

OSPA TODAY



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President's Message

The Only Constant In Life Is Change

As I write this article, the doldrums of winter are behind us, and the promise of spring and the NASP 2004 Annual Convention in Dallas beckons in the future. The prospect of days of fun, professional development and adventure with friends and colleagues can make the tallest stack of reports seem less tedious.

With this issue, we begin the 30th year for OSPA. There have been many changes in the world during these last thirty years. We have seen these changes reflected within our public schools, and our society in general. We see these changes reflected in the professionals with whom we work, the families with whom we interact, and the children we serve. Many of these changes have their roots in the tragedy of September 11 and the political and economic upheaval that followed. However, many of these changes have to do with the growth and maturation of our organization.

Sometimes changes are frightening. Old models of evaluation and placement are familiar and feel safe. However, as Heraclites, a fifth century BC. Greek historian, once said, "The only constant in life is change."

Our field is constantly changing, and it is important to professionally evolve, as well. School Psychologists across America are accepting the challenge of developing innovative models that meet the needs of children. Such efforts are essential to ensuring that the needs of our students today can be met. As professionals, we must educate school administrators and be continually looking for ways to expand the depth and breath of the services we offer to schools and to children.

The growth of OSPA to address societal needs, shared collegial values, credentialing and national training standards has embraced the diversity of viewpoints that encompass this profession. I believe that our organization must be tolerant of differing professional positions. With regards to the development of new intelligence tests, using curriculum-based assessments, adopting a psycho-neurological orientation, maintaining a psychometric focus, or the use of projective techniques, we must respect the viewpoints of adherents of various professional practices.

It does appear that we will have a critical shortage of school psychologists within the next five to seven years, when many of you reach retirement age and others continue to leave the state.

It is important that school districts hire school psychologists and opt

to increasing duties to encompass greater mental health and school climate involvement, in addition to the traditional special education services. School psychologists should be more involved with counseling, group work within classrooms, character education, instructional design, as well as, crisis prevention and intervention.

This school year has gone by so fast that I can hardly believe it is almost over for me as your President. What a privilege it has been to represent our organization. I have had the good fortune to visit with many of you and cannot help but be invigorated and humbled by the degree of commitment and energy displayed to quality services for students.

OSPA would not exist without its loyal constituency of members who support it year after year with their membership renewals, conference attendance, and thoughtful feedback. I appreciate each member who has helped keep this important organization strong for thirty years!

As I move toward the end of my term, I want to thank all of the people who have volunteered their time and expertise to make this association strong. The Executive Board Members have worked hard this year and for many long hours to watch over the best interests of our profession and the children of Oklahoma, by staying up-to-date and active regarding current issues, legislation and trends in the field.

Over the past few years I have had to learn a great deal of patience with regards to our legislative efforts. I appreciate the diligence and perseverance of all of our board members, especially the legislative work of Dr. Andrew Glenn and Dr. Candis Hogan on SB1207 with regards to the NCSP bonus.

This legislative work and our efforts with children remind me of growing Chinese bamboo. Working together we are like the farmer who grows Chinese bamboo. After the bamboo is planted, only a tiny shoot is visible and the gardener must tend and nurture the bamboo for four years while the shoot remains the size of the thumb. For those first four years, all the growth takes place underground in the root system, unseen by anyone. Finally, in the plant's fifth year, the gardener's perseverance is rewarded as the bamboo grows upwards of 80 feet. Like the bamboo gardener, we often find ourselves nurturing others or working toward goals, in what may seem like unfulfilling and unappreciated relationships or efforts. However, by persistence and patience, our efforts will pay off. It may appear that your thoughtful actions are not making a difference and that your words and ideas of wisdom are falling on deaf ears, but if you will be patient, if you will hold out just long enough, you will reap the fruits of your labor.

I thank you again for the opportunity to serve this distinguished organization.

With heartfelt appreciation,

Tracy H. Fenton, OSPA President

Test Your Ethics IQ?

Hint: There may be more than one answer.

1. Depending on the role and setting of the school psychologist, the client could include:
a) Parents and children b) Teachers c) Other school personnel

2. School psychologists:
a) Avoid dual relationships with clients
b) Document specific instances of suspected ethical violations
c) Consult ethical standards from related fields

3. School psychologists:
a) Cannot reveal confidential information to anyone at anytime
b) Cannot reveal confidential information for professional purposes
c) Can reveal confidential information with the consent of the child's parents

4. If conflict of interest between clients are present, the school psychologist supports conclusions that are in the best interest of:
a) The employer
b) The child
c) The parents

5. Alteration of a released written report should be done only by:
a) The original author
b) The employer
c) The school psychologist's supervisor
d) The administrator

6. School psychologists practicing independently and in a school district (dually employed)
a) May accept remuneration from a client in a public school in their district
b) May accept remuneration from a client in a private school in their district
c) Conduct all independent practice outside of the hours of contracted public employment
d) May use tests, materials, and equipment belonging to the public employer

7. If a child is receiving similar services from the school psychologist and another professional
a) The school psychological services provider should take precedence
b) The other service provider should take precedence
c) The two service providers should be coordinated
d) A third school psychologist should be consulted

8. When using testing materials and technology school psychologists are not responsible for

- a) Knowing the security requirements specific to each instrument
- b) Electronic transmission of records
- c) Obtaining prior written consent when presenting test data that has identifying information removed

9. With regard to research, publications, and presentations, which of the following statements is/are false?

- a) Federal law protects the right of copyright holders of published works and author of non-published materials
- b) School psychologists only publish data or other information that make original contributions to the professional literature
- c) School psychologists make their data available, provided that the data are needed to address a legitimate concern or need and that the confidentiality and other rights of all research participants are protected

10. School psychologists

- a) Should try to secure voluntary participation of a child (when another party initiates services)
- b) Should seek parental support prior to seeing their child on an ongoing basis
- c) Inform parents of sources of help available in the community

11. Ethics

- a) May require a higher standard of behavior than the prevailing policies and pertinent laws
- b) Is an individual responsibility
- c) Guides school psychologists toward appropriate behavior

12. NASP will seek to enforce

- a) Ethical principles
- b) Guidelines for the provision of school psychological services
- c) NASP position statements

Peggy Kerr, Ph.D. and Maya Rao, M.A.

(ANSWERS ARE ON THE LAST PAGE)

Teresa Knight Receives NASP Grant

Congratulations to Teresa Knight, School Psychologist. She received a \$100 grant from the National Association of School Psychologist to buy incentive gifts for students at her school. Teresa is a Nationally Certified School Psychologist who works at Hoover, Quail Creek, and Nichols Hills Schools. Other interested School Psychologists can apply through the NASP website. Funds are to be used for students in low income urban areas. Contact Teresa Knight for further information.

Explore The Other Exeter This Summer

The 2004 International School Psychology Association (ISPA) colloquium will be held this summer in Exeter, United Kingdom, July 27 – 31, 2004. The colloquium will provide a unique opportunity for school psychologists from around the world to learn from each other and share common interests and concerns.

Applications are invited for symposia, workshops, individual presentations, and posters related to the colloquium theme—*School Psychology in the 21st Century: Whose needs? Whose benefits?*

The colloquium will be held at the main campus of Exeter University, which is generally considered to be one of the most beautiful campuses in the UK. The city of Exeter, a very popular summer resort, is located about 180 miles southwest of London in Devon, on the south coast between Cornwall and Dorset. The colloquium will be held over five days, but participants are invited to extend their stays. In addition to valuable presentations, workshops, interaction groups, and social activities, there will be time for a range of visits to the moors, stately homes, beaches, gardens, and other places of interest within the area.

To learn more, visit the ISPA website at www.ispaweb.org. Further details about conference submissions and accommodations can be obtained from: Professor Bob Burden, c/o School of Education and Lifelong Learning, Exeter University, St. Luke's Campus, Heavitree Road, Exeter, Devon EX1 2LU, England. Or e-mail: R.L.Burden@exeter.ac.uk

Internet Tips - Keep Out Unwanted Visitors!

With the recent increase in viruses, trojans, spam and spyware programs comes an increased risk that some user on the Internet will pay you a visit without your knowledge. The Internet is a network, like the networks we find in schools and businesses; and networks are made to give people access to the files on other computers. However, some folks use the Internet to spy on or harm other computers, so it's important to have good protection on our computers.

There are several tools which can virtually eliminate our vulnerability to hacker attacks.

First, everyone should have a good antivirus program that scans files (and email messages) as you use them on your computer. Then, if a virus is identified, the program will stop it from acting and, in most cases, remove it from your computer. Most off-the-shelf antivirus programs are adequate, though it may be a good idea to avoid the "security suites" with multiple programs, as they sometimes interfere with normal computer use.

Second, especially for DSL and cable users, is a firewall. Firewalls keep other people from accessing your computer through the Internet. Windows XP has a built-in firewall which is effective (be sure it's turned on), or for older versions of Windows you can download a free program called Zone Alarm Basic (<http://www.zonelabs.com>). This program requires some setup time, but it prevents snoop or spy programs on your computer from accessing the Internet without your knowledge. Another way to get a firewall is to use a router with your cable or DSL service.

Other helpful programs that can make email and web browsing safer and more pleasant include spyware eliminators, spam blockers and pop-up eliminators. A good (and free) spyware eliminator is Ad-Aware from <http://www.lavasoftusa.com>. For effective spam blocking, find out if your Internet service provider has spam blocking and, if need be, turn it on. Some email programs, such as Mozilla's Thunderbird (a good AND free one at <http://www.mozilla.com>), have built-in spam filters. To block pop-up windows and prevent "spying" while you browse be sure to get the Service Pack 2 update for Windows XP, or for older Windows get the free Google toolbar (<http://toolbar.google.com>) with popup blocking for Internet Explorer.

Michael Kerr, Ph.D.
OSPA Webmaster

OSPA LOOKS BACK

OSPA was founded in January of 1974. During this 30th anniversary year, OSPA is taking a look back. In 1998, OSPA established the Paul Warden and Mary Jo Keatley Graduate Studies Awards. Monetary awards of \$500 are presented to two Oklahoma school psychology students annually. The awards were developed in response to our professional commitment to encourage promising students to complete a school psychology program. Through 2003, OSPA has awarded \$5,000 to students in school psychology training program in Oklahoma.

Paul Warden and Mary Jo Keatley Award Recipients

1999 Tracy Fenton, Amy Wylie Gardner
2000 Lynn Cagle, Jennifer VanHemert
2001 Shonda Ballard, Rita Echelle
2002 Kathryn Beaman, Kara Benson Parks
2003 Rouye Choquette, Deborah Davis

OSPA Membership Update

OSPA warmly welcomes 7 new student members. **Michelle Atkins, Lezlee Greguson, and Rachel Stricklin** are pursuing graduate degrees in school psychology at OSU. **Michelle Parker and Denise Emerson** are graduate students at ECU. Michelle resides in Ada, OK and Denise is a school counselor for Krebs School. **Amanda Klinglesmith** is a special Education teacher for Moore Public Schools and is also a school psychology student at UCO. In addition to being a student of school psychology at UCO, **Stacy McKinney** teaches Title I at Guthrie Jr. High School. Our newest regular member is **Kathie McCabe** from Shawnee, Oklahoma. Kathie is a school psychologist for Dale Public Schools. Again, we welcome Michelle, Lezlee, Rachel, Michelle, Denise, Amanda, Stacy and Kathie to OSPA. We look forward to getting to know each of you better.

Currently, OSPA has 173, 2003-2004 paid members with the following breakdown: Regular Members – 124; Student Members – 35; Life Members – 11; Associate Members – 3.

Central Region – 60; Northeast Region – 69; Northwest Region – 8; Southeast Region – 22; Southwest Region – 14

Should you need a new membership certificate, have any directory information changes such as address/email, or have any concern or question about OSPA membership, please contact Jami Haywood at jmehaywood@cox.net or OSPA, P.O. Box 665, Jenks OK 74037.

Thanks so much to our new members as well as our members who have renewed their commitment to Oklahoma School Psychological Association. Your financial support ensures our ability to provide continued services such as professional conferences, public relations activities, legislative input, and newsletter production. OSPA is here to serve YOU.

Revised Tests Create Ethical and Legal Issues

Betsy C. Grier, Ph.D., NCSP

The year 2003 introduced several revised tests that are commonly used by school psychologists for assessment of students' cognitive abilities including the Stanford-Binet Intelligence Scales: 5th Edition (SB-V) in February of 2003 and the Wechsler Intelligence Scale for Children: 4th Edition (WISC-IV) in the summer of 2003. Also fairly recent, in the spring of 2002 the Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III) was released. These revised assessment tools create several important ethical and legal issues that are important for school psychologists to consider.

As trained professionals, we know the utility and significance of using the most recent tests to adequately and appropriately assess a child's cognitive abilities. All of our professional organizations include these mandates in their ethical standards. The NASP code of ethics entitled *Principles for Professional Ethics (2000)* maintains this directive: "School psychologists . . . [choose] instruments and techniques . . . that have up-to-date standardization data and are applicable and appropriate for the benefit of the child."

Often, school budgets seem to dictate when school psychologists are able to obtain these new testing materials. However, school psychologists are bound to practice ethically and legally when evaluating students. If schools do not provide these instruments in a suitable amount of time to allow for training, then the agency will be violating the standards outlined by the Regulations from IDEA, which clearly state that "the public agency uses technically sound instruments" (Jacob & Hartshorne, 2003, p.86). The use of old versions of tests using outdated normative data is not considered appropriate. So, "how long" do school agencies and/or school psychologists have to purchase the new testing materials and to receive appropriate training to administer these tests?

Dombrowski (2003) reported that there is limited guidance about "how long" school psychologists have to transition to using the new instruments. However, a proposed standard is offered that states "Psychologists should adopt and use the most recent version of an intellectual assessment instrument within one year of its publication" (p. 12). A one-year timeline is proposed in order to allow for good training to use the tool, to provide additional time to research the technical adequacy of the tool, and to allow for psychologists and school districts to budget the money to purchase the instrument. Thus, all agencies should be using the WPPSI-III at this time considering that it has been available for almost two years. Psychologist should be using the SB-V by February of 2004 and the WISC-IV by summer of 2004. This time allotment is considered appropriate and the best practice in incorporating these newly revised tests in a school psychologist's assessment practices.

References

Dombrowski, S.C. (2003). Ethical standards and best practices in using new revised tests. Communique, 32 (1), 12-13.

Jacob, S., & Hartshorne, T.S. (2003). Ethics and law for school psychologists (4th ed.). New York: John Wiley & Sons, Inc.

National Association of School Psychologists. (2000). Principles for professional ethics. Bethesda, MD: Author.

Betsy C. Grier is an Assistant Professor in Clinical Pediatrics at the University of South Carolina School of Medicine.

NASP Provides “Tiny-Grants” to Its Members

What are Tiny-Grants?	A new Children’s Fund program to provide small grants—up to \$100—directly to NASP members to help meet children’s welfare or educational needs. Please note: All mental health funds have been depleted. Only requests for funding for children’s basic needs can be considered.
What can I buy with a Tiny Grant?	Items which help meet basic needs of children at school are acceptable: such things as clothing, eyeglasses, book bags, school supplies, etc.
May I spend more than \$100?	Sure, but Children’s Fund can only reimburse you for \$100.
How do I apply?	Click on the link in the NASP web site to complete a brief online application. As long as funds are available, you’ll get an email acknowledgement within a day or two. It will explain the reimbursement procedure.
Then what?	Purchase the item(s) and mail the receipt to the Children’s Fund treasurer as instructed in your acknowledgement email.
There must be some limits to this?	Only current NASP members may apply and only once each membership year. For ‘03-04, Children’s Fund has allocated %5000 for this program.
Do I have to be a NASP member?	Yes, only NASP members are eligible to apply.
Do I have to be a Children’s Fund member?	No, but we hope you’ll join. It only takes a \$10 contribution each year to be a member of the Fund.
If I have a question?	Just send email to larmistead@earthlink.net
Where do I apply?	Click on the link in the Members-Only section of the NASP web site (www.nasponline.org) to complete your online form.

Answers to "Test Your Ethics IQ?"

1. a,b,c
2. a,b,c
3. c
4. b
5. a
6. c
7. c
8. c
9. d
10. a,b,c
11. a,b,c,
- 12, a