

President's Message

The Challenge of Truthfulness

Although lying in children is often associated with several childhood problems such as poor peer relationships, conduct disorder, or disturbed parent-child relationships, it is also quite prevalent in normally developing children and adolescents. At least one recent report suggests this. A recent study of 9000 individuals, ages 15 to 30 years, conducted by the Josephson Institute of Ethics of San Francisco, indicates that one third of all high school students admitted stealing something within the past year. More than a third said they would lie on a resume or job application to get work and 61% of high schoolers said they had cheated on exams during the past year. Dishonesty was widespread according to this one poll. Obviously, our attempts at directing children to become internally controlled are not as successful as we would like.

Early studies by Achenback and Elderbrock suggest that no significant differences were reported for age differences in lying. In other words, a four-year-old is as likely to distort the truth as is an 18-year-old. Telling falsehoods is not a new problem, but a continuing one in this society.

Lying can take many forms, with variations due to age, sophistication and knowledge, and opportunity to distort the truth. Five types of lying are described in Schafer and Milman's book, *How to Help Children With Common Problems*. The types of lying described here ranged from exaggerations of truth, fabrication of stories or incidents, to simple reversals of truth. When a child states that s/he has completed homework and has not, s/he reverses the truth. Other types of lying noted were wrongful accusations of others, blaming another for one's own error or mistake, or confabulation (telling a story which has some truth and a lot of fiction). Downplaying the significance of any of these forms of untruthfulness may not be wise, since a pattern of not telling the truth may quickly emerge.

According to the Josephson Institute study, one of the reasons for a child or adolescent to continue in a pattern of cheating or lying is related to the fact that most children are not confronted at the time. Apparently confrontation is a deterrent to repeating the devious pattern. Confrontation does not need to be harsh, punitive or demeaning, but simply a firm, realistic approach to what has happened.

Some common reasons that children lie are self defense, to escape unpleasant disapproval, loyalty used to protect others, denial to avoid painful experiences, hostility toward others, or dodging unpleasant consequences. Sometimes lies are told simply as a way to get something for oneself, or to boost a sagging self-esteem. At other times lying may be used to gain acceptance from a group. Understanding the reason for a particular child's lying will help in finding a solution.

School psychologists may be asked to consult with teachers about how to deal with patterns of lying in children. One assessment approach suggested in NASP's *Children's Needs II* is through utilizing observations and written records. First observe the behavior over a period of 7 to 14 days in a variety of settings. Record instances when lying occurs, the situations associated with lying, the antecedent events prior to the lie, and the consequences after the lie is told. Counseling the child with viable alternatives to lying would be the last phase of intervention.

Antecedent events include everything occurring just before the lie was told. This might include classroom events such as when one child accuses another unfairly, or a teacher threatens the child, or a critical remark is directed toward the targeted child. Understanding these precipitating events will help with intervention planning.

Also record the consequences of the lying behavior. Did others respond negatively or was the act primarily ignored? What happened each time as a result of the lying communication from peers and adults? Did the child become involved in the event in a voluntary or involuntary manner? Answering these questions will provide insight and opportunity to change.

Identifying some of the reasons that a child may be lying will also help in the intervention and counseling stages. When all adults involved with a child begin to understand the times and some of the possible reasons a child may lie, they can work collaboratively to counsel him/her. Although confronting untruthfulness is important, trying to get a confession from a child may have negative consequences. Power struggles can emerge which only escalate the problem. Of more importance to children, is providing the opportunity for truth telling.

When analyzing the results of written records, one may begin to understand not only the motivations for a child's lying behavior, but also begin to recognize unintended rewards which may be a result of the lying behavior. Even though the rewards are unintended and incidental, they may be sufficient to maintain this pattern of untruthfulness. Removing inadvertent rewards will help diminish the behavior.

The above suggestions are probably not effective for an antisocial child who needs a more extensive intervention program. But for typical children, telling ordinary untruths, this approach can be effective.

The fine art of telling the truth must be developed in all of us in order to have congenial, trusting relationships. Sometimes children do not tell the truth because they have seldom witnessed truth being spoken. They have not learned how to communicate true feelings, true perceptions, or the delicate skill of repeating troubling incidents, because little time has been spent on developing this skill. When children learn that telling the truth has benefits to them and others, and that it brings them closer to others, they may begin to realize the important benefits of conveying truthful messages.

Jean Benson, President

WELCOME TO NEW OSPA MEMBERS

Currently, OSPA membership numbers 169. This includes 142 regular members and 27 student members.

We want to welcome the following new members:

Ann Ahern lives in Comanche and is the Director of Special Services for the Comanche Public Schools.

Shonda Ballard lives in Edmond and is a student at UCO.

Kathryn Beaman lives in Stillwater and is a student at OSU.

Kara Benson lives in Oklahoma City and is a student at UCO.

April Bertram lives in Stillwater and is a student at OSU.

Heidi Bradford lives in Norman and is a student at UCO.

Lin Brown lives in Broken Arrow and is a retired school psychologist but still works part-time for the Tulsa Union Public Schools.

Pollyanna Brees Brown lives in Stillwater and is a student at NSU. Pollyanna is a school counselor/psychometrist at the Perkins-Tryon Public Schools.

Mary Betty Cacy lives in Edmond and is employed by the Mid-Del Public Schools as a school psychologist.

Sunny Conner lives in Stillwater and is a student at OSU.

Michael K. Cruce lives in Stillwater, and is a student at OSU.

Judy Ellis lives in Tulsa and is a school psychologist with the Tulsa Public Schools.

Sue Fiaccone lives in Oklahoma City and is a school psychometrist with the Moore Public Schools.

Vickie Foster lives in Tulsa and is the administrator of the Tulsa RESC.

Krista Friar lives in Stillwater and is a school psychometrist with Cushing RESC.

Nena Frow lives in Tulsa and is a school psychologist with the Claremore Public Schools.

Jamie Gant lives in Stillwater and is a student at OSU.

Sheila Gilchrist lives in Alva and is a School psychometrist with the Alva RESC.

Celaine Gooding lives in Oklahoma City and is a school psychologist with the Western Heights Public Schools.

Perla Gabriela Hallmark lives in Edmond and is a student at UCO.

Preston Harding lives in Parkhill and is a student at NSU.

Kristy Kinzer lives in Grandfield and is a school psychometrist with the Lawton RESC.

Christi Lewis lives in Stillwater and is a student at OSU.

Judy Battenfield-Lewis lives in Coweta and is a student at NSU.

Lisa Lynn lives in Stillwater and is a student at OSU.

Jeremy Marple lives in Edmond and is a student at UCO.

Jeanne Millican lives in Oklahoma City and is a school psychologist with the Mid-Del Public Schools.

Chad Nichols lives in Stillwater and is a student at OSU.

Kathleen Patton lives in Bolingbrook, Illinois, and is an out of state student. Kathleen reported that she will be returning to Oklahoma in June 2001.

Mark Pennington formerly worked for the Oklahoma City Public Schools as a school psychologist and has now moved to the Lawton Public Schools.

Jon Shepard lives in Stillwater and is a student at OSU.

Katherine Siler lives in Waynoka and is a school psychometrist for the Alva RESC.

Edward Simmons, lives in Oklahoma City and is a school psychologist for the Oklahoma City Public Schools.

LeeAnna Tucker lives in Oklahoma City and is a school psychologist for the Oklahoma City Public Schools.

Kyla Vann lives in Stillwater and is a student at OSU.

Cole Menaker, Membership Chair

Murder of a Small-Town Honey -- Book Review

My colleague, Shelley Geyer, and I have both recently read Denise Swanson's book, ***Murder of a Town Honey***, and thoroughly enjoyed it. As Shelley said, "These books could become addictive! She has another one coming out this year." I agree. I'm addicted and am looking forward to ***Murder of a Sweet Old Lady***, the next Scumble River mystery..

Murder of a Small-Town Honey, a small paper-back novel, is an entertaining mystery written by a practicing school psychologist. The story features school psychologist, Skye Denison, who uses her psychological training, her natural curiosity and investigative skills, and her fearless determination to save her brother from a murder charge. The story takes place in Scumble River, a life-like representation of any small town, USA. In addition to the intriguing mystery, the book gives a very favorable description of broad-based school psychological services performed by a competent professional. Shelley and I found the parallels to our own jobs fascinating and could empathize with the situations Skye found herself dealing with. We both recommend it highly.

The book is only \$5.99. I ordered mine through a local bookstore and got it in a few days.

Reviewed by Mary Ellen Jones, MA/NCSP

Fort Gibson Middle School, A Year Later

Over a year ago a 13-year-old boy opened fire on his Fort Gibson Middle School classmates on December 6th 1999; and he has yet to show remorse, willingness to take part in therapy, or insight into his problems, according to a report to the court.

The tragic shooting at Fort Gibson Middle School has changed me in some ways. For one thing, I am absolutely committed to prevention. I have seen the pain of those in the school, and I have seen counselors and teachers torture themselves with questions about how they failed to prevent the tragedy. The event was not over on December 6th, the day of the shooting, or on May 19th, the last day of school. My summer was filled with planning prevention projects for the first days of school. I was challenged to learn from this tragic event so that I would be better prepared for the future.

The challenge embraced by our community is providing safety in our schools, which ranks at the top of anyone's list of important challenges facing our country. As student council sponsor, I took advantage of my position to encourage the student leaders to make a difference in our school regarding safety concerns. The student officers encouraged more than 90 percent of the students at our school to take the "No Taunting" pledge. The goal of the pledge is to encourage mutual respect and peaceful resolution of conflict. Also, the student council, in partnership with the peer mediators, established a Student Safety Task Force, comprised entirely of students. Members selected captains and co-captains to serve as group leaders, but the task force is open to any student. About 120 students are taking part in the task force, which focuses on implementing prevention and early intervention strategies to help build resiliency in students, promote healthy choices, and decrease the risks associated with violence and substance abuse. Students are trained in conflict resolution and mediation techniques to reduce bullying, taunting, and harassment and to promote school safety. An important element in these programs is that kids keep track of other kids.

Pre-project baseline data were collected from an all school survey at the beginning of school last year.

This project cites the following as its major accomplishments: decrease by 5% in students who have been bullied from 49 to 44%; decrease by 11% in students who have bullied others from 36 to 25%; and improvements in students' perceptions of the school climate. Students seem to feel safer this year than last.

An intervention program for "at risk" students has also been implemented this year. Which provides individual counseling and guidance for those who may be struggling with academic and social pressures, and need a support system. Furthermore, we have a "school family" program which involves all students and allows them to discuss their concerns in small group settings.

So how are we to respond when faced with an "anniversary challenge" of a school shooting?

As a school psychologist we are aware of the problems that arise on anniversaries of such tragedies. However, some school officials might prefer to let the anniversary of a severe crisis pass unrecognized, believing that students will better cope if the event is not discussed.

Knowing the media would not forget to publicize the anniversary, we wanted to be prepared without over reacting and increasing the anxieties of students. The most difficult challenge: "What would be appropriate for our school?"

There are many different ways to recognize the year anniversary of severe crises. The key is to involve students and staff members in the planning process. Allow them to lead the planning process and implement activities they feel are appropriate.

During the first week of December this year, the students organized a "Stop the Violence Week" with activities such as a poster contest, wearing ribbons, and collecting many needed items for charity. Counselors were available to assist if needed. The week went well and I sighed a deep breath of relief.

We chose to mark the anniversary of the shooting by focusing most energy on relevant prevention efforts. Involvement of the students is the key to the success of our program. They are the primary stakeholders.

Tracy H. Fenton
N.E. Representative

MARK YOUR CALENDAR - OSPA Spring Conference

Resiliency in Children – A Model for Intervention and Case Application

Beth Doll, Ph.D., University of Nebraska-Lincoln

April 6, 2001

Wes Watkins Center for International Trade & Development

Oklahoma State University

Stillwater, OK

NASP NEWS

I hope everyone had a great holiday and that your new year will be great. Celaine Gooding and I recently attended the Regional Meeting for NASP and had a great time. There are currently 13 states in the Central Region and all were represented. Some of the information that was distributed and discussed really seemed relevant to Oklahoma. Major issues facing our region include chronic shortages of School Psychologists, training issues and Government and Professional Relations. For Oklahoma we felt critical goals would include; 1) Health Care/and Children Mental Health issues, 2) Discipline, Suspension, Expulsion and 3) The implementation of IDEA '97. The president of NASP, Scott Poland, discussed "Violence in the Schools" and gave us an update of his goals for the coming year. Scott's focus will be on Crisis Intervention and providing Mental Health and Health services to all children. The conference in Washington D.C. looks to be very exciting. I hope many of you will be able to attend.

Oklahoma will be participating in the upcoming Public Policy Institute in February, by sending Candis Hogan and Minna Hall to Washington. They will have training and then try to meet with the Oklahoma Legislators. If you are interested in becoming involved with Public Policy or Government and Professional Relations, please contact anyone on the board. Everyone needs to be proactive about the needs of our children.

I encourage everyone to join NASP, there are excellent opportunities for members to learn and stay abreast of current issues in our country that directly affect our profession. By accessing the NASP website you can now contact you legislators directly with a link and oftentimes letters are available for you to send on upcoming issues. NASP also has scholarships for students in school psychology and grant opportunities for practicing school psychologists. Grant and scholarship applications are available on the website. You do not have to be a member to access the NASP website. The Address is NASPWEB.org.

This is my last year as the Oklahoma Delegate and I encourage everyone to vote for one of the two candidates running for office, Mary Ellen Jones or Marshall Andrew Glenn.

Joyce Lowrey, Delegate

Northeastern Oklahoma Responds to State-Wide Need for School Psychologists

Thanks to support from the State Department of Education, Special Education Services, and to Cooperating School Districts and private practice School Psychologists across Oklahoma, a window of opportunity was opened in the Summer and fall of 2000 for interested professionals to receive advanced training preparing them to become certified School Psychologists.

Several of the regional institutions as well as O.S.U. have and continue to participate in the SDE initiative and are working to prepare School Psychologists to meet the needs of school districts across the State of Oklahoma.

NSU is pleased to be one of the participating regional institutions and to welcome a new group of professionals from the northeastern quadrant of the state as they pursue post-graduate certification in school psychology. Many of these individuals come to school psychology with valuable years of experience in psychometrics, speech pathology, special education and/or counseling.

Now, the challenge is to help administrators and legislators understand the full scope and need for school-based psychological services. Clearly, there is a need for a statewide cadre of applied school psychologists who can work within schools of varying sizes and cultural compositions. School Psychologists are needed to provide direct and consultative services aimed at preventing learning, behavioral and emotional problems as well as providing assessment and direct intervention services.

Unfortunately, many administrators still view School Psychologists as professionals whose services are limited to conducting psychological assessments and making decisions regarding eligibility for special education services. Clearly, it is in the best of interest of children, parents, teachers, schools and communities to understand and embrace the 21st century role of School Psychologists as specialists whose expertise is problem solving within the full spectrum of school-based psychological services.

All OASP members are encouraged to contact and educate their school administrators and state legislators about the role and need for school-based psychological services and School Psychologists to guide those services.

Mary Sweet-Darter, Ph.D.

Northeastern State University

Post-Graduate School Psychology Program

New Criteria Established for Licensed Behavioral Practitioners

The Oklahoma State Board of Health recently established a set of licensing rules for persons wishing to practice as Licensed Behavioral Practitioners (LBP) in Oklahoma. The rules specify the qualifying degree, standards for current professional practice and prior professional practice, continuing education, and examinations required for licensure.

To be licensed as a LBP, an individual must have at least a master's degree from a program in psychology from a regionally accredited college or university. The program must be clearly identified as a psychology program and have faculty who hold graduate degrees in psychology or closely related fields.

In addition, the applicant must be practicing behavioral health services at least 20 hours per week during the time of application for licensure. Behavioral health services include facilitating human development and adjustment through the life span; preventing, treating or diagnosing mental, emotional or behavioral disorder or associated distress; conducting assessments or diagnoses to establish treatment goals and objectives; and planning and implementing treatment plans.

Prior professional practice requires that the applicant must have practiced behavioral health services for 20 hours per week for at least two years. The applicant must also have completed 10 hours of continuing education.

Finally, the applicant must complete two examinations: *Practice Examination of Psychological Knowledge* and the *Oklahoma State Standards Test*.

Applications for the new Licensed Behavioral Practitioner license will be available in early January 2001. Persons who wish to apply for the license may request an application from the Professional Counselors Licensing Division - 0504, Oklahoma State Department of Health, 1000 N. E. 10th Street, Oklahoma City, OK 73117-01299. Contact is Dick Gunn at 405/271-5601 or e-mail Erica@health.state.ok.us.

OSPA Directory in the Making

OSPA is in the process of creating a directory of Oklahoma school psychologists and associates. Many of you completed the *OSPA Directory Information Form* during the OSPA Fall Conference. This provided OSPA with a great start on this project. For those of you who have not had the opportunity, please complete the form (in this issue) and fax or mail it to the attention of Jami Haywood, Fax # 405-330-7388 **or** Oklahoma School Psychological Association, P.O. Box 30216, Midwest City OK 73140-3216. Thank you for your help in making this directory possible.

Oklahoma School Psychological Association
P.O. Box 30216
Midwest City OK 731403216

Fax Number: 405-330-7388
(Attention: Jami Haywood)

OSPA Directory Information

To improve communication, OSPA is in the process of developing a database and directory of school psychologists and related professionals. The directory will consist of basic contact information such as name, address, telephone and email address. The other information will be used for OSPA membership mailings and membership statistics. Thank you for completing this form and please note that you can elect to provide this information to OSPA only and not be published in the directory. Please fax or mail the completed form to the above number **or** address.

First Name _____
Last Name _____
Company Name _____
Title _____
Birth Date (mm/dd/yy) _____ Gender _____
Address _____
City _____
State _____
Postal Code _____
Region _____
Home Phone _____
Work Phone _____
Fax Number _____
Email _____

Certifications: *Check all that apply*

NCSP _____
School Psychologist _____
Psychometrist _____
Other Credentials: _____

Memberships:

OSPA Member Regular _____ Student _____ Life _____
Associate _____ Honorary _____
NASP Member _____

Do Not Publish In the Directory _____

School Psychology at Oklahoma State University: A Rich History and a Promising Future

*April N. Bertram, Jamie C. Gant, Lisa M. Lynn, Chad E. Nichols,
Christi D. Lewis, Shawn L. Hirsch, and Kyla L. Vann*

What do a Mountaineer, candle maker, animal lover, camp counselor, Cajun, farmer, karaoke queen, and single mom all have in common? Together, they make up Oklahoma State University's school psychology first year students of 2000 -01. Since its founding in 1972, the program has continuously been reconstructed and improved upon. Each year the student body increases in size, with this year's incoming class being the largest ever. OSU's school psychology program is also ensured a promising future by being accredited by both the American Psychological Association (APA) and the National Association of School Psychologists (NASP). These national organizations agree that OSU's combination of scientific issues (research and methodology) and practical skills (prevention and intervention) will prepare students for careers as school psychologists. This year's cohort of new students is a very diverse group. Some individuals lean more toward clinical child problems while others are primarily concerned with educational issues. In spite of their differences, they all share a unifying belief. All are concerned with the welfare of children within the school system and are excited about being trained at Oklahoma's first and only APA accredited and NASP approved school psychology program.

History of Program

In the 1970's, two doctoral students in Oklahoma State University's educational psychology program were interested in changing the program's emphasis to school psychology. Dr. Paul G. Warden took this interest to heart and began the process of developing a school psychology program at OSU. In 1972, the State Department of Education changed the certification standards for school psychologists. School psychologists were now allowed certification if they completed a sixty graduate hour program instead of requiring the doctoral degree. In the five years that followed, 35 students received psychometry certification. Twenty-seven of these eventually became certified school psychologists, with 11 completing their doctoral degree. Eight psychometrists, previously certified by the State Department of Education, completed the psychologist certification program, with one of them completing the Ph.D.

Dr. Warden, then president of the OEA school psychology section, coordinated the development of the Oklahoma School Psychological Association (OSPA) in 1974. In 1980, Dr. Warden also developed the Educational and School Psychologists' Division of the Oklahoma Psychological Association, and became its' first president. In building this base of school psychologists in Oklahoma, the National Association of School Psychologists (NASP) recognized OSU to have the first specialization track for school psychologists – vocational school psychology (with the first training sequence established in 1977).

In the 1990's the program underwent radical change. Oklahoma licensure law now would require that a person must graduate from an APA accredited program as of January 1, 1997 to be eligible for the Health Service Psychologist credential. In 1995, the program was able to apply for APA accreditation when it had three full-time school psychology faculty members. In all of the earlier years of its existence, the school psychology program never had more than two core faculty. The program had an APA site visit scheduled for the fall of 1997, and achieved its initial accreditation after the site visit.

The program is also NASP approved. NASP is a National Council of Accreditation

of Teacher Education (NCATE) affiliate and OSU's school psychology program is an approved and integral part of the professional education unit. In addition, the program is fully approved by the Oklahoma State Department of Education. This allows graduates to be eligible for certification as a school psychologist. Also, OSU's students are automatically eligible for application as a Nationally Certified School Psychologist (NCSP). In fact, graduates will meet or exceed the requirements for state and national certification and licensure in most states after completing the program's requirements.

Program Philosophy and Model

All students trained at OSU are immersed in an overarching philosophy which gives meaning to the curriculum, sequence, practica, and research requirements. The Science-Based Child/Learner Success (SBCLS) model purports that every child, regardless of ethnicity, learning level, or socio-economic status, has the right to a quality education which will maximize his or her probability of success. OSU views the role of the school psychologist as an important mental health professional who is knowledgeable of schools and schooling who seek to guarantee every child's success. Success refers not only to immediate goals, but also accomplishing long-term goals such as social integration, maximizing personal potential, and being a contribution to society. At OSU, school psychology is viewed as a discipline and profession for psychologists who can work with children, youth, and families.

OSU's SBCLS model emphasizes the use of the scientific knowledge base and methodological rigor to effect positive outcomes. Throughout the years of training, the ability to understand, evaluate, and integrate research and theory is one of the basic facets instilled into students. As the semesters roll along toward graduation, students build their skill levels by learning to use their own knowledge of research to validate both preexisting theories and the validity of their own psychological methods. Students in the program develop an empirical orientation and a healthy sense of scientific skepticism.

A second focus of SBCLS is to teach students the necessity of including all concerned individuals in the assessment and intervention process. The importance of the child's, family's, and teacher's roles is constantly stressed throughout the required program courses and experience. This inclusion of differing outlooks is beneficial in gaining multiple sources and methods for data collection and to solve problems. These additions help determine the consistency of the problem behavior across each of the child's daily environments. Also, by utilizing varying views of the patient, school psychologist can take a proactive approach, anticipating future needs of the student before issues arise. This proactive approach on intervention, in turn, reflects SBCLS's emphasis on success for children and families rather than limiting it to problem solving only.

Program Requirements

The students trained under OSU's Science-Based Child/Learner Success model can pursue a specialist or doctoral degree. The requirements for Ed.S. and Ph.D. students are essentially the same for the first two years of the program.

Both degree programs are designed to aid students in the development of their professional identity as a school psychologist. The SBCLS training model equips all students with skills that facilitate the use of scientific knowledge and methodology in service delivery. Both Ed.S. and Ph.D. students are required to develop a foundation

in the current body of psychological knowledge, including biological, cognitive, and social bases of behavior, research methods, and history. In addition to the psychological foundation requirements, both programs also require working knowledge of the schools, as this knowledge is viewed as central to the profession. Students who enter the program without a degree in education are required to complete a 120 hour observation practicum at a school site. Legal and ethical issues in the area of professional school psychology are addressed, as well as the correlating professional standards. The skills of analysis, synthesis, evaluation, and professional application of empirically-based prevention and intervention techniques at the system, group, and individual level are thoroughly developed, and are seen as central to the SBCLS model. Throughout all semesters, a variety of courses in consultation, therapy, and assessment are requisite. Finally, both the Ed.S. and Ph.D. programs require a one-year, 600-hour school-based practicum supervised by a school psychologist. At this point, Ed.S. candidates apply for internship at a school site, where they will work for one full academic year again under the supervision of a school psychologist.

It is essentially at the end the Ed.S. program that the Ph.D. program begins to differentiate. At this time, Ph.D. students are required to take more statistics courses and gain training and experience in supervision and program evaluation. In the following semesters, these students are required to complete a 400-hour practicum in a clinic setting in order to meet the APA/APPIC requirement of 1000 hours of practicum. During this time, students gain additional therapy and consultation skills as well as supervision experience. It also at this time that the Ph.D. students begin to specialize in a formal area of interest. To top off their training, students must complete a one-year APA/APPIC internship. While on internship, students are expected to compile a portfolio in their specialty professional practice area. Clearly, Ed.S. and Ph.D. students graduate from OSU with thorough and extensive assessment, consultation, intervention, and research skills, and are fully prepared to practice school psychology in diverse settings.

The first-year students that are beginning this course of training at OSU are from a wide variety of academic backgrounds and represent Kansas, Oklahoma, West Virginia, and Louisiana. Pursuing both Ed.S. and Ph.D. degrees, some of them want to become clinicians and research specific disorders, while others want to enable students to better access their education. They have come a long way from the hometowns that raised them, and are just beginning their professional journey.

- v Lisa M. Lynn, 23, claims Harrah, Oklahoma as her hometown. She received a B.A. in Psychology from University of Oklahoma (OU). Lisa, the resident Sooner fan and animal lover, has five pets and is always willing to take in strays.
- v Chad E. Nichols, 23, is from Pond Creek. He received a B.S. in Psychology from Oklahoma State University (OSU). Growing up in a small farming community, Chad's first car was a Versatile tractor.
- v April N. Bertram, 22, originated from Raymond, Kansas. She received a B.A. in Psychology from Washburn University of Topeka, KS. April is the resident Martha Stewart, and spends her free time making candles.
- v Shawn L. Hirsch, 25, came from Vivian, Louisiana. He received a B.S. in Psychology at Louisiana State University, Baton Rouge and an M.A. in Counseling at Oral Roberts University in Tulsa, OK. The Ragin' Cajun spends his mornings working in Tulsa Regional Medical Center's inpatient child unit, and travels to Stillwater in the afternoons.
- v Kyla L. Vann, 24, is from Ft. Gibson. She received her B.S. in Psychology from OSU. This resident queen of the karaoke never misses an opportunity to

exercise her lungs.

- v Christi D. Lewis, 25, originated from Martinsburg, West Virginia, and received her B.A. in Psychology at OSU. Our very own Mountaineer is the driven voice of the first year students, and a devoted soccer mom.
- v Jamie C. Gant, 22, parents reside in Crescent, OK. She received a B.A. in Psychology at OSU. Jamie's summer plans include spending her seventh year volunteering with the Muscular Dystrophy Association.
- v Kathryn "Kitty" Beaman, 30, is originally from Jenks, OK. Kitty is the most experienced new student, having already received her B.S. in Special Education, M.S. in School Psychometry, and school psychology certification from OSU. Prior to returning to OSU, she worked for Jenks Public Schools. Kitty is a proud member of the Creek nation and is a single mother of a two-year old boy.

OSU's school psychology first year graduate students are an enthusiastic group, with high ambitions and focused vision. The program's promising future and encouraging and devoted faculty drew the interest and commitment of the new students. They adopt the current direction of the program with conviction that this course of study will lead them to be well-rounded scientist-practitioners equipped with not only assessment skills, but also strong consultation and intervention abilities.

This new group of students plans to use these acquired skills in schools, hospitals, private practice, and other mental health and educational settings. Some plan to help train future school psychologists and further research interests through employment at a university. While at OSU, they are excited about being a part of this promising program of study. They have already raised the standard of the program by bringing fresh ideas and a true devotion to the advancement of school psychology. Their professionalism, dedication to children, and ambition will make a lasting impression on OSU, Oklahoma, and the field of school psychology.

CALL FOR 2001-2002 OSPA NOMINATIONS

OSPA is currently seeking nominations for the 2001 Spring election. OSPA members may nominate themselves or other members. All nominees will be contacted to determine if they are interesting in seeking the office. A personal information sheet, which will be published in the Spring OSPA Today, will be required. Only REGULAR members may hold elected office. Please complete a separate form for each nomination.

Name of Nominee _____

Address _____

City _____ State _____ Zip _____

Telephone (W) _____ (H) _____

Nominated for _____

President-Elect Secretary Treasurer-Elect NE Representative
NW Representative Central Representative SE Representative SW Representative

This is your opportunity to become involved within the Executive Board of OSPA and to provide professional services to your colleagues. Please send your nomination to:

Judy Oehler-Stinnet, Ph.D.
434 Willard Hall
Stillwater, OK 74048
W: (405) 744-9450
H: (405) 743-1399
Email: jos@okway.okstate.edu