

OSPA TODAY



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President's Message

Interesting Times

Greetings and welcome to a new school year in the Oklahoma School Psychological Association. I extend my thanks to past-president, Candis Hogan, for her exemplary leadership and assistance in making the transition of officers a smooth one. Congratulations to Nancy Barton, our new president-elect. I am honored and looking forward to a great year serving you.

An old Chinese curse states, "May you live your life in interesting times." As I begin this year, I feel duly cursed because these are certainly interesting times. I doubt that in the last thirty years so many potentially destructive forces have converged to affect the helping professions and helping professionals here in Oklahoma. Many of these forces, which include but are not limited to legislative wrangling, Medicaid reimbursement issues, and the demise of the Regional Educational Service Centers, have directly impacted OSPA, its members, and its leaders. With all of this facing us, I believe it is time to take a united and proactive stance.

What do we want our profession to be like in the 21st Century and how do we get there? These are exciting and challenging questions because numerous possibilities exist, which then challenge each of us to be a part of the profession's shaping and molding. We will all take a role in shaping our future, regardless of what we do. As our social reality rumbles, groans, and changes, and as we encounter obstacles along the way, we want to remain a viable and credible profession. This requires all of us working together to ensure that school psychology in Oklahoma will be at its best in serving children, as well as the careers of psychometrists and school psychologists. While respecting our differences, let us stand in unity so we can form that which is invincible in our efforts to enhance our profession and make our world a better place line which to be.

OSPA is like a jigsaw puzzle. Each of you being active in your professional association ensures that there are no missing pieces. Each of you, with your energy, presence, and support, helps OSPA evolve and grow. Being a professional school psychologist is a gift of magnificent proportion. We must be willing to work together to make the public aware of what school psychologists do to assist the youth of today.

Some of the things I hope for the association are to enhance our profession and keep the lines of communication open among all school psychologists through technology and opportunities for discourse, to promote the identity of school psychologists to the public, to promote diversity and cultural competence in the profession, to identify new leaders, to document our OSPA history, and to promote positive changes in the profession.

As a professional, what are your dreams? What role will you take to ensure the reality of your dreams? These issues are not new. The solutions are not new, but they are possible. What is necessary is commitment. As the year unfolds, let us all commit to making OSPA strong in representing and advocating for children's needs and ensuring that we be at our best for those we serve.

We have a strong leadership team which is excited about serving you and eager to make a difference in the school psychology profession in Oklahoma. We want to meet your professional needs. The addresses on our WebPages are accurate, so please do not hesitate to call, fax, or email me or others on the board so that OSPA can continue to become an association that will serve all school psychologists, psychometrists, and counselors effectively in Oklahoma. I am asking for your support as I assume this leadership role, and I look forward to working with you. It is an honor to be associated with such an amazing profession with so many outstanding individuals. We are in interesting times, let's make the most of it in a positive way.

Best Wishes,
Tracy H. Fenton, OSPA President

Editor's Note

My thanks to all of you who have contributed articles to *OSPA Today* this past year. "Thank you" goes to **Candis Hogan, Jill Woodard, Joyce Lowrey, Stephen Crane, Sandra Reese-Keck, Jami Haywood, Marshall Andrew Glenn, Cindie Milford, Tracy Fenton, Maya Rao, Darla Griffin, Elizabeth Hatcher, John Nomura, Erika Stevens, and Charlie Chastain.**

Please share your information or pictures with the membership. Original articles, test/book/software reviews, happenings around the state (such as retirement and employment announcements and notices of upcoming events), and letters to the editor are welcome. Due dates for submissions are August 1, November 1, and February 1.

Peggy Kerr, Ph.D.

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BOOK REVIEW

Odd Girl Out: The Hidden Culture of Aggression in Girls

Author: Rachel Simmons

By Candis Hogan, Ph.D.

Most literature about bullying prevention focuses on the aggression of boys, but Rachel Simmons brings to light the secret world of girls' aggression, which is just as harmful but more difficult to recognize. Research shows that parents and teachers discourage aggression in girls early on, while either encouraging or ignoring the same in boys. School age peers create social groups that value niceness in girls and toughness in boys. Culture derides overt aggression in girls as unfeminine, which leads girls to engage in other, nonphysical forms of aggression. Behind a veil of sweetness, girls' social lives were described by researchers as "ruthless," "aggressive," and "cruel." Because they lack the tools to deal with everyday feelings of anger, hurt, betrayal, and jealousy, girls' feelings stew and fester before boiling to the surface and unleashing torrents of rage.

Alternative aggressions were identified in three subcategories: relational, *indirect*, and *social aggression*. *Relational aggression* involves acts that harm others through threat of or actual damage to relationships or feelings of acceptance, friendship, or group inclusion. This includes ignoring someone in order to punish them, excluding someone socially for revenge, using negative body language or facial expressions, sabotaging someone else's relationships, or threatening to end a relationship unless a request is granted. *Indirect aggression* is covert behavior that allows the perpetrator to avoid confronting her target by using others to inflict pain on a targeted person, such as by spreading a rumor. *Social aggression* uses some indirect aggression like rumor spreading or social exclusion with the intent to damage self-esteem or social status within a group.

Because girls are not encouraged to express their anger, it often goes underground. The importance of relationships to girls becomes so paramount that it can be devastating to lose a friend or become the object of a clique's derision. The price is high: repression of their true feelings, loss of self-esteem, the sense of being crazy, less authentic relationships, lack of confidence, the silencing of their own true voice. The willingness to give oneself completely to another's omnipotence in a friendship is disturbingly similar to that of a victim who remains in a violent relationship. Not teaching girls to know and resist these dynamics may be laying groundwork for violence in their adult lives.

Rachel Simmons contends that girls need to learn to deal with the uncomfortable feelings that often precede anger and conflict. We must stop rewarding manipulation and other alternative aggressions. Girls must be encouraged to embrace respectful acts of assertion, and learn healthier ways of dealing with life's inevitable problems. Our task is to give every girl, every parent, and every teacher a shared language to address girls' conflicts and relationships, where

relationship is defined in new and healthier ways and girls are empowered to negotiate conflict. Girls who are victimized would know that they are not alone, and would enjoy protection at school. Giving girls the ability to speak their truths and honor their peers' truths is the greatest gift we can give them. In the hidden world of aggression that unfolds behind adults' backs every day, this book is a wakeup call to all who care deeply about girls' development.

OSPA at Leadership Conference

OSPA participated in the State Department of Education's Annual Leadership Conference on July 17-19, 2002, in Oklahoma City. 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 Tracy Fenton, Tamara Mitchell, Steve Crane, Candis Hogan, Elizabeth Hatcher, Jami Haywood, and Jane Bias. As part of our strategic plan and objectives, OSPA members continue to educate the general public and school officials 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 Joyce Lowery or Tracy Fenton.

OSPA GEOGRAPHICALLY

Regional activities and services are set up along the following county divisions, which determine the regions. Check your county of employment and match it to your representative. Contact information for all five representatives is in this issue's listing of the OSPA Executive Board 2003-2004.

Counties

Northeast	Northwest	Southwest	Southeast	Central
Adair	Alfalfa	Beckham	Atoka	Cleveland
Cherokee	Beaver	Caddo	Bryan	Oklahoma
Craig	Blaine	Comanche	Carter	
Creek	Canadian	Cotton	Choctaw	
Delaware	Cimarron	Grady	Coal	
Kay	Custer	Greer	Garvin	
Lincoln	Dewey	Harmon	Haskell	
Mayes	Ellis	Jackson	Hughes	
Muskogee	Garfield	Jefferson	Johnston	
Noble	Grant	Kiowa	Latimer	
Nowata	Harper	Love	LeFlore	
Okfuskee	Kingfisher	McClain	McCurtain	
Okmulgee	Logan	Stephens	McIntosh	
Osage	Major	Tillman	Marshall	
Ottawa	Rober Mills	Washita	Murray	
Pawnee	Texas		Pittsburg	
Payne	Woods		Pontotoc	
Rogers	Woodward		Pottawatomie	
Sequoyah			Pushmataha	
Tulsa			Seminole	
Wagoner				
Washington				

OSPA LOOKS BACK

OSPA was founded in January of 1974. This year marks the beginning of our 30th Year. During this anniversary year, each issue of *OSPA Today* will look back over the last 29 years of our history, beginning with a listing of Presidents of OSPA.

1974 (Interim)	Charles Simon
1974-75	Jim Reese, Ph. D.
1975-76	Dan Doss
1976-77	Jacques Cunningham
1977-78	Jim Mason
1978-79	Betty Ray
1979-80	Ken Hobby
1980-81	Marty Anderson
1981-82	Bill Allen
1982-83	Shelley Geyer, Ph. D.
1983-84	Leslie Hale, Ph. D.
1984-85	Darla Griffin
1985-87	Lynn Pollock Cagle
1987-88	Stephen Crane
1988-89	Helen Copp
1989-90	Joyce Lowrey
1990-91	John Corpolongo
1991-92	Val McClanahan, Ph. D.
1992-93	Nancy Rossow, Ph. D.
1993-94	David McIntosh, Ph. D.
1994-95	Mary Ellen Jones
1995-96	Angie Love, Ph. D.
1996-97	Peggy Kerr, Ph. D.
1997-98	Linda Nickell
1998-99	Linda Sanders
1999-2000	Debby Wheat
2000-01	Jean Benson
2001-02	Judy Oehler-Stinnett, Ph. D.
2002-03	Candis Hogan, Ph. D.

OSPA-OSHA LEGISLATIVE COLLABORATION

By Candis Hogan, Ph.D.

OSPA continues to collaborate with the Oklahoma Speech and Hearing Association to achieve its legislative goals. Oklahoma, West Virginia, and Kansas were chosen by ASHA to receive grants for assistance in advocating for nationally certified speech pathologists to obtain professional recognition and salary bonuses comparable to those currently received by the Nationally Certified Teachers. Oklahoma is the only state in which the speech pathologists' state association is collaborating with another group of education professionals—i.e., school psychologists. This joint effort has enabled the two groups to pool funds to afford a lobbyist (of which OSPA pays 30%), who has agreed to continue to work for no additional funds for the coming legislative year (due to the state's financial crisis, which precluded the passing of any bills involving money in the last session).

On July 28, 2003, OSHA hosted a Grassroots Legislative training presented by Janet Deppe, ASHA's States Advocacy Chair, with the lobbyist assisting. The OSPA Board was invited. Drs. Candis Hogan, Past President, and Marshall Andrew Glenn, NASP Delegate, represented OSPA and were named to the OSHA Legislative Committee. Some workshop topics included the process of how a bill becomes a law, bill language, timeline with key deadlines, developing a grassroots network, suggested strategies, etc.

OSPA's three main legislative goals include 1) Professional recognition and salary bonus for Nationally Certified School Psychologists: This would be a positive incentive for retention that would encourage veteran school psychologists to stay in the field and in the state, and for recruitment to motivate others to enter the field and to earn the NCSP credential, thus upgrading their skills and improving school psychological services to children and youth. This is in line with No Child Left Behind's "highly qualified teachers" philosophy. It is also a parity or fairness issue. 2) Provisional Certificate: This is needed for school psychology interns to be allowed to work in public schools and to be paid for their services until they are fully certificated/licensed by the state. It could promote more job flexibility, while the intern is still under supervision; for example, covering for a colleague out on maternity leave. 3) Elimination of unnecessary exams: The Oklahoma General Education Test and the Oklahoma Professional Teacher Exam are no longer required for speech pathologists and should be eliminated for school psychologists as well. This would reduce extra testing fees and remove these barriers to certification.

Ms. Deppe emphasized the importance of collaboration and encouraged both groups to develop e-mail networks to keep members informed. Ideally OSPA and OSHA members in every House and Senate district would agree to

telephone and/or write a letter to their state senator or representative about these issues when the time is right.

Kay Kaufman Serves on Executive Board

Kay Kaufman holds the office of Northeast Representative for OSPA. Kay has worked for the State Department of Education as a psychometrist at the Muskogee Regional Education Center for 17 years. She is currently working for Tahlequah Public Schools as a School Psychologist.

Kay attended Northeastern State University and several universities in Arizona and Missouri. Her husband, Jim, is a retired school administrator. They have one daughter, Lori. Lori and her husband, David, live in the Kansas City area. Their three grandsons are avid ball players and Kay and Jim love to see them play ball. Kay's hobbies include reading, quilting and watching her grandsons grow.