



SCOTT PSYCHOLOGY TIMES

Your Source for School Psychology Ideas and Insights

Spring 2008

Have You Started Your Summer Reading List?

Teachers often suggest books to their students for summer vacation, but it's easy to forget to create a personal summer reading list. Along with the fun books you choose to read this summer, here are some professional books to feed your brain:

- **Schools of FISH! by Phillip Strand, John Christensen, & Andy Halper**

The FISH! Philosophy (four simple principles: Be There, Play, Make Their Day, and Choose Your Attitude) has helped educators around the world build more effective, fulfilling relationships that lead to better learning. Based on research, the book offers practical ideas on classroom management. It addresses the issues you deal with every day — improving learning, respect and personal accountability, self-discipline and internal motivation, and finding ways to make learning more fun.

- **Teaching Outside the Box: How to Grab Your Students By Their Brains by LouAnne Johnson**

From seating plans to Shakespeare, *Teaching Outside the Box* offers practical strategies that will help

both new teachers and seasoned veterans create dynamic classroom environments where students enjoy learning and teachers enjoy teaching. This book is filled with no-nonsense advice, checklists, and handouts.

- **Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level by Sally Shaywitz**

This guide aims to demystify the subject of dyslexia (known as a reading disability in the schools). Shaywitz, a neuroscientist and pediatrician, describes the mechanisms underlying dyslexia along with a range of effective treatments for people of all ages. Coverage includes such topics as diagnosing dyslexia in children and adults, choosing a school, and helping adults to become better readers.

- **Straight Talk about Psychiatric Medications for Kids, Revised Edition by Timothy E. Wilens**

This popular resource provides essential guidance concerning tough choices about whether or not to give a child medication for emotional or

behavioral problems. Packed with frequently asked questions, examples, and charts, the book explains which medications are prescribed for kids and why; their effects on health, emotions, and school performance; how to maximize the benefits; and when to consider other treatments instead. A special 2005 supplement advises parents on the issues surrounding the FDA "black box" warning on SSRIs for depression in children and teenagers.

- **Ten Things Every Child with Autism Wishes You Knew by Ellen Notbohm**

Framed with both humor and compassion, the book defines the top ten characteristics that illuminate the minds and hearts of children with autism. Notbohm's personal experiences as a parent, autism columnist, and contributor to numerous parenting magazines come together in a guide for all who come in contact with a child on the autism spectrum.

Just a Thought...

The summer night is like a perfection of thought.

—Wallace Stevens

A perfect summer day is when the sun is shining, the breeze is blowing, and the lawn mower is broken.

—James Dent

Children's Choice Awards

The Children's Book Council announced the winners of the first annual Children's Choice Book Awards. Children across the country voted for their favorite books, author, and illustrator at bookstores, school libraries, and online. Close to 55,000 votes were received. The Children's Choice Book Awards program was created to provide young readers with an opportunity to voice their opinions about the books being written for them and to help develop a reading list that will motivate children to read. This year's winners are:

- Kindergarten to Grade 2: *Frankie Stein* by Lola M. Schaefer
- Grades 3-4: *Big Cats: Hunters of the Night* by Elaine Landau
- Grades 5-6: *Encyclopedia Horrifica: The Terrifying TRUTH! About Vampires, Ghosts, Monsters, and More* by Joshua Gee
- Illustrator of the Year: Ian Falconer for *Olivia Helps with Christmas*
- Author of the Year: J.K. Rowling for *Harry Potter and the Deathly Hallows*

Happy Summer!

Best wishes for a wonderful summer that allows you to rest, recharge, and have fun!



Intervention Central

Classroom Interventions for Struggling Students

What is Bullying?



Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength.

A child who is being bullied has a hard time defending himself or herself.

Approximately 10-20% of children are bullied.

It affects a victim's self-esteem, physical health, and academic performance. Emotional scars can be long-lasting. Research suggests that adults who were bullied as children are more likely than their non-bullied peers to be depressed and have low self-esteem as adults.

"Traditional" Bullying

- Physical bullying, such as hitting or punching

- Verbal bullying, such as teasing or name-calling
- Nonverbal or emotional bullying, such as intimidating someone through gestures or social exclusion

Cyber Bullying

In recent years, bullying has entered a new realm — cyberspace. Cell phones, the Internet, and other cyber technology are now commonly used for bullying.

- Sending mean text, e-mail, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else's user name to spread rumors or lies about someone

From a variety of sources. Please contact Dr. Scott for a complete list.

Best Practices for Prevention & Intervention

A review of bullying prevention programs and feedback from educators in the field suggests 10 strategies that represent "best practice" in bullying prevention and intervention.

- Focus on the social environment of the school. In order to reduce bullying, it is important to change the social climate of the school and the social norms with regards to bullying.
- Assess bullying at your school. Adults are not always very good at estimating the nature and prevalence of bullying at their school. An anonymous questionnaire for students may be useful.
- Obtain staff and parent buy-in and support for bullying prevention. Efforts should still begin even if immediate buy-in isn't achievable. Usually, more and more supporters will join the effort once they see what it's accomplishing.
- Form a group to coordinate the school's bullying prevention activities. Bullying prevention efforts seem to work best if they are coordinated by a representative group from the school. This coordinating team might include:
 - Administrator
 - Teacher from each grade
 - Member of the non-teaching staff
 - Guidance counselor or other school-based mental health professional
 - Parent
- Provide in-service training for school administrators, faculty, and staff members to better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying.
- Establish and enforce school rules and policies related to bullying. Developing simple, clear rules about bullying can help to ensure that students are aware of adults' expectations that they not bully others and that they help students who are bullied.
- Increase adult supervision in "hot spots" for bullying - locations where adults are not present or are not watchful.
- Intervene consistently and appropriately when you see bullying. Observed or suspected bullying should never be ignored by adults. All school staff should learn effective strategies to intervene on-the-spot to stop bullying. Specific staff members also should be designated to hold sensitive follow-up meetings with students who are bullied and (separately) with students who bully. Staff members should involve parents whenever possible.
- Devote some class time to bullying prevention. Students can benefit if teachers set aside a regular period of time (e.g., 20-30 minutes each week or every other week) to discuss bullying and improving peer relations. These meetings can help teachers to keep their fingers on the pulse of students' concerns, allow time for discussions about bullying and the harms that it can cause, and provide tools for students to address bullying problems.

- Bullying prevention should be continued over time and woven into the fabric of the school environment.

Adapted from Take a Stand. Lend a Hand. Stop Bullying Now! Campaign, US Department of Health & Human Services

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If you have comments or would like to receive *Scott Psychology Times* electronically, please e-mail Dr Scott (drscott@scottpsychology.com).

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