

# THE KANSAS SCHOOL PSYCHOLOGIST

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## President's Message

Jamie G. Wood, Ed.D.

*Thanks for a great year!*

*Serving this past year as your president has been a pleasure and an honor. It has been an interesting year in that I had a minimal notion of what I was doing when I began last January. Now that the year is nearly over, I would like to have you understand just how valuable the KASP Executive Board members have been to me. Further, please realize that you, as members, made this one of the most successful years in recent KASP history. I knew when I began as president, that I was (and always have been) an "ideas person", capable of motivating others and selling beliefs in positive outcomes. Organization and sequencing have always presented more challenges, and this year was no exception. It is therefore with deep gratitude that I recognize all of the assistance provided this past year. I have found much needed answers time and time again from Jim Persinger (Past-President), Lena Kisner (President Elect), Judy Ball (Conference Chair), Regina Kimbrel (NASP Delegate), Keely Persinger (Executive Manager), Laura Bradfield (Kansas School Psychologist Editor) and many others. These individuals went out of their way to help this "ideas person" perform at a reasonably strong level. Behind the scenes when I was out of earshot, they were probably screaming, "At least it's only for a year!"*

*Each of you as a member, stood up as a leader this year and made a difference. Our profession is one in transition and*

*there are always fears when we approach unchartered territories. It has been my experience that one of two situations will occur. The profession will dissolve into a mere shadow of what it once was; maintaining only the most basic representation of impact on the individuals it serves. Or, as in the case of the new KASP, it will have leaders who will recognize what must be done and will step up regardless of how unfair, uncomfortable, or difficult the charge at hand may be.*

*When we planned for our 2009 convention, the expense was not as cheap as if we had selected a less populous area. We chose it anyway. We were worried about numbers since the usual number of group registrations was limited by September. Then suddenly, individual registrations began to arrive. They contained personal checks since many members had found their districts unable to fund attendance. Finally, who would have predicted that we would acquire over 35 new members in the current economy?! Shakespeare said, "All the world's a stage and each must play his part." Please allow me to say one last thank you for your award winning performance. You kept us alive and helped us thrive. Happy holidays and may you be blessed with a safe and prosperous new year.*

*Cordially,*

*Jamie*

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## KASP 2009 EXECUTIVE BOARD

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Submissions are not only welcome, they are necessary to the maintenance of this journal as a timely publication which meets the needs of the Kansas school psychologist community. If the editors haven't heard from you in a while, we look forward to your contribution!

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# Position Announcements

## South Central

Wichita USD 259

Contact Information

Shelly Martin

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(316) 973-4615

Butler County Special Education Cooperative USD 490

Contact Information

Anita Farthing

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El Dorado, KS 67042

afarthing@eldoradoschools.org

(316) 322-4800

## Southwest

High Plains Educational Cooperative USD# 611

Contact Information

Mike Lewis

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Ulysses, KS 67880

mlewis@pld.com

(620) 356-5577

Garden City USD 457

Contact Information

Shellaine Kiblinger

1205 Fleming

Garden City, KS 67846

personnel@gckschools.com

(620) 805-7020

## Northeast

Coffey County Special Education Cooperative USD 244

Contact Information

Bob Scott

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200 South 6th

Burlington, KS 66839

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(620) 364-5151

**Go to  
[www.kansasteachingjobs.com](http://www.kansasteachingjobs.com)  
for additional information and  
future job postings**

## Calendar of Upcoming Events

National Association of School Psychologists  
Annual Conference March, 2-6, 2010  
Chicago, IL  
<http://nasponline.org>

International School Psychology Association  
Annual Conference July 20-24, 2010  
Ireland  
<http://www.ispaweb.org>

7th International Conference on Positive Behavioral Supports  
Conference March 25-27, 2010  
St. Louis, MO  
<http://www.apbs.org>

American Psychological Association  
Annual Meeting August 12-15, 2010  
San Diego, CA  
<http://www.apa.org>

Counsel for Exceptional Children  
Annual Convention April 21-24, 2010  
Nashville, TN  
<http://www.cec.sped.org>

Kansas Association of School Psychologists  
Annual Convention October 21-22, 2010  
Wichita, KS  
<http://www.kasp.org>

Membership Information and Membership Forms are available online! Check it out at <http://kasp.org/membership.htm>

3.

**KASP Executive Board Meeting**  
**Emporia State University**  
**Memorial Union: KSTC Room**  
**August 15, 2009**

1. 9:30 Call to Order

• Announcements – None

• In attendance:

- |                   |                    |
|-------------------|--------------------|
| o Jamie Wood      | Keely M. Persinger |
| o Charlie Daniels | Andrew Henicke     |
| o James Persinger | Susan Severin      |
| o Regina Kimbrel  | Lisa Morch         |
| o Lena M. Kisner  | Sharon Karr        |
| o Judy Ball       | Laura Bradfield    |
| o Betsy Leeds     | Rick Lindskog      |

• Additions to agenda

o Jim added addressing

• PREPaRE training

• Treasure's position on the ballot

• Minority Student Scholarship

• Online ethics demo

2. Review of minutes – motion to accept minutes offered by Jim P., seconded and motion carried.

3. Officer Reports

• President – Jamie Wood

o KASP Store – Jamie brought samples: small cooler (would have our logo) need minimum of 150 ordered at \$5.25 ea; White women's Polo short sleeve shirt; gray tee shirt; Navy blue men's Polo short sleeve shirt; it was determined:

1. Board members would pay for their own shirts

2. Shirts would be displayed on hangers – Charlie will bring hangers

3. Vendor will design custom order forms with no charge for shipping
4. Cooler put on hold for another convention
  - o Training in Autism Assessment –
5. Dirth of resources for assessment of autism in SE Kansas
6. Looking at certificate of training at Pitt State aimed at teachers
7. Regina share KS has training – Kansas Instructional Support Network (KISN) free training
8. Betsy thinks it's a beginning level
9. Kevin Brothers in Princeton, NJ one resource mentioned
10. Requested any information regarding assessing Autism to Keely or Jamie
11. Jamie's goal: 1) acquire credential and 2) increase awareness school psychologists can make diagnosis but need specialized training
  - o Evidenced-based helpful information on KASP website
12. Consider posting citations & abstracts of articles
13. ERIC will be online for free; major publishers put out abstracts in public domain
14. Jamie urged submission of article abstracts to Jim P.
  - o Special Education Reform Advocacy: A role for KASP?
15. Article "Excessive Stress Disrupts the Architecture of the Developing Brain" shared as advocacy material
16. Discussed KASP as potential role player in Early Childhood policy
  - Past-President – Jim Persinger
    - o Comments shared excellent training; will bring to administrators
    - o Kansas Health Foundation might be source for funding
    - o Every county in KA has funds for crisis planning
    - o PREPaRE
  - Money loser – need to get people trained
  - \$1,400 spent
  - Need several people to help run workshop

- Will be losing money to train people; asked if we should charge a fee? Would be closer \$200 if need to pay people to present.
- Sites for PREPaRE are ESU and Pitt State
- Jim will sent to board members numbers regarding cost with 2, 3, & 4 presenters
  - o Matt Burns agreed to 2010 Convention
  - o Ethics training – Jim could get something online for NCSP renewal
  - o Ballot vacancies: Treasurer, President-Elect, Associate Editor, and Directors: SE region and Central region
  - o Next year’s Trainer’s and student’s rep discussed. KU is next in line
  
- President-Elect – Lena Kisner
  - o Notes from submitted report:
    - Attended NASP PPI in Bethesda, MD
    - Advocacy needed not only with politicians but also with teachers, administrators, parents, and community
    - Leadership Assembly & Central Regional meeting focus on advocacy/public awareness, proposed NASP standard, and MLA. Fiscal concerns of states discussed
    - State advocacy plan due to NASP by Sept 1. Betsy will send it to Lena and will be presented at October board meeting.
  - 2010 KASP Convention –
    - To be held at Wichita Airport Hilton Oct. 20-22, 2010
    - Matt Burns has agreed and will charges \$345/hour plus expenses; will be only speaker on Friday all day
    - Howard Knoff will be all day on Thursday, plus breakout sessions in afternoon; has written an e-book on academic/emotional interventions which is on NASP website
    - Theme ideas: several were suggested and “On the Road to Success: Expanding the MTSS Horizon”

Convention Chair – Judy Ball

- Have 2 students presenting: Rhett Syndrome and Prader-Willi Syndrome: School based interventions
- AV equipment – needs microphones & LCDs, will contact Shawnee Mission School District for equipment, needs to check to hooking up to hotel system; Betsy, Rick, Jim P and Regina all volunteered to bring equipment
- Awards –
  - o Minority scholarship – notice will be emailed to trainers
- Will need help with door prizes at social
  - o WIAT III scoring
  - o Get fun stuff from regions for give aways
  - o Add 4-5 items from our KASP store
  - o Secure some items from local businesses
- No specific social planned
- 2010 Convention contract signed
  - o Need volunteers from Board and students to help with registration 8 – 9:00am
  
- Secretary – Charlie Daniels
  - o Regina will send me a copy of Executive Manager’s contract
  - o Suggested more review time for updates to By-Laws
  - o Asked for sub-committee to review By-Laws
  - o Regina K. and Judy B. offered to work on sub-committee
  - o Send updated By-Laws to Keeley
  - o Include Executive Manager’s contract and descriptions in updates
  - o Keep webmaster in the loop
  
- Treasurer – Steve Goad (Not in attendance)
  - o Audit of books should be scheduled as pass off to the next treasurer
  - o Jim P. will contact Lonnie as possible candidate
  
- Membership – Lisa Morch
  - o 192 members currently; 233 last year
  - o January 2010 can renew online & set up payment of dues with PayPal with option of renewing automatically for 3 years

- o School Psychology Week – Nov 9 – 13; letter for Governor requesting a signing ceremony sent August 2008
- o Suggested put KASP letterhead on document section of website with password protection
  
- Editor – Laura
- Associate Editor - Jodie
- o Requested submission of articles
- o Aug 20 deadline for Fall newsletter
  
- Regional Directors
- o Central – Not in Attendance
- o Northeast – Andy
- adopted School Psychology as Mental Health Providers as focus
- in contact with KNEA regarding HB553; Larry Spots of KNEA not representing School Psychologists very well
- o West – Betsy
- Would like a list of members in her region
- o Southeast – Not in Attendance
  
- Governmental – Sharon Karr
- o Federal level health care reform – major issue
- o About 15% of population don't have health care
- o Many families are underinsured
- o Federal program pushes prevention
  
- Archives – Jim Persinger - no items to discuss
- NASP – Regina Kimbrel
- o MLA, last comment ended June
- o Over 19,000 letters received
- o Division 16 president against it
- o APA Board will meet in January & will decide

- o NASP feels exemption will be removed and won't impact us until APA starts to regulate each state
- o Central Regional meeting held in July 2009 due to budget cuts
- o Fishful Thinking – NASP as consultant, positive thinking campaign, ideal for parents (layman's resource for resilience) [www.fishfulthinking.com](http://www.fishfulthinking.com)
- o NASP's podcasts – excellent can be downloaded
- o NASP' Ready to Learn, Power to Teach now on website, can be shared with administrators, teachers, and be downloaded off website
  - SPAN – Susan Severin
- o NASP advocacy – provides information to School Psychologists about changes
- o Funding for mental health significantly decreased
  - Executive Manager – Keely Persinger
  - Webmaster – Jim Persinger
- o PayPal available Jan. 1
- o Line item budget to get new software Contribute
- o Lifetime Achievement Award
  - Jamie designated Bob Clark to receive award for Fall 2009
  - Jim P to get in contact with Bob Clark
  - Plaque is made by Brent
  - Lena suggested a criteria for award to be developed using NASP criteria
  - Jamie will develop criteria
  - University Liaison – Rick Lindskog
- o Paul Tough – education writer for NY Times has written very knowledgeable articles on education, such as Nov 2006 What it Takes to Make a Student. In 2009 24/7 School Reform
  - AdHoc Committees
- o Suicide Prevention committee – defunct
- o Futures committee – aligns closely with SPAN suggested to combine the two
- o NCSP – Sharon & Regina on committee
  
- Directors' Question: What can KASP do to assist you in supporting job security and your role as a School Psychologist in your district?
- Motion made to adjourn meeting by Jamie, seconded by Lena. Motion carried and meeting adjourned at 2:25p.m.

## Seven Habits of Highly Effective School Psychologists

John J. Murphy, Ph.D., University of Central Arkansas

### Have You Ever...

- *tried to convince students they have a problem when they don't think they do?*
- *worked much harder than the student to change a school problem?*
- *felt like giving up altogether on counseling, consultation, or intervention because you simply don't have the time to do it right?*

These are the kind of challenges that led to the seven practical habits in this article. If you answered “yes” to any of the questions, then I hope you will find these ideas as useful in your work as they have been in mine.

### The Seven Habits

#### ***Habit #1 Remember that change is the name of the game.***

Most referrals to school psychologists represent a request for change. This is true regardless of the type of service being requested. Even assessment referrals are initiated because someone, usually a parent or teacher, wants to see a change in the student's academic or social behavior. Whether evaluating a student's academic ability or consulting with a teacher regarding a classroom behavior problem, change is the ultimate goal. For this reason I suggest the following question as a guide for professional practice: *Will this action promote the desired change?* “Action” is broadly defined here to include assessment procedures, evaluation reports, placement and programming decisions, interventions, meetings, and so forth.

Our professional usefulness depends largely on our willingness to apply this question to daily decisions and activities. As such, this habit is the foundation for all the others.

***Habit #2 Be a good ambassador.***

When foreign ambassadors arrive in a new country, they don't start telling people what to do. They look, listen, and learn. They ask questions like: What do you value most?; What does an average day like for you?; How should I go about learning as much as I can about you and your country?; If you were me, what advice would you offer to the people of your country?

Good ambassadors are eager and humble learners who approach the country's inhabitants as essential teachers of key cultural beliefs and practices. The ambassador's ultimate effectiveness rests largely on an ability to match advice and recommendations to the unique challenges, interests, and capabilities of the country's population. Likewise, effective interventions for school problems are tailored to the distinctive aspects of the problem and the people involved in it. Approaching students, teachers, and parents with humility and curiosity helps to build collaborative relationships. Collaboration enhances change by fostering people's ownership of intervention strategies. Like good ambassadors, effective practitioners fit their approach to the people instead of trying to fit the people to their approach.

***Habit #3 Use words wisely.***

Counseling and consultation are language-based activities. Words can either help or hinder. The effectiveness of intervention improves when we listen carefully to the words of others and choose our own words wisely. The words people use to discuss school problems provide important clues about their views of the problem and its potential solution. Consider the difference between the following two descriptions of the same problem involving a fifth-grade student referred for disruptive classroom behavior.

*Teacher:* He's very manipulative and likes to have the upper hand. When he's not in control, he'll do something to direct attention to himself so he can have an audience. Meanwhile, I lose control of class. That's my big concern. I feel like I'm losing control of the class, and he's gaining all the control.

*Student:* She's always on my case [referring to the teacher]. I can't do anything right. Everything I do in her class is wrong. I breathe and she says, "Now Stephanie, stop breathing."

*[Notice the difference between the practitioner's response to each.]*

*Practitioner (to the teacher):* I'm wondering what you could do differently to regain some control in the classroom.

*Practitioner (to the student):* I'm wondering what you could do differently to get the teacher off your case.

In both cases, the practitioner respects and reflects the person's language by incorporating it into a follow-up comment ("gaining control" for the teacher, getting the teacher "off your case" for the student). This takes practice, but it is well worth the effort. I have been amazed at how useful this strategy is in engaging the most reluctant or so-called "resistant" students. The term "resistance" is addressed next.

#### ***Habit #4 Resist the term "resistance."***

Mary was a high school student referred for defiant school behavior. Here is what Mary said as she entered my office for the first time before I even had time to say hello: "This school sucks. The teachers are stupid and the principal is an idiot. And now I have to come here to see you. I know you're gonna try to make me mind the teachers, but I'm not doing it, and you can't make me. Nobody can make me. This whole counseling thing sucks just like the school. I'm not crazy. I don't care what you say."

Mary fits most definitions of resistant. The big question is: Does viewing Mary as resistant help

me to work with her in a way that enhances change? In my experience, viewing people as resistant hinders the change process. Consider the following two common responses to so-called resistant students like Mary: (a) the *Rational Persuasion Approach* of trying to talk her out of her opinion by providing facts that challenge her view of herself and others; and (b) the *Fatalistic Future Approach* of informing her how miserable her future life will be if she doesn't heed Santana's advice and "change her evil ways" pronto. As well-intentioned as they are, these resistance-countering responses usually backfire and make matters worse.

Students who demonstrate serious and ongoing school problems often feel misunderstood, a change-detering impression that is reinforced when practitioners view them as resistant (including statements or implications that the student is "not trying"). It is more efficient to cooperate with the student's position instead of trying to change it. Returning to Mary, I cooperated with her position by asking what she needed to do to get out of coming to counseling. Mary was intrigued by this unexpected question. She became much more cooperative as we talked about specific behaviors that would advance her goal of not coming to counseling. Change is enhanced by replacing the resistance label with creative efforts to cooperate with students, parents, and teachers.

***Habit #5 Focus on what works.***

The field of psychology has been described as being obsessed with people's shortcomings and limitations. Renowned educational psychologist Seymour Sarason characterized psychological assessment as "the search for pathology." Seeing students and other people as deficient or as competent is a matter of choice versus truth. Habit #5 invites practitioners to "search for competency" by including assessment and interviewing strategies aimed at identifying people's strengths and resources. Psychotherapy outcome research indicates that building on people's strengths and resources is one of the most powerful and efficient means

of changing problems (Asay & Lambert, 1999; Bohart & Tallman, in press; Murphy, 1999).

One practical way of implementing this habit is to search for exceptions to the problem. Exceptions refer to times in which a school problem is absent or less intense. Asking a disruptive student about the *one class* in which they *don't* get into trouble, instead of focusing only on problematic classes, provides helpful clues about what works for the student in regard to class format, teacher-student interaction, and so forth. This information can be used to design interventions that encourage the student and others to do more of what is already working (Murphy, 1994).

As simple as this concept sounds, it is not easy to do in the face of traditional assessment systems and policies that require deficit-based diagnoses in order for people to receive services (e.g., DSM-IV, special education). Strategies for integrating strengths and resources into assessment, consultation, and intervention are provided elsewhere (Epstein & Sharma, 1997; Murphy, 2008).

[Warning: Immediate application of Habit #5 may cause sudden attacks of hope and optimism.]

### ***Habit #6 Focus on the future.***

Despite sounding like a retirement slogan, this habit offers many practical advantages to school practitioners. Assessment, consultation, and intervention are most effective when they are future-focused and solution-oriented versus past-focused and problem-oriented. The past is useful only insofar as it enhances future solutions. Information regarding previous interventions and their relative success is helpful in planning future actions. However, prolonged archeological digs into the problematic past do not always provide a clear direction for change and may actually heighten people's despair. Focusing on the future cultivates hope and improves outcomes.

Questions and comments that anticipate change and build hope are useful in helping students

and others focus on future goals, actions, and possibilities. Here are some examples:

- How will you know when things start getting better?
- What will your daughter be doing differently when her self-esteem begins to improve a little?
- How will classroom life change for you as a teacher when these ideas start working?

Additional questions can be found in Murphy (2008).

***Habit #7 Remind yourself (often) that change is the name of the game.*** This is the mantra of effective school psychologists and others for whom resolving problems is a daily requirement. Since referrals are requests for change, this reminder keeps us tightly focused on what is most important to the people we work with. Like any good mantra, it should be repeated often throughout the day.

### **Editor's Comments**

Dr. Murphy was invited to submit this article as a supplement to his workshop on October 30, 2009 at the KASP conference in Overland Park, KS. For more information about putting these ideas into practice on the job, refer to Dr. Murphy's website ([www.drjohnmurphy.com](http://www.drjohnmurphy.com)), two recent books (*Solution-Focused Counseling in Schools* (2008) (American Counseling Association, 800-422-2648; [www.counseling.org](http://www.counseling.org)) and (with Barry Duncan) *Brief Intervention for School Problems* (2007) Guilford Press, 800-765-7006, [www.guilford.com](http://www.guilford.com)), and videotape ("Solution-Focused Child Therapy with John J. Murphy," Psychotherapy Resources, [www.psychotherapy.net](http://www.psychotherapy.net)). For more information and workshop scheduling, refer to Dr. Murphy's website or contact him at 501-450-5450 or [jmurphy@uca.edu](mailto:jmurphy@uca.edu).

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## Service Awards



### 20 years

Cindy Kane  
Lynette Crawford  
JB Gee  
Mary Kay Kelly  
Cathy Laughlin  
Susan Newman  
Judy Piccard  
Mary Pritty  
Lynn Craig Sangels  
Julie Zilkie.

### 25 years

Tim Barrons  
Ron Davis  
Norma Ferman

### 30 years

Linda Collins  
John Felner  
Dean Johnston  
Jennifer Kitson  
Francis Louden  
Marie Patterson  
Debbie Potter  
Becky Tehran  
Jessie Tyson



Dr. Jamie Wood, KASP President, Kicks off the Friday Luncheon.

Summary of minutes  
Membership meeting  
10/30/09

The membership meeting was held during the KASP 2009 Convention in Overland Park, KS. President Jamie Wood shared the following: KASP is now a NASP approved provider for workshops leading to CEU's for NCSP re-certification requirements; a PREPaRE workshop will be held this summer at Emporia State University; NASP's Public Policy Institute, held in Washington, D.C. last summer, continues to advocate for our profession with members of Congress making them aware of our expanding role in school psychological services in the areas of mental health and regular education.

A number of awards were bestowed. A Lifetime Achievement award was given to Bob Clark for his tireless promotion of School Psychology in Kansas over his career. KASP's first recipient of the Minority Student Scholarship was Vernon Harris III of Emporia State University. Student awards for research were given to Tess McConnell and Amy Graves as they study bullying, and Kristy Olson and Vernon Harris III as they study cyber bullying. These students will be working in conjunction with SuEllen Fried, a national and international speaker on the topics of child abuse and bullying.

Recognition for years of service in school psychology was given to the following individuals: for 20 years, Cindy Kane, Lynette Crawford, JB Gee, Mary Kay Kelly, Cathy Laughlin, Susan Newman, Judy Piccard, Mary Pritty, Lynn Craig Sangels, and Julie Zilkie. For 25 years: Tim Barrons, Ron Davis, and Norma Ferman. For 30 years: Linda Collins, John Felner, Dean Johnston, Jennifer Kitson, Francis Loudon, Marie Patterson, Debbie Potter, Becky Tehran, and Jessie Tyson.

Elections results were presented by KASP's Past-President, Jim Persinger. Three regional reps elected were Darrick Perry (Southeast), Megan Adams (Central), and Jill Smith (West). KASP's new Associate Editor: Vernon Harris III, Treasurer: Lonnie Parker, and President-Elect: Betsy Leeds.

Jamie Wood thanked the Executive Board for their work and support over the past year. Thanks also went to Judy Ball, Convention Chair, for her hard work over the year to make the convention a success. Finally Jim Persinger, Past-President, was recognized for his service as President in 2008 with a plaque.

The meeting was adjourned at 1:00 pm



Judy Ball, KASP conference chair with Tess McConnell, co-winner of 2009 KASP research scholarship (her research partner, Amy Graves, was not present).

**Lifetime Achievement Award in School Psychology**  
to  
**Bob Clark**



The Kansas Association of School Psychologists presented its first Lifetime Achievement Award in School Psychology to Bob Clark of Topeka, Kansas at its annual conference in October 2009. Mr. Clark worked for Topeka USD #501 as a school psychologist and School Psychology Department Coordinator from 1976 until he retired in 2009. Throughout his career he contributed extensively to the profession serving as a member of the Kansas Association of School Psychologists executive board for several years and held the office of president in 1979. His leadership in developing crisis intervention strategies for the Topeka Schools, and in managing a grant project geared to reduce school violence, will leave a lasting positive impact on students and staff alike. His consistent good work on such projects made him a highly recruited candidate for various Kansas Department of Education task forces, including an appointment on the state's Comprehensive System of Personnel Development. Consistent with his service ideology Mr. Clark was an adjunct faculty member of Pittsburgh State University from 1997-2002 where he shared his vast knowledge and rich experiences with future school psychologists. Beyond the public schools, Mr. Clark served the greater Topeka community as an educational advocate, a volunteer responder for the Topeka Suicide Hotline, and a respite caregiver for Topeka Hospice. Mr. Clark has maintained the admiration of his colleagues throughout his tenure as evidenced by his being awarded the first Kansas School Psychologist of the Year award in 1986 early in his career, and by the current award at the end of his career. Congratulations Mr. Clark on this well deserved honor, and thank you for your untiring commitment to the school psychologists in Kansas.



Bob 1986



Bob 1989

Dr. Jamie Wood, KASP President, and long-time colleague of Bob's and Past President of KASP Brent Hoyt, present Bob with the award.



## CONFERENCE COVERAGE

# KASP 2009 Conference Highlights

Overland Park, KS October 29& 30



Kathleen Minke



Kristi Olson and Vernon Harris, co winners of 2009 KASP research scholarship. Vernon also received KASP's first academic minority scholarship.

Dr. Jamie Wood, KASP President with workshop presenter Dr. John Murphy.



ESU alumni gather for picture at social.



Opening session at KASP conference.

### Kansas Association of School Psychologists

#### Membership Application January 1, 2010 – December 31, 2010

<input type="checkbox"/> Practitioner (\$40.00)	<input type="checkbox"/> Supervisor (\$40.00)	<input type="checkbox"/> Administrator (\$40.00)	<input type="checkbox"/> Trainer (\$40.00)
<input type="checkbox"/> Independent (\$40.00)	<input type="checkbox"/> Retired (\$10.00)	<input type="checkbox"/> Student at (\$10.00)	Uni- versi- ty:

Student membership requires annual verification of status. Student status requires enrollment in a minimum of 6 hours leading to certification as a school psychologist or an advanced degree. If you are on internship, you must have your provisional certification and be enrolled in internship credits.

\_\_\_\_\_  
Signature of University Trainer

Please mark any committees on which you would be willing to serve:

Futures       NCSP       Suicide Prevention

Would you be willing to serve as a KASP liaison for your district, coop, or university?	Yes	No
Do you want to be included in the KASP Directory of Independent Evaluators?	Yes	No
Do you want to be included on the KASP Listserve? (provide email address above)	Yes	No
Would you be willing to serve on the KASP Executive Board?	Yes	No
Are you bilingual?	Yes	No

If so, would you be willing to be included on a statewide directory?

All members please sign (signature indicates agreement to abide by Ethics and Standards of KASP/NASP).

Signature \_\_\_\_\_ Date \_\_\_\_\_

Send Payment to: KASP  
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PSYCHOLOGIST

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KASP MISSION STATEMENT

KASP exists to advocate for the psychological and educational well-being of Kansas' children, while serving the needs of the membership and promoting school psychology as a profession.

To join or renew a membership, contact:

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PO Box 1801

Emporia, KS. 66801

Email: [keelypersinger@yahoo.com](mailto:keelypersinger@yahoo.com)



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