

KAPS Review

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Fall 1998

President's Message

Mike Norris

The 1998/99 school year is now in full swing, and I'm certain that all KAPS members are quite busy with their various activities. It seems like we just closed the book on 1997/98 and now we have already had the KAPS conference, and you are ready to plan family Thanksgiving dinners. Can winter break be only two months away? I want to thank all KAPS members and their friends who attended the fall conference in Louisville. By all early reports, it was quite a success. Many people remarked about the quality and diversity of presenters, the entertainment, the social, and the keynote address. *Hey Al liked it so much he wants to come back next year!* For those of you who missed the keynote speaker, Dr. Cliff Kuhn (the Laugh Doctor), here are two pieces of advice: Laugh for thirty minutes each day, and don't take yourself too seriously. From my standpoint, I felt a real kinship with all who attended and helped to put on the conference. It was in the planning for over a year, and there were still last minute details and goof-ups that needed attention. Many, many heartfelt thanks to the conference planning committee and to those who just pitched in when things needed to be done (or moved, or set up, or taken down, or cleaned up). KAPS Treasurer, Marianna Wells, reports that we took in around \$17,000. We'll have a full report for the next KAPS Review. For the few attendees who require it, KAPS Conference qualified for 6 hours of Instructional Leadership credit: approval #EIL 190.

As President, I have been establishing or continuing some formal and informal

relationships with affiliate organizations. During the summer, I attended the Kentucky Association of School Administrators (KASA) conference brunch, and met with some fellow affiliates. Currently, I am acting as temporary liaison to KASA but I would like to find a KAPS - KASA dual member who would serve as liaison. Please contact me if you are interested. I also presented a session at the annual conference for Kentucky Counseling Association in Louisville. Listed below are some of the upcoming events for KAPS and NASP. We really need all members to help with the nomination process for these several awards and recognitions:

In November, NASP is sponsoring a weekend of training for the Southeast Region in Savannah, Georgia, and I will attend along with Southeast Region delegate Jim Batts, and Kentucky delegate Joe Bargione. We will report results of the training, which will focus on responding to school crises, strategies for expanding services for children and families, and updates from states and NASP Government and Professional Relations (GPR).

On February 7 & 8, NASP will host the first annual Public Policy Institute in Washington, D.C. This will provide training for KAPS (and other states) to become more sophisticated in the workings of Congress and the state legislatures. KAPS needs to maintain a proactive awareness of congressional workings and how these affect the students and families of our commonwealth. NASP will cover costs of the training, but travel and lodging costs will be the responsibility of each state. We haven't yet selected the individual(s) to attend. Deadline for registration is 12/4/98.

New NASP Award: Lifetime Achievement Award. We need nomination(s) for this new award, to be received by NASP by 11/16/98. Each state may nominate one person who has "devoted his/her professional life to the improvement" of our profession.

Nomination criteria include: at least 20 years of service to the field, and at least 15 years of NASP membership (retirees and posthumous nominees accepted). This award will be presented at NASP convention in Las Vegas. NASP will provide transportation and lodging for the day of the event for the national winner. Nomination is due to NASP by Nov. 6, so we need to act now.

NASP GPR "Special Friend" Award: honors five members who have demonstrated a dedication to children and the profession of School Psychology through legislative, public policy, and/or advocacy issues. Nominees can be an individual or a group, and are due by 12/1/98. Presentation of award will be at NASP convention in Las Vegas. NASP did not communicate the status of travel or lodging accommodations.

As you can see, there are many events going that will affect KAPS, and only a few officers cannot handle all the information and procedures. Please step forward, make a commitment, and help with the nomination or selection process. Contact me if you have any names or ideas. It is also not too early to begin considering nomination of next year's KAPS officers. We will be electing a Secretary and President Elect. Keep your eyes and ears open for exceptional candidates. Self-nominations are entirely welcome.

Thanks to all of you for your support and encouragement during the first third of my term as President. I appreciate

your help in conducting KAPS business, and your commitment to the children, families, schools, and fellow educators that you work with on a daily basis. It is your good work that keeps KAPS at the forefront of the issues that affect our kids. Bravo!

Editor's Comments

Laura McGrail

Welcome to a new school year. In Henderson County, we are on a new "alternate" calendar and have recently enjoyed a two week fall intercession. We like the new calendar now but come mid-June, it may be a different story! Congratulations to the awards winners and to the KAPS Conference committee for putting on another "really good show". I heard only positive comments in Louisville about the sessions and presenters.

My thanks go to those KAPS members who graciously agreed to introduce speakers and review sessions for this issue. No one I asked turned me down! So if you missed the conference, you'll find lots of information on the sessions. If you attended but weren't able to attend all the sessions that interested you, you'll still find helpful information here. Thanks also to those of you who responded to the autism training survey. I have compiled the results and sent a formal request to the Kentucky Autism Training Center. The top priorities were a KAPS-sponsored workshop on the topic of best practices in autism assessment.

I would love to hear from some of you who have not yet contributed to the *KAPS Review*. Please send articles, comments, suggestions, or questions to me by email: lmcgrail@henderson.net or lmcgrail@henderson.k12.ky.us or by fax to (502)831-5016 or by snail mail at 1805 Second Street, Henderson, KY

42420. If possible, please send by email. My new scanner works well except it doesn't "read" all fonts perfectly! I look forward to hearing from you.

KAPS Conference Workshop Reviews

Snapshots From a School Tragedy: A retrospective analysis of the Heath High School shootings

Reviewed by Ray Roth

Shots ring out. A phone call to 911. The local stations break into regular programming to announce that a shooting has just occurred at a local high school. The tension mounts as fears increase and the unimaginable becomes reality. These are the snapshots participants were recently exposed to during the presentation by Alan Mullins, school psychologist for Boone County Schools, and former school psychologist for McCracken County Schools.

Heath High School, Paducah Ky., and the students and staff of McCracken County Schools were forever changed by the shooting which took place on December 1, 1997. "How would you react?" This was the question posed by Mullins. He continued in introduction by stating that the purpose of the workshop was not to recite what the research and literature had to say about school violence but to share with the audience stories and insights about this incident from someone who was there. Mullins expressed his hope that his experiences would assist others in being able to proactively prepare for such an incident.

Mullins began by explaining how he became aware of the shooting by a voice mail message and arrived on the scene within a half-hour of the incident. He discussed the scene he viewed upon

arrival and the reactions of both students and staff immediately after the shooting. Immediate concerns that schools need to be prepared for included handling transportation, access to the school (crime scene), parental access, and release of students from school. A warning that "confusion abounds" was given by Mullins and he cited that a good crisis response plan will help to address many of these confusing issues. At this point "some people need directions." He warned that even persons who normally act calm under extreme pressure may lose any sense of direction, especially if they had personal relationships with a victim. Other issues discussed about the initial arrival included identification of people (students, staff, emergency response staff, parents, etc.) and communication (interschool, intraschool, and district).

After dealing with the initial shock of the tragedy, school personnel must then deal with the "Road to Recovery." Preparation is the key to effectively intervene with a school crisis. The need for written materials for staff, for faculty briefings, and "verbal checks" were all discussed. The most important aspect to crisis response is to meet the needs of the students. Schools need to prepare for a comprehensive mental health plan to assist students and staff with grief. Interventions include whole-class and individual counseling, and Mullins shared a model he created to identify those students most likely to need assistance to assure that no one is forgotten.

After the initial crisis counseling, the school and the community continued to experience the grief of the tragedy. Mullins discussed how Heath High School worked at getting students back into "normal" routines, and the obstacles faced. A portion of the workshop was devoted to students and stories for those

most affected by the tragedy. Many of the students most affected by the shooting were those one might not immediately expect (i.e., students who were absent the day of the shooting, or those with regrets from speaking with the media). Barriers which seem to exist everywhere were also discussed and possible solutions were explored. Finally, Mullins discussed efforts under way on the state and national level to address violence in the schools. Issues about where to go from here produced much interaction from the audience.

Solution-Focused Brief Intervention for School Problems ***Reviewed by Rick Brenner***

This session dealt with introducing practical, cooperative approaches to solving school problems. The speaker, John Murphy, Ph.D., began the workshop by discussing what the research says about "What Works" with regard to psychotherapy outcomes and collaborative problem-solving. He introduced a concept known as the "intervention pie" which is a graphic description of the percentage contribution of various factors related to positive outcomes. Interestingly, the intervention technique chosen by the practitioner is only 15 percent of the whole pie, the smallest portion. The biggest was client factors (40%), then relationship factors (30%), as being crucial in predicting positive outcomes.

The next part of the session actually dealt with steps and strategies that may be useful to promote change. Dr. Murphy encouraged the audience members to collaborate with clients in defining changeable problems, realistic goals, and solution possibilities. He emphasized building on their own personal resources and perceptions. Changing the way clients view the problem or interrupting its occurrence are also a part of this

process. Finally, he spoke about the necessity of evaluating progress and empowering desired changes to promote client ownership of those changes.

The last part of the session dealt with actual cases where client-centered solution-focused brief interventions were implemented. Dr. Murphy showed two video sketches and spoke about several cases he had either been involved in or had heard about that also dealt with these approaches. Overall, the session was informative and interesting and the handouts were very helpful.

Strategies for Working with Students with Autism

Reviewed by Melissa Taylor

Susan Fay Wilcox's presentation offered valuable information acquired through years of experience as a teacher and a consultant for autism. Fay-Wilcox discussed programming options, communication tools, and resources for practitioners who work with students with autism. She shared examples of curricular materials, visual aids, and ideas for behavior reinforcement. Fay-Wilcox offered participants a wonderful breadth of knowledge and expertise in an articulate and thorough manner.

Functional Behavioral Assessment and Positive Behavioral Supports

Reviewed by Michelle Scott

Dr. Carl Myers presented a thorough, informative, and entertaining session on FBA, which made the entire process seem doable and realistic for the practicing school psychologist. The handout that was provided by Dr. Myers was extremely helpful and research based! In the overview, Dr. Myers explained the rationale behind FBA. Although FBA is now required by IDEA,

Dr. Myers related the more important reason to assess students in this way. He stated that FBA is a process of understanding what is going on with individual children that is contributing to their behavioral challenges. FBA forces the psychologist to explore the purpose of the behavior and continually ask, "What purpose does this behavior serve for this child?" He gave an insightful example involving three different children demonstrating behaviors that looked the same in the classroom but which were serving entirely different purposes for each of the children. The example clearly illustrated the importance of understanding the "why" of behavior before interventions are formulated.

The remainder of the workshop focused on assessment strategies and implications of interventions. In Dr. Myers' explanation, he spoke candidly about the importance of gathering extensive descriptive information about the child and family prior to planning interventions for the child. The actual antecedent, consequent, and ecological analysis, steps with which many practitioners begin, should only occur after descriptive characteristics of the child and family have been explored.

Attachment Theory of Childhood ***Reviewed by Dorothy Brock***

Dr. Otto Kaak, child psychiatrist with the UK Department of Psychiatry gave an outstanding presentation on Attachment Theory of Childhood. He provided the audience an overview of the historical and theoretical aspects of attachment beginning with Freud, Erikson, Mahier, and Konrad Lorenz's contributions were addressed and he defined attachment as it was first identified by John Bowlby. He explained the Strange Situation Test as utilized by Ainsworth and discussed how she

identified three types of attachment relationships: *Secure*, *Insecure Avoidant* and *Insecure Ambivalent*. Researchers have recently identified the *Disorganized* type, which is often seen in cases of abuse and neglect.

Dr. Kaak emphasized the importance of the child's temperament and the "goodness of fit". **Affective attunement, mirroring and matching** are powerful ways to promote attachment in young children. Dr. Kaak recommended Stanley Greenspan's work and several videos emphasizing the importance of Floor Play with young children. Without a doubt we must intervene with very young children when we know from their histories that they are not securely attached. The court system often does not comprehend the importance of the attachment relationship in the first three years. Dr. Kaak provided the following suggestions for teachers and psychologists in the school setting for working with very disturbed unattached children:

1. Shield them from being flooded by anxiety by intervening in situations in advance. Try to protect them from too much stimulation. They may need to be separated or isolated in order to calm down.
2. Relationships are more important than academic work for these children. Help develop this relationship by speaking to them, waving in the halls, calling them by name and acknowledging them.
3. You, the professional, need to be able to collaborate with others whether this is the Impact Worker, an aide, colleagues, or the psychiatrist.
4. Try to look beyond the behavior and try to understand it. Dr. Kaak recommended using different strategies for oppositional defiance:
 - *take away control
 - *predict their misbehavior

- *isolate them
 - *make them stay with you
 - *do not allow splitting (these kids are masters at this- good teacher vs the bad teacher).
5. Self contained placement rather than moving around and changing classes may be beneficial.
 6. Respond to these children dispassionately. Try not to raise your voice or appear ruffled. Don't take it personally when they call you names.
 7. Provide opportunities for physical touching such as back rubs, hugs, lap time and rocking.
 8. Get your self esteem met in different ways because these youth are not able to give much back.
 9. Provide detours rather than stop signs whenever possible. These children are ready to hear *No* or *Stop* so distract them when possible so you don't engage with them in the oppositional process.
 10. These children need a sense of belonging and connectedness. School bonding and involvement are very important.

School Psychology: A Job or a Career

Reviewed by Leilani DeFord

The objectives for this session were to present and discuss causes and consequences of burnout as well as motivational strategies for school psychologists to combat the hard times experienced in our careers. Dr. Joe Bargione, Ms. Terri Kendall, and Dr. Mike Norris presented personal testimonies of the crossroads in their careers and what "replacement" behaviors assisted them through those times.

At the beginning of the session, Dr. Bargione presented the latest edition of

the "BKN -2nd Edition Job v. Career Test." This humorous test was presented in a "true" or "false" format. The "test" allowed the participants to laugh as well as evaluate their position on the career/job issue.

As the session continued, Dr. Norris discussed burnout and rustout as it related to antecedents, behavior, consequences, and replacement behaviors. To illustrate this, Dr. Norris presented it as a "Functional Behavioral Analysis for Job Burnout (Behavior Incident Report)." It was a creative way to evaluate ourselves.

Ms. Kendall presented a handout entitled "Tips to Stay Motivated." After she discussed a plethora of ideas on staying motivated, the session participants shared other techniques that helped them to avoid burnout. Nearing the end of the session, the presenters and participants informally discussed other aspects of burnout/rustout. This discussion provided other options to assist school psychologists in making the decision whether their profession was a JOB or a CAREER.

Grief Counseling: The Art of Grief Work

Reviewed by Leilani DeFord

The objectives of this session were to identify developmental interpretations and understandings of death, identify common issues specific to the school setting that affect coping, identify four tasks of grieving for children and adolescents, and identify five creative interventions for supporting grieving children/adolescents. Mr. Ferry used a variety of techniques to present these concepts to the session participants. The techniques that he utilized were a detailed handout addressing all areas, group activities, music, and art work

from students who were in the grieving process.

In the beginning of the session, Mr. Ferry engaged the participants in several "ritual-like" activities that encouraged a feeling of belonging between group members. These activities were focused on the premise that everyone has been touched by death in their lives and no one is alone. Mr. Ferry encouraged the session participants to use these ideas and others to begin grief counseling.

Mr. Ferry defined grief as "any change in one's life is a loss experience that (s)he will grieve to a greater or lesser extent depending on the degree of attachment to what has been lost." The change does not only include death, but includes things such as a new diagnosis or a loss of one's abilities due to disease or accidents.

Discussions centered around the handouts entitled *Just About Everything You Can Think Or Feel When a Loved One Has Died*, *Children's Experience Of And Coping with Death*, *Tasks of Grief Work With Children And Adults*, and *Expressive Therapy*. All of these handouts were developed to assist school psychologists and other professionals understand the process of grief and how the developmental stage of the child/adolescent affects the understanding of death.

Nearing the end of the session, Mr. Ferry explained expressive therapy and a variety of activities that are effective with grief work. His slide presentation of students' work as well as detailed handouts explained each technique and provided a framework to implement in the school setting.

School Psychology Internship Presentation and Discussion ***Reviewed by Rick Brenner***

This session dealt with the whole process of preparing for an internship in school psychology. It was geared toward graduate students who were already earning practicum experience. The session began by considering different types of activities and experiences that can be beneficial to a practicum student such as going to faculty meetings, introducing yourself to teachers, and administrators taking note of how your supervisor organizes his/her files and follows a schedule and familiarizing yourself with different assessment materials.

The rest of the session dealt with preparing a resume, selecting potential internship sites and how to behave and what to expect during an interview. Each presenter spoke of their own unique experiences during this process, giving the audience several perspectives on what information to include on a resume, what factors they considered when sending out job applications, and what types of questions they were asked during their interviews. The session ended with the panelists taking questions from audience members and everyone was given a Tip Sheet to help deal with the process. Overall the session was informative but most relevant to second year graduate students.

Family Court: Working With Families of Violent Youth ***Reviewed by Alicia Lateer-Huhn***

Judge Green provided an informative overview of the Family Court Model being utilized in Jefferson County. It is one of the few court systems in the country to use this approach. The Family Court has jurisdiction over dependency, neglect and abuse, paternity, status offenses, domestic violence, and divorce. The theory behind the Family Court is a unified approach to assigning cases to judges.

Multiple issues with one family are presided over by the same judge.

Judge Green shared the options he has available in his "tool box" when cases come before him. Many times the parties involved are encouraged to go through a mediation process. He stated that the mediation process is especially effective during divorce proceedings, as this significantly decreases the chances of the case going back to court. Judge Green reported that the most frustrating cases involve truancy issues, as the choices available are limited. The options available include an alternative placement or placement in a jail or youth center. Many times these placements are not actually available or are not appropriate. Consequently, at times no significant consequence is given. Judge Green indicated that there is a great need for more supportive services in this area. Jefferson County Public Schools and the Family Court have initiated an innovative agreement where information is readily shared back and forth when cases come before the court. Usually, this sharing of information has been prohibited.

Encouragement was given to come visit the Family Court process. Judge Green believes that juvenile court needs to be open to the public. He indicated that if the public was more aware of the situations that occur in Family Court, perhaps, they would understand the need for increased service availability.

Psychotropic Medication for Children and Adolescents ***Reviewed by Ruth Bewley***

Judith A. Axelrod, M.D. is a Behavioral-Developmental Pediatrician and Associate Professor of Pediatrics at the Child Evaluation Center, University of Louisville School of Medicine. Dr. Axelrod has specific

interests in Attention Deficit Hyperactivity Disorder and Autism. She covered the following disorders: ADHD, Tourette's Disorder, Depression, Bipolar Disorder, Anxiety Disorder and Autism.

Dr. Axelrod first reminded the attendees that medication is only one aspect of therapy. Other important interventions include educational, behavioral management, cognitive therapy, or psychotherapeutic interventions.

ADHD: The medications treat impulsivity and inhibition. Dr. Axelrod believes medication is useful at all times because learning occurs across all environments. There seems to be diminished activity in areas that work on rule governed behaviors. Implicated are the neurotransmitter norepinephrine and dopamine but not serotonin. Ritalin remains the most popular medication from the stimulants and has no long-term side effects. Adderall is another stimulant consisting of four different kinds of Dexedrine salts. Dexedrine is sometimes used. Side effects of stimulants are generally decreased appetite and mild stomachache or headache. Other medications sometimes used include the antidepressant desipramine, bupropin (Wellbutrin), and fluoxetine (Prozac). Tricyclic antidepressant imipramine (Tofranil) or desipramine (Norpramin) require EKG and blood level tests. With Wellbutrin, too high a dose can cause seizures. Wellbutrin can be used for conduct disorder. Prozac can be used for affective disorders.

Tourette's Disorder: Tourette's was described as having the common characteristics of motor or vocal tics. Tourette's has a mean onset of age seven and symptoms vary. Tourettes can disappear in early adulthood. Tourette's can be preceded by ADHD symptoms.

Thirty to forty percent have obsessive-compulsive disorder. Thirty percent have mood lability. Tourette's individuals have high levels of anxiety and emotional lability. Patients have fearfulness, low frustration tolerance and aggressiveness/ impulsivity. Typical medications now being attempted are antidepressants Prozac, Zoloft, and Luvox. One option is to try to ameliorate the ADHD components of Tourette's with stimulants. It is difficult to treat in this way because of the concern that stimulants cause chronic motor/vocal tics. The only time tics are treated medically is if they are interfering with life functioning. It is important to decrease stress because anxiety exacerbates tics. Clonidine is sometimes used and works on dopamine neurotransmitters. Antipsychotic neuroleptics of Haldol, Orap, and Risperdal can be used and typically are given once per day. They need to be watched because they can cause Tardive Dyskinesia.

Generalized Anxiety Disorder: GAD is described as excessive or inappropriate doubts, worries, fears which persist. GAD can impair academics, family, interpersonal, and social relationships. Restlessness, difficulty concentrating, irritability, easy fatigability, and sleep disturbance characterize GAD. Common medication is anti-anxiety drugs like BuSpar, Klonopin, or antidepressants Prozac, Zoloft, Luvox. Selective Serotonin Reuptake Inhibitors (SSRI's). Anti-obsessional Anafranil or tricyclic antidepressants can be used. Similar treatment is utilized with Obsessive Compulsive Disorder (OCD) which plagues the individual with recurrent thoughts, fears, ideas, impulses, images, and repetitive behaviors performed to reduce stress. Any attempt is made to resist the compulsive behavior.

Depression: Depression is a broad-based disorder involving disturbance of mood, behavior, and cognition. It is defined as a cluster of symptoms including the inability to concentrate, think, remember, feelings of sadness, loss of interest in things once enjoyable, sleep disturbance, thoughts of death/suicide, agitation, restlessness, irritability, feelings of worthlessness, guilt, and abnormality of appetite. Dysthymia can occur which is a depressed mood for most of the day for at least one year. Mood irritability can exist. This is associated with poor concentration and hopelessness. SSRI's, Prozac, Luvox, Zoloft (fast acting), Wellbutrin, and tricyclic antidepressants are used. Imipramine does not seem to be too effective with children.

Bipolar Disorder: Bipolar Disorder is a disturbance of mood noted by mood instability, irritability, impulsivity, and intrusiveness. Prepubertal onset of bipolar disorder presents as a non-episodic disorder that is chronic to rapid cycling of mood. Mood can change from a happy infectious, amusing affect to a severe suicidal depression. Grandiose ideas don't follow rules of logic. Bipolar individuals think they are "above the law". Typical medical treatments are Lithium (Eskalith) where one must watch the thyroid, Depakote and Tegretol (anti-seizure medications). Tegretol is used for aggressive persons as a mood stabilizer. Also used are neuroleptics, Thorazine, and Risperdal.

Autism: Autism is a developmental disorder with significant impairment in language and communication, social skills, and presents with a restricted range of activities and interests. Autistic individuals display perseverative and compulsive behaviors and have an intense need for environmental "sameness". Autism occurs the first few weeks of pregnancy in the neurobiologic

system. Twenty of twenty-three pairs of chromosomes can be effected by autism. Dr. Axelrod states that interventions can be educational, behavioral, and "maybe" medical. Stimulant medication such as Clonidine or SSRI's, Tegretol, Naltrexone (decreases self-abusive behaviors and increases communication), and Prozac are being used.

Play Therapy Applications in the Schools

Reviewed by Terri Kendall

Oftentimes, therapists are accused of just playing games with children in exclusion of "real" therapy. As Dr. Pat McGinty showed her audience, therapists play games with clients because it is through play that children communicate, whereas adults use language. They communicate cognition and emotions in a symbolic manner by setting the scene, becoming the characters, and acting out their inner world. This is the rationale of why school psychologists should get down on the floor and play with children with whom they work. In this way school psychologists can learn much about children in terms of diagnosis and treatment. This session provided school psychologists with good information for getting started in play therapy, but it was stressed that skills need to be developed and improved in order to be proficient. School psychologists should be very knowledgeable about personality theory, developmental theory, play therapy techniques, and child psychopathology. Elements contributing to effective game therapy include having clearly defined goals, developing a treatment plan within a theoretical context, using behavioral techniques, and manipulating therapeutic elements of a game. It was discussed what to look for when therapy was progressing, such as the child being more relaxed, improving in self-confidence, self-disclosing, and asking for help. In contrast, when a child

is not progressing, or is "stuck", goals should be checked for possible revision, a supervisor or colleague should be consulted with, or techniques should be changed.

Dr. McGinty stressed that a diagnosis of ADHD should not always be given easily, that other factors may be causing inattention or hyperactivity, such as abuse, emotional neglect, or Post Traumatic Stress Disorder. It seems wise to use play therapy as part of the assessment to discover things not easily found by traditional assessment procedures.

Many resources were suggested and displayed, such as *The Ungame*, *Self-Control Patrol*, *Talking, Feeling, Doing Game*, and *When Something Terrible Happens*.

Dealing with Bullying Behaviors at School: A Win-Win Approach

Reviewed by Debbie Anderson

Janice M. Wilkerson, Ph.D. presented on the topic of bullying. Dr. Wilkerson stated that dealing with bullying behaviors is a process in which the first step is where the adults in the building have to address the issues. The second step is to involve the witnesses to help address the problem. The witnesses are a powerful group that need to be encouraged to take some actions. The third step is to look at the school climate. Are teachers showing respect to students? Is this a respectful place? Are the adults willing to take a stand in providing a safe environment both physically and psychologically?

When is it "teasing" and when is it "Verbal Bullying"? Teasing is done by a friend or someone close to us and is often easier to tolerate because we know it's not intended to hurt or embarrass. Bullying is typically done by someone

who does not have a close relationship with you. Bullying may occur repeatedly and tends to exhaust the target's emotional resources. The bully thrives on the target's emotional reaction and continues the behavior. Bullying often happens with an "audience" present or consists of things said about the person.

It is everyone's responsibility to provide a safe school environment. Need to tap all three groups: the bullies, those that are targeted and those that witness the bullying. The witnesses are the majority of the students. They need to feel empowered to do something! Teach that they are not getting someone into trouble - but are doing a part in making the school a safe place. Teach this group what they can do if they see someone being bullied. **C-A-R-E:**

C use Creative problem solving skills
A obtain Adult help
R must Relate and join together
E show Empathy.

Realize that you may not always be able to do something at that moment but you can always go to the person in private and talk to them.

Anger Management Groups for Adolescents

Reviewed by Kris Kopcha

Mary Ryan, a retired special educator and more recently, a consulting teacher with the Jefferson County Public Schools, presented a practical and timely workshop on anger management instruction with students with emotional and/or behavioral disabilities. Because these students typically have not implicitly learned basic rules of social interaction, e.g. how to initiate a conversation, how to end a conversation, how to disagree appropriately, etc., they must be explicitly taught these skills. Mary recommends the *Skillstreaming* program, *Tough Kids* materials, and *Anger Replacement Training*.

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Because angry/violent behavior can be fairly reliably predicted by kindergarten. Mary emphasized the importance of early intervention, preventative programs.

In the groups Mary facilitates, one of the primary topics she focuses on is teaching the students to identify internal and external triggers of anger. She also works with the kids on replacing their "negative tapes", learning teacher pleasing behaviors, step-by-step problem solving and goal setting (academic and behavioral). The ultimate goal, according to Mary, is to teach *self-management* skills so the students can be productive, positive members of society.

Behavioral Interventions and Safe Physical Management ***Reviewed by David M. Taylor***

Greg Abati, M.Ed., coordinator and director of Project ENDURE in Louisville, presented an interactive session addressing the many issues surrounding behavior management in our schools today and the best strategies/techniques for reducing and eliminating disruptive behaviors. Mr. Abati indicated there are many effective ways to manage a student's disruptive behavior. Many are common sense and effectively practiced by adults on a daily basis. However, he also stressed that behavior management is like competency, growing over time. Mr. Abati emphasized that effective behavior management in the school setting requires a high level of competency. He indicated that competency is acquired through experience, practice, and attention to what works in specific situations and under what circumstances. A high level of competency in behavior management was said to give school personnel a "commanding presence" as it relates to maintaining student discipline. Being

present when students enter the building, greeting and welcoming students, clarifying expectations, knowing students' names, communicating effectively with parents, stating and posting classroom and school rules, and making it clear that appropriate behavior is expected and required and that safety rules are not negotiable all demonstrate that school personnel are actively in command.

Mr. Abati also emphasized the importance of identifying the "ecology of the behavior," stating that the behavior is just the outside issue; and to manage misbehavior, one must look for the inner or core factors contributing to the problem. Effective behavior management involves interventions, which are actions taken to change or alter inappropriate behavior, but also strategies that preempt behavior and impact outcomes without resorting to direct confrontation. Teachers and school staff must be prepared to control the antecedents that lead to disruptive and sometimes dangerous behaviors. Knowing the student's "modus operandi" can greatly assist in interceding at the earliest stages of behavior and act to eliminate and/or minimize the opportunities for a student to act out.

Noted as equally important to effective behavior management is that we must always be committed to examine our interventions and measure their effectiveness. If the current intervention is not working, then one must be willing to move on and try something else. It is best to enforce a hierarchy of interventions, selecting positive nonconfrontational techniques at first. Positive interventions include providing the student with praise, recognition, and reward for appropriate behavior. The next level to the hierarchy involves neutral interventions such as using eye contact, cueing and nonverbal signals.

and modeling. Supportive interventions might take the form of asking a student if he/she is making the right choice. Lastly, one may find it necessary to use mildly aversive or an intrusive form of intervention to control the misbehavior. These last two types of interventions are more restrictive and costly in terms of consequences. Examples include having a private conference with the student or possibly sending the student to the principal. Lastly, Mr. Abati stressed that the level of the interventions should be determined by the degree of intensity of the behavior demonstrated by the student, and that discipline is best practiced quietly and gently and by treating the student with dignity.

Are There More Students with Autism?

Reviewed by Laura McGrail

Dr. Allen Bloom presented an interesting report of a study he and his colleagues conducted at the Child Evaluation Center to explore the question of whether the Center is seeing an increased number of children with autism. Center staff conducted a thorough case review, comparing current referral rates with those of 1988. Results do indicate a significant increase in the number of children referred to CEC for autism evaluation and higher numbers of children so diagnosed.

Dr. Bloom also shared two fairly new assessment instruments with audience participants. The Checklist for Autism in Toddlers (CHAT) is a screening instrument designed for use by pediatricians during well-baby checkups at 18 and 24 months of age. The Autism Diagnostic Instrument-Revised (ADI-R) is a standardized behavior rating scale that quantifies developmental and social history information according to diagnostic criteria.

It was a pleasure to share ideas with Dr. Bloom, as many KY school psychologists have frequent contact with CEC. Hopefully, the relationship between school psychologists and CEC staff will continue to "blossom".

Grant Writing for School Psychologists

Reviewed by Laura McGrail

Karen Collier is a gifted grant writer who shared a wealth of knowledge and tips to the would-be grant seekers in her audience. Karen reviewed the major components of requests for proposals and provided "best practices" ideas for preparing grant proposals. She presented examples of the common mistakes made by many grant writers, including failure to follow directions explicitly, use of flowery language, and use of redundant phrases. Karen also provided several key resources for participants, including web sites and helpful print materials. This session provided an excellent starting point for school psychologists who wish to explore grant funding possibilities.

KAPS Awards

Regional Awards:

Region 1 - Alan Mullins.

Alan was recognized for his work in crisis intervention.

Region 2 - David Hughes.

David was instrumental in getting a tracking system initiated in his district. He works with his district to offer professional development and is foster parent to a severe ADHD child who has progressed from a special class to the regular classroom setting.

Region 3 - Jenny Nirmaier.

Jenny was recognized for her persistent and consistent efforts to deliver best

practices in school psychology services to the children, parents, teachers, and staff of JCPS.

Region 4 - Cookie Cahill Flower. This was awarded to Cookie for her work with the preschool population in prevention and early intervention.

Region 5 - Dianne Shuffit.

Diane was recognized for her work as Director of School Psychology Services in Fayette County.

Region 6 - Suzanne Harrison.

Suzanne has developed pre-referral procedures to improve the "hit" rate in referrals for assessment in her district.

Region 7 - Liz Wallingford.

As a first year school psychologist, Liz had a very difficult situation. Many outdated practices had been established which she revised and improved.

Region 8 - Richie Hamrick.

Richie was recognized for his work in assessment for a special education cooperative.

Best Practices Awards:

Assessment - Kris Kopcha.

Kris has spent the past 2 1/2 years trying to build collaborative relationships with school personnel in Jefferson Co. in order to provide both traditional and alternative assessments. He strives to keep assessments individually tailored to the child's needs.

Consultation - Cynthia Jackson.

Cynthia had the opportunity to develop an innovative consultation and tracking system when a new elementary school opened in her district. She saw the need for improved communication in order to effectively provide intervention and assessment services.

Counseling - Alan Mullins.

Alan overcame significant barriers in dealing with the aftermath of the shooting at Heath High School in Paducah. As the only school psychologist on staff, he assumed responsibility for a huge task. His kindness, dedication and expertise helped many students, families and school personnel cope with this life changing trauma.

Program Evaluation & Research -

Melissa Taylor & Mike Norris.

Melissa and Mike developed school-based reading norms for primary level students. Their system brings school psychologists closer to an awareness of everyday curriculum activities. It can be used for identifying candidates for early intervention and for evaluating the effectiveness of interventions.

Organizational Development - Dorothy Brock.

Dorothy has been involved in a variety of innovative programs for at risk youth. Her youth assistance model won an award from NASP for exemplary mental health programs. While collaborating with the Department of Juvenile Justice, she has provided drug and alcohol education and support groups, and child witness violence groups. She has also worked with her husband to complete a documentary film entitled *If I Can't Do It*. The film deals with the disabilities rights movement.

1998 KY School Psychologists of the Year:

Dorothy Brock & Alan Mullins

Congratulations to all 1998 winners!

Region Reports

Region 3 Report

Brett Page

Region 3 school psychologists have worked extremely hard this fall (and most of last school year) preparing for the recently completed KAPS conference held at the University of Louisville's - Shelby Campus. Special thanks should once again go out to all who made the conference a success! Special kudos should be extended to Dorothy Brock for being named Co-School Psychologist of the Year in Kentucky. Way to go!

Five different professional development activities have happened or will be happening this year in Region 3. First, Judy Kimba, School Psychologist from Virginia Beach, recently presented on corrective thinking and the personality profiles of anti-social thinkers. She discussed how to start corrective thinking programs. Second, a brown bag lunch series with a featured guest speaker will happen each month. We will have speakers from the Child Evaluation Center (CEC) and Early Childhood soon.

Third, as part of a Safe and Drug free schools grant, many region 3 members are being trained in group counseling techniques. Dr. Rosie Smead of IU Southeast is providing the intensive training. This year, five of the school psychologists who receive the training will participate in a pilot study to run 16 group counseling sessions for EBD students in five high risk elementary schools. Data will be collected pre and post with the hope of being able to measure some of the positive outcomes. Fourth, small group case consultations are being continued. This serves as a peer review and provides added support in dealing with difficult cases. Lastly,

region 3 representatives have been working with Spalding University to develop ways of increasing awareness of what School Psychologists do. A colloquium at Spalding is being scheduled for the spring to meet this objective.

House Bill 100 has had little impact on Jefferson County School Psychologists since all are already considered administrators. However, Brett Page, from the Kentucky School for the Blind, has used the passed legislation to successfully have his job classification changed from teacher to administrator. Brett would be willing to discuss with anyone how this has affected his role at KSB.

Region 5 Report

Angie Chandler

The school year is up and going in Region 5. We held a regional meeting during the annual KAPS conference with several in attendance. Several training topics were suggested. These included another Q&A Session, Autism, LD Table Renorming, and Crisis Prevention and Intervention. A regional training date will be announced soon. If anyone has further suggestions on trainings contact Angie Chandler.

Editor's Note to Belinda Bowling and Region 6 members: I'm so sorry but I lost the Region 6 report somewhere in my harddrive and didn't have time to contact Belinda to retrieve it!

KDE Update

Legislation Affecting Student Services Staff

Angela R. Wilkins, Ed. D.
KDE Liaison to School Psychologists

The 1998 regular session of the Kentucky General Assembly included the passage of several significant education bills. Here are synopses of bills that should interest student services professionals.

1. School assessment & accountability: KIRIS is gone, and CATS is coming!

After the final administration of KIRIS during April 22 - May 12, 1998, Kentucky schools are changing to the new Commonwealth Accountability Testing System (CATS), created by **House Bill 53**. Kentucky educators have a significant role in the design of the new assessments. The State Core Content is included. Students will be assessed on mastery of basic skills; (2) mastery of higher-order thinking skills. (3) ability to apply both core content and basic/higher order skills. A norm-referenced test will be given in grades 3, 6, and 9. The Kentucky Board of Education is determining several aspects of the new CATS system: they already selected CTB/McGraw-Hill as the new vendor to create the test. This bill requires a school report card be created for schools to use in sharing their data on assessment and other school/student demographics. State assessment results must be reported by September 15 of each year.

2. Changes for potential school dropouts / truancy/unexcused absences:

House Bill 900 eliminates the 60-day waiting period and the viewing of a required video for potential school dropouts. However, potential dropouts and their parents still report a student's intent to quit school, and they must have a conference with the school counselor before the student can be withdrawn. KRS 159.150 is amended to define tardiness for three or more days without a valid excuse as truancy, and permits local school boards to adopt policies on

student compliance with laws and makeup of unexcused absences, and to impose sanctions for non-compliance.

House Bill 92 allows districts to collect Average Daily Attendance (ADA) funds on students who have been suspended or expelled up to 175 days during the 1998-99 school year. Districts do not receive these funds until the 1999-2000 fiscal year.

3. House Bill 330 Safe Schools Act: This comprehensive legislation provides four million dollars for grants in school year 1998-99 for alternative education programs, to address the often forgotten population of *students at-risk of academic failure*. The Department is in charge of these grants for just the FY 1999 school year. An Oversight Board was established during summer 1998, to oversee future HB 330 grants and the upcoming Kentucky Center for School Safety. By January, 1999, some Kentucky university will be the recipient of the grant to house this new Center. Center staff will provide training on safe schools' issues, and be a tremendous resource to all schools/districts. This legislation requires that copies of school discipline codes be given to school counselors for their use in discipline discussions with students. Each Kentucky public school must do a school assessment in 12 areas specified by HB 330, in order to be eligible for future HB 330 grants. Each school district must do a district safety plan based on their schools' assessments by May 15, 1999. Districts are required to do this plan in order to receive future HB 330 grants.

4. Kentucky's School to Careers system: House Bill 724 established this overall system for career-related programs in the public schools, such as High Schools That Work, Tech Prep, and School-to-Work programs. The program goals include increased

student awareness of job and career availability in the future workforce, a decreased dropout rate and increased school attendance. A grant fund to match local district funds is established for this legislation. A statewide advisory group relating to the School to Careers system is formed. This new initiative complements well the new requirement in the High School Graduation Requirements for each student, beginning with the freshman class of 1998 (2002 graduating class) to have an Individual Graduation Plan with an emphasis on career development. School psychologists can conduct career assessments to assist students with career planning.

5. School psychologists: With House Bill 100, school psychologists are now defined as administrators within the Tenure and Fair Demotion legislation (KRS 161.765). School psychologists are now entitled to a hearing before demotion would occur.

NOTE: School psychologists are not required to now get Effective Instructional Leadership hours (the 42-hours requirement). HB 100 does not affect the tenure of school psychologists (those who had tenure still have it; those without tenure still don't have it).

6. Certified staff salaries: House Bill 469 requires local school districts to provide a cost of living increase for certified staff that equals or exceeds the percent increase in the consumer price index or the base funding level in the SEEK program, whichever is less.

7. Exceptional education: House Bill 519 has several new provisions related to exceptional education students, teachers,

and programs. The Kentucky Special Education Mentor Program will begin by July 1, 1999 to select, train, and assign highly skilled educators in special education to districts/schools out of compliance with state/federal laws and regulations. The definition of 'developmentally delayed' is expanded to serve students who are ages 3 through 8 years old. Directors of pupil personnel must interview exceptional education students (and their parents) who quit school to determine the reasons for this decision. This data is reported annually to the local and Kentucky boards of education.

Membership Survey: 1998 **Sharla Nichols Fasko**

During the fall conference, the KAPS executive committee decided to seek input from members regarding a number of issues. Accordingly, a survey was developed and distributed from the registration desk and at presentations on Thursday afternoon and Friday morning. It is not known how many of the attendees actually received surveys, but of the 197 attendees, 87 returned surveys for a rate of 44%. Results are described as follows:

Item 1: Should KAPS explore the idea of obtaining privileged communication for certified school psychologists?

Ninety percent of those voting support this motion. There was a handful of people who elected to give no opinion, and only one opposing vote.

Item 2: Please mark areas in which you would like training: 504 plans, Legal & Ethical Issues, Autism, Manifestation Determination, Developmentally Delayed Determination/Services.

The top two requested trainings were Developmentally Delayed Determination (59%) and Manifestation Determination (56%). Legal and Ethical Issues came next (47%), followed by 504 Training

(41%). Autism training was requested by 37%.

Item 3: Has HB100 had any effect on you personally since its passage?

A number of respondents reported concerns about job security as a result of passage of this bill. Twenty percent of respondents reported being affected by this bill, although there was no method for reporting whether these affects were positive or negative. A few people reported positive results, such as increased pay; several expressed anger and a feeling of disenfranchisement from the organization over this issue.

Item 4a & b: Do you have concerns about current regulations for identifying children as learning disabled? Should KAPS take action to influence these regulations toward best practices?

Seventy-nine percent of respondents expressed concerns regarding present methods of identification of LD students: 5% made no response, and 9% expressed no concern. Twenty-one percent described serious concerns about the tables being outdated. Forty-four percent wrote that they had concerns about the actual process of identification: it left too little room for the psychologist's expertise. A number of people mentioned concerns about the validity of the academic processing element as it is currently addressed. Others felt that too many children "fell between the cracks," and suggested a noncategorical process. When asked if they felt KAPS should take action to influence LD regulations, 84% responded affirmatively. Four respondents said no, at least one of whom commented that it would not do any good to try. Ten did not respond to this question.

Item 5: Would you like to see KAPS start a web page?

Seventy percent stated that they would like to see this (some very enthusiastically), 20% offered no opinion, and only 2 respondents said no.

Item 6: Would you like the conference to continue to be rotated among regional locations, or would you like it limited to one or two central locations?

Fifty-two percent said "as is." 45% said "central locations," and there were a few "no opinions."

Item 7: Optional salary information.

A number of people opted to not respond to this section. Of those who did, 23 respondents stated that they were on administrative pay, and 50 stated that they were on teachers' scale. In sum, on almost all issues, there was great agreement among the members responding. The respondents quite clearly support the concept of privileged communication for certified school psychologists. Great concern was expressed regarding various aspects of the LD regulations, and all but a few respondents either definitely wanted KAPS to take action to influence regulations or at least were not opposed to the idea.

Based on comments written on the survey, there appeared to be some confusion about HB100: judgement on the success/failure of this bill should be reserved until clarification is provided to the membership. This issue should be revisited in a future survey, perhaps at next year's conference.

Members clearly want training in a number of areas, most especially Developmentally Delayed determination and Manifestation Determination. Perhaps the EC could look into providing a one-day training, with one issue addressed in the morning, the second addressed in the afternoon. Few respondents were opposed to the idea of starting a KAPS web page. The EC may wish to look into the requirements for this venture. There appeared to be some confusion regarding the question of the location of future conferences. Comments written

on the form suggest that many people were unclear about what the question was asking. Perhaps in a future survey this could be better stated.

The author wishes to thank all respondents for their input. The EC does value your opinions!

Don't miss NASP's 31st Annual Convention and Exposition! April 6-10, 1999, Bally's Hotel and Resort, Las Vegas, Nevada

To receive additional information on NASP's "A Blueprint for the Future" in Las Vegas... Call: (301) 657-0270 or e-mail: convention@naspweb.org. Visit the Web Site at: www.naspweb.org

Job Openings

Henderson County Schools has an opening for a full-time school psychologist. Contact Laura McGrail. 502-831-5010.

Daviess Co. Schools also has a full-time position available. Contact David Taylor.

Fayette County Schools has 4 1/2 positions open. Contact Diane Shuffett at 606-281-0796.

(As of 10/27/98, the KDE website listed no available positions statewide!)

Attention Roy Mays! Erin Richardson tried to send you a packet of handouts from Dr. Abati's conference session but it was returned to her as undeliverable. Please contact Erin at 502-485-8367 or by email: ericharl@jefferson.k12.ky.us.

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