

The KAPS Review

A Publication of the Kentucky Association for Psychology in the Schools

Summer 2003

A Message from the President

Dear KAPS Members,

Well, it is that time of year. I cannot believe the end of the school year quickly approaches. Tests, consultations, reevaluations, ARCs, CATS... need I say more? I also cannot believe that my year as KAPS President draws to a close. There is no way to begin to thank all of the people who have helped make this year flow smoothly. We have accomplished much in a short amount of time (membership packets, website expansion, successful fall and spring trainings, to name a few). KAPS has grown stronger as an organization and as a resource to the many school psychologists across our Commonwealth.

April was National School Psychology Month. From the emails I have received I know that several of you work in districts that recognize the invaluable resource they have in their school psychologists. For those of you who were not recognized (and for those of you who were) I want to remind you of a few things. School psychologists are an integral part of many school districts across this state. We are a varied group who specialize in everything from assessment and consultation to behavioral management and grant writing. We work tirelessly to insure that students who are at-risk academically, behaviorally and/or emotionally have the resources they need to be successful in life. Wow! When was the last time you really took a second to think about all of the things you do or the children whose lives you impact everyday? Take that second now. Take that second again the next time you feel overwhelmed, under appreciated, and totally inundated with the day-to-day tasks that keeps the wheels turning. Remember why they need us and give yourselves a pat on the back from me. We are a proud bunch, but a bunch that really does make a difference and I have been so proud to represent you. Thank you for giving me the opportunity to learn so much in such a short period of time.

Let's keep up the effort to make ourselves known. Let's keep up the fight to keep school psychological services an integral part of school staffing in these times of tenuous budgets. Let's remind those around us that the services we deliver are not only important but essential to the continued effort to *close the gap!* We have to be our own cheerleaders. We have to toot our own horns! KAPS and NASP are there as resources to help make this effort successful. Talk with psychologists in neighboring districts. Keep in touch with your KAPS officers and especially your regional representatives. If we work together, nothing can keep us from living up to the theme of the 2002 KAPS Fall Conference... *School Psychologists in Kentucky: Making A Difference!*

I wish all of you a happy and healthy summer break. Take time to pamper yourselves. Rejuvenate and revitalize because August comes before you know it. And Diann, I wish you good luck, as you get ready to begin your term. Enjoy this experience and take time to appreciate the adventure.

Again, thank you all for this opportunity. I will always be your colleague, your supporter, your cheerleader, and your friend.

Angie Chandler, KAPS President 2002-2003



**Anyone can submit an article to the
*The KAPS Review***

This publication is a free way to share your work and accomplishments - we want to know what you are up to!

Send information you would like published to:

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Don't forget to
checkout our website.

www.psychology.eku.edu/KAPS/

Webmaster: Dan Florell

Governor Proclaims April 21 - 25, 2003 School Psychology Week in Kentucky

On April 24, 2003, Governor Paul Patton signed the proclamation proclaiming April 21-25th **School Psychology Week in Kentucky**. Nelson County School Psychologists Stephanie Seraphine, Amy Wiseman and Angie Chandler, KAPS President and Dr. Angela Wilkins, Director of Division of Student, Family, and Community Support Services KDE, attended the signing ceremony held in the rotunda of the State Capitol.

Proclamation

by

Paul E. Patton
Governor

of the

Commonwealth of Kentucky



To All To Whom These Presents Shall Come:

- WHEREAS, The Commonwealth of Kentucky is dedicated to encouraging the healthy development of the state's children and youth, and recognizes that education promotes the common welfare of all citizens; and
- WHEREAS, The state displays its devotion to this goal by striving to provide school psychologist services to all Kentucky's public education students; and
- WHEREAS, School psychologists provide direct services to students through assessment, counseling, and educational intervention activities; and
- WHEREAS, School psychologists provide direct services to school personnel through staff training activities, evaluation of school programs and activities, and membership on committees to furnish psychological expertise on educational issues; and
- WHEREAS, School psychologists provide direct services to parents and communities through consultation and training in the use of appropriate educational and mental health intervention for students;

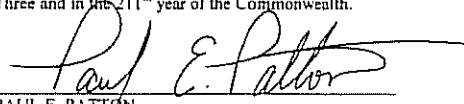
NOW, THEREFORE, I, PAUL E. PATTON, Governor of the Commonwealth of Kentucky, do hereby proclaim April 21-25, 2003 as

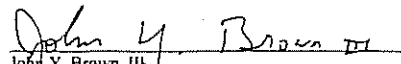
SCHOOL PSYCHOLOGY WEEK

in Kentucky.



DONE AT THE CAPITOL, in the City of Frankfort, this
24th day of April, in the year of Our Lord Two Thousand
Three and in the 211th year of the Commonwealth.


PAUL E. PATTON
GOVERNOR


John Y. Brown, III
Secretary of State

NASP Report

By Jim Batts

Over forty national and state leaders attended the NASP Southeast Region meeting in Tampa, October 25-27. Representing Kentucky was Angie Chandler, KAPS President; Diann Shuffett, KAPS President Elect, and Jim Batts, Kentucky's NASP Delegate and the Southeast Delegate Representative. The meeting started with each of the thirteen states sharing the successes and challenges facing their states. As in previous years, the evaluations revealed this portion of the meeting was valued most by the attendees. Diane Smallwood and Kathy Leighton, the NASP President and Secretary respectively, attended the meeting and gave a NASP update. Michael Curtis and Diane led a discussion of the implications for school psychologists regarding the LD Initiative, the President's Commission on Excellence in Special Education, and IDEA Reauthorization in light of the personnel shortages. Doris Paez, from the ASPIRE Project, presented on "Culturally Competent Assessment." Many of the state teams were so impressed with her presentation that they arranged for her to present at their state conferences. KAPS has arranged for Doris Paez to conduct a workshop at our fall conference. Keeping with the "All work and no play" philosophy, the group enjoyed a sunset cruise on Tampa Bay.

Fall Conference News!

"What a busy year it has been!" Everyone can identify with this statement, to be sure. School psychologists in particular can identify with this due to the ever-increasing needs of students and our continued lack of time in trying to meet those needs. The focus of our conference this year is "Breaking Down the Barriers." Often the barriers are "bigger than us." My goal in organizing the conference is to provide many varied opportunities to gain the tools you need to help "chink away" at those barriers.

The conference will be held at the Hurstbourne Hotel in Louisville, September 17-19, so mark those calendars now. The pre-conference presenter will be Dr. James Sutton. He will be presenting on Oppositional and Defiant Children. Dr. Sutton is a school psychologist and a national speaker regarding practical strategies for dealing with tough kids. Thursday and Friday will follow with other local and national presenters. These will include issues in culturally competent interventions and assessment by Dr. Doris Paez from Furman University. Dr. Andrew Phay will be conducting a presentation on the new WISC-IV, which is due out in early fall. Other presentations will address academic interventions, counseling strategies, behavior, and much more. For our new school psychologists and students in training, there will be a presentation on, "What your graduate program didn't tell you." That should be exciting, as I hope the whole conference will be. I look forward to seeing you all!

If anyone would like to be a presenter at the conference, please get your proposal to me as soon as possible, but no later than June 30. You can access the Call For Presentations on the KAPS website.

Diann Shuffett, KAPS President Elect
Dshuffett@fayette.k12.ky.us

The following article written by Don White was printed in The Anderson News on February 2, 2003.

Psychologists help look out for local kids This year, each school has it's own for first time

When it comes to meeting the mental health needs of the students, the Anderson County School System may be among the state's leaders.

Effective this school year, each school has its own psychologist on staff.

Jayne Ellen Myers can remember when she was the only psychologist for the whole school system.

"That was in 1984 and the need wasn't quite as great because there were fewer students," Myers said.

At the end of last year, Dr. Suzy Rogers was the only psychologist for all three elementary schools, while Anderson County High School and Anderson Middle School shared a psychologist.

"Counting myself, we now have six full-time psychologists in the system," said Myers, who now wears three hats as special education director, preschool director and as director of Early Childhood Regional Training Center. Her office is located in the Early Childhood Center.

Recognizing that the staff last year was spread "way too thin," Myers coordinated with assistant superintendent Steve Burkich on obtaining federal funding that enabled making the new hires.

"We had lots of outstanding candidates to choose from," she said.

In addition to Rogers at Safell Street Elementary, the psychologists include University of Kentucky graduate Matt Koger at Emma B. Ward Elementary; Eastern Kentucky University graduate and Winchester native Beth Morgan at Robert B. Elementary; Arkansas native Stephanie Beasley at

Early Childhood Center, where she also does assessments of pre-schoolers; and Nicole Highland, who currently is working on her doctorate at UK, at Anderson Middle.

"These are all young and energetic people," Myers said.

Rogers has been with the local system since 1993 and in private practice here since January 1996. She is serving as supervisor for Highland and Morgan.

Rogers says identifying and serving the needs of special education students is the primary focus of school psychologists.

Anderson County schools have about 400 students with special needs stemming from mental and physical disabilities.

Although all psychologists must deal with problems on a daily basis, Rogers says taking action to prevent mental health problems is what she finds most appealing about her job.

"We like to promote healthy behaviors such as coaching parents on how to handle situations," she said.

She encourages parents not to fight constantly in front of their children and to hand out lots of hugs and positive reinforcement.

"There was a time when hugs were out, but I never went for that. We all hug our kids in this building. I ask each child if they want a handshake or a hug, and most want a hug," she said.

"Experts say a person needs eight hugs a day for maintenance and 12 for growth," Rogers said.

She noted that parents should be aware early on of changes in the behavior of their children that might be signs they are having problems. She says to be alert for changes in routine,

Anderson County High; Janice Burkich at the Also, watch for mood changes, becoming withdrawn, spending an extended period of time alone or being verbally aggressive. She is concerned that too many children are using the Internet in an unhealthy way. "There is far too much emphasis on the Internet. Kids are focusing in an unhealthy way on electronics when they really need to be outside playing and interacting with others," she said.

grades, even matter of dress.

Noting that cable TV competes for children's time along with the Internet, Rogers says she thinks children are experiencing sensory overload.

"Flipping from on thing to another is too much overload for the brain," she said.

One of the best things a parent can do for their children is give them praise when it's deserved, Rogers advised.

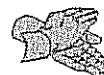
"Do all you can to give them mastery over their world."

Conference Summary

The following Fall 2002 Conference Summary was not included in the Winter 2002 issue of The KAPS Review. Sorry for the delay.



A Boy Who Eats Money, A Girl With No Hair,
and Parents Who Don't Believe in Positive Reinforcement:
Treatment of Resistant Psychiatric Disorders in Children and Adolescents
Presented by Cheryll Pearson, Ph.D.
Reviewed by Sawson Jreisat



Cheryll Pearson, Ph.D., an administrative psychologist in Scott County Schools as well as a psychologist in private practice, provided a session with one of the more interesting titles in the KAPS Convention. Dr. Pearson's presentation, titled, "A Boy Who Eats Money, A Girl With No Hair, and Parents Who Don't Believe in Positive Reinforcement: Treatment of Resistant Psychiatric Disorders in Children and Adolescents" provided information about dealing with difficult differential diagnosis issues, seeking out the most appropriate interventions for dealing with intense or challenging needs, and working closely with families, schools, as well as other resources involved with a student to coordinate and develop comprehensive interventions and address family needs. Dr. Pearson presented a case study which highlighted some of the complicated assessment and intervention issues involved in treatment resistant disorders, such as trichotillomania. The parent of the student in the case study was available to provide further background information, feedback regarding the assessment and treatment process, as well as advice for professionals in working with children and families. In addition, Dr. Pearson shared feedback from some of her clients (children) on what they found to be most or least helpful in working with professionals. From this presentation, I appreciated having the family and child perspectives regarding ideas to incorporate into practice and found the case study format to be a good opportunity to discuss the process of developing a treatment plan as well as difficult decisions that must be made along the way.

Connie's Challenge to KAPS



Calling all KAPS Members!

You are hereby challenged to visit the NASP Advocacy Action Center <www.nasponline.org/advocacy> and to use the resources to send a message to at least one of your legislators.

You will discover how easy it is to become involved in the legislative process, offer your opinions and knowledge about specific issues related to school psychology, and hopefully make a difference for students.

A key issue now is the reauthorization of IDEA. As of May 1st the House of Representatives approved its bill to reauthorize the IDEA, H.R. 1350. The NASP Legislative Update of May 1, 2003 provides important and in some cases alarming details of the House version. Next, the Senate will deal with the bill through committee and onto the Senate floor. Finally blending the House and Senate versions will be dealt with in a Conference Committee.

NOW IS A GOOD TIME TO ACT. TAKE CONNIE'S CHALLENGE!

Constance E. Adams, Ed.D., NCSP

Kentucky Association for Gifted Education

2003-2004 Calendar of Events

June 17-18, 2003	KAGE Summer Conference - Differentiation: Using the Parallel Curriculum
September 24, 2003	KAGE Fall Conference - The Social-Emotional Needs of the Gifted
October 14-15, 2003	Symposium
February 18-19, 2004	KAGE Annual Conference

For more information,
contact 270-745-4301
or visit
www.wku.edu/kage

School Psychology Awareness Week was proclaimed for April 21st through 25th. Every director and/or superintendent in Kentucky was sent an email asking them to show support and appreciation during that time. Region representatives were also made aware. If you were not shown appreciation during that time, let me take a moment to personally thank each school psychologist in Kentucky! We are all in this together and we do make a difference in the lives of the children we serve.

I am currently taking ideas of items to sell at the fall conference. If you have any suggestions, please email them to me at smccune@hardin.k12.ky.us
The items are not for profit purposes and are often sold for the price we obtain them. Any ideas will be well received.

Stacie McCune, KAPS Public Relations Chair

Hardin County Support Teams Go The Extra Mile!

I am proud to work in Hardin County with such a great support team of school psychologists and educational consultants who are going the extra mile to expand their role from the typical realm of assessment. As we all are aware, assessment and report writing are necessary requirements for our occupation. However, if and when the opportunity arises, I think we can be a valuable asset to our schools in other ways that include consultation, intervention, counseling services, etc. I would like to highlight a few of the teams in Hardin County that have taken that extra step beyond the realm of assessment.

Christina Mayfield is an intern school psychologist who has been working on her thesis project for WKU all year. Her project focuses on the social and emotional functioning of children with attention difficulties, specifically the emotional intelligence of children with Attention Deficit/Hyperactivity Disorder. Each student completed the BarOn Emotional Quotient Inventory: Youth Version and the student form of the Social Skills Rating System. Each student's teacher and parents were also asked to complete a rating of the student's social functioning. Results of the student version of the BarOn will be compared against the standardization sample to determine how children with ADHD compare. Results of the Social Skills Rating System will also be correlated with the BarOn to determine a correlation between the scales.

Mary Sue Hartlage, educational consultant, started a project to develop math assessment based on exit expectations for the district. She developed math assessments for grades K-5 that concentrated on basic skills (numeration, calculation, time and money, and calculation fluency.) The assessment for each grade was set to begin with the last skill on the previous grade and end with the last skill for the current grade. There were approximately four problems per section that attempted to provide a sample range of skills taught that year. The first round of assessments began in October of '02 with all students K-12 at Woodland Elementary school. The assessments were graded and teachers were presented with a chart that not only recorded overall

scores but also scores for each portion of the assessment (addition, subtraction, money, time, etc.) The teachers used these scores to look at students who should be involved in extended school services and students who had already mastered grade level skills. The second round of assessments is currently being conducted with the entire school, hoping to show student growth and strengths/weaknesses in each classroom.

Kim Faulkner and Lorie Craycroft participated in the Literacy First Reading Process assessment of one-minute reading fluency probes for third grade students at Meadow View Elementary School. They chose 11 students who scored in the lowest range of the reading fluency probes and formed a group that met once a week for the entire school year. The focus of the group was to further reinforce reading skills taught in the classroom through fun and interesting group reading activities. The students' progress was monitored through additional reading probe assessment in the winter and then again in the spring.

Katharine Reynolds wrote a mini-grant and received funds to implement the Great Leaps Reading program at a middle school. The program called for individual sessions of approximately 10 minutes per day, three times per week with each student and targeted phonics, high frequency sight words, and fluency. Baseline data was taken on each student in August and follow up data was taken in April. Although moderate gains were made in phonics, significant gains were made in reading fluency (average improvement of 51.8 words per minute with some students improving as much as 70 words per minute.) The elementary version was used as an intervention for third grade students experiencing difficulty in reading.

Stacie McCune researched various resources on behavior management and developed an anger management program at one of the district's high schools to include students of severe emotional and behavioral disabilities. Pre and posttest questions were developed to reflect the program before implementation. Students and teachers participated in the pre-post tests. The program was implemented for a total of five months, meeting once a week. After implementation of the program, results were analyzed and a copy was sent to teachers for reference. Overall results indicated an increase in awareness of bodily cues, problem solving skills, and self-analysis after completion of the program.

Martha Hannifan attended the NASP convention this spring. Included in this newsletter is a summary of one of the sessions she found most interesting. Greg Scwhamberger is retiring after this year. We will all miss him and his partner in crime, Pat McKinney. We wish them both the best!

Stacie McCune
Nationally Certified School Psychologist
Hardin County Schools

Psychological Corporation Representative Dr. Andrew Phay reports that the WISC-IV is on schedule for distribution by July 15, 2003. The following discounts will be available for large group ordering and he encourages districts to think about consortium purchases:

Over 10 kits - 10% discount

Over 50 kits - 15% discount

Dr. Phay will also be presenting WISC-IV training at the 2003 Fall KAPS Conference and will be offering a 10% discount to all orders placed at that time.

Regional Updates

REGION 1

Representative: Marty Dunham

Greetings from Region 1. This region presently has 40 members on the list serve. We have picked up several new members over the past year—primarily from students. Given an equal number of members relocating, our membership numbers remain consistent. This school year has seen an unusually harsh late fall, winter, and spring, with a record number of missed school days because of snow and ice, and more recently, damage to communities and neighborhoods because of high winds. Additionally, the 101st Division from Ft. Campbell has been deployed to Iraq. Despite the stress associated with these circumstances, such as dealing with extended time lines and increased distress and worry in our school children (especially in the Ft. Campbell, Trigg and Christian County Schools), our members have performed above and beyond the call of duty. This is a tribute to the dedication to serving children and families that exemplifies our profession.

Initially, Region 1 had scheduled for last fall a 5-hour workshop on bullying in the schools and curriculum-based assessment. Unfortunately, an unseasonably early ice storm, and subsequent snow closings, forced the seemingly indefinite postponement of this workshop. Presently, we are planning to again provide this workshop on Friday, June 13 from 9 until 2 at the Curris Center on the Murray State University Campus. Renae Duncan, Chair of the Psychology Department and nationally recognized expert in bullying has agreed to provide half of this workshop. She is presently working toward leadership hours for this presentation. We also intend to discuss how to incorporate curriculum-based assessments in initial evaluations and reevaluations. We will have a school psychologist who has worked for the Heartland Agency in Iowa for several years

discuss how they used curriculum-based measurements. Jan Roberson has been kind enough to pursue leadership hours for this workshop as well. When this date and agenda for this meeting is confirmed, an invitation to members will be sent via list serve. For now, this is the news from Region 1.

REGION 2

Regional Representative: Stacie McCune

Region 2 has had a successful year. Training on the WPPSI-III and WIAT-II was conducted on November 22, 2002 at the Knicely Center on WKU's campus. The training was made possible with the help of WKU's psychology department. Ann Rogers, a clinical measurement consultant with the Psychological Corporation, was the presenter. This training was free to KAPS members. Members in attendance included not only psychologists but also educational consultants and counselors.

Logan County and Russellville Independent Schools hosted a transition fair, "Planning for Life After High School" on April 22, 2003. Over 50 booths provided information, prizes, and guidance to approximately 300 participants. Region 2 school psychologists, Annelle White and Regina Guthrie, teamed with their special education leaders, Kerry Holloman, Tommy Perdue, and Kaye Wilkins, to coordinate this community wide event. Booth representation included governmental offices, community agencies, post-secondary education options, recreational opportunities, and local businesses. Participants provided information that was appropriate for both disabled and non-disabled teens and their families. Highlights included a voting booth, over 70 door prizes, a video vignette explaining transition planning (courtesy of Regina) and a tremendous amount of community networking.

Region 2 is working on utilizing the distribution list as a Q & A for new, hot topics. Further training ideas are being explored for the upcoming year. KAPS members are added to the list as membership increases and/or psychologists are added to region districts. Nominations for the Region 2 award are currently being gathered. We are currently working on developing a small committee to review nominations and make a selection. Region 2 information is also being added to the KAPS website periodically.

I feel this has been a successful year and am looking forward to getting to know everyone in the region even better, next year!

REGION 4

Regional Representative: Wendy A. Mullins

Region 4 school psychologists are working diligently to bring closure to the 2002-2003 school year. We are looking forward to the KAPS conference in the fall. Region 4 is planning a training on the WISC-IV to supplement the training time at the KAPS conference. Information will be provided to Region Representatives to pass on to all KAPS members. Let Region 4 Representative, Wendy Mullins, know if you are interested in the training.

REGION 5

Regional Representative: Kandy Stroup

Region 5 school psychologists have taken advantage of technology and have actively used email as a discussion board to pose questions around the region regarding best practice. Some topics posed include questions about OHI eligibility, Non-verbal Learning Disorder, the LD Tables and OWLS assessment and the role of the school psychologist in Kentucky.

A School Psychology Workgroup composed of area school psychologists from around the region also convened in Lexington on May 12th to share and update each other on changes in re-evaluation practices and to discuss district practices of assessing ESL student for possible special education. This was a follow-up meeting to a series of meetings held last spring through the local co-op to look at current issues affecting the practice of school psychology in Kentucky. While not an official KAPS activity, many school psychologists who attended and have been involved in these discussions are KAPS members.

On August 26, 2003, Region 5 will host a WISC-IV training in Lexington by Dr. Andrew Phay from Psychological Corporation. Dr. Phay will review changes from the WISC-III and it's use with a variety of populations in this half-day presentation. A presentation on the assessment of executive function using the new Delis-Kaplan Executive Function System (D-KEFS), a new instrument that examines flexibility in thinking, inhibition, problem solving, planning, impulse control and abstract thinking, is being considered for an afternoon presentation. Watch email or mailings for upcoming details.

The KAPS Review is the official newsletter of the Kentucky Association for Psychology in the Schools (KAPS), and is published two times per year. Opinions and statement appearing herein are those of the authors and not necessarily those of the Executive Council. Editors reserve the right to edit articles submitted. Permission to reproduce or use uncopyrighted articles is granted to all state newsletter editors providing the original source and author are cited. Permission to reprint copyrighted articles must be obtained directly from the copyright holder.

NASP Convention

Sleep Disorders Summary

By: Martha Hannifan, Certified School Psychologist, Hardin County Schools

Marsha Luginbuehl, a Pasco County, Florida school psychologist and Ph.D. candidate at University of South Florida, presented an informative session at NASP on sleep disorders. Often these students are misdiagnosed with ADD/ADHD, depression, anxiety, or ODD. She has had first-hand experience since her son was finally diagnosed with a sleep disorder at age 18, after struggling throughout his school career and receiving diagnoses of ADHD, learning disabilities, and depression. Ms. Luginbuehl presented information from the National Institute of Health estimating that approximately 15% of school age children have some type of sleep disorder that adversely affects them academically and/or behaviorally (NIH Research & Grant Website, 2001). She is developing a sleep disorder inventory that should be on the market in the next year or so. She strongly encouraged asking more questions concerning sleep patterns when students are being evaluated, especially for ADHD, and suggesting that parents discuss sleep issues with a knowledgeable physician.

Of the 84 different sleep disorders, 5 account for 90-95% of children and adolescents affected.

1. Obstructive Sleep Apnea Syndrome (OSAS)- It is caused by an obstruction (enlarged tonsils or adenoids, thick tongue, etc.) partially blocking air passage during sleep. These children are frequently mouth breathers and/or have speech problems. The difficulty breathing while sleeping may cause frequent waking which interrupts deep sleep. It can also result in a lack of oxygen in the blood stream and to the brain. Concentration, productivity, and mood may be affected at school. Surgery is generally required to correct this condition. There appears to be a strong genetic link.
2. Narcolepsy- It usually does not appear before adolescence. Student may fall asleep in class even though he/she is getting an adequate amount of sleep at night. Other symptoms include 1. cataplexy (loss of muscle control when laughing, crying, angry, etc.) 2. sleep paralysis (inability to move when first awakened—may last a few seconds to minutes) 3. hypnagogic hallucinations (dreamlike hallucinations that occur when falling asleep or waking up that are intense/frightening). Various symptoms can come and go and usually do not all occur at the same time. Narcolepsy can be treated with medication.
3. Periodic Limb Movement Disorder (PLMD)- contractions of leg muscles that cause frequent jerks that interrupt non-REM sleep.
4. Restless Legs Syndrome (RLS)- Often confused with growing pains. Child experiences uncomfortable sensations in the legs and moves legs to try to relieve them, disrupting sleep. PLMD & RLS often occur together.
5. Circadian Rhythm Disorder: Delayed Sleep Phase Syndrome (DSPS)- usually occurs in teenagers. They have difficulty shifting from weekend/summer pattern of staying up late and sleeping late, cannot fall asleep until after midnight, are tardy to school and/or sleep in morning classes. Gradual “re-setting” of body clock (going to bed 15 minutes earlier each night, getting up 15 minutes earlier) is most effective. Problem seems to result from biological changes and melatonin production which affects onset of sleep.

For more information, Ms. Luginbuehl can be contacted at MLLUGIN@aol.com or (727) 799-7567.