

OSPA TODAY



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President's Message

Thanks for the Memories...

It has been a wonderful year. Our members have demonstrated their caring and commitment to the profession in many ways, and it was a thrill to see so many at our fall conference. Your executive board has also been working very hard and has accomplished many things for you. **Candis Hogan**, our President-Elect, has worn so many hats, it is hard to keep up with them all. She served as head of the important task force on the future of school psychology in Oklahoma, and OSPA has incorporated many of the task force goals into our own strategic plan. She has been instrumental in keeping legislation for pay incentive for the NCSP in the Oklahoma legislature, and convinced Jerry Sattler to come for our successful fall conference. And every day, she works tirelessly for the children in her district. We are so fortunate to have her coming into the leadership position and I look forward to a great year! **Peggy Kerr** continues to keep our membership up to date and our information available through our wonderful newsletter and impressive web site (thanks also to Michael Kerr). Folks, please send Peggy any contribution you might have! The Kerr's also set up our system of payment/registration through the internet to bring us up on our technology. **Nancy Barton** has worked many hours as treasurer, processing all the payments for membership and the conference fees, and the many details of reimbursing board members and paying for conference facilities and speakers. She, along with **Debby Wheat** who is our accountant, has done a tremendous job keeping the organization afloat despite those of us who never actually took accounting. Thanks to Nancy for continuing as treasurer above the call of duty. **Jamie Haywood** (that's Saint Jamie to most of us) has done the most amazing job as membership chair. She personally spearheaded development of our membership database and included contacts of past, potential and associate members. She has provided us with an excellent membership directory. And you can thank Jamie for those cool bags you got at the fall conference. **Cole Menaker** has also helped with Membership and has taken minutes at several meetings. Cole has done a great job and is an all-around go-to guy. You can always count on him to have a smile on his face and a positive attitude – priceless. **Angie Love** has done a great job as Public Relations representative and was also our school psychologist of the year. Angie has helped us to be represented at many important events such as the Oklahoma Education Association conference and is working on an Oklahoma version of the NASP brochure. Angie has also attended regional and national legislative events to represent OSPA, taking much of her personal time to represent us. And, most importantly, I can always count on her to nag me when it's time to call another meeting! She also did a great job handing out those Sattler books, without which we would have had a small riot on our hands. Thanks, Angie. **Andy Glen**, our NASP delegate, has attended many NASP meeting and brought back important information regarding issues relevant to both OSPA and NASP. He has worked tirelessly on the incentive pay legislation, and is willing to speak up when that is

the right thing to do. Andy, there is a special button in heaven for you. **Debra Puckett** has stepped up to the challenge of Government and Professional Relations Chair and also helped with our legislative efforts. **Steve Crane** has been an articulate and compassionate Professional Standards chair for us. He has consulted on several delicate situations in Oklahoma with diplomacy and grace. He attended many important meetings at the NASP conference, spoke well of our efforts in Oklahoma, and always is able to put his finger on what is important. For example, he has helped us to pinpoint the need for a certificate for the school psychology internship year. I don't think there's anyone he doesn't know at NASP, but I'm really mad at him for not running for NASP president. Maybe if enough of us bug him.....**Tracy Fenton** has been an excellent secretary and we especially like that fancy new laptop she got to create such great minutes. I do apologize for all my ramblings and really appreciate your ability to transcribe our meetings into English. Thanks Tracy and we look forward to seeing you next year. **Mina Hall** was a wonderful Parliamentarian, although I'm sure at times she felt she had pulled detention duty. Thanks for your tactful "Point of Order" at just the right times! **Rich Putnam** is still trying to figure out what office he held, but he did a really good job at it! Just kidding, Rich pulled a double shift as higher education representative and Southeast representative. We also really appreciate **Claire Putnam** being willing to drive in the same car with Rich all that way to come to board meetings as a student representative. In all seriousness, it is so important to have our members from throughout the state represented, and we really appreciate the Putnams' efforts in their area. We also appreciate **Lisa Barnes** and **Rosemary Mulkins** for serving as Northwest and Northeast regional representatives. **Joyce Lowrey** has also made a marvelous transition from our NASP delegate to Central Regions Representative. She stays abreast of many important practice issues in the state and always has the information you need at the tip of her fingers. **Mary Ellen Jones** continues to also have important information regarding our Constitution, ByLaws and Operations Handbook. God bless you Mary Ellen. Thanks to **Darla Griffin** for being our steady beacon as the state liaison. Darla has continued to help the progress of school psychology through multiple grants to districts and training programs. **Linda Nickell** ensured that our awards program continues and that deserving professionals and students are recognized. Thanks to **Jean Benson**, our past president, for her steadfastness in support and service to our profession. I would also like to thank the committee members and other members who worked behind the scenes to make this a successful year for OSPA. And finally, thank you to all the family members of our board who let us borrow them on weekends and nights. Whatever that special little doohickey is you've wanted, this would be a great time to ask for it. Especially thank you to my husband Terry for holding down the home front and all his professional contributions, but honey I don't mean you can buy more stereo equipment. I mean it's your turn to serve on the board. And thanks most of all to my children Rachel and Derek, who teach me every day the meaning of life.

Judy Oehler-Stinnett

Two School Psychologists Earn Board Certification in Neuropsychology

Two Nationally Certified School Psychologists, **Dr. Andrew Glenn** and **Gunda Palmer**, have successfully completed a two-year post-graduate program in neuropsychology through the Fielding Institute in Santa Barbara, California and were awarded the Diplomate from the American Board of School Neuropsychology, Washington, D. C. The two-day Diplomate examination, held on January 19th and 20th, required passing a comprehensive written examination along with the successful defense of a case study. Neuropsychology involves the study, evaluation and treatment of the brain and neurologically-based disorders.

Training was held at Texas Women's University in Denton, Texas, under the direction of Dr. Daniel C. Miller, Chair of the Psychology Department. The competency-based program consisted of 240 hours of classroom instruction covering functional neuroanatomy, cognitive neuroscience, neurophysiology, neuropathology, neuropharmacology and specialized neurodiagnostic techniques. In addition, they completed a 1,000-hour practicum and received 200 hours of clinical supervision. Distinguished faculty included Dr. Allan F. Mirsky, Clinical and Experimental Neuropsychology, National Institute of Mental Health, Dr. Daneen Milam, Department of Protective and Regulatory Services, Child Protective Services, San Antonio, Texas, and Dr. Philip A. DeFina, Director, Neuropsychology Program, Fielding Institute. Andrew is employed by Norman Public Schools and Gunda is employed by Broken Arrow Public Schools.



Andrew Glenn, Dan Miller and Gunda Palmer

A Current Review of Supervision at the Specialist and Doctoral Level

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Supervisor Requirements

Supervision is required in school psychology programs nationwide, and is very important in the development of future quality professionals. There seems to be no published model for supervision which allows great concern for all those involved. Students and supervisors are questioning their responsibilities because there is no definite course to follow. The need for a more stable model of supervision would be beneficial for the students requiring supervision and for the professionals who want to be a supervisor.

Certain requirements must be met in order to become a supervisor. The National Association of School Psychologists (NASP) and the State Department of Education have requirements for both the specialist level intern and the doctoral level intern. According to NASP, the supervisor must be credentialed as a school psychologist. The supervisor must also have one year of experience in the particular setting being supervised. In addition, the supervisor should meet the requirements for independent practice, which is at least three years of supervised experience. Field-based supervisors are allowed a maximum of two interns at a time. If the supervisor has no other assigned duties, the maximum number of supervisees is six. Each intern must be provided with at least two hours of supervision per week. Also, the State Department of Education holds the requirement that a supervisor must be a credentialed school psychologist (Stinnett, Oehler-Stinnett, & Carlson, 2000).

In addition to NASP and the State Department of Education, the Board of Examiners and the American Psychological Association (APA) hold requirements for the doctoral level internship supervisor. According to the Board of Examiners, the supervisor must be licensed and accept the responsibility for the integrity and quality of the training program. The supervisor must also be trained in the major program of doctoral study of the applicant, or a related field. Supervisors also must be able to be employed outside of the school district. Two or more licensed psychologists must supervise each school psychology intern. The supervisors must not be members of the supervisee's immediate family, or anyone with whom the psychologist has had an intimate relationship (Stinnett et al., 2000). Finally, according to APA the supervisor needs to be a doctoral psychologist who has the appropriate credentials to practice in the particular setting of the internship. This must be a core faculty member, who is primarily responsible for directing the training program, and must display leadership and have substantial competence in the program's objectives and goals (Stinnett et al., 2000).

A Need for Supervision Guidelines

Although APA, NASP, the State Department of Education, and the Board of Examiners all have criteria outlining the necessary credentials to be a supervisor, including the frequency and duration of supervision sessions, there

are no specific guidelines concerning the process of being an effective supervisor. In 1998, a national survey was conducted by the Committee for Supervision, Evaluation and Accountability to explore the content and process of intern supervision. The results of this survey are considered a first step in understanding the needs of supervisors. The survey reveals that although most of the psychologists participating in supervision met the credentialing requirements, 90 percent of them had little or no training in school psychology supervision prior to becoming a supervisor. Some suggestions have been made as to the types of support needed by supervisors. These suggestions include a supervisor Listserv, supervision classes and a supervisor mentoring/visitation program. These suggestions would help meet the desire, displayed by many supervisors, to meet with other supervisors on a local and national level. (Hunley, Harvey, Curtis, Portnoy, Grier, Helffrich, 2001)

Another finding of the survey is that supervisors, on average, spend more than one work-day per week working on supervisor duties. An overwhelming majority of these supervisors receive no incentives for the time and energy they put into supervision. It is unfair to continually add more duties to these supervisors' already busy days without offering any compensation. (Ward, 2001).

Guidelines for the Provision of School Psychological Services have been proposed by the National Association of School Psychologists to more clearly define the roles and responsibilities of supervisors. These guidelines could become a source of needed support for school psychology supervisors.

The Students Perspective of Supervision

During graduate programs, students are given the opportunity to apply the knowledge they have learned through coursework to real world settings. These real world settings are the practica and internship components of the university curriculum. One of the most important aspects of the practica and internship is the supervision each graduate student receives. There are many aspects of supervision graduate students find critical and expect of their supervisor.

One component of supervision, in which graduate students report as beneficial, is having the opportunity to shadow their supervisor. This allows the graduate student an opportunity to observe and develop an understanding of the roles, functions, and responsibilities of a school psychologist. Shadowing gives the supervisee the opportunity to apply classroom learning to real world experiences. Graduate students also report a desire to have very close supervision when working on their first assessment cases. Close supervision and guidance promotes the development of professional competencies within the graduate student. This will, in turn, help to promote the graduate student's confidence in their assessment skills (Dehn, Albrechtson, & Schaefer, 2001).

When students in an informal meeting at Oklahoma State University are asked what their expectations of a supervisor are, they report that first and foremost, the supervisor must be trained as a school psychologist. The supervisor must be familiar with ethics and standards and be thoroughly knowledgeable of relevant federal, state and local legislation. It is also important

that the supervisor be familiar with current literature and research. The supervisor should be aware of the supervisee's strengths and weaknesses and assign responsibilities that are within the supervisee's level of expertise and experience. Students also expect their supervisor to sense when to guide and assist and allow the supervisee to work increasingly more independently. The supervisor should be an advocate for the supervisee. The supervisor must discuss the roles and functions that the supervisee is expected to perform, and there should be open communication between the supervisor and supervisee. The supervisor should also provide encouragement to the supervisees by keeping in close touch with them and making himself or herself readily available to the supervisee. The supervisor should also be flexible. For example, the supervisor must be willing to try new and creative approaches; in addition they must have expertise in organizing the situations presented to them efficiently. Finally, the supervisor should remain optimistic and enthusiastic about the field, and should be somebody who wants to help the supervisee become a good school psychologist.

There is abundant evidence on supervisors' and supervisees' need for support. The supervisee's needs and wants should also be considered to promote cooperation toward a common goal. Guidelines have been proposed by NASP, but currently there is no model for supervisors to follow. Further research should be conducted to develop a supervision model.

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KUDOS TO OSDE

For the third consecutive year, the Special Education Services of the Oklahoma State Department of Education is continuing the tuition scholarship/reimbursement program for students seeking school psychology certification at Oklahoma Universities. Oklahoma and the nation are experiencing critical shortages of school psychologists. This has significant impact on special education and related services for students with disabilities. In response to this need, Oklahoma is continuing to provide IDEA, Part B, funds for tuition of eligible students who are obtaining their school psychology certification. Already, enrollment in school psychology programs has greatly increased and many students are now seeking practica experiences, internships, and employment opportunities.

On behalf of these students and the children and families they will serve, OSPA says THANK YOU OSDE!

OSPA At OEA Convention

OSPA participated in the Oklahoma Education Association State Convention on October 18, 2001. Members volunteered to set up and staff a booth to provide information to attendees regarding our organization and the many duties of school psychologists. Those assisting with this effort were Angela Love, Rosemary Mulkins, Tracy Fenton, Nancy Barton, Shelley Geyer, Mary Ellen Jones, Kelly Davis, and Susan Linde. A drawing was held for the NASP publication, "Helping Children at Home and School." The winner was Janet Oman from Muskogee. As part of our long-term goals and objectives, OSPA members continue to educate the general public regarding our organization and the important work we do for children in our state. Volunteers are always needed for this endeavor. If you would like to assist with future events, please contact Angela Love.



Dr. Nancy Barton and Tracy Fenton in front of OSPA's display

Angela Love Named “School Psychologist of the Year”

Dr. Angela Love has been chosen as OSPA’s School Psychologist of the Year. Dr. Love is very active in OSPA, having served as the 95-96 President, current Public Relations and Information Chair, and member of the Oklahoma School Psychology Task Force. She is currently a school psychologist for the Union Public Schools and adjunct professor at OSU Tulsa.

Dr. Love is a Nationally Certified School Psychologist and Licensed Psychologist. She received her Ph.D. in 1993 from Oklahoma State University, M.S. in Education from Pittsburg State University, and B.S. in Education from Missouri Southern State College.

Her past employment history includes serving as assistant professor in early childhood special education at Pittsburg State University and special education teacher at the Craig County Educational Co-op in Vinita and Lakeland Educational Co-op in Grove.

The award will be presented at the OSPA 2002 spring conference on April 18. Congratulations to Dr. Love.



Dr. Angela Love and Dr. Judy Oehler-Stinnett

Rosemary Mulkins Announces Her Retirement

Dr. Rosemary Mulkins has announced her retirement after more than twenty years of serving the students of Oklahoma. Rosemary will be missed by her coworkers and many others who have known her through the years.

Rosemary received a B.S. and an M.A. degree in Communication Disorders from the University of Tulsa. She completed a Ph.D. in School Psychology from Oklahoma State University in 1993. Rosemary has been a teacher of children with Learning Disabilities, a speech pathologist, a psychometrist, and a school psychologist. She has worked at Union Public Schools in Tulsa for the past 18 years. Prior to her employment at Union, Rosemary was employed at the Tulsa RESC, the Tulsa Diocese, and Verdigris Public Schools.

Rosemary has been active in OSPA by serving as treasurer, vice-president, and regional representative. As a part of OSPA's 25th Anniversary celebration in 1999, Rosemary was recognized for her 15 years of OSPA membership.

Rosemary has many exceptional skills as a school psychologist and is well known for her vast knowledge. She is frequently consulted regarding technical skills, test interpretation, or an approach to a difficult problem. Her colleagues wish her the best of luck in her new endeavors and hope that she can find some much deserved rest and relaxation in her retirement.



Dr. Rosemary Mulkins and Mary Ellen Jones

Mary Jo Keatley – Paul Warden Graduate Studies Award Winners Announced

It's time to announce the winners of the Mary Jo Keatley-Paul Warden Graduate Studies Awards. Mary Jo Keatley and Dr. Paul Warden are two of the pioneers in School Psychology in Oklahoma who helped found the Oklahoma School Psychological Association. The graduate studies awards of \$500 each are given each year to two exemplary students enrolled in state programs for school psychology.

Our first recipient is Kathryn (Kitty) Beaman, who is currently enrolled as a candidate for a Ph.D. in school psychology at Oklahoma State University. Prior to embarking on her doctoral program, she was employed as a school psychologist for Jenks Public Schools. Her current research interest involves the ethical decision making processes of school psychologists.

Our second recipient is Kara Benson Parks, who is currently enrolled at the University of Central Oklahoma and is a candidate for the Master of Arts in School Psychology. Prior to beginning her program at UCO, she served as a Staff Assistant to U.S. Senator Don Nickles and then served as a Casey Aide in the Casey Family Program. As a professional in the field of school psychology, she believes it is important to assist teachers in designing individualized learning techniques that may assist each child in need even if they don't qualify for special services. One of her long-term goals is to seek to establish and maintain effective open lines of communication with all the individuals in the schools including school staff, colleagues, children and parents.

*Linda Nickell
Awards, Honors, and Scholarships*



Linda Nickell and Kathryn Beaman



Kara Benson Parks and Linda Nickell

SPRING CONFERENCE A SUCCESS

The OSPA Spring Conference 2002 was held at the Moore-Norman Technology Center on April 18. OSPA President, Dr. Judy Oehler-Stinnett welcomed attendees and Tom Bell (Oklahoma State Department of Education) gave opening remarks. The conference speaker, Dr. Hector Ochoa, gave a wonderfully informative presentation titled, "Psychoeducational Assessment of Children From Culturally and Linguistically Diverse Backgrounds." Dr. Ochoa is a professor at Texas A & M University.

With 37% of the US population being ethnically diverse and 14% speaking a language other than English, it is imperative that all school psychologists have knowledge in this area. Dr. Ochoa distributed a handout with excerpts from his upcoming book and presented information on psychologists' competencies for assessment, the many issues of second language acquisition and bilingual education, common reasons for referral, common difficulties in assessment, language proficiency assessment, the exclusionary clause, and a case study.

During lunch, Judy Oehler-Stinnett conducted OSPA's annual business meeting. OSPA's President-elect, Candis Hogan, presented the 2002-03 nominees for the OSPA Executive Board. OSPA's Graduate Studies Award winners and the School Psychologist of the Year winner were presented their awards. (See articles in this issue.) Treasurer, Nancy Barton, distributed the budget for next year. OSPA's lobbyist gave a short talk on current legislative activities.



Dr. Hector Ochoa and conference attendees