
the

KAPS REVIEW

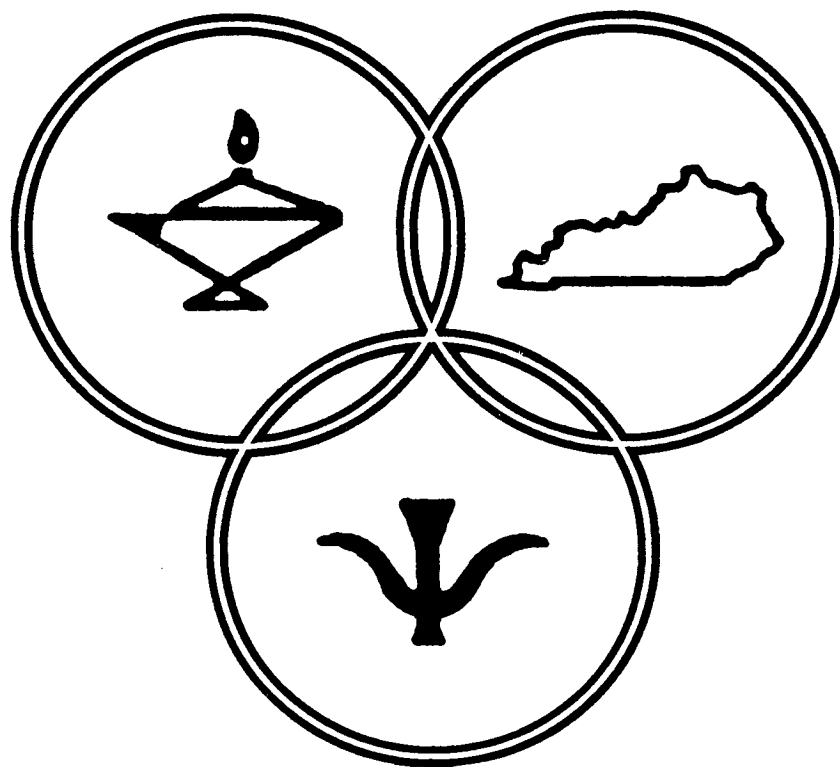
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TREASURER'S REPORT

BY RAY ROTH

My final act as outgoing Treasurer has been to have our books reviewed by an accountant. This is the first time this has been done and the recommendation by the accountant is to have this repeated at the end of each treasurer's term (every 2 years). The most important recommendation by the accountant is to keep a more detailed account of monies received (i.e., list of members, amount paid, convention fees, etc.). He was complimentary of our system of bookkeeping and our accounting of bills paid (thanks to previous treasurers).

Checkbook balance at the end of Fiscal Year 1994 was \$6,110.00. Our CD balance was \$2,500.00 which gave us a total balance of \$8,610.00.

As of September 28, 1994, we have begun to receive checks for pre-registration for the conference. Prior to the conference we received \$7,430.00 in fees. With bills paid since June 30, 1994, our current checkbook balance is \$9,829.00 with a CD balance of \$2,500.00. Our net assets are \$12,329.00.

SECRETARY'S REPORT

BY JOSEPH L. BARGIONE

The Executive Committee met on 9/28/94 at our Annual Convention in Louisville. We had a large and diverse agenda that ranged from E-mail for school psychologists to Medicaid reimbursement for IEP related services. However, before I share with you the information about the possibilities that may be available to school psychologists, I need to inform some of you who may not know that our liaison to the Kentucky Department of Education

has changed due to the reorganization at KDE. Lesa Billings who has worked hard to give school psychologists a voice at KDE has taken another position. We will miss Lesa's efforts on our behalf. Our new liaison will be Angela Wilkens who is the Student Services Consultant at KDE.

As the impact of KERA continues to change education in Kentucky, new technologies are becoming available to school psychologists. One such technology is E-mail. It appears that in the near future E-mail will improve our communication capabilities as an organization to better serve our members and students we serve. If any members are using E-mail currently or have an interest in E-mail please let me know.

Another development that may have a positive effect on school psychologists is the ability of local school districts to access Medicaid reimbursement for IEP related services. The state contact person is Preston Lewis. The EC began discussions of developing a workshop for those individuals who are interested in getting more information about reimbursement for services for Medicaid.

The final "big issue" that the EC is working on is developing a strategic plan to position KAPS and its members for the future. This project is time consuming. However, we feel it is necessary to ensure that we provided the highest quality of psychological services to the children, families and schools.

MEMBERSHIP COMMITTEE REPORT

BY SHELLEY TISDALE

Since the conference, Lisa Daugherty and I have been updating the membership directory. We plan to have it completed and mailed by the end of December.

In addition, we have sent letters to 1st and 2nd year school psychology students at UK and EKU inviting them to join KAPS. To date WKU has not provided us with a list of their students.

PUBLIC RELATIONS/ PUBLIC INFORMATION COMMITTEE REPORT

BY MICHAEL SIMPSON

Your PR/PI Committee has been active since the fall conference. A bi-monthly newsletter has been sent our containing some excellent ideas from KAPS Region 2. If by some chance you have not yet received this, please contact Lisa Daugherty at (502) 756-2186.

A pamphlet outlining how school psychologists can assist school districts in their transition to KERA is currently being put together to mail to all superintendents. This pamphlet is based upon the work of Karen Collier, Paul de Mesquita, et. al., and it is an outstanding piece of work. A scaled down version of this pamphlet was disseminated at the fall KDE conference.

The book bags and t-shirts were well received at our fall conference. Please contact me with any ideas you may have for future items. Any input will be greatly appreciated.

ETHICS COMMITTEE REPORT

BY COOKIE CAHILL FLOWER

The Ethics Committee has grown in membership and in activity in recent months. Judith Watkins of Eastern Kentucky University has agreed to serve as co-chair of the committee. Any future ethical inquiries, correspondence, etc. consequently may be directed to her or to me. Other new members of the committee include Bill Hay, Lyn Lawrence, Dawn Shepherd, and Kelly Brunson. Several of these members already have been called upon to research and render opinions on ethical questions. Many thanks are extended to them for their investment of time and energy on behalf of our professional organization.

Continued on next page.

REGION 2 REPORT

Continued from page 3

If you are a new member and I have not met or spoken with you yet, please send me a note or give me a call. We will be having several meetings during the spring to which I want everyone invited. Also, anyone who would like a particular topic or speaker arranged please let me know so that our future meetings will be as worthwhile as possible.

REGION 3 REPORT

BY MIKE NORRIS

Barbara Armstrong has developed a pilot project to provide a more timely and appropriate assessment procedure. It involves, (1) the use of a teacher assistance team approach to the consideration of the referral, and (2) the presence of the school psychologist at the initial parent conference when permission for testing is obtained. At that time, adaptive behavior and other information can be gathered by the psychologist. The testing and observations are completed within the next two days. The meeting to review assessment results is scheduled three weeks from the date of permission. This provides for more up-to-date results, more appropriate referrals, better communication with teachers and parents, and increased efficiency. Barbara spends one day a week at each of her 4 schools. The teachers know which day she will be there and can access here for consultation and other information.

Jefferson County Public Schools are in the process of reviewing and revising screening and evaluation procedures and ADHD and other 504 type disabilities. A district-wide 504 plan is being developed which in turn will drive the new ADHD process. The need for a better screening was recognized when ADHD referral rates increased

dramatically. Many referrals were parent initiated, based on possible misconceptions about 504 and IDEA programming and Social Security benefits. More information on the new procedures will be shared later when it is finalized.

Ruth Bewley gave birth to her third child and first daughter, Sarah Margaret, on October 28. Mom, daughter, and the boys of the Bewley household are all doing fine. Dr. Ruth Mother will be back at the JCPS salt mine on March 1st, just in time for spring break. She's anxious to trade Apgars, Bayley scores, and precocious tales with Dr. Cookie Mother at the Fall KAPS Conference. Be there for the Duel of Olan Mills.

A Systemic Model For Violence Prevention In The Schools



Presented By AUDREY POTTER and LEAH JERABEK
Reviewed by Cookie Cahill Flower

This full day workshop provided participants with excellent information for developing violence prevention programs in local districts. The presenters are members of the psychological services staff of the Milwaukee Public Schools, which is an extremely large (112 elementary schools) and diverse district. They began their presentation by citing statistics on the rise in violent crimes committed by youth in the past 10 years. A definition of

violence in its many forms was discussed, along with factors associated with the incidence of violence. The presenters cited research outlining seven factors putting children at risk for violence. These factors include: violence itself; poverty; unsuitable housing; family disruption; family violence; inadequate schools; and maladaptive child-rearing patterns. The research found that children can cope with any two of these factors. However, when more than two factors become operational, the child's resilience breaks down and s/he then uses violence as a coping mechanism. The audience was urged to consider how many of these factors are present in the lives of the children whom we serve.

The remainder of the presentation was devoted to a description of the Milwaukee Violence Prevention Program. The Milwaukee Program has been implemented in stages over the past 10 years, and is supported financially entirely by the local Board of Education. Four school psychologists currently serve in its implementation, primarily in elementary schools, although the program now also is being introduced into middle schools. Key components of the program include: 1) Development of individual school committees on violence, which serve as program planning and implementation groups; 2) Staff training in managing volatile situations; 3) In-classroom training for students; 4) Peer mediation programs; and 5) Parent training and parent support groups. The Second Steps program is used as the curriculum for the classroom. It emphasizes critical thinking and empathy training in the younger grades, with the word "violence" never being mentioned until sixth grade. Concepts and skills are taught by classroom teachers, with occasional assistance from the program consultant, in 20-30 minute lessons per week. The program includes homework and letters to parents to promote generalization.

Continued on next page.

Violence As Learned Behavior *Continued from page 5*

Violence in families and the effects on children were also explored. Men who abuse wives also many times abuse children. Women who are abused by the spouse may often abuse children and children are accidentally hurt while trying to stop fighting parents. Children may begin to act out to distract parents from their own violent behavior. Statistics were reported that 70% of those convicted of crimes had violence in the home as a child.

Mr. Thompson discussed two prescriptions for creating victims and victimizers: Developmental Overloads and Developmental Underloads. These prescriptions refer to expectations for the child being either too high or too far below age appropriate skills. Developmental overloads may be the one prescription most easily recognized as the young child is expected to perform at a level much above expectancy for age appropriate skills. They learn combativeness in the family and relationship skills develop from competition and survival. Developmental underloads create the same thing. The more parents take responsibility, the less children take responsibility. Someone else is always responsible for thoughts and behavior. These children stay in a developmental period and do not grow out if it to become responsible adults. These children have little empathy for others, are self-centered, don't develop skills for handling pressures, etc. They practice power and control tactics and victimize other people.

Mr. Thompson's presentation put a new slant on how to deal with aggressive youth and families. It was very thought provoking and educational for this school psychologist.

Assessing Violence - Prone Youth



Presented by PAT MCGINTY and DOROTHY BROCK
Reviewed By SHELLY TISDALE

The session began with an overview of current research, statistics, and causes for youth violence. Ms. McGinty introduced several books for those participants who wanted more information on this topic.

Both Ms. McGinty and Ms. Brock discussed assessing this population. In doing so, they covered three basic areas in assessing violence prone youth. The three areas were: A clinical interview, behavior assessments (including self reports, rating scales, and behavior observations), and personality assessments (some examples given were the MMPI-A, TAT, and incomplete sentences).

A handout was provided which listed several resource books on this topic and several examples of different assessments that can be used when working with this populations.

The session was well planned and provided useful information on how to assess violence prone youth.

Systemic Interventions With Violent Families

Presented By JOHN KRAVIC
Reviewed By SHARON KIETA

Dr. Kravic discussed the identification, assessment, and treatment issues associated with violence and abuse in families. Individual suffering from abuse may be identified by physical marks and self disclosure. Identification is often complicated by the victim's reluctance to disclose due to shame, fear of retribution, and/or financial consideration. Families at risk for violence are those having financial problems or abusing alcohol and drugs. Families with depressed and/or characterologically disturbed adult(s) are also at risk.



JOHN KRAVIC

When assessing individuals involved in abusive relationships one needs to remember that seldom does abuse occur in the therapist's office. Issues to assess include the specifics of maltreatment and psychosocial and physical functioning of the family. Information included in the assessment are the history of abuse, degree of familial isolation and manipulation, financial status, sex roles, and other family stressors. Valuable information may be gathered from agencies involved with the family which includes child protective services, police, court, school, hospital, daycare, relatives, and neighbors.

Continued on next page

Court Intervention Panel



Presented By JUDGE RICHARD FITZGERALD,
JUDGE JAMES GREEN, BRENDA McWATERS, and
LINDA WILHELMS

Reviewed by KAREN BEAVERS

The Court Intervention Panel provided a synopsis of the issues encountered when children are referred to the court systems. According to Judge Richard Fitzgerald, unlike the children's courts of the past, today's system separates the clinical and court aspects of assisting a child. While the court system is primarily concerned with the control and consequences of the child's behavior, the clinical profession fulfills the role of providing diagnosis, treatment, and outcomes. Judge Fitzgerald perceives the current court system as "unfriendly" to the child. All too often children are placed in a constant state of referral or are removed from their family, albeit dysfunctional, to experience multiple foster placement. This disruption of a child's primary attachment may lead him or her to experience feelings of grief. Judge Fitzgerald urged school psychologists and counselors to aid in identifying and addressing the issue of the grief experienced by these children.

Judge James Green emphasized sensitivity to the bewilderment many parents experience due to the changing rules of society and our treatment and discipline of children. He addressed the difficulties faced by status offenders, who are often creative children striving to find their place in the world, but who often exist in a state of "limbo". Rather than seeking incarceration as a solution, Judge Green suggested perhaps most beneficial to these children would be providing settings or activities in which they may express their creativity.

Brenda McWaters, representing the Human Resource Cabinet, added that many status offenders were victims of abuse and later imitate the abusive actions they have experienced at home. When the abuse is coupled with multiple foster placements, feelings of rage and powerlessness may lead these children to turn to violence as an empowerment. Many of these children have failed to establish a bond with their primary caregivers and need the caring consistency of a one-on-one positive relationship with a mentor outside the home. McWaters reminds us, however, that these children are symptoms of dysfunctional families. In order to deal most effectively with the child, we must impact the family by linking them with resources and providing support and information as parents seek to learn more effective parenting strategies.

Linda Wilhelms of the Jefferson County School System focused on the importance of forging a connection between the school, court, and family. According to Wilhelms, school psychologists are often underused in the school system, even though they have a wealth of information to contribute. She emphasized the importance of school-court collaboration and receiving input from school psychologists when children are referred to the court system in school related matters.

Though several important issues were addressed in this seminar, in the end we would do well to remember Judge Fitzgerald's parting statement: "More often than not, perpetrations are against children, not by children." As adults and professionals who work with children, it is our responsibility to influence society in a manner that will reduce perpetrations against our children.

*The spring convention of the Tennessee
Association of School Psychologists (TASP)
will be held May 4-6, 1995 at the
Gatlinburg Holiday Inn Resort in
Gatlinburg, TN.*

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Effective School Climate

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baseline data on student discipline referrals, involvement in extracurricular activities, fighting, suspensions, student population changes, assaults, weapons possession, drug involvement, theft, vandalism, harassment, and refusal of adult direction. Very few discipline referrals were made to the office because teachers felt little support from administration. Consequently, incidents of the above disruptive and oppositional behaviors were frequent.

Kevin instituted a school wide effective school climate philosophy, given the approval of the principal. Staff inservices were developed, but it took repeated reminders and reinforcement of the main tenants of this philosophy. A new discipline referral process was established. Kevin continually met with teacher teams throughout the year to state and restate expectations. Basic school rules were laid down and enforced. Since hallway problems carried over into classrooms, the hallways were the first focus. Student traffic tickets were given for violations and were enforced through detention and other consequences. Fighting, aggression and refusal of adult direction were also frequently addressed. Over and over, it was made repeatedly clear to students that teachers would be supported by administrators, and that every inappropriate behavior had its consequence. Consistency in applying the consequences along with restating rules and expectations were keys in the reduction of inappropriate behaviors.

Data collected over the four year period revealed a definite trend. After the first year, many of the discipline referrals and problems increased because of the consistency of reporting. Previously, fewer

problems were reported because follow-up was inconsistent and ineffective. However, during the second and third years, incidents of aggression, refusal, suspensions, and other unsafe activities declined. At the same time, students showed an increase in positive interpersonal relationships, such as involvement in extracurricular activities. The school became a model for volunteer programs, and some students were selected to visit Washington, D.C. for a Congressional award. The student population increased by 95 over the two years after a decline of 80 in one year. Other samples of effectiveness were presented and discussed.

The fourth year of the program produced a decline in some of the gains made in the first three years. The combination of a new principal and the implementation of Kentucky Education Reform Act (KERA) mandates were offered as reasons. Teacher time and concern now involved academic restructuring and implementing the new state education law. Effective school climate was no longer on the front burner, and it was not presented anymore at staff conferences. The effective climate project was considered successful, but was left to function on its own energy since more pressing issues arose. At the end of the fourth year, Kevin returned to his previous role as school psychologist. He now feels confident that ineffective schools can turn around but it takes total building commitment and a consistent application of the method selected. Total endorsement of the plan is essential.

For more information about this project, please contact Kevin Stevenson at Jefferson County Public Schools, P.O. Box 34020, Louisville, Ky. 40232-4020, Phone (502) 473-3544.

Aggression Replacement Training with Elementary and Middle School Students

Presented By MARY RYAN

Reviewed By JENNIE EWALD



Ms. Ryan is a consulting teacher for Jefferson County Public Schools. Her presentation was drawn from several years of working with students with emotional and behavioral difficulties. Ms. Ryan was using texts by McGinnis and Goldstein (Skillstreaming and Aggression Replacement Training) in her work with students. She reports that both fit in with cooperative and positive discipline programs. She emphasized the need to overteach the skills. In addition, the schools who adopt this program must accept it wholeheartedly in order to promote community and generalization.

Ms. Ryan discussed many adaptations and suggestions when instructing primary students. She uses the curriculum in large groups with the whole class, does not assume that children know there will be consequences for their behavior, and shapes behavior one step at a time. She discussed the possibility that teaching prosocial skills may increase KIRIS test scores, since once children can get behavior under control, then they can place more attention and energy onto learning and be more successful with academics.

Ms. Ryan's success stories were inspiring and encouraging to those of us attempting to develop prosocial skills in our students. Her experience was invaluable in just the little tips at group control when discussing behaviors. It's not an easy job to change behavior, but perseverance will certainly help.

Talented Young Women: A Project to Encourage and Support Their Efforts in Middle and High Schools



Presented By
**CHRISTINE REED
CINDA STEARNS
BONNIE DOWNS**

Reviewed By
PATSY THOMPSON

In an effort to foster and develop leadership skills in young women who may not have previously utilized their leadership potential, a leadership seminar was organized at Bardstown Middle School and Bardstown High School. Teachers were asked to nominate young women who appeared to have creativity and leadership potential, but who were not currently fulfilling this potential. Teachers were asked to consider students who were "challenging" and who needed to be challenged, but not to nominate women who were already serving as school leaders.

There were two groups of fifteen students nominated at the high school and one group at the middle school. Each group met weekly for nine weeks to cover a variety of topics, some of which included: personality characteristics, coping skills, self-esteem, team-building, problem-solving, goal setting, assertiveness, communication, dealing with conflict, and leadership skills. Stress management and relaxation exercises were also incorporated. The presenters found that dividing into small groups of two to four students was the most effective method of instruction. They also incorporated many outside resources, including a social worker, a judge, an engineer and many other women who could serve as role models and offer advice to the students. A culminating activity was a reception for the young women and their mothers.

The goal of the program was three-fold: to provide an opportunity for the young women to examine their personalities, intellect, problems and coping skills; to meet the Gifted Education guidelines in providing guidance/counseling services; and to facilitate the KERA outcomes of increased communication skills, recognizing and applying the democratic principles of equality, responsibility, choice, and freedom to real-life situations, developing mental/emotional wellness, career exploration, group membership, and self-sufficiency.

Everyone involved in the project considered it to be a success. The girls looked forward to the sessions and related improved relationships at school and at home. Parent and teacher feedback was positive. Because of the program's success, the project will be continued during the current school year.

In addition to presenting a very informative description of a unique and creative program, the presenters gave detailed hand-outs, explaining their method of developing the program, details of content and actual activities used in the groups. Sample letters to school staff, parents and community resources were also included. With the thoroughness of the presentation, the participant was well-equipped to implement a similar program.

Project ACHIEVE

By **MICHAEL KIETA**

It is increasingly clear that today's children are significantly at-risk for educational and social failure. The problems facing our children include poverty, violence, drug and alcohol abuse, teenage parenting, abuse or neglect, school drop out, and changing family structures. In response to these problems, the University of South Florida's Psychology Program has developed ProjectACHIEVE, an innovative and comprehensive school reform project. The project has been implemented for the past five years in the Polk County School District in central Florida.

Developed and directed by Howard Knoff and George Batsche, Project ACHIEVE is a comprehensive program intended to guide a school reform process to improve teaching and learning at the school level, specifically with at-risk students, their families, and the teachers who work with them. Components of the program address organizational change and strategic planning; social skills training and behavioral interventions; academic interventions and consultation; parent support and training; effective staff development; and research and accountability. The program is designed to be implemented gradually over a period of several years with change occurring from the top down and bottom-up.

A two-day training seminar of ProjectACHIEVE was offered at the 1994 Seattle NASP Conference. I was fortunate enough to attend this training and subsequently provided an overview of the project to the administration and staff of Crittenberger Elementary. Crittenberger is a Preschool through sixth grade school which offers a "year-round" schedule.

Continued on next page

Crisis Intervention Plans: The "Spare Tire" for Schools

By MICHAEL SIMPSON

A Breckinridge County sixth grader dies from a pulmonary embolism; ... seven Trigg County teenagers are killed in a car crash; ... a Carter County sophomore kills his English teacher and the school janitor ... these are all events from the past three years in Kentucky. In case you need any more evidence as to the need for some type of crisis response plan, consider these statistics offered by Scott Poland (1994) during his workshop at the National Association of School Psychologists convention in Seattle: during the decade of the 80's there was an increase in the number of children living poverty, an increase in the number of children incarcerated, and an increase in the number of births out of wedlock. In addition, Poland (1994) reported that the American Psychological Association's Task Force on Youth violence found a 61% increase in teen homicides, and that there were an estimated 270,000 guns brought to school daily. It's easy to see the need for some type of crisis response plan to be in the repertoire of every school district in Kentucky. As an added impetus, the Kentucky Education Reform Act also calls for some type of crisis response plan within the schools.

Although there is a growing awareness of the need for better crisis planning in the schools, few schools are prepared to face severe crisis events (Pitcher and Poland, 1992). As an intern in Breckinridge County, I soon became aware of the need for some type of crisis response plan. In one of our schools, there was a young female student with a congenital heart defect which was going to require a transplant operation. In addition, there was a kindergarten

student with spina bifida who was preparing to undergo surgeries in which there was a 50/50 chance of survival. So the need was there.

Poland (1994) reported three different models for district crisis response teams. First, there is the building-based model, in which each school building has its own crisis response team. The second model is the district model, in which building-based personnel are supported by other district staff. The third model is the combination district-community model. In this model, district personnel are supplemented with community based resources.

Being a rural district with small schools and limited personnel, we in Breckinridge County opted for the third model, the combination district-community model. Our next step was to develop a plan. When developing a plan, it's important to remember the K.I.S.S. (Keep It Simple, Stupid) format. It is also important to remember that there is not need to "reinvent the wheel". There are a number of good plans out there. Adapt components from other plans to suit your district's individual needs.

Petersen and Straub (1992) delineated certain elements which are keys for any plan. These components are: gathering the team together; checking the facts; adapting your plan to fit the current crisis; announcing the event; and determining staff roles/responsibilities. Again, you need to adapt the plan to fit your district's individual needs. Team members can come from all areas of your school and/or community. In Breckinridge County, we have principals, teachers, school psychologists, aides, bus drivers, and parents. From the local community, we have enlisted mental health professionals from the local community mental health agency, local law enforcement officials, and the local coroner. We

have also enlisted the aid of a local pediatrician as a medical consultant

Although most people would view a crisis response team as a postventive activity, it can be so much more. Your crisis response team can serve in a primary prevention capacity. These activities can take the form of substance abuse awareness groups, suicide prevention activities, gun safety classes, peer mediation/conflict resolution, etc. There's really no limit to the types of activities that can be performed through the district crisis response team. It all depends on the levels of expertise contained within your group. As the title of the article states, the crisis response team is the "spare tire" of the district. It's a lot better to have it and not need it, than to need it and not have it!

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**SECOND STEP:
A Review Of A Violence
Prevention Curriculum**

Continued from page 15

curricula lessons take 30-50 minutes over about 3 months time. The Grades 6-8 curricula lessons take about 50 minutes and if taught daily take about 2-3 weeks.

Some sample topics discussed in the curriculum are "Identifying Feelings," "Feelings Change," "Perceptions," "Anger Management," "Dealing with Peer Pressure."

Pilot studies done by the Committee for Children found that overall students who received the curricula made significant gains in knowledge and skills about violence prevention. The Committee for Children also noted that the Federal Drug-Free Schools Office approved supplementing drug and alcohol prevention programs with Second Step. Though it doesn't specifically teach drug information, Second Step does teach such things as decision-making, assertiveness, impulse control, and problem-solving.

The Milwaukee schools' principals completed a survey which indicated that 90 percent of them found significant improvement in the behavior of the students. It was found that there were less discipline referrals, less behavior problems, and less time spent disciplining their students. Also, students have helped their parents with their knowledge of these techniques.

Criticisms of the program by teachers were that lessons were too long and time-consuming, but Dr. Audrey Potter, who is responsible for the violence prevention program in Milwaukee, stated that although the curricula take time from teaching academic lessons, the teachers actually end up spending less time

disciplining children. She also stated that the program should be school-wide and advertisements and reminders should be all around the schools. She felt that in real life many people lose their jobs, not because of technical skills, but rather because of a lack of social skills. Thus, a program such as Second Step could benefit the students immensely in getting along with others and dealing with real life.

Note: Thanks to Dr. Audrey Potter of Milwaukee and to Barbara Guzzo of Committee for Children.

For more information contact:

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172 20th Avenue
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NOTICE

The KAPS Continuing Professional Development Committee (CPD) is currently in transition. If you have questions as to the status of materials which you have submitted, please contact KAPS President Jennifer Elam.



Bobbie Burcham is graced with a halo as she accepts award from Jennifer Elam.



Kentucky's Attorney General Chris Gorman makes a point at the KAPS luncheon



KAPS Award Winners: Denise Lawless and Lynn McCoy-Simandle (Counseling), Pat McGinty (Assessment), William Hearn (Organizational Development), Barbara Burcham (Research), and Ray Roth (Consultation).



Kentucky School Psychologist of the Year William Hearn



KAPS Regional Award Winners: Alan Mullins, Lyn Lawrence, Jennie Ewald, Susan Burgan, Claudia Schindler, and Pam Tamme (missing - Michael Laughlin)



The regal and the royal - School Psychologist of the Year William Hearn accepts award from President Jennifer Elam.



Community resources panel addresses the impact of violence on children and families



Michael Walters and Bill Hay experience a crisis.

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