

THE KAPS REVIEW

A PUBLICATION OF THE KENTUCKY ASSOCIATION FOR
PSYCHOLOGY IN THE SCHOOLS

VOLUME 19, ISSUE 3

SPRING 1999

President's Message

Mike Norris

KAPS conducted another successful spring training in Etown on March 12. Many thanks to Ray Roth for the program and Leilani Deford for obtaining the facilities. Please refer to the reviews of the trainings in this edition. The Executive Council met afterward and took a significant step forward for our association. The EC voted to approve a personal services contract for July 1, 1999 to June 30, 2000. The contractor, to be named later, would assist the President and President Elect (or program chair) in the duties listed below. The proposal requires that KAPS officers and Bob Kruger, chair of Planning and Development, write a job description and develop an actual contract before the contractor be selected. (We have been in very active communication with a prospective contractor, who provided valuable feedback and suggestions for this project.) We hope to do most of our meeting through electronic communication: it's a late 90's sort of thing. EC members discussed the proposal at length and offered their usual professional and personal perspectives. If you have any further ideas on this matter, please contact Bob Kruger, Ruth Bewley, Marianna Wells, Ray Roth, Alan Mullins or me quickly. For now, the proposed duties include:

1. Assist in the location and scheduling of conference/program facilities.

2. Assist with conference logistics and implementation, including travel and lodging for special guests, and necessary operational resources and support.
3. Assist with the collection, compilation, and evaluation of conference data and followups
4. Assist with preparation of conference and training programs.
5. Keep record of how conference is put together.
6. Assist with KAPS legislative interests when appropriate.

These duties should relieve the program chair (usually President Elect) of the nuts and bolts of putting on the annual conference and similar trainings. The work that is involved for a conference has become a major obstacle to coaxing, cajoling, coercing or extorting potential candidates for KAPS offices. We now have the funding base to start this project, and give it a few years to develop. I do not feel we are in the position to establish a new EC position, such as Executive Director. I see the personal services contract as an initial step in that direction. The EC adopted a salary cap at \$5000 (plus expenses) to be paid at a rate of \$100 a day (or \$12.50 an hour). The contractor will keep records of time, materials and other expenses so that adjustments could be made later if necessary. More information on this situation will be provided for the fall issue of the KAPS Review. So now you see why "it is important to hold elections by secret ballot". The folks we elect to EC positions have a very big

responsibility to help direct KAPS into the next millennium.

Other news:

Election of officers ballots should have been mailed by early April and are due back to us by May 1. We have a real race for Secretary, Cynthia Jackson and Alicia Lateer-Huhn, but only one candidate for President Elect, Sharla Fasko. Next year we will elect a new Treasurer, President Elect, and all Regional Representatives.

We will probably not hold a June EC meeting like we did last year. It is too expensive to do a dress rehearsal at the site of the fall conference like we did at Shelby Campus in Louisville, and folks are just tuckered out this spring. When polled, EC members just didn't offer any support or interest in it.

I want to take this time to say a big thank you to all of you great members during the past year. I am very thankful that my duties were somewhat routine, that the legislature was not meeting during my term, and that I did not experience the tragedies that Alan faced last year. There's something to be said for the ordinary. I feel we did put on a very good conference based on feedback we've heard all year. I am looking forward to the fall conference in Northern Kentucky and know that its planning is well under way. I feel very fortunate to have followed Alan Mullins as President, and am very confident and excited to pass the baton to Ray Roth. My tip for future office holders: it's not so important to be the smartest guy on

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the block, but it helps to know who the smartest one is. Surround yourself with good people and good things will happen.

Old KAPS Presidents don't fade away. They reappear, looking relaxed, at the head table for the next conference. Have a great summer!

Editor's Comments *Laura McGrail*

In this issue, you will find updates for the 1999 fall conference, national training for legislative advocacy attended by KAPS representatives, and regional reports. My thanks go to all KAPS members who have contributed to the 1998-99 issues of the *KAPS Review*. I appreciate the sessions reviewed, articles submitted, and feedback given. I invite each KAPS member to consider submitting an article during the next school year. Let us know the great things you are doing in your districts! Make it a summer writing project.

Best wishes for a successful year's end and a restful summer.

KAPS Fall Conference Update *Ray Roth*

KAPS is pleased to announce the preliminary plans for the Fall Conference. In keeping with the tradition of rotating the conference each year to a different location across the state, next year our Northern Kentucky friends will host this conference. Our dates for the

conference will be Wednesday through Friday, October 6-8, 1999. We have picked the Holiday Inn in Erlanger, Ky. as the site for this conference. This was the site of the conference the last time it was held in Northern Kentucky and for those of you who remember, the facilities were excellent.

Although some people have recommended that the KAPS conference be held at a time that does not coincide with the Safe Schools Conference, we were not able to accommodate this request for several reasons. We apologize to those who find this a scheduling problem, but we have also received comments that for some this will work out better since some districts will not allow all school psychologists out at the same time and this scheduling may help out a few. Our primary reason for scheduling the conference with the Safe Schools Conference is one that we are extremely excited about. By scheduling the conferences together we were able to secure Randy Sprick as our presenter for the pre-conference session on Wednesday! For those of you who do not know Dr. Sprick, he is a nationally known presenter and a master teacher. He serves as an adjunct professor for the School Psychology Program at the University of Oregon and presents to over 10,000 teachers, administrators, and school psychologists each year. Dr. Sprick is the author of numerous materials that deal with effective instruction, discipline, and behavioral intervention. The pre-conference workshop will cover his *Interventions* materials, which is a consultation model

designed to help school staff develop appropriate and effective interventions for students with behavioral difficulties. Dr. Sprick will address issues such as data collection, problem solving, utilizing Teacher Assistance Teams, and how to develop research-based interventions. The *Interventions* materials will be available for purchase for a discounted rate for anyone interested.

In addition to Dr. Sprick, the next two days will cover a variety of academic and behavioral interventions. Attempts are being made by the program committee to include an equal number of sessions covering both academic and behavioral issues. Dr. Deborah Bott-Slayton, professor at the University of Kentucky, will be presenting a half-day workshop on recent research in reading instruction and effective interventions. She will also do another half-day presentation on writing and math interventions. We have Eric Larson scheduled to do a half-day presentation on his *Discovery Program*. This is an Alternative School program currently being implemented in over 20 states, which incorporates anger-management, social skills instruction, therapy, and effective academic instruction.

More presentations are being developed. We hope that this conference will meet the needs of those who are doing mostly academic/assessment work, as well as those who are increasingly finding themselves working on behavioral issues. Alicia Lateer-Huhn has done an outstanding job, along with other Northern Kentucky folks (thanks Bob) on

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getting the on-site arrangements completed and I am sure all will appreciate the quality of the facilities. The program committee will continue to work on getting quality presenters and will be working on presentations requested by the membership on the survey completed at the last conference. We look forward to seeing you all in October!

NASP Public Policy Training ***Michelle Gadberry***

The NASP Public Policy Training was held on February 7 and 8, 1999 in Washington, DC. Kentucky was represented by three members of KAPS, Connie Adams, Michelle Gadberry, and Patsy Thompson. Sunday was spent in all day training sessions and Monday was spent on "the Hill" meeting with Representatives (or their legislative assistants.)

The agenda for day one was varied. Participants were trained regarding the initiatives of the Government and Professional Relations Committee and NASP. We learned how to find information regarding legislative issues on the Internet, basic information regarding governmental structure, and how to talk to our Representative. We then role-played meeting with our Representatives before lunch.

Lunch on Sunday included several interesting keynote speakers. After lunch, we continued the training sessions with information on SPAN, how to share

information with our state associations, and how to translate federal issues on the state level. Libby Kuffner, NASP Director of Public Policy, then assisted everyone with information regarding our Hill visits on Monday. We received packets of information regarding NASP's legislative agenda which we gave to our Representatives on Monday. Sunday night a good time was had by all at the President's Reception, hosted by Alex Thomas.

On Monday morning we were transported to the Hill by bus. We received staffer insights to legislative issues from three legislative assistants. We then completed our appointments with our Representatives, arranged prior to arriving in Washington. Connie, Michelle, and Patsy met with Robin Bowen, Legislative Assistant for Senator Mitch McConnell and with Kim Joiner and Dave York, Legislative Assistants for Senator Jim Bunning. Members of the House of Representatives proved more willing (or able) to meet with us personally. Connie met with Ernie Fletcher, Representative from her district, and Michelle and Patsy had an informative meeting with Ron Lewis, Representative from our district.

We look forward to sharing the information we received with interested KAPS members at the fall conference. All in all, the training was very informative, interesting, and important to our growth as an organization in Kentucky and in the nation.

Legislative Report ***Connie Adams***

The Public Policy Institute in Washington, DC provided new enthusiasm for legislative efforts. The NASP efforts on behalf of the educational and mental needs of children and the professional interests of school psychologists are impressive. We are now linked more closely with NASP, as I am serving as your School Psychologists Action Network (SPAN) Level 1 Contact. I have submitted FYI a copy of the March 5 grant alert (see last pages of newsletter) about funds for school mental health services, a timely example of the great information coming to us in hopes that KAPS members will apply for these funds. IDEA regs are out. They can be accessed at <http://www.access.gpo.gov/nara/> or <http://www.ed.gov/legislation/FedRegister/finrule/index.html>. Think Summer!

Regional Reports

Region 3 Report ***Brett Page***

Jefferson County School Psychologists have formed four committees that meet monthly to address issues important to the delivery of School Psychological Services in JCPS. The committees are: 1) Accountability, 2) Morale, 3) Assessment, and 4) Technology. The technology committee is investigating the Y2K problem and addressing confidentiality as it pertains to the use of e-mail and fax machines.

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The assessment committee is seeking information on integrated assessment and what is being done in other states and large districts such as Charlotte-Mechlenburg, North Carolina and Fairfax, Virginia. Specifically, the committee is trying to pinpoint creative methods to improve the gathering of assessment components necessary to complete reports.

The JCPS School Psychology department continues to have regular case consultation meetings and has monthly brown bag lunches with guest speakers. Five JCPS School Psychologists are conducting counseling groups for elementary school children in EBD classes or at-risk for placement. Outcome measures are being collected.

Brett Page coordinated a schoolwide inservice at the Kentucky School for the Blind (KSB) on confidentiality with Barb Kibler and Nancy Sander from the Kentucky Department of Education in February. Barb and Nancy allowed the session to be videotaped and granted Brett permission to share the videotape with any interested KAPS members. Anyone interested in receiving a copy of the videotape should contact Brett at KSB.

Five Region 3 School Psychologists (Susan McGurk, Melissa Taylor, Joe Bargione, Dorothy Brock and Brett Page) attended the NASP Conference in Las Vegas in early April. Dorothy presented the film "If I Can't Do It" on Friday morning of the conference.

A Region 3 get together is being planned for late May or early June. Spouses and children will be invited to join in the fun.

Region 5 Report ***Angie Chandler***

Region 5 was well represented at the recent Teaching Strategies Conference, featuring Randall Sprick, held in Lexington. Psychologists from Fayette Co., Boyle Co., Danville Independent and Nelson Co. were in attendance. Michelle Gadberry, KAPS Public Relations Co-Chair (and Nelson Co. psychologist) attended a public relations conference in Washington, D.C. in February. Robin Pope and Kurt Metz (Kentucky School for the Deaf psychologists) have offered the use of their facility for our Region 5 spring meeting. A May date will be sent out to all Region 5 members very soon. Be thinking of someone to nominate for our Regional Award. A call for nominations will be forthcoming.

Region 6 Report ***Belinda Bowling***

By this time, all region 6 KAPS members have received a form to complete for the best practices award. All region 6 KAPS members are to answer the questions about their own practice in implementing the many roles of school psychology. Each KAPS member needs to comment on his or her procedures in the following areas:
Intervention procedures/pre-assessment
Assessment procedures

Consultation procedures
Counseling procedures
Other programs you are involved with
Please type responses. Feel free to e-mail your responses to:
bbowling@berea.K12.ky.us. Names will be removed from the submitted descriptions and the Region 6 members will vote for the Best Practices award. Remember, we are looking for the person who is doing a good job day to day in the trenches. In my opinion, all the psychologists I have met in Region 6 qualify for this award!!! I know you are all busy, but please take time to do this.

On a personal note, I want to thank all of you for your thoughts and prayers during this most difficult time. Your support has helped more than you will ever know. The plant sent to us by KAPS is beautiful and a living reminder of Brian's life. For any of you who may not have heard, my 14 year old son, Brian, was hit by a car on January 14. He was pronounced dead on January 15.

Upcoming Workshops

The KEY Program will sponsor the *Family Learning Vacation* weekend June 11-13, 1999. This weekend of information and fun is for families of children between birth and 5 years of age who are deaf or hard of hearing. It will be held at the Kentucky School for the Deaf in Danville, KY. For more information, contact Christi Bailey at 606-341-5260.

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The 2nd Annual 1-Day Conference: *Autism at the Crossroads* will be held on October 1, 1999 at the Executive Inn Rivermont in Owensboro, KY. The featured speaker will be Jerry Newport of Los Angeles, CA, an adult with autism. Concurrent sessions on various issues will also be offered. To obtain a registration form, contact the Autism Society of Western Kentucky, PO Box 1647, Henderson, KY 42419 or email: tawanda@dynasty.net

The 1999 Kentucky Association for Gifted Education Summer Workshop will be held June 22 at the Marriott Griffin Gate in Lexington. Workshops will be offered on teaching gifted kids in the regular classroom and on differentiating the curriculum as related to the Kentucky program of studies. For registration information, call (502) 745-4301.

Effects of Domestic Violence on Children

Mary Ellen Jones

Sapulpa Public Schools

(Reprinted from the Oklahoma School Psychological Association)

I have just completed orientation training to be a volunteer with Domestic Violence Intervention Services (DVIS) and I am stunned with the frequency and severity of the problem. This is despite the fact that I had thought that I was fairly well informed and aware. My newly acquired

knowledge makes me realize how frequently we, as school psychologists, are probably dealing with students who are witnessing emotional or physical abuse of a parent (usually the mother). I would like to share the following facts:

The FBI says that a woman is beaten every 15 seconds in the U.S.

One in five women is in an abusive relationship.

It is more likely for a female to be killed in the line of duty.

The March of Dimes concluded that the battering of women during pregnancy causes more birth defects than all diseases combined for which children are usually immunized.

There is a myth that witnessing abuse doesn't affect children. In fact, children who witness violence develop significant emotional, physical, educational, and behavioral problems as children, and are 700 times more likely to abuse or be abused as adults than children who grow up in non-violent homes. The effects vary somewhat according to developmental levels, but are evident to some degree at all ages beginning in infancy. Below is information from a handout provided by DVIS.

Infants and Toddlers (1 - 2 1/2 years)

Developmental Delay

Failure to thrive

Emotional withdrawal/low frustration tolerance

Physical problems (frequent colds, ear infections, diarrhea).

Pre-Schoolers (3 - 6 years)

Developmental delay - especially language development, due to being

afraid to speak or to not being spoken to or engaged in meaningful conversations by adults.

Low frustration tolerance - cries easily and often; usually has not witnessed appropriate ways of dealing with stress.

Acting out aggressively toward peers and adults - modeling the aggressive behaviors observed in the home.

Emotional withdrawal - excessive thumb sucking, rocking, infant-like behavior.

Inability to play constructively - lots of throwing or kicking possibly even destruction of play-things. Many children have not been shown how to play or are working out their frustration and worry in play.

Inconsistent or inappropriate displays of emotions - the result of the child not learning appropriate emotional responses, as well as not being in touch with their true feelings.

School-Aged Child (7 - 11 years)

Poor school performance - child finds studying and learning difficult when he can't keep from worrying about what happened at home last night, or who is going to get hurt, maybe killed, later tonight.

Behavior problems with peers and adults - child has not observed and learned appropriate ways of interacting with others; child may be crying out for help the only way he can and still keep the "family secret".

Aggressive acting out becomes more severe and purposeful - modeling the violent behavior witnessed in the home.

Severe behavioral difficulties - culmination of low frustration tolerance.

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Fearful/nightmares/night terror - reliving fears in sleep; may be afraid of sleep because incidents of physical and/or sexual abuse occur at night; may have a history of being awakened by mother's screams, father's yelling.

Withdrawn/depressed/hopeless/despondent - life offers little other than physical and/or emotional pain; joy is lost.

Chronic physical complaints - headaches, stomachaches; child knows no other way to realize or describe emotional distress; stress level too high for child to cope.

Beginning to mimic adult roles - girls adopting role of victim, boys becoming aggressive, abusive.

Chronic low self-esteem - child blames himself for situation at home; child's good feelings about himself have not been nurtured.

Adolescence (12 - 17 years)

Depression - loss of hope, joy; child full of sadness.

Emotional neglect - by this time the child has learned there is no one to listen or care, especially parents; many children have abandoned efforts to reach parents. Signs of physical injuries, maiming, crippling, scarring.

Aggression/delinquency/running away - realizing no one will take care of their needs except themselves, adolescents will use the only coping skills they have learned: violence and self-destruction.

Poor social adjustment - academically and socially unable to perform.

Proficient at mimicking adult roles - teenager carried role of victim or aggressor into interpersonal relationships outside the family.

Early sexual activity/marriage - provides a means of escape or acting out.

Alcohol/drug experimentation or use - another form of escapism; self-medicating for the pain; modeling behavior of adults.

Death by suicide or murder - taking of one's own life to end the pain, or intervening to protect mother results in harm or death to child, or child killing abuser.

Expansion of violence into the community - criminal activity sometimes through gang involvement where teen finds surrogate family; anger and frustration spills over into the community.

Myths and Realities about Words and Literacy

Marilyn Jagger Adams, Harvard University Graduate School of Education and Marcia Henry, San Jose State University.

(Reprinted from the North Carolina School Psychology Association).

This article examines and debunks six myths about beginning and developing reading instruction.

Myth #1: Good readers use the predictability of text so they do not have to plod through text in a word-by-word manner. The reality is: The efficiency with which good readers can take in

words in a text accounts for reading speed and text interpretation. Good readers normally pause their eyes on very nearly every word of text.

Myth #2: Beginning readers should be taught to use context cues and pictures to guess the meanings of difficult words. The reality is: The primary purpose of text for beginning readers is to help them learn to read. Although relying on a picture to avoid decoding a visually new word may boost confidence with the story at hand, it can do nothing to bolster success with that word in the next story they read. For normally developing readers, research shows that pausing once to decode a word significantly eases its recognition on the next encounter. Thus, beginning readers should be encouraged to give new words the attention they require.

Myth #3: Phonics is, at best, a transitional skill. The reality is: On the contrary, research has taught us that knowledge of phonology, pronunciations of words, is nexus of the reading system. In good readers, the association from letters and spelling patterns to speech sounds has become deeply and intricately imprinted in their memories as the cumulative result of their lifetime of reading.

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Myth #4: The value of teaching children phonics depends on their perceptual strengths and learning styles. The reality is: Research has not provided any solid evidence to support the relationship between reading instruction and preferred learning modality. Children with reading disabilities are commonly and repeatedly found to benefit most from a reading program that directly emphasizes decoding and word recognition skills rather than more general reading strategies.

Myth#5: The most difficult and critical phonics lesson is that of teaching children to blend. The reality is: Inability to blend is not the root cause of reading difficulty. Instead it is a symptom of a more fundamental problem, poorly developed phonemic awareness, that is, the insight that every spoken word can be thought of as a string of elementary speech gestures or phonemes. Level of phoneme awareness upon entering school is widely held as the strongest single predictor of success in learning to read. Furthermore, providing instruction for developing phonemic awareness has been shown repeatedly to result in significant acceleration of children's subsequent reading and writing achievement.

Myth #6: Phonics instruction is a sufficient basis for children to learn to read and spell words well. The reality is: The decoding and spelling curriculum

must extend beyond the primary grades and incorporate strategies for learning longer words, such as syllabication and morphological patterns. Morpheme patterns, the meaning units within words (e.g., root, prefix, suffix) is perhaps the most important strategy for decoding and spelling. Research has shown that teaching common morpheme patterns improves morphological knowledge as well as decoding and spelling. In particular, the authors advocate for the teaching of syllable patterns and morpheme patterns from Anglo-Saxon, Greek, and Latin roots and affixes. In conclusion, Adams and Henry call for instruction in phonological awareness and decoding in beginning reading and syllabic patterns and morpheme patterns in developing reading in order to provide students with efficient and effective strategies for learning to read, spell, and understand most words in English.

Call for Funding Applications for Projects for Children

Each year the NASP CHILDREN'S FUND solicits applications for projects. Funded projects impact children's lives and are as diverse as a Handbook of Poetry by Classmates of Victims of Shootings in Johnesboro, Arkansas or Teddy Bears for Tornado Victims in Arkansas. The Children's Fund responded to the need for school

supplies in flooded North Dakota and Minnesota and after tornadoes in Florida and Tennessee. Recently funded was a safe place for children of physical and sexual abuse to be interviewed other than in their school or the police station in Rutland, Vermont. Funds were provided for printing and dissemination of a brochure on a low incidence handicap. We are seeking applicants with ideas on projects that will directly affect children.

Projects which will be considered for funding will be consistent with the

Fund's priorities which include:

- A. Advocate for the essential rights and welfare of all children and youth.
- B. Promote learning environments which facilitate optimal development.
- C. Research effective interventions which address distressing circumstances of children and youth.
- D. Embrace individual differences in children and youth.

The NASP CHILDREN'S FUND BOARD encourages full-time school psychologists as well as graduate students, academicians and interdisciplinary teams to apply for funding. Successful applications will be unique in the service provided. Research is considered when it directly interacts with children.

The NASP CHILDREN'S FUND is affiliated with, but an independent charitable organization of NASP. As a tax-exempt, nonprofit charity, the Children's Fund can accept and disburse monies for charitable purposes. We invite

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you to submit an application for funding for the 1999-2000 school year. **THE DEADLINE FOR APPLICATIONS IS JUNE 1, 1999.** For information write to: Dr. R. I. Olley c/o Pupil Services, Chatsworth Elementary, 222 New Avenue, Reisterstown, MD 21136; call 410-887-6915 or fax: 410-602-8338.

International School Psychology Association presents "School Psychology in Italy and Switzerland"

This 9-day International School Psychology Association pre-Colloquium study tour will visit Rome, Pisa, Florence, Verona, Padua, Venice, Milan and Como. The 22nd International School Psychology Colloquium will be held in Kreuzlingen, Switzerland, July 30-August 4, 1999. Estimated cost of the 9-day study tour: \$1995 including airfare. Early registration is advised.

For more information contact: Dr. Liam K. Grimley, School of Education, Indiana State University, Terre Haute, IN 47809. Email: epgnrnl@befac.indstate.edu

Job Openings

Henderson County Schools has an opening for a full-time school psychologist. If interested, contact Laura McGrail, 502-831-5010.

Hopkins County and Dawson Springs Independent have a joint job opening for

a .7 or .8 position in school psychology. The individual would serve Dawson Springs Independent at .5 and Hopkins County at either .2 or .3. If interested, contact Sheila Mills, 502-825-6000.

The KDE website also lists school psychology positions available in these districts:

Floyd County (606) 886-2354
Franklin County (502) 695-6700
Grant County (606) 824-3323
Meade County (502) 422-2914
Russellville Ind. (502) 726-8405.
Covington Ind (606) 292-5800 has an opening for an intern.

Web Sites of Interest

www.bcpl.net/~sandyste/school_psych.html

School Psychology Resources Online. This longstanding popular page, created by Sandra Koser Steingart, PhD, features information on new topics in the field, issues pertaining to disorders and disabilities, jobs and awards. It also provides links to sites featuring parenting and family issues, legal issues, school psychology organizations, mental health topics, and other miscellaneous topics.

www-gse.berkeley.edu/program/SP/sp.html

This web site is maintained by the school psychology department at the University of California, Berkeley. It offers information about school psychology graduate programs, associations, journals, periodicals and newsletters,

parents and family resources, as well as test materials, computer software, grants, scholarships, job and internship opportunities.

www.bartow.k12.ga.us/psych/psych.html

The School Psychologist's Home Page. Created by the Office of Psychological Services in the Bartow County School System in Caterville, GA. Its particular source of interest is a crisis intervention resource manual, offering information on suicide, death/grief, natural disasters, including teacher and parent handouts, as well as links to other web sites pertaining to crisis issues.

www.familyvillage.wisc.edu

The Family Village: A Global Community of Disability Related Resources. This page offers services and supports for persons with mental retardation and other disabilities and their families. Information includes community and recreation resources, parent training, assistive technology and a parent-to-parent web board.

www.cec.sped.org

Council for Exceptional Children home page.

(Information compiled by Lisa Samuels and Marley Watkins, Pennsylvania State University and first published in *Insight*, the Pennsylvania school psychology newsletter.)

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The K&W Guide to Colleges for the Learning Disabled provides information to students, parents and professionals on over 300 colleges with programs of support for students with learning disabilities. For more information about this guide, contact the National Center for Learning Disabilities, (800) 733-3000.

News from the Kentucky Attorney General's Office

Domestic violence victims can change their social security numbers more easily. In the past the Social Security Administration required proof that abusers had misused victims' numbers. Now, victims need only provide written confirmation of domestic violence from a shelter, treating physician, or law enforcement official. The steps a victim needs to take to change a Social Security number can be found on the Social Security web-site: www.ssa.gov.

Out of every 1000 children in Kentucky, 28.2 were confirmed victims. The national rate is 14.

Source: The Kentucky Council on Child Abuse.

Cowardice asks the question, Is it safe?

Expedience asks the question, Is it politic?

Vanity asks the question, Is it popular?

But conscience asks the question, Is it right?

And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must make it because his conscience tells him that it is right.

Martin Luther King

SpankOut Day USA promotes a moratorium on the use of physical punishment.

Looking Ahead to Future NASP Conventions

March 28-April 1, 2000: Sheraton New Orleans, New Orleans, LA

April 17-21, 2001: Marriott Wardman Park Hotel, Washington, D.C.

March 5-9, 2002: Hyatt Regency, Chicago, IL

April 8-12, 2003: Sheraton Centre, Toronto, ON, Canada

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Laura McGrail, Editor

April is Child Abuse Prevention Month

Current Kentucky Child Abuse Statistics

13% of Kentucky children live in extreme poverty.

Only 37% of female-headed families receive child support.

Out of every 1000 children in Kentucky, 62.9 were reported as being abused or neglected. The national rate is 43.5.

Spank Out Day USA

EPOCH-USA (End Physical Punishment of Children) is sponsoring SpankOut Day USA on April 30. The purpose of this event is to promote positive discipline by parents and grandparents.

While physical punishment is commonly seen as an effective means to control children and may momentarily stop misbehavior, it also teaches aggression, creates feelings of anger and fear, and makes it likely that the child will use physical force to solve his/her problems, whether with a playmate or a spouse.