



KAPS REVIEW

PRESIDENT'S MESSAGE

MISTY LAY

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As I sit to write this message, the state is blanketed with bitterly cold temperatures. I'm secretly hoping for a snow day, although those are few and far between in my area of the state. What I wouldn't give for one more day....

I hope everyone's holiday break was safe and peaceful. We were given a holiday surprise when Kentucky released the state regulations for IDEA! After reading through them a couple of times, I'm still asking, "It took three years to come up with THIS?" Many of you are aware, too, that the Department of Education has released a "response" to the much examined and still uncertain thing we know as "RTI". "Student Intervention System" or "SIS" is making its way through the tributaries of general and special education across the state. I encourage you to take an active role in this movement, seize the opportunity to promote your consultation skills (organizational, systems, & client-centered), and expand your role as a school psychologist. Further, I challenge everyone to step up and promote your ability to help make data-based decisions.

The membership of KAPS continues to grow steadily and now exceeds 300 members. Members of the Executive Council are striving to make improvements to our organization for our members. I want to throw a little gratitude their way for their time and dedication to this organization. Further, I'd like to personally acknowledge each member for your efforts in responding to APA's revision of the MLA. Thanks to your letters and emails, we had an overwhelming Kentucky response; so substantial that we were recognized by NASP leaders in my correspondence. I invite you to join us as we continue to strive to accomplish our vision for school psychology in Kentucky.

Take it easy,
Misty

2008 Fall Conference Update

The 2008 Fall Conference will be held from October 1-3 at the Radisson Plaza in downtown Lexington. The theme of this year's conference is "RESPOND." The conference committee is hard at work, and several speakers have already been booked. Interested in presenting in the fall? *Call for Presentations* and *Call for Posters* forms are now available at www.kapsonline.org.

KAPS ACTIVE IN MLA EFFORTS

MISTY LAY
PRESIDENT

I wanted to personally thank you for taking the time to respond to the proposed Model Act for State Licensure of Psychologists (MLA) proposed by the American Psychological Association. Over 10,000 letters (from the NASP site) were sent in support of reinstatement of the exemption for school psychologists during the 90-day public comment period. I've heard from many of you who gained the support of teachers, principals, counselors, and parents. Our superintendent in Bullitt County mailed a personalized letter of support, as did at least six others from which I've heard. There was no way to track the specific number of responses we had from Kentucky; however, I am very proud to share this blurb from Dr. Joan Bohmann, NASP Director of the Professional Standards and Continuing Professional Development:

(October 30) "Someone must be shaking the bushes in Kentucky because a large number were written to APA last night and this morning."

Thanks to you, the voice of KAPS was loud and strong! Further, the officers, Connie Adams, and I drafted and submitted an official organizational response to APA, which can be found on the KAPS (coming soon) and NASP website. KAPS has been included as a partner in NASP's efforts to urge the APA Task Force to reinstate the exemption for school psychologists (see below):

AASA (American Association of School Administrators)
 ACA (American Counseling Association)
 ASCA (American School Counselor Association)
 CASP (California Association of School Psychologists)
 CEC-CASE (Council for Exceptional Children—Council of Administrators of Special Education)
 CEC-CCBD (Council for Exceptional Children—Council of Children with Behavioral Disorders)
 CSSP (Colorado Society of School Psychologists)
 FACT (Fair Access Coalition on Testing)
 FASP (Florida Association of School Psychologists)
 HASP (Hawaii Association of School Psychologists)
 KAPS (Kentucky Association for Psychology in the Schools)
 NAESP (National Association of Elementary School Principals)
 NASSP (National Association of Secondary School Principals)
 NBCC (National Board for Certified Counselors)
 NCATE (National Council for Accreditation of Teacher Education)
 NSBA (National School Boards Association)
 NYASP (New York Association of School Psychologists)
 PPA (Pennsylvania Psychological Association)
 SSWAA (School Social Work Association of America)

I will continue to keep you informed of any information I receive regarding APA and KPA (Kentucky Psychological Association). KAPS and Kentucky school psychologists have already gained significant support from other statewide organizations.

As announced in the fall, the KAPS regions have been realigned with the special education co-ops throughout the state. Regions 2, 4, 6, 7/8 were directly affected. Please check out your new KAPS region by visiting [HTTP://WWW.KAPSONLINE.ORG](http://www.kapsonline.org)

REGIONAL TRAININGS AVAILABLE

Interested in learning about the Conners 3rd Edition and the Conner's Comprehensive Behavior Rating Scale? A training will soon be coming to your region. Penny Koepsel, representative of MHS, will be offering training on the Conners 3rd Edition and Conners Comprehensive Behavior Rating Scale in several regions around the state.

February 18th 8am – 3 pm: Jefferson County Van Hoose Center (Contact Diane Herrick to register. Diane.herrick@jefferson.kyschools.us). Free to KAPS members.

March 6th, 9am–3pm: Somerset, KY (exact location to be determined).

May 9th 8:30am – 3:30pm: Madisonville or other western Kentucky location (location to be announced later) One more training for the eastern Kentucky area for KAPS members is in the works. Topic, date, and location are still to be determined.

INTERESTED IN BECOMING MORE INVOLVED IN KAPS?

KRISTEN KYRIACOU
PRESIDENT-ELECT

There are many ways you can become actively involved in KAPS, ranging from running for an elected office to volunteering to help with the conference or other activities. The elected positions include President-Elect, Secretary, and Treasurer. Each of these positions are elected by a simple majority of membership vote. The terms of President and President-Elect are for one year each, while the Secretary and Treasurer serve for two years, with the two offices being elected in alternating years. In addition to these elected officers, the KAPS Executive Council consists of the following: Committee Chairpersons, Regional Representatives, Student Representatives, NASP Delegate, and State Consultants for School Psychological Services. Below is a brief description of the general responsibilities and duties of each elected office. For a more detailed description see the Operations and Procedures Manual which can be found at kapsonline.org

President – Presides over all meetings, acts as Chairperson of the Executive Council, and supervises the ongoing affairs of KAPS. Other duties include soliciting nominations for election of new officers, preparing ballots for election, tallying votes, and publicizing the names of the winners.

President-Elect – This term is for one year, and leads directly into the office of President. This individual assumes the role of the president if that person is absent or otherwise incapacitated. The President-Elect may also attend meetings and speak on behalf of the organization. In addition, this position also involves assisting the Program Chair with planning and organizing the Fall Conference.

Secretary – This is a two year term. The Secretary has the responsibility of taking minutes at all KAPS meetings, as well as disseminating these to all EC members. In addition, the Secretary maintains stationary, envelopes, etc. for correspondence purposes.

Treasurer – This is a two year term. The treasurer assumes responsibility for all financial matters of KAPS, and arranges for tax preparation and filing.

In addition to these elected positions, KAPS is made up of the following committees:

- Government & Professional Relations committee
- Membership committee
- Newsletter committee
- Online Communication committee
- Professional Standards Committee
- Program committee (plans the Fall conference)
- Public Relations committee

If you are interested in become more involve in KAPS please contact one of the officers.

IT'S ELECTION TIME!

Elections are right around the corner! Remember that KAPS will continue to grow stronger through each of you. Positions to consider include the following:

President-Elect

Treasurer

Region Representative: Caveland, River Region, Northern Kentucky, Ohio Valley, Wilderness Trail, Upper Cumberland, Big East, & Kentucky Valley

Please consider yourself or a colleague. A call for nominations will occur later in the spring.

UK WELCOMES NEW FACULTY MEMBER: MEET LISA RUBLE

Lisa Ruble joined the faculty at the University of Kentucky past fall. Dr. Ruble received her Ph.D. from Indiana University and completed her internship at the University of Minnesota Medical School. She helped create services at the Treatment and Research Institute for Autism Spectrum Disorders at Vanderbilt University and provided teacher training, school consultation, and outpatient services to individuals with autism spectrum disorders (ASD). In 2002, she moved to the University of Louisville where she founded and directed the STAR Program for individuals with ASD. Her desire to pursue a program of services research and teaching led her to the University of Kentucky.

Dr. Ruble has a NIH funded grant to evaluate the outcomes of a parent-teacher collaborative consultation model for students with ASD. Her translational research program also includes examination of types, costs, and outcomes of community-based services used by children and families as well as effectiveness studies on social skills and behavioral management interventions. She is very excited to join the UK and collaborate with faculty, schools across Kentucky, and especially graduate students who will become future professionals and advocates for students with complex neurodevelopmental disorders.

RTI FILES: JEFFERSON COUNTY

PENNY MILLS
KATIE MATTHEWS
DIANE HERRICK

Jefferson County is on the brink of piloting the RTI process in the area of reading. A team of general and special education professionals has been working toward this goal for nearly two years. After developing a protocol that meshes with the district's existing reading programs, we presented the information to a select group of principals in January. This spring, approximately 8 elementary schools will begin using RTI for grades K-2. Our hope is that we will be ready to expand RTI through grade 5 in the pilot schools by August. Following that, we will begin to phase in RTI at other schools throughout the district.

What is your county doing regarding the RTI process? Please consider writing a short article for the upcoming newsletter outlining your county's efforts to integrate RTI into the prereferral/referral or eligibility process.

LEGISLATIVE NEWS AND NOTES

CONNIE ADAMS
GOVERNMENT AND PROFESSIONAL
RELATIONS COMMITTEE CHAIR

The **2008 Kentucky Legislature** is now in session. You can find information about the session at the following link to the Legislative Resource Commission (LRC): www.lrc.ky.gov. Also, the House Education Committee meets on Tuesdays and the Senate Education Committee meets on Thursdays. Also visit the KAPS Website for Legislative News.

State Budget Blues: You are undoubtedly aware that the budget outlook is bleak with talk of cutting university budgets by 12% and SEEK \$ by 7%. Let's hope for improvements when the governor presents his budget in the next few weeks.

KAPS is a member of the **Anti-Bullying Alliance** and officially supports HB 91 to Stop Bullying Now. This bill has passed out of committee. Please let your voices be heard by contacting your legislators. David Floyd has filed a floor amendment calling for training for victims to include how to deflect or redirect bullying and options for acquiring physical and verbal self-defense techniques. Opposition, particularly in the Senate, continues to be raised by some due to concerns about teaching children about homosexuality. On the other hand, the KY Fairness Alliance does not support the bill because it does not use explicit language to protect students against bullying related to sexual orientation. **See pages 10 and 11 of this newsletter.**

From Larry Taylor, Director of Exceptional children Services, KDE we learned:

* The U.S. Department of Education's Office for Civil Rights recently has issued a policy letter addressing students with disabilities' access to advanced program and reaffirming that Section 504 and Title II of the ADA require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities. The letter can be downloaded at: <http://www.ed.gov/print/about/offices/list/ocr/letters/colleague-20071226.html>

* The Special Education Regulations are now posted on the LRC website: <http://www.lrc.ky.gov/kar/TITLE707.HTM>.

- The Centers for Medicare and Medicaid may eliminate Medicaid reimbursement for schools. Legislation has been introduced in the U. S. House and Senate to protect these reimbursements. Senator Kennedy has also proposed an amendment to the Children's Health Insurance Program to prevent cuts to the current reimbursement program for a year.

• **NASP's Government and Professional Relations Committee** has scheduled a meeting with State SPAN Coordinators and State Presidents (or their designees) for Thursday, February 7, 2008 from 3:00 p.m. to 5:00 p.m. during the NASP Convention. The meeting will be held on the eighth floor of the Sheraton Hotel in salons 817 - 821. Misty Lay and Diane Szczer will be representing us at this meeting. An agenda will be developed to address such critical issues as APA's proposed Model Licensure Act, the NASP roadmap of advocacy activities related to MLA, general issues regarding the credentialing and licensing of school psychologists, and any other advocacy issues facing state associations.

We are in a time of political and educational change, and must be watchful and active in the legislative arena. Please alert me if you hear of something KAPS needs to address.

NASP DELEGATE MESSAGE

MARTY DUNHAM
NASP DELEGATE

Hello from West Kentucky.

I'm confident most of you enjoyed your brief Christmas break and are full tilt into the second half of this academic year. For this delegate message I wanted to update you on Kentucky's NASP membership numbers, describe some of the benefits of NASP membership, and tout some of the benefits of attending the conference in New Orleans



Regarding NASP membership, we've reached 95% of our goal—there are 276 members of NASP in Kentucky. My goal is 291. Some of the benefits of NASP include access to a range of professional news and research through the Communiqué, the School Psychology Review, the School Psychology Forum (e-journal), and the abstract reader, which allows you to research abstracts from 15 major journals. Membership also comes with access to a number of helpful resources for day to day practice, including a range of downloadable handouts for teachers and parents, Interventions Online, discounts on publications, and access to the Career Center if you're interested in changing jobs. Membership also comes with a number of online professional development opportunities, discounts on conventions, conferences, and practitioner's insurance, and access to 21 interest groups. The NASP interest groups include those for autism and PDD, crisis management, military families, urban school psychology, and early childhood, just to name a few.

The NASP Convention in New Orleans, scheduled for February 6 – 9, promises to be an excellent opportunity to overwhelm yourself with professional development, networking, cheap beads, and leftover doubloons. In particular, there are several workshops and paper presentations on RTI at the secondary level, cognitive behavior therapy for depression and anxiety, cognitive processing assessment for learning disabilities, and how to treat self-injury. On the NASP website there is a list of 10 points you can make in convincing your supervisor to let you attend the conference. The top 5 include expanding your ability to serve as a resource for your district, learning how to improve outcomes for all students by aligning your services with NCLB objectives, getting an update on the latest research, finding out about changes in LD identification, and learning new strategies to address a specific problem for the school.

Having grown up in Louisiana and having lived in Baton Rouge during my specialist internship, I've spent a lot of time and enough money in New Orleans to purchase Jax Brewery. My two young kids occasionally pull out Mardi Gras beads and doubloons from the '80s and wonder why I keep such beautiful jewelry in an old shoebox with my REO Speedwagon and B-52 cassettes. In the last six months I've been to New Orleans and the French Quarter twice—in October with NASP and in December with my family. It is much cleaner and safer than I've ever seen it. We had a wonderful time in the Quarter, at the zoo, and at the aquarium. The trolleys are all running now—a neat experience and an easy way to get around. Two quick tidbits to avoid embarrassment: if someone says "I bet you 5 bucks I can spell your last name" or "I bet you a beer that I can tell you where you got your shoes" don't take the bet—you'll lose.

Keep in touch. Hope to see you in New Orleans.

Marty

INTERNET RESOURCE WITH A KENTUCKY CONNECTION

CORLIA ANN LOGSDON

Are you looking for good informational resources to share with parents, school psychologists, teachers and others working with students with disabilities? About.com, part of the York Times Company, Inc., offers several school and disability related websites written by professionals on many topics. About.com's learning disabilities site is written by Corlia Logsdon, a school psychologist who works with the Kentucky Department of Education Division (KDE) of Exceptional Children. Writing under her considerably more phonetically correct middle name of Ann, Corlia has been developing the site for a year and a half. She would like to clarify that About.com is not affiliated with KDE in any way, but much of the information is applicable to any school system or parents' needs. You can visit the site at: www.learningdisabilities.about.com. There are many other useful topics on About.com, including the following:

add.about.com
 autism.about.com
 childparenting.about.com
 deafness.about.com
 education.about.com
 esl.about.com
 giftedkids.about.com
 pediatrics.about.com
 mentalhealth.about.com
 specialchildren.about.com
 specialed.about.com

FUNNIES FROM THE FIELD

From 2 different teacher questionnaires completed for reevaluation:

Strength: "Self-expression through tattoos and piercings."

Needs/Weaknesses: "needs rest and a lot of it."

From assessments of primary students:

Q-What is white, grown in fields, and used to make fabric? A-"Cauliflower"

Q-What has grooves, is used to open a door and fits in a lock? A-"A disco ball!"

Q-What is round? A-"An armadillo" at which point the student curled up in a ball on the floor and shouted, "Poke me! Poke me!"

Q-Repouse (vocabulary) A-"when you ask someone, 'Will you marry me?'"

From a student with severe anxiety of heights (and poor pragmatic skills) during bus evacuation drills (after 30 minutes of trying to coax the student off the bus):

The principal stated, "Son, we need you to practice getting off the bus quickly in case there is an emergency like a fire on the bus." The student replied in his typical monotone, "Well OF COURSE I would get off quick if there was a fire!" Guess he told her!

The Post-Secondary Implications of RTI

(ORIGINALLY PRINTED IN THE DECEMBER 2007 COMMUNIQUE)

MARTY DUNHAM
MURRAY STATE UNIVERSITY

Response to Intervention (RTI) is changing how many school psychologists practice across the country. Although the federal law required states to have policies in place regarding this change in the legislation by July 2007, many states, school districts, and school psychologists are just now beginning to foment and implement policies and procedures in response to the new requirements. For many of us this is an exciting, albeit stressful time—we are employing different ideas, learning new information, and creating different roles for ourselves. Foremost for many school psychologists are concerns about transitioning from a learning disability eligibility model that required an aptitude-achievement discrepancy (required by 45 states in 2006; NRCLD, 2005) to an eligibility model that incorporates RTI, either whole or in part. Irrespective of how state and district policies will ultimately address this transition, few will argue that the number of students receiving a “traditional” IQ/achievement discrepancy model evaluation will decline sharply. Although the benefits and limitations of RTI have been and will continue to be discussed and debated, there has been very little discussion of how RTI will influence students with LD in the post-secondary world. As of this writing I have presented the principles and post-secondary implications of RTI to a number of non-school psychology professional groups, including GED administrators, vocational rehabilitation, and adult educators. The professionals in these groups demonstrated a predictable range of emotions, from mild distress to panic, depending upon the extent to which they relied upon traditional LD reports from schools to work with their adult clientele.

This brief commentary is written to help school psychologists better understand the consequences of eliminating a discrepancy model for LD eligibility for several groups of students. Students with learning disabilities drop out of school at an alarming rate—ranging from 40-50% depending upon how it is calculated. For these individuals the General Educational Development (GED) credential remains a viable and attractive option. More importantly, students with LD are often provided accommodations on the GED if they can submit standardized cognitive and achievement testing which indicates an aptitude/achievement discrepancy similar to that defined by the DSM-IV-TR. Not only does the agency that administers the GED (known as the General Educational Development Testing Service [GEDTS]) require an aptitude/achievement discrepancy but the tests themselves must be accepted by GEDTS. For example, short-form or screening tests are not accepted. Additionally, the testing can be no more than five years old if it was conducted prior to the individual’s 17th birthday. Under current GEDTS policy, students who quit school after they have been determined eligible for LD under any non-discrepancy model will not be eligible for accommodations on the GED. This lack of acceptable documentation would require that the individual pursue a psychometric evaluation from a licensed psychologist using GEDTS approved tests and procedures, an expense few can afford.

A second group of students harmed by eliminating an aptitude/achievement discrepancy model are students with LD who want to take the American College Test (ACT) with accommodations. In order to receive accommodations the student must provide ample documentation using standardized tests of an aptitude/achievement discrepancy. Similarly, former students identified with LD who have completed high school and who are seeking accommodations in college may not be able to obtain accommodations in college if they cannot provide ample supporting documentation of a learning disability. Even if the college provides accommodations under Section 504 of the Rehabilitation Act, those students identified with LD under a non-discrepancy model will not be eligible for accommodations on many, if not all, of those tests administered by the Educational Testing Service (ETS). Essentially, students identified as having a learning disability under a non-discrepancy model and subsequently provided accommodations in high schools and colleges will be denied similar accommodations on large scale exams, such as the ACT, GRE, and Praxis series exams. These students will then be faced with finding and funding their own diagnostic testing (in accordance with the policies and procedures accepted by the testing agency) in the event they are required to take a standardized

The Post-Secondary Implications of RTI (continued from page 8)

qualifying exam to obtain further training, to obtain certification, or to obtain some other employment related credential and want accommodations.

A third group of students who benefit from traditional aptitude/achievement discrepancy eligibility after high school are those students with LD who seek school-to-work transition services through the department vocational rehabilitation. Vocational rehabilitation counselors rely heavily upon the DSM discrepancy model of LD determination to help establish eligibility and to create a viable work plan. As a result, they use the traditional psychometric testing available from school psychologists, since obtaining testing after high school is expensive and often unavailable, especially in rural areas. In short, the lack of appropriate documentation can hinder a student's transition into the workforce.

Regardless of which side of the RTI issue one subscribes, it is clear that many post-secondary agencies rely heavily upon the traditional psychometric testing provided by school psychologists. Certainly many will argue that school psychologists should not be providing comprehensive evaluations to students during their last triennial reevaluation. However, few will argue that completing high school is the end of a student's educational career. In light of the benefits of having traditional IQ/achievement test documentation, I implore us to carefully consider our professional obligations to students with LD in high school who are transitioning into the world of work or post-secondary training.

Based upon the post-secondary needs of students with learning disabilities, I encourage school psychologists who work with high school students and those who are at-risk of dropping out of school to discuss with the reevaluation team the benefits of obtaining a comprehensive evaluation using a traditional cognitive/achievement test battery. School psychologists not convinced of this need should consider contacting GEDTS, Educational Testing Service, vocational rehabilitation counselors, and/or student support services employees at colleges to determine how current cognitive/achievement testing is used to benefit your former students and to learn how the lack of this documentation can hinder their transition into employment or further training.

References

National Research Council on Learning Disabilities. (2005). Components of State Definitions and Criteria. Retrieved May 7, 2007 from <http://www.nrclid.org/research/states/table2.shtml>.

Attention KAPS Members!!

Remember the beginning of the membership year is July 1st. Your current membership will continue until June 30, 2008.

Anti-Bullying Alliance

Protecting Kentucky's Most Vulnerable Resource – Our Kids

Stop the Bullying Now



Parents tell us...

We have had school counselors saying that Bobby will just have to suck it up and ignore the other children when we have complained. They state the old saying "sticks and stones will break my bones and names will never hurt me."

Owen County Parents

I live in Liberty Kentucky. In July of 2004 my 19 year old son shot and killed himself. I have dealt with the school system, the mental health system and the court system. There are so many things that took place over the course of his life that I believe were contributing factors to his death. When he was young he was picked on by the older kids. When he tried to tell the teachers he was ignored, when he tried to stand up for himself he got in trouble. When he got older and bigger and didn't care if he got in trouble for standing up for himself, he was called a trouble maker.

Casey County Mother

The message I get from school officials is he needs to learn to ignore and cope.

Franklin County Mother

My son has been bullied for years in Jefferson County schools and I raised the issue time and time again last year at the district level. My son and I both experienced discrimination and stonewalling from the system

Jefferson County Mother

What HB 91 Does

1. Schools and school districts must have plans, policies, and procedures dealing with measures for assisting students who are engaging in disruptive and disorderly behavior including the harassment, intimidation, or bullying of another student.
2. Defines bullying, harassment, and intimidation as *intentional, repeated conduct with intent to harm another student*.
3. Local districts will determine the policies, rules, and strategies for inclusion in the student code of acceptable behavior and discipline. They are not imposed by Frankfort.
4. Establishes that students must be provided a school environment free of harassment, intimidation, and bullying.
5. Provides for reporting and investigating incidents.
6. Requires a school district to provide information to students, parents and legal guardians and training to employees, to the extent that funds are available, so awareness is raised, students and employees know their responsibility, and the policy is applied consistently.
7. Includes harassment, intimidation, or bullying as a cause for suspension or expulsion of a student so there is an appropriate consequence for unacceptable behavior.
8. Requires districts to report incidents where an individual student has been disciplined for harassment, intimidation, or bullying in a single semester or where an individual student has been the object of three or more separate, proven incidents of harassment, intimidation, or bullying in a single semester.
9. Allows civil exchange of opinions or debate protected under the state or federal constitutions where the opinion does not disrupt the education process.

KY School Boards Association • KY Center for School Safety • KY Department of Education • KY Education Association (KEA) • KY Association of School Councils
 KY Association of School Administrators • KY Association of School Superintendents • KY Association of School Resource Officers
 Jefferson County Teachers Association (JCTA) • KY Parent Teacher Association • KY Domestic Violence Association • KY Mental Health Coalition
 KY Council for Children with Behavior Disorders • Mental Health America of KY • KY Psychiatric Medical Association • KY Public Health Association
 Foundation for a Healthy Kentucky • KY Psychological Association • KY Pediatric Society • KY Association for Gifted Education • KY Protection and Advocacy
 KY Crime Prevention Coalition • KY County Attorneys Association (KCAA) • KY Partnership for Families and Children
 KY School Counselors Association • Adoption Support of KY (ASK) • Epilepsy Foundation of Kentuckiana
 National Association of Social Workers-KY Chapter • KY Conference for Community and Justice • The ARC of Kentucky
 KY Commission on Human Rights • Prichard Committee for Academic Excellence • American Civil Liberties Union of KY • Catholic Conference of KY
 KY Youth Advocates • KY Council of Churches • KY Society for Clinical Social Workers • KY Association for Psychology in the Schools • KY Child Now

Why Kentucky's Kids Need HB 91

Children are bullied in our schools. "The facts about bullying show that 10 to 15 percent of children are bullied regularly, and bullying most often takes place in school, frequently right in the classroom. The facts show, too, that bullying is an equal-opportunity torment — the size of a school, its setting (rural, urban or suburban) and racial composition seem to have no bearing on its occurrence. Bullying takes a heavy toll on the victims. As many as 7 percent of eighth grade students in the United States stay home at least once a month because of bullies. Chronic fear can be the source of all-too-real stomachaches and headaches and other stress-related illnesses. According to Norway's Dan Olweus, a leading authority on the subject, being bullied also leads to depression and low self-esteem, problems that can carry into adulthood. The effects of such behavior are grim for the offender, too. One study by Olweus shows that 60 percent of kids characterized as bullies in sixth through ninth grades had at least one criminal conviction by age 24." (Bully-Proof Your School by Colleen Newquist, Education World® http://www.education-world.com/a_admin/admin018.shtml.)

Our children say bullying and teasing is a big problem. A 2001 survey, "Talking With Kids About Tough Issues," showed that of the 8—11 year olds surveyed, 74% said that bullying and teasing occurred at their school. Of the 12—15-year-olds, 86% said bullying and teasing was a problem at their school. (Survey by the Kaiser Family Foundation and Nickelodeon which asked 1,249 parents of children ages 8 to 15 and 823 children ages 8 to 15 about their problems.)

Bullying triggers school violence. In two-thirds of the cases of school shootings, the Secret Service reports that the attacker had felt persecuted, bullied, threatened, attacked, or injured before the incident. Many had experienced longstanding and severe bullying and harassment, which some attackers describe as torment. (The School Shooter: A Threat Assessment Perspective, Federal Bureau of Investigation, 2000)

Bullying is not always physical. In a study of bullying, teasing, and sexual harassment in school, the American Association of University Women found that 83% of girls and 79% of boys report having ever experienced harassment at school, with over 1 in 4 students experiencing it "often." 76% of students have experienced non-physical harassment while 58% have experienced physical harassment, with one-third of all students reporting that they experience physical harassment "often or occasionally." 18% of students fear being hurt by someone in their school life "some" or "most" of the time, and less than half (46%) are "never" afraid in school. (Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School (2001), American Association of University Women, 2001)

- **The National Association of State Boards of Education** supports policies and practices that identify and prevent harassment, intimidation, bullying.
- **The National School Boards Association** endorses the U.S. Department of Health and Human Resources campaign to prevent youth bullying.
- **The National PTA** endorses policies and programs that address prevention, intervention, and elimination of bullying.
- **Bullying Prevention is Crime Prevention**, a Report by Fight Crime: Invest in Kids, states that 60% of bullies in grades 6 thru 9 were convicted of one crime by age 24.

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KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS

*Promoting educationally and psychologically healthy environments for
all children and youth in Kentucky.*

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Madison County Schools

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Visit us on the web!
<http://kapsonline.org>

NEWSLETTER SUBMISSION GUIDELINES MARY MARGARET MCNEMAR EDITOR

- All members are encouraged to submit articles or “funnies” for publication in the KAPS Review.
- The most efficient way of submitting a document is to send it via email as an attachment. This method makes editing much easier.
- Hard copies of submissions require retyping which is not feasible. Hard copies that can be scanned and therefore edited and formatted for publication are acceptable.
- I am not able to accept general requests to “put in a blurb” in the newsletter regarding a certain topic or announcement. Please compose the document and forward it for submission in the format in which you would like it to be published.
- It is important that all submission are received by the newsletter deadline. Late submissions delay publication. Due to the time sensitive nature of some submissions, delays can result in “old” news.
- All KAPS members are encouraged to submit articles for the Review. We want to hear what you are doing for the students of Kentucky.
- In upcoming issues, I want to highlight how your district is moving toward RTI, reviews of new books in school psychology, and how you are addressing the increasing mental health needs of school-aged children and youth. Please consider writing an article for the KAPS Review and forwarding that information to the newsletter editor at the address above.

**DEADLINE FOR SUBMISSIONS FOR THE NEXT NEWSLETTER
IS April 15, 2008. The Spring Newsletter will go to print on
April 25, 2008.**