

the **KAPS Review**

A Publication of the **KENTUCKY ASSOCIATION FOR PSYCHOLOGY IN THE SCHOOLS**

Volume 19, Issue 2

Winter 1999

President's Message

Mike Norris

Happy New Year! and welcome to the year before the year before the new millenium. I hope you all had a safe and happy holiday break and are ready for the long stretch before spring break and the NASP Convention. By now you should have received your registration booklet. Let's see how many KAPS faces we can spot in Vegas.

At the December 11 Executive Council meeting, the EC selected three members to attend the February NASP Public Policy Training in Washington, D.C.: Legislative liaison, Connie Adams, and Public Relations co-chairs Patsy Thompson and Michelle Gadberry. NASP will offer the free training and help arrange meetings with the appropriate U.S. Representatives, and KAPS will cover the travel and lodging expenses. This training is valuable for development of a working knowledge of the public policy process at the federal, state and local levels. Our three members will be able to provide further training back home to help all KAPS members reach out to appropriate legislators, which is especially important when our state legislature meets next year.

Call for Nominations for President-Elect and Secretary. The most important part of this message is to alert all members that KAPS will elect a new Secretary and President-Elect. By late January or early February, expect a direct mailing requesting nominations. It is essential that you consider the seriousness of the

nomination process. KAPS can only succeed with good leaders. Don't be afraid to nominate a willing colleague or even yourself. Many times, good people are willing to serve if they are only asked. It's always best for KAPS members to have several choices for each office, so don't be shy. The President-Elect serves a one-year term, followed by one year as President, and one year as Past-President. The Secretary serves a two-year term. Both offices will be assumed on July 1, 1999. Nominees must be current KAPS members. With the direct nomination mailing, I hope to include brief statements from previous office holders that outline typical duties, and time and energy involvement.

P.S. This just in: KDE is hosting a meeting February 24-25, 1999 in Louisville to discuss SLD procedures and criteria. Joe Bargione, Judy Mallory and I have been invited to attend. I will provide an update in the next newsletter.

Editor's Comments

Laura McGrail

In this issue of the *KAPS Review*, you will find a variety of information, from regional reports to articles taken from other state newsletters on topics of interest. I have also started a "Personal News" column and would like to include news about you and your colleagues, such as marriages, births, retirements, job changes, publications, or awards. Please send news or articles (PLEASE!) to me by email: lmcgrail@henderson.net or lmcgrail@henderson.k12.ky.us; by fax

502-831-5016 or by mail: 1805 Second Street, Henderson, KY 42420.

NASP Delegate Report

Joe Bargione

As I write this report the temperature on the outdoor thermometer reads five degrees. This cold weather makes me daydream about warmer days. If you are like me, waiting for the summer months is just too hard to bear. To hasten the pleasure of warm sunny days, I invite you to spend four glorious days in the desert in April. The NASP convention will be in Las Vegas from April sixth through the tenth. In addition to thawing out, you can expand your mind by attending any number of the interesting workshops or presentations.

Like many of you, I made some New Year's resolutions. Many of them will not be kept because of the lack of will power, motivation and/or time. However, the one I will try to keep will be to become more computer savvy. One way to do this is by surfing the net. Whenever I go surfing I always stop at the NASP website (NASPWEB.ORG). You may ask why should I stop at the NASP website? Let me give you a top five list: 1. Can renew your membership to NASP 2. Get information about the convention 3. Get sample articles to put in a school or town newspaper 4. Get outlines for presentations for faculty and parent groups and 5. Network with other school psychologists.

Because the thermometer now reads six degrees I will be going outside in hopes

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of experiencing a heatwave. However, before I put on my Bermuda shorts and suntan lotion I want to let you know that if you ever want something from NASP you can reach me by phone (502-485-6052) or email at JBARGIO1@JEFFERSON.K12.KY/US.

School Psychologists and Student Services

By **Angela R. Wilkins**
KDE School Psychology Liaison

School psychology is a growing profession in Kentucky, as evidenced by several unfilled school psychology positions (no candidates could be found). For schools/districts fortunate to have one or more school psychologists, there are many opportunities to tap into the wealth of services a school psychologist can provide. Several districts ask their school psychologists to do grant writing, such as for the Alternative Education grants with HB 330, School Safety. Many school psychologists coordinate their district's crisis response team. School psychologists increasingly provide consultation to teachers and other educators about student behavior management.

A vital role for school psychologists is serving on the school/district Student Services Team. An outline of the array of student services available is as follows:

ARRAY OF STUDENT SERVICES **I. PURPOSES of STUDENT SERVICES**

- A. Assist with student/achievement
- B. Help remove barriers to student learning/achievement
- C. Work with students/families on specified topics, such as student personal-social needs, student assessment, etc.
- D. Collaborate with local agencies and entire community to promote student learning/achievement

II. PEOPLE INVOLVED WITH STUDENT SERVICES

- A. **Mental Health areas**
 - 1. School Counselors
 - 2. School Psychologists/Psychometrists
 - 3. School Social Workers
 - 4. Student Assistance workers
- B. **Physical Health areas**
 - 1. School Nurse
 - 2. Medical staff
- C. **Other School Personnel**
 - 1. Director of Pupil Personnel
 - 2. Director of Special Education
 - 3. Director of Safe/Drugfree Schools grant
 - 4. School-to-Careers coordinator
 - 5. School Resource Officer
 - 6. JAG/Jobs Kentucky Graduates coordinator
 - 7. Parent/Family Involvement coordinator
- D. **Interagency/Community areas**
 - 1. Family Resource/Youth Services Centers staff
 - 2. Community Education staff
 - 3. Service-Learning staff
 - 4. Social Services staff
 - 5. Court-Designated Workers

III. PROGRAMS AFFILIATED WITH STUDENT SERVICES

- A. Alternative Education programs

- B. Crisis Team Development/ Training/Implementation
- C. Curricula (such as curriculum on resiliency skills development)
- D. Discipline and Behavior Code for Students
- E. Educational Activities for Expelled Students
- F. Family/Home programs and organizations
- G. Transition Grades programs (for those grades where students "transition" to the next level, such as beginning grades in post-primary elementary, middle, and high school)
- H. School Completion programs
- I. Individual Graduation Plan (IGP) development (IGP is a high school graduation requirement for the class of 2002 and thereafter)
- J. Advisor/Advisee programs (often used to develop IGP's)
- K. Work-based Learning or Cooperative Education programs
- L. Life Skills Training/Character Education
- M. Multicultural Education & Experiences
- N. Violence Prevention/Reduction programs, such as conflict resolution, anger management, peer mediation.

School psychology has a bright, enduring future with Kentucky schools. Please share this message, particularly with students considering a major in school psychology. The 21st century will hopefully see school psychological services available for all Kentucky students, in both public and private schools.

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Regional Reports

Region 1 Report

Debbie Anderson

Big News!! The region welcomed seven new school psychologists to KAPS. Region 1 hosted its fall meeting 12/5/98 in Hopkinsville with Dr. Marty Dunham, Ph.D., from the Department of Educational Leadership and Counseling at Murray State University as the guest speaker. Dr. Dunham is chairperson for the school psychology program at MSU. Share sessions were held to discuss issues concerning ethic reviews, Functional Behavioral Assessment, changes with the label of Developmental Delay, and meeting the increasing needs of the Attention Deficit Disorder population within the school setting. These share sessions were not only of great interest but a great way to view how other districts are managing the demands of the job.

All members of Region 1 are encouraged to sign up for the Resource Services List. If you have not, please send the following information to Debbie Anderson: Name, Address, Phone, Email, Fax, Areas of Expertise. This information will be compiled and sent to all Region 1 members. Hopefully, this will improve School Psychology services within the region, help improve service at your local level, and unite us as a group in case of future crises. Send your information for the Resource Services List to: Debbie Anderson, 238 Remington Road, Hopkinsville, KY 42240. Email: jocaa@hop-uky.campuswix.net

Region 6

Belinda Bowling

On December 4, Region 6 school psychologists met at Zachary's Restaurant in London. Jerry Roberts and Robert Puttoff from the school board association spoke to us about what the taxpayers expect and jurors demand. Their presentation covered school safety issues with some emphasis on our special roles as school psychologists. Thirteen people attended -- mostly KAPS members. There were also some guidance counselors in attendance who provide assessment services to their districts. Two students from EKU also attended. After an informative presentation, we broke for a delicious lunch and came back to ask questions and close.

Region 6 will be meeting again on March 26 at Zachary's in London. I am trying to get the domestic violence presentation for that date. I hope all Region 6 school psychologists and any guidance counselors with interest will attend. (Directions: Take exit 41 and go toward London. Zachary's is on the right within a mile.)

Region 6 KAPS members will be getting a form in the mail soon about best practices awards. We're going to try something a little different this year. The form will ask you to describe your own practices in several areas. When these forms are returned, the names will be removed and the form assigned a number. Region 6 KAPS members will then vote based on the write-up without a name attached. The form will be brief so

members are encouraged to respond in a typed format. E-mail contributions are welcome!! Everyone is also welcome to bring your responses to the March meeting. Remember: we are not looking for the "biggest hotshot"! We are looking for members who do a good job day after day in the trenches!!!

Hope to see you all at the March regional meeting!!!

Editor's Note: The following KAPS conference session review was inadvertently omitted from the last issue and is printed in full here.

Coping with School Crisis **Reviewed by Belinda Bowling**

Dr. Bill Pfohl is a member of the NOVA Team (National Organization of Victims Assistance). His presentation outlined a typical response by NOVA while also giving us tips and suggestions on dealing with a crisis in our district. If a community has a crisis needing the help of NOVA, the request must come from the superintendent or mayor. We school psychologists do not have enough clout!

NOVA's model is based on the assumption that most people are healthy. The team is there to help patch up problems resulting from the trauma. A major predictor of future problems is behavioral and emotional withdrawal. Anxiety is not a predictor as almost all experience anxiety following a crisis.

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Crises involve a "plot violation." Our lives are moving on a certain graph. When a crisis occurs, something happens that changes that path and you must take a new path. You can never go back to the old path again. Intervention is to help individuals find the new path.

Dr. Pfohl reviewed both the short term and long term reactions to stress. Short term reactions fall under the categories of physical, cognitive, emotional and social-behavioral. It is important not to trivialize the responses by saying, "Oh, that's a common reaction." Each person has their own story to tell and needs to have the opportunity to tell it. Six major emotions need to be initially identified: fear, anger, confusion, guilt, shame, and grief. Maslow's hierarchy needs to be the framework for the initial response. Until the individual feels physically safe and secure, he or she cannot move on.

Long term responses include a higher than average divorce rate and a higher than average suicide rate. Four of the "first responders" in Oklahoma City, including the fireman famous for his picture carrying the baby, have committed suicide. The individuals typically deny that the crisis caused the long term effects.

Dr. Pfohl covered an enormous amount of material in the three hours allotted. Further presentations on this subject would be wonderful.

Dorothy Brock, the next Dr. Laura?

KAPS Co-School Psychologist of the Year appeared on the Dr. Stan Frager radio show, Sunday night Jan. 10, 1999, on WHAS 840 Radio. Once a month, Dr. Frager hosts a Psych Talk session from 9:00 to 11:00 p.m. on this 50,000 watt clear channel radio show, that reaches about half the continental U.S. Dorothy appeared with Dr. Edward Amend, a clinical psychologist from Winchester, KY. Their topic was gifted education. They discussed the criteria for giftedness, and the services available to these children in the schools and in the community. Some of the listener phone calls dealt with the relatively high coexistence of giftedness and ADHD, especially the inattentive type. Both were clear to emphasize the necessity of a thorough psychological evaluation to rule out other symptoms that might mask as ADHD, such as childhood depression, low self concept, and perhaps environmental factors such as inadequate curriculum and untrained teachers. Dorothy presented herself very professionally in a very humanistic manner. Although she had not previously met Dr. Amend, the two of them came across in a collegial manner. Congratulations, Dorothy!

(Information provided by Mike Norris)

Editor's Note: The following was published in the Florida Association's newsletter in July, 1998. I felt it had relevance for all of us and should be reprinted.

Scott Poland Delivers Expert Testimony Congressional Testimony on Youth and Violence "Understanding Youth Violence" Early Childhood, Youth and Families Subcommittee, U.S. House of Representatives' Education and the Workforce Committee

My name is Dr. Scott Poland and I am the Director of Psychological Services for the Cypress-Fairbanks Independent School District in Houston, Texas. I have been a school psychologist for twenty years and crisis intervention and prevention has been the highest professional priority in my school system. I have authored several books and chapters on this subject and have provided training sessions for school personnel around the country. I am here today representing the National Association of School Psychologists (NASP), an organization of 20,300 school psychologists who promote educationally and psychologically healthy environments for all children and youth. I serve as the Chairman of the National Emergency Assistance Team (NEAT) for NASP. I am also on the National Advisory Board for the National Association for Victims Assistance (NOVA). NASP and NOVA have formed a very rewarding professional alliance. I work with school children, teachers and parents every day.

I also served as the team leader of the National Crisis Teams Sent to Paducah, Kentucky and Jonesboro Arkansas.

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following recent school shootings. These two communities asked NOVA to provide assistance. The purpose of the National Crisis Teams in those two communities were the following: To identify those most affected by the crisis and to provide them assistance. To provide guidance, support, and training to local caregivers who would be providing long-term assistance in their community.

To provide an open forum and public meeting for all residents of the community to release emotional steam and to receive immediate assistance and information about long-term assistance.

The initial NOVA teams only stay in communities for 3 to 4 days and then leave ongoing care in the hands of local caregivers. Additional assistance can be requested from the national office of NOVA.

I have personally seen the pain and intense emotionality in Paducah and Jonesboro. I faced a crowd of over 500 parents and students in Jonesboro that day after the shooting, angry that the laws in Arkansas do not allow a lengthy incarceration for the youthful perpetrators. They were tortured by the questions about why and how the shooting occurred, and why children are killing children. The NOVA team met with students, teachers and parents of the families of the deceased and injured. We provided processing sessions not only at the school but at the hospital, police station and in the churches. It is clear that the path of the communities of Jonesboro and Paducah have changed and things will never be the same.

We must focus on the prevention of youth violence in our country. I had the opportunity last Friday to present some of my ideas to the President of the United States, the Attorney General and the Secretary of Education. I was one of a group of national experts on youth violence who sat around a table in the cabinet room and shared ideas with the leaders of our country.

I have been asked many times why these school shootings have occurred and why there seems to be an increase in the problems with youth violence. The answer is a complex one, but I believe that we must recognize some things about young people today and make some very dramatic changes. I would like to outline several points.

1. Many young people do not understand the finality of death. Psychological theorists have outlined that by about age 13, children are in the advanced stages of intellectual development and should understand the permanence of death, and that death is a biological process yet, twenty five years of working with children have taught me that most children and even many adolescents do not understand the finality of death.

2. Young people are very influenced by the extreme violence that is portrayed on television, in movies and video games. I believe that many times children who commit violent acts are simply carrying out what they see on television or at the movies. Our society glamorizes violence. Many children also see violent acts in their homes and neighborhoods and believe that through violence you can get your way. We must reduce violent

behavior that is modeled for young people not only through the media but in our homes, schools and communities.

3. We also must reduce gun availability to children. There are approximately 5,000 gun deaths to children under the age of 18 each year in America. There is a gun in every third home and almost every child can obtain a gun in a few hours. We are all very aware of the dramatic rise in the homicide and suicide rate over the last several decades.

I raise the following questions: are children today that much more angry than children 30 years ago, and were the members of this committee concerned about another child or teenager shooting others out of anger when you were in school? I think we all know that arguments between children used to be settled with fists. I do not condone that, but it was very rare to have a serious injury! The trigger pulls the finger! An angry child who has access to a gun will use it because it is there and in their hands. I know that gun control is a complex issue in our country, but I also know that guns represent the single greatest threat to education and school children. I am very saddened by the shooting at a school in Edinboro, Pennsylvania just a few days ago. On behalf of NASP this past weekend I provided school consultation services to personnel in Edinboro who are dealing with the aftermath of that tragic shooting.

I have personally counseled the victims of youth violence and youth suicide. I have had many conversations with

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parents where I pleaded with them to remove guns from the home of their homicidal or suicidal child. One father in the aftermath of his daughter's suicide with his pistol said "but I thought that I taught all my children never to touch the pistol that I kept loaded on the dresser in my bedroom." Unfortunately, she used it to commit suicide. The goodbye note to her parents said "why did you make this so easy and make this gun so available to me?" The youth suicide rate is at or near an all time high; approximately 60% of youth suicides involve a gun.

I present crisis intervention information to school personnel regularly and I raise questions about the need for guns in every third home in America and share statistics that show that a gun is more likely to kill a loved one through accidents, homicides or suicides than to be used to defend a home from an intruder. At one presentation, during the break I heard from two school custodians. The first one did not like my cautionary message about guns. The second one showed me three fingers he lost and a scar on the left side of his face where his ex-wife shot him in a moment of anger. He went on to comment that he did not own a gun anymore. I also support legislation that prosecutes adults when their gun was used by a child to injure or kill himself or someone else.

4. My experience after every school crisis has been that students always had many reasons to suspect homicidal or suicidal behavior. Many times friends or classmates were told very definite plans

about homicidal or suicidal behavior. We must end the conspiracy of silence that allows guns, drugs and other weapons in our schools. There are estimates that as many as 270,000 guns go to school in America. We must begin at an early age and teach children that if they are feeling unsafe and especially if someone is talking about homicide or suicide that they must get adult help right away. We must ensure that every adolescent also knows where to get adult help. This is an ambitious goal because to end the silence will involve many changes in churches, schools and our families.

5. Also, I believe that 30 minutes of every school day should be set aside to teach children skills such as problem solving, anger management, impulse control, how to get along with others and how to feel good about themselves. There are many excellent curriculum programs available, but they will not be used in many classrooms without legislative mandates.

The American Psychological Association (APA) and NASP have outlined the following predictive factors of youth violence: **child abuse, gun access, violence in the home, ineffective parenting, media violence, prejudice, poverty, substance abuse.**

I have had the chance to ask many school personnel what we can do about youth violence and school safety. Their answer is that we must put children first, provide funding for children first, and provide funding for prevention and mental health programs for children

and their families. This needs to include funding for more positions in the schools for mental health professionals such as counselors and school psychologists. Our society spends billions of dollars on incarceration and very little on prevention. I believe that prevention programs could reduce and eliminate the tragedies that we experience in places like Paducah and Jonesboro.

I do not have time to outline all the ideas that I have on prevention. Many of them will require substantial funding allotments. My belief is that the public schools in America are doing a good job with the limited resources that they have. Our schools are safer than our communities, but obviously not perfectly safe. We must increase funding for prevention programs and provide after-school supervised activities to all children, not just those who are gifted enough to make the varsity sports teams. Supervised after school programs provide the opportunity for young people to be monitored and have positive role models outside of their own family.

I appreciate the opportunity to talk with you today. I know that incidents like Jonesboro and Paducah could happen anywhere and that all schools in America must work on prevention and intervention. School safety is an attainable goal that involves a committed student body, faculty and community. I would like to close with the following quote: "The future is the past in preparation."

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Finally, I would like to ask if we have a rationale to predict fewer school crisis situations and less school violence for the 1998-1999 school year than we had in 1997-1998? What has changed about our society? You have the power to work toward nationally legislated changes to reduce youth violence. I hope that my comments help you in that important work. A crisis is an opportunity to make needed changes and we have had staggering school crises. If we do not make changes, then our past will determine our future and we will continue to have a severe problem with youth violence.

Five Ways to Increase Your Knowledge of the Regular Curriculum (And Become a More Effective School Psychologist)

Mary Ann Rafoth, PhD, Indiana University of Pennsylvania

Increasingly school psychologists are finding instructional consultation a new and critical role function. Even in traditional roles of assessment and identification of student eligibility for special education, school psychologists find that new legal mandates require discussion of the student's functional level relative to expectations in the regular classroom and that student IEPs require consistency with regular curriculum objectives for all students. Many school psychologists, however, were not trained in curriculum development, general instructional

strategies, classroom management approaches, or historical trends in the instruction of content areas. How can school psychologists become familiar with their school's curriculum as well as current trends in instruction? Here are a few suggestions:

1. Start connecting with the broader research base in education. Because many of the new trends in school psychology imply that we see ourselves as educational as well as school psychologists, we need to become more knowledgeable of the broader research base of effective teaching and learning. A good way to "catch up" and refresh knowledge in this area is to review a recent undergraduate educational psychology text. Most current texts offer excellent and readable reviews of the literature in educational psychology as a foundation for teaching, developmental theory, learning theory, effective lessons, constructivist approaches to teaching and learning, direct instruction models, individualization, motivation and classroom management, and learning environments. Popular text authors include Robert Slavin (Allyn & Bacon), Ernest Goetz, Patricia Alexander, and Michael J. Ash (Merrill), Anita Woolfolk (Allyn & Bacon), Paul Eggen and Don Kauchak (Merrill), and Tom Good and Jere Brophy (Longman) just to name a few. The texts also offer great reference sections for expanding your reading into the original literature.

2. Review position statements and standards developed by educational groups at the national level. Many national groups in the content areas have

developed standards and benchmarks for their discipline. Of particular interest are those in the core subject areas of language arts and mathematics. Many of these documents were developed amid great controversy in the discipline. Talk to teachers you know to be knowledgeable in their content area and active professionally. They should have a copy of recent standards in their area. How many times have you circulated a NASP position statement among teachers and asked them to read it and consider its implications for their classroom? How many times have you read a position statement from a content area and tried to incorporate it into your practice?

3. Review the curriculum guides from your district. School systems in Pennsylvania and elsewhere are asking teachers to critically evaluate and revise their curricula from kindergarten to twelfth grade within and across discipline areas. Make it your business to review copies of these often extensive curriculum guides which list objectives, materials, scope and sequence of content, often suggested classroom activities, and increasingly, benchmarks for student achievement. If a work team currently exists to revise a particular content area, ask to sit in and observe their work. You might even become a working member, adding specific expertise about developmental concerns, individual student needs, and learning and assessment strategies.

4. Attend in-services for teachers in specific curricular areas. School districts often sponsor workshops and

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in-services for teachers to update them in recent trends and to familiarize them with new curriculum materials. Often publishing companies sponsor these to introduce new text series, especially in math and reading. Ask to be a part of these and to receive copies of the materials teachers receive. You're probably not on "the lists" to be invited so you'll have to speak to principals and your superintendent about the importance of your attendance. One plus -- you don't need a sub!

5. Take or teach a graduate course or workshop from a local College of Education. Think about enrolling in a course you wouldn't normally consider -- many colleges and universities offer courses at convenient times (Saturdays, evenings and summer) which cover recent trends and research in instructional methods, curriculum development and classroom management. Go back and learn what you didn't originally or update your knowledge. There's a lot of excellent research in basic education -- go Read All About It! (like we tell the kids). Teaching a course in educational psychology or a related area at a local college may also help get you in touch with current work as you upgrade your knowledge to teach the course more effectively. Think about offering to team with teachers in presenting a workshop on effective instruction within a particular area within your district or intermediate unit, as well.

The pay-off for engaging in even one of these activities will be great as you find yourself thinking about classrooms in

new ways and applying your knowledge base of assessment, child development, and personality theory to the knowledge base on classroom instruction. You'll also find that as your knowledge about the regular curriculum increases, so does your ability to act as a change agent in your school system. Moreover, you'll be able to more effectively help plan for students who are identified as in need of special services by maintaining them in the regular curriculum, allowing them to re-enter as appropriate, or developing a plan which parallels the objectives and benchmarks of the regular curriculum. Finally, I think you'll find you have even more respect for the educators who work along side you and they, in turn, will view you as a colleague who knows and respects their work.

(This article is reprinted from *Insight*, Vol 18(2), winter 1998).

Call for Funding Applications for Projects for Children

Each year the **NASP CHILDREN'S FUND** solicits applications for projects. Funded projects impact children's lives and are as diverse as a Handbook of Poetry by Classmates of Victims of Shootings in Johnesboro, Arkansas or Teddy Bears for Tornado Victims in Arkansas. The Children's Fund responded to the need for school supplies in flooded North Dakota and Minnesota and after tornados in Florida and Tennessee. Recently funded was a safe place for children of physical and sexual abuse to be interviewed other than

in their school or the police station in Rutland, Vermont. Funds were provided for printing and dissemination of a brochure on a low incidence handicap. We are seeking applicants with ideas on projects that will directly affect children.

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

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

The NASP CHILDREN'S FUND BOARD encourages full-time school psychologists as well as graduate students, academicians and interdisciplinary teams to apply for funding. Successful applications will be unique in the service provided. Research is considered when it directly interacts with children.

The **NASP CHILDREN'S FUND** 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. We invite you to submit an application for funding for the 1999-2000 school year. **THE DEADLINE FOR APPLICATIONS IS JUNE 1, 1999.** For information write to: Dr. R. I. Olley c/o Pupil Services, Chatsworth

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Elementary, 222 New Avenue,
Reisterstown, MD 21136; call
410-887-6915 or fax: 410-602-8338.

International School Psychology Association presents "School Psychology in Italy and Switzerland"

July 22-30 1999

This 9-day International School Psychology Association pre-Colloquium study tour will visit Rome, Pisa, Florence, Verona, Padua, Venice, Milan and Como. The 22nd International School Psychology Colloquium will be held in Kreuzlingen, Switzerland, July 30-August 4, 1999. Estimated cost of the 9-day study tour: \$1995 including airfare. Early registration is advised.

For more information contact: Dr. Liam K. Grimley, School of Education, Indiana State University, Terre Haute, IN 47809. Email: cpennrl@bcfac.indstate.edu

Don't miss NASP's 31st Annual Convention and Exposition! April 6-10, 1999, Bally's Hotel and Resort, Las Vegas, Nevada

To receive additional information on NASP's "A Blueprint for the Future" in Las Vegas... Call: (301) 657-0270 or e-mail: convention@naspweb.org. Visit the Web Site at: www.naspweb.org

Job Openings

Henderson County Schools has an opening for a full-time school psychologist. Contact Laura McGrail, 502-831-5010.

Harlan County Schools has an immediate job opening for a school psychologist. Will consider interns. Salary based on experience. If interested contact Rebecca A. Williams, DoSE, 1-800-573-4330 or 251 Ball Park Road, Harlan, KY 40831.

The KDE website also lists school psychology positions available in these districts: Fayette County (606-281-0114), Floyd County (606-886-2354) and Pendleton County (606-654-6911).

Personal News

Congratulations to President-Elect **Ray Roth** and wife Laura on the birth of their son, Riley Evan Day-Roth on December 31, 1998. Welcome to the world, Riley!

Congratulations are also extended to **Pat Guthrie**, Warren County Director of Special Education and **George Christian**, Jefferson County School Psychologist, who plan to retire at the close of the 1998-99 school year.

Web Sites of Interest

www.naspweb.org

NASP home page

web.univnorthco.edu/tsp

Trainers of School Psychologists home page

www.gse.utah.edu/apa/d16.htm

Division 16 home page

edweb.sdsu.edu/CSP/spwww.html

World Wide Web School Psychology home page

www.tarleton.edu/~counseling/coresour/psychologists/psychologists.htm

Psychologist licensure home page

ericae.net

ERIC Clearinghouse on Assessment and Evaluation

(Information compiled by Lisa Samuels and Marley Watkins, Pennsylvania State University and first published in *Insight*, the Pennsylvania school psychology newsletter.)

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Laura McGrail, Editor