

OSPA TODAY



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Seasons Greetings!

As we enter 2004, I want to first wish you and your loved ones a happy, healthy and prosperous New Year. As I look back at OSPA's Fall Conference and reminiscence, I can't help but smile as I think of all the pleasant faces that saw there. In all, approximately 185 people attended the conference, making it one of the largest conferences that we've ever had. A sincere thanks go to all who made it happen and to all who support OSPA by attending the conference. The feedback that I received from attendees about Andrea Kunkel and Wendy Huckeba's presentations was overwhelmingly positive.

Now it is on to a new year, a new legislative session, and of course, the National Association of School Psychologist's Conference in Dallas this spring. I would like to encourage everyone to join and attend the NASP Convention which will be held March 30-April 3, 2004 at the Adams Mark Hotel in Dallas. OSPA's Annual Business Meeting and Spring In-service Training will be held in conjunction with the NASP Convention this year. A special thanks to Dr. Marshall Andrew Glenn for arranging Daniel Miller, President of NASP, to be our guest speaker. You may visit the NASP website at www.nasponline.org for more conference information. I hope that all of you will plan to attend. Nowhere else will you be able to get so many CEUs, in such a dynamic package, at such a reasonable cost. Beyond that it is an excellent time to network, renew old acquaintances, and to find out what is happening in our profession in Oklahoma as well as in other parts of the country.

As I plan and look forward to a new year, I am also enthusiastic about the new challenges as this promises to be a banner year with new guidelines and regulations. Full implementation of No Child Left Behind (NCLB), the related demands of high stakes testing, heightened emphasis on accountability and evidence-based practice, and the re-authorization of IDEA will all have some impact on the services we provide. The NASP 2004 Convention, the largest gathering of school psychologists in the world, with its theme: Mind Matters - All Children Can Learn will be an excellent opportunity to stay abreast of critical developments in the field.

This year also marks the thirty-year anniversary of OSPA, so it will again be a wonderful opportunity to see familiar faces and meet new friends. I hope that all of you will plan to attend.

This is an important time for all school psychologists, psychometrists and counselors to show unity and work together. With the state's funding crisis there are many challenges facing all of us. Furthermore, with the Oklahoma legislature beginning its new session, so it is time to communicate your needs and concerns to the OSPA leaders so that we can plan for action. OSPA maintains a lobbyist to initiate and influence legislation. This is helpful but not enough, we need your unified support and efforts to help all of us get through these tough times, and to improve education and mental health services for Oklahoma's children. Bring us your ideas, suggestions and your energy. Please get involved and help us help each other.

We are already planning for the new year. Strategic planning is underway, which will be followed by a projected budget, nomination of officers, elections, and the summer training retreat. Our profession is facing many challenges. It is now more important to support each other than at any other time in recent past. Please get active, come to the conference, and get involved. We will all be better for it.

This is an exceptional executive board and I am proud to be affiliated with such a caring group of people. They work each day to make OSPA a better organization and to advocate for children across the great state of Oklahoma. OSPA is a dynamic organization!

With Every Good Wish,

Tracy H. Fenton
OSPA President

CALL FOR 2004-2005 OSPA NOMINATIONS

OSPA is currently seeking nominations for the 2004 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. 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/s to:

Nancy Barton
3238 E. 93rd St.
Tulsa, OK 74137
nancybarton@sbcglobal.net

CALL FOR APPLICATIONS FOR CHILDREN'S FUND SERVICE PROJECTS
2003-2004 school year

The Children's Fund is soliciting applications for service projects. Funded projects impact children's lives and are as diverse as a Handbook of Poetry by Classmates of Victims of Shootings in Jonesboro, Arkansas, or books to replace those lost in flooded North Dakota and Minnesota. Projects funded have included a safe place for children of physical and sexual abuse in Rutland, Vermont; the development of a Crisis Response Kit in Anchorage Alaska; the development of a reading library and program for character education in China Springs, Texas; a Community Project to Reduce Teen Pregnancy in Casa Grande; and Read In Day in Bangor, Maine, to name a few.

Service Projects considered for funding will be consistent with the Fund's priorities:

- Advocate for the essential rights and welfare of all children and youth.
- Promote learning environments that facilitate optimal development.
- Research effective interventions that address distressing circumstances of children and youth
- Embrace individual differences in children and youth.

The Children's Fund Board of Trustees encourages school psychologists, graduate students, academicians, and interdisciplinary teams to apply for funding. Successful applications will be unique in the service provided.

The Children's Fund of NASP is affiliated with, but an independent charitable organization of NASP. As a tax-exempt, nonprofit charity, the Children's Fund can accept and disburse monies for charitable purposes.

There are no deadlines for applications and each one is considered as they are submitted. Funds for accepted projects will depend on availability of funds. Funding can be in any amount up to \$5,000.00 (see the application packet for expenses that will be funded).

For information on the Children's Fund and service project applications go to www.nasponline.org and search CFAppProcedure.pdf or email Dr. Rivka I. Olley, rolley@bcps.org. Applications are accepted by email.

Global School Psychology Network

The **Global School Psychology Network** is an innovative Internet community dedicated to the professional development of school psychologists. Our vision is to develop and continuously improve a true learning community, where participants advance their professional knowledge, receive and provide peer support, have a sense of belonging, feel safe, are actively involved in determining the direction of the community, and have fun.

We believe that the improvement of our model of a professional development community must be based on research. Therefore, participants are expected to complete questionnaires and allow their email messages to be used as research data (confidentiality will be protected). In addition, participants need to (a) have access to the Internet and (b) read all guidelines for using the computer network and contact the research team if they have questions.

Unlike most Internet groups, we use software with a high level of security. The participants of our community strive to create and maintain a safe, supportive and intellectually stimulating environment. At the heart of these efforts, are the on-line discussion groups. These include, a general community forum discussion area, a rotating "theme of the month" discussion, a discussion area devoted to assessment, and an in-depth discussion of cases area. Our intent is to continually adapt our discussion areas to the needs of our participants. The evolving nature of the services is the direct result of the feedback and creative ideas of the participants. As a result, the content of the discussion areas is subject to change. However, a constant is the presence of knowledgeable facilitators for each discussion area.

In addition to our discussion groups, participants have access to a database of the members' areas of interest and expertise, on-line courses or study groups, live text-based chats, an on-line library, and other Internet discussion groups.

You can join the **Global School Psychology Network** at www.schoolpsychology.us

GRADUATE STUDIES AWARD

The *OSPA Graduate Studies Award* was established in 1998 to recognize and provide financial support to students in school psychology training programs in the state of Oklahoma. These awards were developed in response to our professional commitment to encourage promising students to complete a school psychology program. Awards are presented to those individuals interested in pursuing a degree or certification in School Psychology. Each candidate must submit a completed application, a resume, a copy of current transcripts, a professional statement, and one letter of recommendation. A committee from the OSPA board will review all completed applications using the specified criteria. Completed applications, resumes, transcripts, and letters of reference must be received no later than February 1, 2004 for consideration of the 03-04 awards. Candidates should be OSPA members. Those who complete the application process will receive a one-year student membership in OSPA for the following year. Monetary awards will be presented annually in the amount of \$500 to the two selected students.

For further information or to download the application go to www.ospaweb.org or contact

Elizabeth Hatcher
OSPA Awards, Honors, & Scholarships Committee
1604 S. Air Depot
Edmond, OK 73013
hatchone@swbell.net

If Oklahoma Had Only 100 Children

If Oklahoma had only 100 children, eleven would be American Indian, one would be Asian, and eight would be Hispanic or Latino. Most of the rest would be White.

If Oklahoma had only 100 children, twenty would live in families so poor they could not provide that child with an adequate diet. Six of those poor children would be under the age of five.

If Oklahoma had only 100 children, at least six would live with a significant disability. Four of those children would be mentally disabled, probably mentally retarded.

If Oklahoma had only 100 children, we would have to take care of each one. We would have none to spare. Oklahoma has only 892,360 children. We have to take care of each one. We have none to spare.

Adapted from *OICA Health*, Vol. 4, October 2003

MARK YOUR CALENDAR

Finally, something REALLY big in Texas

NASP 2004 Annual Convention
March 30-April 3, 2004
Adam's Mark Hotel
Dallas, Texas

Looking Ahead to NASP Conventions

2005 March 29 - April 2
2006 March 28 - April 1

Marriott Marquis, Atlanta, GA
Hilton Anaheim and Anaheim Marriott Hotels, Anaheim, CA

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 in 1986, OSPA began selecting a School Psychologist of the Year. This award was named in honor of Dr. Fay Catlett, who was the first trainer in school psychology at the University of Central Oklahoma.

- 1986 Ruth Taylor, Ed.D
- 1988 Val McClanahan, Ph.D.
- 1990 Helen Copp
- 1991 Leslie Hale, Ph.D.
- 1994 Stephen Crane
- 1995 Shelly Geyer, Ph.D.
- 1996 Joyce Lowrey
- 1997 Marshall Andrew Glenn, Ph.D.
- 1998 Julie Shackelford, Ph.D.
- 1999 Peggy Kerr, Ph.D.
- 2000 Mary Ellen Jones
- 2001 Candis Hogan, Ph.D.
- 2002 Angie Love, Ph.D.
- 2003 Elizabeth Hatcher

WELCOME NEW 2003 OSPA MEMBERS

OSPA warmly welcomes our newest members. **Sue Baker**, school psychologist, joins us from Jenks Public Schools. **Amy Barnett, LPC, LBP**, is a counselor for the Cimarron Valley Therapeutic Services in Weatherford and is pursuing School Psychology certification through a cooperative program via ECU and SWOSU. **Teresa Bartlett** practices school psychometry for Broken Bow Public Schools. From Colorado Springs, CO, school psychologist, **Teresa Blakely** serves the District 11 Public Schools. **Rachel Buford** is a school psychology intern for the Hulbert Public Schools. From the OK State Dept. of Ed., comes **Judy Copeland**, a special education coordinator. **August Calvert, Amy Pemberton, Monica Pevehouse, and Chesney Soderstrom**, are new student members from the University of Central Oklahoma. School psychology student, **Kayce Dodson**, joins us from Oklahoma State University. **Debra Lee Endress**, is a school psychometrist for Hominy Public Schools and **Helene Erwin**, serves the Nashoba Elementary School as both a school psychometrist and counselor. For the Latta Public Schools, **Cami Henson** also practices both psychometry and school counseling. **Sandy Hladik**, school psychometrist, is from Enid. Director of Special Services, **Gail Kaufman**, joins us from the Vian Public Schools. Serving the Elmore City-Pernell Public Schools, **Danna Lauderdale**, is a school psychologist intern. **Gretchen Lewis-Snyder** is a school psychologist intern for Oklahoma City Public Schools. **Edith Luster** is a school psychologist for the Owasso Public Schools. From Edmond Public Schools, **Lea McBride**, school psychologist joins us. **Shirley McDaniel** is a school psychometrist for the Tri-County ILC. From the Battiest Public Schools, comes special education teacher, **Amanda Norman. Marilla Parker** joins us from Caney Public Schools where she is both a school psychologist and counselor. **Darla Schmidt**, therapist from Pauls Valley, is a school psychology student at East Central University. School psychometrist, **Dirk Schmidt** serves the Osage County Interlocal Co-op. **Sylvia Sterling**, from Muskogee, is a school psychologist for OSB. From Muskogee Public Schools, comes school psychometrist, **Kim Stotts. Jodie Williams** joins OSPA from Elk City Public Schools where she is a school psychologist. **Patricia Williams** is both a Title III director and school psychometrist for Canadian Public Schools and **Sherry Woolwine** is a school psychometrist from Chickasha Public Schools. Again, welcome to each of you and we look forward to getting to know you better.

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.

Sternberg's Theory of Successful Intelligence
Melanie R. Callicot
Natalie N. Carolina
Angela K. Miller
Oklahoma State University

The field of school psychology was nationally recognized at last year's Futures Conference of School Psychology. This historical event was hosted by the National Association of School Psychologists (NASP) and took place November 14th-16th, 2002. The world-wide-web, for the first time, was utilized as a tool for broadening the audience of participants. Many schools were invited to take part. Oklahoma State University was one of 75 schools chosen to host an online downlink of the conference. It is predicted that this conference will be a turning point for the field of school psychology in the 21st century.

Well-known professionals in the field presented their research on various topics. Following the discussions students, faculty, and other professionals at remote sites were able to respond with comments and questions regarding the presentations. Robert Sternberg, current president of the American Psychological Association (APA), discussed his systems theory about "Teaching for Successful Intelligence."

Teaching for successful intelligence involves "instructing and assessing analytically and practically, as well as for memory" (Sternberg, 2002). Sternberg's purpose in developing this theory was to ensure that all students would have a greater chance at succeeding in school and later in life.

In today's classrooms you often find that teachers rely on the traditional method of "teaching for memory." This conventional way of teaching often requires students to recall, recognize, and repeat general concepts that have been taught in the classroom. Often this results in a mismatch between instruction and a student's learning style, because successful intelligence differs for everyone.

Sternberg believes that more students will benefit if instruction and assessment are balanced analytically, practically, and creatively. For students who are not memory learners, these components offer more opportunities for them to succeed. If implemented in the classroom, students will be "better able to capitalize on their strengths and to compensate for their weaknesses" (Sternberg, 2002).

Teaching for analytical learning provides an opportunity for the student to think more in-depth about a subject. A teacher can promote analytical thinking by asking students to analyze, explain, judge, critique, or compare and contrast the material that has been presented to them in class. When this type of

instruction is provided, students who learn this way will be better able to comprehend the material by formulating strategies, developing mental representations, and evaluating their solution (Sternberg, 2002). Analytical teaching will require that a student's work be informed, logical, organized, and balanced.

For students who learn best when they "are left free to explore ideas that go beyond those in books or lectures," (Sternberg, 2002) teaching for creative learning is important. This method is taught by encouraging student's to create, design, invent, and imagine. Creative instruction and assessment will enable students to "attain self-efficacy, persevere to surmount obstacles, tolerate ambiguity, continue to grow, and to develop a sense of perspective on themselves and their work" (Sternberg, 2002). Creative teaching will require that a student's work is informed, unique, compelling, and task-appropriate.

Students that respond better to practical teaching techniques need instructional methods that require them to apply what they have learned to real-life situations. Practical intelligence occurs when students "use, apply, implement, employ, and contextualize" (Sternberg, 2002) the knowledge provided to them. Work produced using this method should be informed, useful, and feasible with respect to time and place.

Sternberg believes the goal of instruction is the development of competence by establishing a flexible, organized, and easily retrievable knowledge base. In order to achieve this, one must include learning components that go beyond basic memory instruction and use diverse instructional methods. It would be impractical to expect that a teacher would use these types of instructional methods all the time for every lesson. Yet, it would be possible for them to alternate the strategies in order to reach a greater number of people. An ideal classroom would be to reach all students at all times.

Although this theory has been shown to be effective in several studies, potential objections have hindered its acceptability. Some teachers may complain that it is too hard to do, it takes up too much time, or that it is just another fad. This theory would require many changes to be made in already existing instructional methods. For some, it may feel uncomfortable to teach in ways that are different from how they were once taught. As for school-wide implementation of these ideas it could negatively affect high-stakes achievement and IQ test scores. These types of tests measure limited sets of skills that are often based on factual information, rather than the creative, practical, and analytical components that Sternberg argues teachers should employ when developing lesson plans. Sternberg claims that successful intelligence would be beneficial for children with special needs. In reality, children taught by this method will show little improvement due to their intrinsic absence of creative ability.

According to Sternberg, however, there are many more benefits than objections to this theory. He believes that student learning and school-wide achievement increase when his ideas are used. He has found through research that students who have been taught using successful intelligence based curriculum outperform students who have not. As a result, society will benefit from this because students will have had the opportunity to discover where their strengths lie and what true talents they have, which will better prepare them for actual job and real life experiences.

As graduate students in a school psychology program we have found this theory to be very applicable for the general instructional classroom. It appears to encourage optimal learning by using alternative teaching styles, yet we are still skeptical. Of the research we found, Sternberg conducted most of the studies. To date, there has been no other evidence to contradict or support his theory. Future research needs to be conducted to validate his claims.

References

Sternberg, J. R. (2002). Raising the achievement of all students: Teaching for successful intelligence. *Educational Psychology Review*.