or racial membership. Help kids resist the tendency to want to "pin the blame" on someone close by. In this country, we still believe that all people are innocent until solid, reliable evidence from our legal authorities proves otherwise. Further, we have no reason to believe that the attacks on our country were part of an organized plan of any other country. The terrorists acted independently without the sanctions of any nation.

Discuss how it would feel to be blamed unfairly by association. Ask children if they have ever gotten in trouble for something a sibling or friend did and how they felt. Would they like it if their entire class were punished for the actions of one student and if they think this would be fair? Older children might want to consider what would have happened if all white American males had been condemned for the Oklahoma City bombing.

Explore children's fears. Even children who can describe what happened may not be able to express fears, questions, or describe assumptions or conclusions they may have made. Use activities, role-playing, and discussions to explore their fears about the events and their feelings about various ethnic groups.

Emphasize positive, familiar images of diverse ethnic groups. Identify people of diverse ethnicities that your children know and who have a positive place in their lives. These could be neighbors, friends, school personnel, health care professionals, members of their faith community, or local merchants. Discuss the many characteristics, values, and experiences the children have in common with these people.

Identify "heroes" of varying backgrounds involved in response to the attacks. These include firefighters, police officers, rescue workers, military personnel, public officials, medical

workers, construction crews, engineers, and regular citizens who are volunteering their time, perhaps even risking their lives, to help victims of the attacks and restore the country to normalcy.

Undertake projects to help those in need with people from diverse backgrounds. Helping others is part of the healing process. Working with classmates or members of the community who come from different backgrounds not only enables children to feel that they are making a positive contribution, it also reinforces their sense of commonality with diverse people.

Discuss historical instances of American intolerance. Internment of Japanese Americans after Pearl Harbor and the backlash against Arab Americans during the Gulf War are obvious examples. Teachers can do lessons in class, but parents can also discuss the consequences of these events and encourage their children to suggest better choices that Americans can make this time.

Learn about the diverse communities and faiths represented in your area. Knowledge debunks myths about other people and can humanize other cultures. In school, have children share information about their family or cultural customs to reinforce the notion that all people have special beliefs and rituals.

Read books with your children that address prejudice, tolerance, and hate. There are many, many stories appropriate for varying age groups that can help children think about and define their feelings regarding these issues. The school or local librarian can make recommendations.

Additional Tips for Schools

Provide parents with information. Send home materials on class lessons, book titles, resources for further information,

and opportunities to help. Enlist support from parents to prevent "teasing, bullying or abuse" of *any* students.

Train *all* school personnel. Every school professional should be trained to model tolerance and intervene immediately if a child is being bullied. This includes bus drivers, lunchroom and playground monitors, after school program leaders, coaches and extracurricular activities directors.

Share information with community groups. Provide talking points, information, and intervention strategies to local community organizations dealing with children. This can include local libraries, youth programs, recreational facilities, and the media.

For further information on promoting tolerance among children and youth, contact NASP at (301) 657-0270 or visit NASP's website at www.nasponline.org.

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The KAPS Review

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Important Reminder

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