

# KAPS Review

Volume 17 Issue 2

Spring 1997

## President's Message

Susan Burgan

In the coming months we are sure to see many changes in Kentucky and around the nation. The changes that arise as a result of reform to the welfare and social security system will likely have an impact on school psychologists. Our evaluations may come under close scrutiny and we may feel increased pressure when students' SSI claims are re-evaluated. To reduce this pressure, we may need to just step back from the politics and concentrate on following best practices. When the best interest of the student is our primary concern, the rest will fall into place.

Since September, KAPS has been working to submit a bill to the state legislature to amend the teacher tenure bill to include school psychologists as administrators.

Representative Barbara Colter has pre-filed the bill. Hopefully we will be hearing more on this soon.

I was recently asked to speak at a public hearing for the Legislative Task Force on

Children in Placement. To my surprise, I was the only educator on the agenda. Before my allotted five minutes came around, I heard several foster parents and agency personnel comment on the evils of the public schools. One individual strongly advocated for foster parents to home school the children in their custody. Several others commented on the difficulty they have had in getting children assessed through the public school systems.

Needless to say, when my name was finally called I was a little intimidated. I spoke primarily on the need for more placements in rural areas of the state, and the need for better collaboration between social agencies, biological and foster parents, and schools. I also touched on the need for better training for foster parents. Many children in placement have special needs (medical and educational), yet foster parents are given little information and little training in dealing with these needs. The foster parents in the audience were in agreement with me. I suggested that

Family Resource/Youth Services Centers may be able to help provide training in the community. If you have the opportunity to attend a public hearing or speak in front of a task force, I strongly suggest you do. This was a valuable experience for me.

Many of you attended KAPS sponsored trainings held this spring. I hope we have addressed your training needs. Alan Mullins and Judith Watkins are hard at work planning and organizing the Fall 1997 Conference. If you have suggestions for topics, please contact them. They welcome your input. I hope you all have a safe and enjoyable summer and look forward to seeing you in September.

## Editor's Comments

Laura McGrail

Like many areas of Kentucky, Henderson County was affected by the recent flooding. One of the schools I serve was the hardest hit in the county. At the height of the flooding, 80+ students were absent and many families suffered significant

# *KAPS Review*

*Volume 17 Issue 2*

*Spring 1997*

material losses. In the midst of these tragedies, I witnessed many acts of kindness. The school district rearranged bus schedules to accommodate families displaced by the flooding; the school sponsored a free spaghetti dinner for affected families; and the community raised funds and collected donated items for flooding victims. The Family Resource Centers were an integral part of the relief effort. I am sure these acts were repeated across the state as people opened their wallets, their hearts, and their doors to others in need. In crisis situations, we are reminded how public schools can be a focal point for bringing needed services to families.

April is National Child Abuse Prevention Month so elsewhere in this newsletter you will find an article I have written listing ideas and resources for child abuse prevention efforts. As you may know, this is a personal area of interest for me. I am a founding member and current vice-president of the Henderson County Child/Victim Task Force, Inc. which is a non-profit community agency dedicated to the prevention of child abuse and family violence. Our organization suffered its own tragedy in February. We

had been working for the past three years to establish a Children's Advocacy Center from a building donated by a local church and renovated with city funds. On February 7, 1997 and a week away from moving into the building, an accidental (electrical) fire destroyed much of the structure. We are determined to rebuild and are starting over to make the Center a reality.

As always, I welcome your comments and suggestions for the KAPS Review. I am finding this editorship to be a challenging, yet rewarding venture. Three colleagues have agreed to be contributing editors, providing regular columns to the newsletter. These psychologists are Angela Atchison, Olham County; Terri Kendall, Jefferson County; and Kelly Kanotz, Henderson County. I appreciate these individuals and others who have submitted material for the first two issues. For those of you who have not yet done so, the summer break presents a wonderful opportunity to put your writing skills to the test. Please submit articles to me for the October edition at the following address: 1805 Second Street, Henderson, KY 42420. If you are

interested in becoming a contributing editor, please call me at (502) 831-5010. Have a great summer!

## **Legislative Committee Report**

Connie Adams  
Jim Batts

We are writing our news before what we anticipate to be an informative KAPS spring session with Bill Pfohl about important national issues, especially IDEA. Read the March SPAN Update to understand critical issues for school psychologists in the reauthorization of IDEA. Concerns include waivers and exceptions of standards required of school psychological service providers, initial evaluation requirements and evaluator qualifications, and IEP team membership of related service providers.

Legislative Alert: The broadcast industry has introduced a rating system with age categories for television programs that does not include content descriptors (for example, sexual content, violence, coarse language) in spite of recommendations by child advocates. NASP and other groups are urging the Federal

# KAPS Review

Volume 17 Issue 2

Spring 1997

Communications Commission to hold public hearings on what TV rating system is best. Call 1-800-CALL-FCC or e-mail to <vchip@fcc.gov> as a concerned school psychologist and/or parent to support our say in how the TV rating system is implemented.

We continue our work to include school psychologists in the definition of administrators in KRS 161.720, Definitions for Teacher Tenure Law. KAPS EC members have found promising prospects in the House and Senate to shepherd this proposal in the coming legislative session. Remember that this has no monetary consequence, as salaries are established at the local level. Remember that we believe that our inclusion is important to reflect our existence and potential leadership roles in the schools.

Recently, KAPS leadership received a copy of a report by the School Based Mental Health Services Planning Council providing an overview of current practices in Kentucky. The report, edited by James Call, Division of Mental Health, raises our concern that no school psychologist has been a participant on the council and

that we are not recognized as logical front-line providers of mental health services in schools. The KAPS EC will soon address these issues. Watch for future developments.

In the last KAPS legislative report, it was noted that school psychologists may be eligible for the professional counselor certification. Although most school psychologists meet all or most of the curriculum requirements listed in the law, they may not be eligible for certification because their graduate degree is not in counseling. The legislative committee will continue to monitor the professional counselor certification requirements.

Food for Professional Thought: The issues surrounding the Counselor Certification Bill and the School Based Mental Health Services Planning Council remind us that it is time for psychologists--clinical, school, master's and doctoral level--to pull together to weather the flood of service providers who have entered the arena of psychological service delivery. School psychology and applied psychology in general are at risk. We must not let issues internal to the profession

blind us to issues of professional survival in the rapidly changing mental health service delivery system.

## Regional Reports

### Region 1

Beth Huff  
Wendy Watts

Region 1 school psychologists are invited to attend a regional meeting in Henderson on April 18. The morning session (9-11 am) will cover assessment in the SLD area of Listening Comprehension. Methods of assessment will be presented by Hopkins County school psychologists. The afternoon session (12:30 to 3:00 pm) will be presented by Dr. Myra Beth Bundy, EKU, focusing on assessment of significant cognitive disabilities. We hope to have a good turn-out for this meeting!

### Region 4

Alicia Lateer-Huhn

Region 4 held a meeting on March 14 at Park Hills Center in Covington. The meeting was devoted to the sharing of effective and/or innovative strategies, interventions,

# KAPS Review

Volume 17 Issue 2

Spring 1997

programs, groups, etc. Each person attending the meeting was asked to bring an idea that fit the aforementioned description to share with colleagues. Although the meeting was not well attended, it appeared to be a very informational activity for those in attendance. There is another meeting scheduled for April 11, which will be held at the Kenton County Board of Education Office in Erlanger. Cookie Cahill Flower, school psychologist, and Stephanie Sciamanna, preschool consultant, will be presenting on programming issues/strategies for students with autism or autistic like behaviors.

## NASP Delegate Report

Joe Bargione

Greetings from NASP. By the time you read this column our annual convention in Southern California will have taken place. It will be a welcome break to go to the warm temperatures and sun in Anaheim from the rain and floods we had this spring in Kentucky.

Like the unpredictability of the flooding that occurred in Kentucky, the final passage of the re-authorization of the Individuals with Disabilities

Act (I.R.5,S.216) is working its way through the maze of Congress this spring. As you are well aware, NASP is providing input and following this piece of legislation very closely. One way individual school psychologists can monitor and be informed about this piece of legislation and the political process at the federal level would be to subscribe to SPAN Update (the official newsletter of the School Psychology Action Network) SPAN Update is produced by the NASP Government and Professional Relations Committee and is of no cost to NASP members. All you have to do to begin receiving the SPAN newsletter is write to NASP at: 4340 East West Highway, Suite 402, Bethesda, MD 20814. I have received the SPAN newsletter for the last few years and have appreciated being informed of what is occurring in Washington, D.C. and how it may affect the profession of school psychology in Kentucky.

Like many of my fellow school psychologists, I am beginning to see the finish line of this school year on the horizon. I look forward to having some time off over this summer to reflect on what I did this school year and how I can become a

better school psychologist before the school bell rings in the 1997-98 year.

## KAPS Spring Sessions

KAPS sponsored and co-sponsored two professional development programs this spring. The first session was held February 28, 1997 at Eastern Kentucky University and was co-sponsored by KAPS and EKU. Scott Poland, Ed.D., from Houston, Texas presented a day-long session on crisis intervention. The second session was held March 21, 1997 in Louisville. Dr. Bill Pfohl discussed national and legislative issues. These programs are reviewed below.

### Safer Schools through Effective Crisis Management

Connie Adams

An audience of school psychologists and several Family Resource/Youth Services Centers personnel attended a rapidly-paced and interesting all-day presentation on crisis intervention. Challenging participants to make one classroom safer, we heard recent statistics about youth

# KAPS Review

Volume 17 Issue 2

Spring 1997

deaths by guns and suicide, violent crime, and predictive factors for violence. Viewing crisis as an opportunity for change, Dr. Poland provided theoretical and practical information on development of crisis teams, steps in crisis response, recommended roles of school personnel in a crisis, patterns of response by victims, childhood reactions to disaster, and suggestions for crisis drills.

Resources on crisis intervention and general safety suggestions for schools were outlined. The afternoon session included issues surrounding suicide, postvention suggestions, and media guidelines. All participants received excellent handouts on crisis management and suicide prevention. According to Dr. Poland, lessons to be learned by all:

1. It could happen to you.
2. No two crises are alike.
3. Review policies annually.
4. Everyone must understand his/her role.
5. Improve communication systems within a school.
6. Everyone must be alert to potential crises.

A free film, Children and Trauma: School's Response is available by writing Dept. HHS, Room 13-103, 5600 Fishers Lane, Rockville, MD

20857, phone (301) 443-4735.

## NASP Update: National and Legislative Issues

Erin Richardson

Nearly 30 KAPS members attended this session, held at Jefferson County's Board of Education. Our current NASP President, Dr. Bill Pfohl, came to discuss national issues with school psychologists from around the state. According to Dr. Pfohl, school psychology is in "good shape" nationally. However, as always, there is work to be done.

Dr Pfohl spoke of a new NASP initiative called TEAM NASP. TEAM is an acronym which stands for "Together Everyone Achieves More." It emphasizes the importance of working cooperatively with professionals from other fields in order to provide the best possible services for our clients. One related outcome Dr. Pfohl helped organize was the One-Voice communication plan which targeted such national organizations as PTA, school boards, and principals in an effort to publicize the field of school psychology and services we can provide. Nationally, the greatest public

concerns about schools are: lack of discipline, lack of proper financial support, fighting/violence/gangs, drug abuse, and standards/quality of education. Principals are reported to most want help from school psychologists with parents, keeping in compliance with laws (i.e., IDEA, Section 504, etc.), and discipline. However, teachers want more approachable school psychologists who are non-judgemental, available to help, can provide support with interventions, and offer more counseling services. On a related PR note, Dr. Pfohl discussed the dramatic increase in references to and information regarding school psychology that can now be found on the ERIC/CASS database. The NASP web site (<http://www.uncg.edu/~ericcas2/nasp>) has been visited several thousand times. It provides information on the field of school psychology as well as practical information for use by professionals. Also in the works is a new web site specifically designed for parents.

A Task Force was organized to begin governance restructuring to streamline NASP and address the issues of accountability and communication. There is a school psychology self-efficacy study in the

## *KAPS Review*

*Volume 17 Issue 2*

*Spring 1997*

works that will survey a couple thousand parents, principals, teachers, and school psychologists on their perceptions of the effectiveness of school psychological services. In collaboration with NASP, Dr. James Ysseldyke is in the process of revising the "blueprint" of standards for training school psychologists. A copy of the completed revision will be sent to every NASP member this summer. There is also a Task Force addressing health care issues. In addition to preparing training materials and the newest edition of the Best Practices manual, this group is involved in the debate regarding degree requirements for the provision of mental health services. As noted in a recent *Communique*, APA is contending that only individuals with doctoral level training are competent to provide mental health services. Obviously, NASP disagrees. Currently, NASP state delegates are being trained on comprehensive school care with regards to what it is and where we as school psychologists fit in. Dr. Pfohl also mentioned the issue of credentialing. In the past, school psychologists were certified by state departments of education. However, there is a national

trend where DOE's are choosing not to certify anyone but teachers, which leaves others to be certified by standards boards or other professional groups.

With regard to legislative issues, nothing is certain yet. There are currently three IDEA issues that are unresolved. One involves deciding what constitutes a comprehensive evaluation (for both initials and reevaluations). A second is concerned with who should conduct comprehensive evaluations--qualified or trained examiners. Finally, the third addresses concerns with disciplining disabled students. Legislators are reported to want zero tolerance rules to apply to IDEA students as well. At this time, it does not look like the developmentally delayed category will be extended to the age of nine. On the issue of reevaluations, there is consideration being given to only mandating them at transitional times (such as early childhood to primary, primary to intermediate, etc.) But, Dr. Pfohl reminded us that this information is subject to change at any time. Also up for re-authorization are Section 504, welfare, and vocational issues.

NASP has recently written a position paper on school violence (which can be found on the web site). Dr. Pfohl indicated that there is now a reviewed and updated position paper process in place. Two new NASP resource books will soon be available on the topics of children's needs and ADHD (see the new publications catalog). There are also supervision guidelines in the works that will discuss what makes a good supervisor and the training necessary to be a supervisor. As a whole, NASP continues to grow and now numbers nearly 19,500 members. Three more states have accepted NCSP as the criteria for certification within their state, which brings the total to 14 states with NCSP reciprocity. Since January of this year, NASP has been able to track CPD's for NCSP re-certification by computer

Finally, in a recent speech by the Secretary of Education (<http://www.ed.gov>), the U.S. Department of Education goals for 1997 were presented. These included: students reading independently by the end of third grade; student competency in algebra by the end of eighth grade; students prepared and able to afford at least two years of college and to pursue lifelong learning by

age 18; talented, dedicated, and well-prepared teachers in the classroom; classrooms connected to the Internet by the year 2000; technologically literate staff and students; strong, safe, and drug-free schools; and clear, challenging standards of achievement and accountability. Although funding for education is always a concern, legislators are apparently taking this issue seriously. This is the first year (1997) in which funding actually met the presidential request, and Title I and Part H were not eliminated.

### Book Announcement

John Murphy, a longtime member of KAPS who is now an assistant professor at the University of Central Arkansas, has co-authored (with Barry Duncan) a book entitled Brief Intervention for School Problems: Collaborating for Practical Solutions (1997, Guilford Press). The book has received the following critical acclaim: "Murphy and Duncan provide a refreshingly practical orientation toward interventions for the diverse problems faced daily by school practitioners" (Alex Thomas, Ph.D., Miami University); "The best,

straightforward, practical approach to the solution of school problems that I have ever read. The strategies described in the book are very user-friendly, (and)...help students move gracefully toward improvement, with a deep sense of pride and ownership." (Barbara Murdock, School Counselor, Boone County Schools). Call 1-800-365-7006 or e-mail: [info@guilford.com](mailto:info@guilford.com) for ordering or more information regarding the book. The price is \$26.95 plus shipping and handling.

### Editor's Note:

Congratulations, John, on this fine achievement! KAPS is proud to call you one of our own.

### Children's Fund Announcement

The **NASP Children's Fund** is soliciting applications for projects for the 1997-98 school year. As you probably know, the **Children's Fund** is an affiliated, but independent charitable organization of NASP. As a tax-exempt, nonprofit charity, the **Children's Fund** can do things that NASP cannot, such as accept and disburse monies for charitable purposes. We solicit applications for projects that

are consistent with the **Fund's** priorities (based upon NASP's strategic objectives) which include:

1. Advocate for the essential rights and welfare of all children and youth.
2. Embrace individual and group differences in children and youth based upon gender and diverse ethnic, cultural, language, and experiential backgrounds.
3. Promote learning environments which facilitate optimal development.
4. Produce effective interventions which address both learning and social-emotional issues that impede a child's success and happiness.

We invite you, as a professional dedicated to children, to consider submitting an application for funding. Please contact me if you are interested in receiving an application or more detail about the **Children's Fund Awards** procedures. Please note that the deadline for applications is June 1, 1997. Contact: Randy Isabelle Olley, 98 North Main Street, Rutland, Vermont 05701, Phone: (802) 775-5365, FAX: (802) 773-4742\*51.

## Web Sites of Interest

[www.uncg.edu/~erriccas2/nasp](http://www.uncg.edu/~erriccas2/nasp)

The official NASP web site giving membership information, position statements, links to other mental health sites, and hot news about the association.

[www.nea.org](http://www.nea.org)

The National Education Association's web site with detailed information on education, legislation, and congressional/senate candidates.

[thomas.loc.gov](http://thomas.loc.gov)

The official congressional web site providing full text and status on bills and access to the Congressional Record.

[www.voxpop.org/jefferson](http://www.voxpop.org/jefferson)

Go to the Zipper section to enter your zip code and get your representative and his/her address.

[www.tmn.com/cdf/index.html](http://www.tmn.com/cdf/index.html)

The Children's Defense Fund web site with information on the Stand for Children Campaign, the Black Community Crusade, and statistics regarding children's issues.



## Upcoming State/Regional Workshops

The 11th Annual Parent-Professional Conference will be held April 12-13, 1997 at the Executive West Hotel in Louisville.

This year's theme is Transitions: Step-by-Step/Side-by-Side. Registration is only \$25 per person and includes three meals on Saturday and brunch on Sunday. For more information, call the Jefferson County Parent Resource Center at (502) 485-3562.

Regional workshops entitled Assistive Technology for Infants and Toddlers are being sponsored by First Steps, Kentucky's Early Intervention System. Bowling Green and Madisonville were the sites for March workshops. Future workshops will be held at Buckhorn State Park April 15-16 and at Northern KY University May 1-2, 1997. Contact enTECH at (502) 574-1637 for more information.

The Kentucky School-to-Work/Tech Prep Conference and the statewide Vocational Education Conference will be consolidated into one event, scheduled for July 15-18, 1997. This conference, with the theme Teaming Up for Success, will be held at the Commonwealth Convention Center in Louisville. Contact Rodney Kelly (502) 564-3472 for more information.

The Western Kentucky Assistive Technology Consortium and the Appalachian Assistive Technology Consortium will co-sponsor Assistive Technology Training sessions this summer. The July 16-17 sessions will be held in Paintsville and the July 22-23 sessions will be held in Murray. The cost is \$30 per session. Contact Melissa Miller at (800) 209-6202 or Michael Joe Daniels at (800) 209-7767 for more information.

## School Psychology and Title 1: A Successful Collaboration

Teresa Trujillo, Title 1 School Psychologist  
Sawyer Hunley, School Psychologist Chairperson  
Nick Marsh, Title 1 Coordinator



# KAPS Review

Volume 17 Issue 2

Spring 1997

## Planning

A successful program integrating school psychology services and Title I services was implemented in Covington Independent School District during the 1996-97 school year. This project demonstrates that school psychology services, which are typically limited by special education requirements and funding constraints, can meet the needs of students and school districts through collaborative efforts with other educational disciplines.

Planning for such a combined effort first required a focus on the needs of the district. In this case, district demographics indicated that there were a high number of students at risk for school failure. The results of a Title I district-wide survey specifically indicated a strong need for increased efforts to help students improve their academic performance through enhancing self esteem and modifying behavior. In addition, teachers needed assistance with developing proactive interventions that blended with the KERA learning goals, integrated curriculum and new instructional strategies. The state reform act provided a rationale for looking at

alternative ways to provide pre/peri/post support and intervention services in an in-class setting. The tremendous student/teacher needs generated by a high poverty, urban, at-risk population called for a special level of expertise.

School psychology and Title I representatives met to discuss the idea of enhancing academics through proactive interventions. Open communication and problem-solving efforts were fundamental to the second phase of the project. A determination was made that the identified needs could best be met through school psychology services and that these services could be appropriately supported through Title I funding resources. Importantly, the services provided were designated (required by Title I regulations) to be supplementary and distinctly different from school psychology services funded through IDEA. In short, improving academic performance through the direct, unencumbered services of a school psychologist would meet the needs of our teachers and at-risk students. Time-consuming paperwork and committee meetings would be minimized.

In the final phase of the Title I and school psychology collaboration, a school psychologist was hired. The evolution of the service delivery model is described in the following section.

## Implementation

I was told it would be new. I was told it would be innovative. I was told it would be "cutting edge school psychology". I was told I would be able to help create the position as the school year progressed, to make it a proactive rather than reactive approach to reaching students at risk for academic and behavioral difficulties. I was told there would be no testing in my job description. That's all they needed to say.

As the school year progressed, it was easy to see why the student population of Covington Independent Public Schools would be in need of supportive services outside the traditional role of school psychologists. This particular school district is unique to the Northern Kentucky area. While it is considered to be a low socio-economic urban setting, it stands in the shadow of the much larger Cincinnati Public, on the opposite bank of the Ohio River. Covington has a

## KAPS Review

Volume 17 Issue 2

Spring 1997

large percentage of residents from Appalachia blended into its traditional urban population. With over 65% of its students eligible for free or reduced school lunches, the truly diverse population is not on equal (financial) footing with many neighboring school districts. Without a doubt, there was a need for system change in behavior management and academic interventions through a collaborative approach.

Like most urban school districts, Covington's experience with psychological services was generally of the test-and-place variety. However, utilizing Title 1 funds to create the school psychologist position ensured that traditional testing would be eliminated from the job description. The job duties were refocused on all the things school psychologists are trained to do but so rarely have the time to actually engage in.

While the building level administrators and teachers saw the importance of meeting the needs of this unique population, helping them to accept an alternative service delivery model offered by the school psychologist would be something different altogether. And so with

"factory-fresh" training and strong support from Title 1 and Psychological Services staff, I set out to break new ground in the world of education. I envisioned collaborative services with teachers. I envisioned an open-door policy for consultation with teachers ready to meet the needs of their students. I envisioned a world where the psychologist would be able to know the names of many typical students--not just the ones referred for evaluation.

At the beginning of the year I set out to meet with teachers and students and worked at "selling" the services of the new psychological initiative. As is known in education, each building has its own climate. As such, each building had its own reception to this new initiative.

On an administrative level, the differences were noted immediately. Prior to the school year, the administrators at one building set aside time to meet and discuss recent changes and specific needs for the year ahead. Mutual expectations and goals were set. A Special Services office was set up to include both the psychologists and the collaborative special education teachers. At another building, where

student needs were even more significant, my role appeared to be less clear to administrators. Even though they were aware of the need for direct services, they had difficulty visualizing me working outside the traditional role. But after explaining our ambitious and "cutting edge" goals for the year in detail, new services were embraced, particularly after events reached the crisis level. Yet, for awhile, I was contacted when they thought a child needed individual counseling--out of the classroom and away from the teacher.

Building rapport with the teachers seemed an easier task. I continued my attempt to make known what new services the psychological team had to offer. Slowly the teachers utilized the extra psychological services for needs such as academic interventions and behavior modifications for both the special education and non-special education students. Classroom doors were wide open for visits, observations or serendipitous consultations. Home visits were incorporated into the service delivery by coordinating with the Family Resource Center. Kindergarten teachers needed group work focusing on

self-control and social skills. Invitations were extended to visit classes and observe students in their element. Consultation and collaboration picked up quickly at this level. Other teachers, however, would open their doors to me to observe a student if it meant I would take that student out of the class "to do whatever it is" I do. Consultation and collaboration were ugly words not often spoken for much of the staff at one building. For most teachers, behavior modification and academic interventions meant filling out the form for a Teacher Assistance Team meeting so they could recommend evaluation for special education.

While the administration and teachers may differ between the buildings, the needs of the students were similar. I found that many of the children at both buildings have parents with high expectations for their children despite their own limited educations. In attempting to assist the teachers by focusing attention to the triad of student needs involving the social-emotional, academic and behavioral elements, this position provides a unique opportunity to service a larger number of children with a wide variety of needs.

By spending more time in the classroom, a greater appreciation is gained for both the teacher and student perspective. Subsequently, this allows for more time for the psychologist to implement and monitor any modification or interventions so that treatment integrity and adherence can be ensured.

Traditional school psychologists often talk about a "hit rate", referring to the percentage of students tested who actually qualify for special education services.

While the school psychologist's role in traditional assessment is clearly recognized as a legitimate need, we further recognized that by combining resources and focusing on the mission of our schools, a greater quantity of students can be served with a qualitative approach. By increasing the ways and means of alternative psychological service delivery through Covington's Title 1 position, our "hit rate" is now defined as meeting the needs of our unique student population without being hindered by bureaucratic boundaries. While my colleagues engage approximately 80% of their time in meetings and assessment and 20% in direct service, I am able to engage

approximately 20% of my time in meetings and assessment and 80% in direct service.

While I have a case file full of success stories, it is too early to give a definitive answer about success in meeting our goal of improving overall building performance. One positive outcome is the fact that principals and teachers now view the new service as an integral part of their instructional program.

## **Strategies and Resources in Child Abuse Prevention**

Laura McGrail

School psychologists are rarely on the "front line" in the war against child abuse. Teachers, counselors, and mental health therapists are more likely to observe signs of abuse and neglect, make reports, testify in court, and comfort child victims. Our involvement with child abuse may not be "up close and personal" but all school psychologists know children who have suffered at the hands of adults. As child advocates, I believe strongly that school psychologists can make important contributions in child abuse prevention. I would like to share some of

the activities which I feel are best suited to school psychology involvement.

### **Community Task Forces/KCCA Local Councils:**

In my opinion, the only way the cycle of child abuse will be truly broken is when communities develop zero tolerance for violence toward children. For several years, the KY Attorney General's office has promoted the development of community task forces to address child abuse prevention. For some communities, task forces serve as vehicles for raising community awareness. For other communities, task forces begin with awareness campaigns and develop into direct service agencies. (This was our experience in Henderson.) The Attorney General's office provides grants to local task forces for child sexual abuse prevention projects. Monies for the Child Victims Trust Fund are raised through tax form donations and a new specialized license plate project. The KY Council on Child Abuse, Inc. also sponsors local affiliate chapters. KCCA publishes a newsletter, provides prevention publications, and sponsors the Blue Ribbon awareness campaign each April. KCCA also awards

grants to local chapters for self-help, support or education groups. KY Multi-County Task Forces on Child Abuse, Inc. is a statewide organization created to help establish local task forces. This group provides seed money and technical assistance to communities.

### **Resources:**

John Patterson, Executive  
Coor.  
Child Sexual Abuse &  
Exploitation Prevention  
Board  
Office of the Attorney  
General  
P.O. Box 2000  
Frankfort, KY 40602-2000  
1-800-372-2551

KY Council on Child  
Abuse, Inc.  
2401 Regency Road, Suite  
104  
Lexington, KY 40503  
1-800-432-9251

Peter Samples, State  
Chairman  
KY Multi-County Task  
Forces on Child Abuse, Inc.  
Rt. 2, Box 150  
Williamstown, KY 41097  
1-800-468-8920

**Court-Appointed Special Advocates (CASA):** CASA programs provide trained volunteers to serve as courtroom advocates for

abused and neglected children. CASA volunteers are assigned by judges in cases where dependency must be decided. CASA volunteers spend time with their child clients, interview all parties involved, and provide a recommendation to the court that is in the best interest of the child. CASA programs do not supplant but enhance child protection services. CASA was begun by a judge in Seattle, WA and now involves 40,000+ volunteers throughout the nation. National CASA provides guidelines, grants, and training materials for local CASA programs.

### **Resources:**

National CASA  
100 W. Harrison St.  
North Tower, Suite 500  
Seattle, WA 98119  
(206) 270-0072

Virginia Taylor, President  
KY CASA Association  
945 Nelsonville Rd.  
Boston, KY 40107-9998  
(502) 769-3689

### **Victims Advocate**

**Programs:** Victims Advocates provide emotional support, information, and assistance to crime victims of all ages. VAs educate victims about the court process, notify victims of court dates, monitor cases, assist victims

# KAPS Review

Volume 17 Issue 2

Spring 1997

in preparing impact statements for court, prepare children for testifying, and assist victims in filing victim compensation claims. The KY Attorney General's office and the Victims of Crime Act manage grant programs which fund VA positions.

## **Resources:**

Beth Jurek, Director  
Victims Advocacy Division  
Office of the Attorney  
General  
P.O. Box 2000  
Frankfort, KY 40602-2000

Donna Langley  
VOCA Program Coordinator  
KY Justice Cabinet  
Bush Building, 2nd Floor  
403 Wapping Street  
Frankfort, KY 40601  
(502) 564-3251

## **Children's Advocacy**

**Centers:** CACs are facilities established to coordinate child abuse prevention and early intervention services. Some CAC's provide services such as medical examinations and child-centered interviewing rooms to facilitate the investigation and prosecution processes. Other CACs provide more prevention-based services. Each CAC is organized to meet the individual needs of its community. In Henderson, our plans for the CAC include: office space

for CASA, Victims Advocate, and Rape Victims Services; an interviewing room; a Crisis Care Nursery; and a Parent Resource Library. Most CACs also sponsor a Multidisciplinary Team (MDT) comprised of professionals from the various agencies which serve child victims. These Teams meet on a regular basis for the purpose of interagency planning for cases of recent abuse. The National Network of Children's Advocacy Centers has established guidelines and provides grants for CACs and MDT training. They also sponsor excellent conferences in Huntsville, AL each year.

## **Resource:**

National Network of  
Children's Advocacy Centers  
1319 F Street NW Suite 1001  
Washington, DC 20004-1106  
(202) 639-0597

## **Prevention Curriculums:** A

multitude of curricular programs exist for the prevention of child abuse. These programs typically follow one of two models--an empowerment model or a protection model. In the empowerment model, children are taught strategies for self-protection (sometimes even self-defense). These programs may deliver a message that children can

effectively exercise abilities that in reality they do not possess and often include ideas which are too confusing or abstract for younger children. In the protection model, adult responsibility for child safety is stressed. Children are taught to tell trusted adults and parents are encouraged to exercise greater vigilance of their children.

In reviewing several of these programs, our task force, in collaboration with our school district, has recommended the Talking About Touching curriculum for preschool and primary students and the Child Lures program for intermediate elementary students. Both these programs emphasize the protection model and include a parent training component. Child Lures teaches children and adults the strategies (or lures) used by child molesters to isolate and victimize children. This program has been endorsed by both the National Association of Elementary and Secondary School Principals and the American Academy of Pediatrics.

## **Resources:**

Committee for Children  
2203 Airport Way South  
Suite 500  
Seattle, WA 98134-2027

# KAPS Review

Volume 17 Issue 2

Spring 1997

1-800-634-4449  
(Talking About Touching)

Child Lures Ltd.  
2119 Shelburne Rd.  
Shelburne, VT 05482  
(802) 985-8458

## Book Review

Terri Kendall

### Reviving Ophelia by Mary Pipher, PhD

It's no wonder Dr. Pipher's book has gotten so much attention (#1 New York Times Bestseller). Reviving Ophelia really demonstrates the dangers of being young and female. Not only does this work of literature offer a practical approach to dealing with teenage girls, it makes a statement about 90's culture and society. If only I could simplify the audience of this book down to parents and practitioners working with adolescent girls...but the list is all inclusive. Everyone can benefit from this book, such as teachers, principals, social workers, legislators, movie producers, advertisers, musicians, and the elusive "media". Dr. Pipher took some of the blame off parents and emphasized how culture and society interfere with the best intentions of parents to keep their daughters interested in other activities

besides drugs, weight, appearance, sex, and so on. Dr. Pipher is able to put into words what many women (young and not-so-young) feel and back it up with research and case studies. Not only are the case studies very interesting and diverse, readers can discover many clever yet common sense ideas. The final chapter is a definite bonus in that suggestions are offered for readers as to how to work with or raise teenagers--boys as well as girls. Topics discussed include: developmental issues of adolescence, drug/alcohol use and abuse, eating disorders, depression, relationships with parents, divorce, sex, sexism, and violence. I highly recommend this book!

\*\*\*\*\*

**MARK YOUR CALENDAR!!** The BEST in-state professional development opportunity of 1997 will take place September 17-19 in Richmond, KY.

The annual KAPS Fall Conference will be held in the Perkins Center on the campus of Eastern Kentucky University. The Conference Committee is currently working hard to secure high quality presenters across five topical strands which are timely and important for

today's working school psychologist. The structure of the Conference is guaranteed to provide something of interest to everyone. So make plans for your professional enrichment, and spread the word to fellow educators. Formal conference pamphlets will be mailed later in the year. Anyone wishing to assist in the conference planning process, or to submit suggestions for workshop topics, feel free to call the conference co-chairpersons Alan Mullins, McCracken County Schools (502) 554-6800 or Judith Watkins, Eastern Kentucky University (606) 622-1291.

\*\*\*\*\*

## *The KAPS Review*

Laura E. McGrail, Editor  
*Contributing Editors*  
Angela Atchison  
Kelly Kanotz  
Terri Kendall

\*\*\*\*\*

The KAPS Review is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS), and is published three times a year (Fall, Winter, Spring). Opinions and statements appearing herein are those of the authors and not necessarily those of the Executive Council. Editors reserve the right to edit articles submitted.

Permission to reproduce or use only uncopyrighted articles is granted to all state newsletter editors providing that original source and author are cited. Permission to reprint copyrighted articles must be obtained directly from the copyright holder.