

A SPECIAL NOTE OF THANKS TO THE FOLLOWING SCHOOL PSYCHOLOGISTS FOR THEIR RESEARCH, REVIEW, AND/OR WRITTEN CONTRIBUTIONS TO THIS DOCUMENT.

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INTRODUCTION

As we approach the fiftieth anniversary of the Ohio School Psychologists Association, it is a time for reflection on the past and anticipation of the future of the oldest state school psychological organization. OSPA has served changing but continually vital roles in each decade. In the beginning, OSPA provided the mechanism for the few school psychologists in the state to support each other and exchange professional knowledge. By the nineties, OSPA was an organization of over 800 members, able to impact proactively on issues that determined how school psychologists would function and the services children would receive. In the forties, questions were raised as to the degree of integration between OSPA and other professions such as clinical psychologists, teachers, counselors, and school administrators. By the nineties, OSPA had clearly established its role as a leader in the profession of school psychology and had begun forging closer ties and joint projects with other related service organizations. While the OSPA of the forties was strongly associated with the Ohio Department of Education, the OSPA of the nineties was an independent yet collegial voice in the arena of child serving organizations.

No historical summary can adequately delineate all the contributions of everyone involved. An event may be described but certainly what is typically missing is a full accounting of the numerous hours devoted by the school psychologists at the time. The goal of this document is to capture the flavor of each decade and record the highlights that helped create the OSPA that exists today. It is also a small thank you to the many school psychologists throughout the decades who believed in children, the profession, and OSPA and were willing to commit the time and energy that produced the vibrant and strong OSPA that is now approaching the twenty-first century.

1940's

THE BIRTH OF SCHOOL PSYCHOLOGISTS OF OHIO (SPO)

THE BIRTH OF SPO

Earliest records reveal that a small number of school psychologists met in June of 1943 at the Ohio State University faculty club to start an organization for school psychologists. Dr. Dwight Arnold of Kent State was elected to "continue" as chair. Such terminology would indicate earlier meetings, but no confirming records are in existence. The organization was open to any fulltime school psychologist. Financial records suggest that about eleven individuals joined the organization during its first official year. Annual dues were \$.25. Records note that at a conference in 1944 prices were as follows:

children each year. Anyone not meeting the quota risked dismissal or probation. By 1945, Amended Senate Bill 65 was passed which enabled boards of education to establish and maintain child study services and provided reimbursement for approved child study services.

As a result of these factors, school psychologists in the 40's focused on the need for legislation that would ensure programs for unserved or poorly served handicapped children and promoted the role of school psychologists in identifying handicapped children and their programmatic needs. The person who dominated this decade was P.O. Wagner. Wagner has been referred to as the "Father of School Psychology" and the "Santa Claus of School Psychology." He believed strongly in the diagnostic role of school psychologists and that "we are approaching an era when the school psychologist will be a cog in every school system." It was P.O. Wagner who developed and obtained legislative acceptance of the term "child study." He promoted the services of school psychologists as diagnosticians, consultants, and counselors. Wagner also emphasized his belief that testing was not an end in and of itself, but should be utilized to improve the education of each child. Wagner championed the cause of school psychologists because he understood the value of their services to special needs children and their families. When the legislature suggested establishing a central state, it was Wagner who insisted that school districts be encouraged to hire their own. He was a critical factor in Ohio and SPO at a time when school psychologists were struggling to establish their identity and a reason for their very existence. He created an image of school psychology in his own mind and shaped the state in that image.

Training and Certification

Another major issue of the decade dealt with training and certification. Training experiences were extremely varied and most trainers had no experience actually working in the schools. In 1946, a committee of trainers, school psychologists, visiting teachers, counselors, and others recommended that a master's degree, teaching certificate, one year of teaching experience, and 300 clock hours of supervised experience be required for school psychologists. These recommendations were subsequently approved by the Ohio Department of Education. As a result, school psychologists were often the highest trained professionals in their districts. The 300 hours, however, were difficult to get and often of little value. Consequently, the concept of a planned internship was soon being promoted by Wagner and was subsequently initiated in the early 1950's.

Collegiality

Another dominant theme of the 1940's was collegiality. There were few school psychologists. In 1945-46, seventeen units were funded by the state, although other school psychologists were hired locally. The ratio at that time was 1 to 65,559. School psychologists valued SPO as a mechanism for establishing friendships and sharing ideas, concerns, and needs.

1950's

Nurturing of SPO

SPO began the second half of the twentieth century with a pattern of three meetings a year on The Ohio State University campus. Dr. Douglas Courtney, an OSU associate professor, was president of the organization, which at that time met in a single room in the Ohio State Union. Dr. Courtney encouraged his students in school psychology to attend SPO meetings on a regular basis.

In 1951, Thelma Tyler, of the Worthington School District, became the first of a long line of association presidents coming from the ranks of practicing school psychologists. She also served as an in-school supervisor for the 300 clock hours required by the State Department of Education for a person to attain a "junior school psychologist" certificate.

Although Dr. Courtney left OSU in 1951, Drs. Wilda Rosebrook, Viola Cassidy, and Harold Phelps continued the university support for SPO. P.O. Wagner, Ray Horn, and Amy Allen of the Ohio Division of Special Education also lent their expertise and guidance to the association, while Mrs. Hazel McIntyre, Director of the Division of Special Education, maintained an active interest in SPO and in the development of school psychology in Ohio. Other individuals who contributed to the development of SPO as a viable professional organization in the 1950's included past-president Dr. Stella Whiteside, Director of Psychological Services for Cincinnati Public Schools, and Dr. Bertha Luckey, Director of Psychological Services for Cleveland Public Schools.

The unexpected death of P.O. Wagner in August of 1958 was a shock to Ohio psychologists. Starting as a staff psychologist with the State Department of Education in 1936, P. O. had been instrumental in bringing about recognition of the need for psychological services in the public schools. He had been a friend and counselor to all, but especially guided those new in the field. His fatherly image and homey wisdom would be missed.

The Organization and Growth of SPO

During the 1953-54 year an intense debate was held by the members regarding the membership eligibility requirements for the now fast-growing organization. The debate centered upon whether or not allied professional groups (e.g., school counselors, speech therapists, visiting teachers, and attendance officers) should be eligible. Some members felt that membership restricted to school psychologists would assure that programs would retain professional relevancy and that a commonality and collegiality would be better established. Others believed that the infusion of other related discipline would prevent an ingrowing which might become stifling and lead to a lack of awareness of the significant contributions of those other fields.

Following a long and somewhat spirited discussion, a majority vote concluded that only the practicing school psychologist or trainer of school psychologists would be eligible for membership. In addition, it was required that the applicant possess a master's degree with a strong emphasis in clinical and educational psychology and have a year's experience in the applied field.

In 1955, an Executive Board generally directed the affairs of SPO. It consisted of the president, immediate past-president, program chairman, secretary-treasurer, and the chairmen of the membership, training and education, and reporting committees. As a matter of precedent, the program chairman was nominated and elected president the following year. (It was later to be that the president-elect became the program chair during the year preceding the presidency.)

In October, 1955, President Donald Ferguson began the practice of regular distribution of newsletters to the membership. In his presidential message at the beginning of the 1955-56 school year, he noted that about 100 school psychologists were working in the schools.

One of the resolutions adopted by the Executive Board in December of that year was that the annual dues be increased from one dollar to five dollars. The budget for the coming year was set at \$405.00.

Although some one-day meetings had been held at a site other than OSU, the spring meeting of 1956 was the first to be held away from the Columbus area at the Granville Inn. For the first time, too, a two-day format was established. The pattern emerged in which the Executive Board met on Friday afternoon, followed by an evening and Saturday morning program, and a business meeting following lunch.

The business meeting of the 1956 spring conference was highlighted by a serious debate over dues being raised to five dollars as recommended by the executive committee. A constitutional change emerged which determined dues to be three dollars annually.

Also, for the first time, two nominees for each association office were presented for election at this meeting. Because of a growing concern that there were some professional associations led and controlled by academe, a constitutional change was effected which mandated that officers of the association be active school psychologists employed as such by the schools. Thus the organization took one further step to cement SPO as an association of and for school psychologists.

At this meeting, there was expressed growing concern, nationally as well as statewide. Dr. Bertha Luckey, chair, gave a progress report from the Ethical Standards Committee and urged that members identify specific instances of ethical or unethical practices to be brought to the attention of the committee for possible incorporation into the ethical standards of the American Psychological Association.

The second annual "Granville Conference" met for two days in April of 1957. The cost of \$17.00 per person included registration fee, meals on Friday evening, Saturday breakfast and lunch, and a room for the night! The Division of Special Education of the Ohio Department of Education did much to encourage and support this and other professional level conferences for school psychologists. P.O. Wagner and Ray Horn were particularly helpful with personal and staff assistance.

Surfacing for the first time was the growing concern over children with multiple handicaps. A State Department survey during the 1957-58 school year revealed 321 children in the state with multiple handicaps. This figure represented 2.48% of the 12,904 children then enrolled in special education programs.

Another first occurred in the 1958 spring conference, with a national research figure on the program. Dr. Nancy Bailey, Chief, Section on Child Development, National Institute of Mental Health, made a keynote presentation. She had just completed and published an extensive, twenty-five year, longitudinal study of the development of intelligence in young children. Another highlight of the conference was the presentation by Dr. Elizabeth Koppitz, a clinical psychologist for the children's Medical Center in Columbus. She described the uses and misuses of the Bender-Gestalt in school psychological practice.

In his 1958 Presidential Address, Wiley Garrett noted that the SPO membership was then 100 and continuing to grow.

A survey of the membership was conducted by the Research Committee, chaired by Donald Renwand. Two major findings:

- Membership respondents (82%) considered their most important function to be in the area of individual child study.
- About 20% of Ohio school units employed school psychologists, with a large number having had education beyond the master's degree.

The decade closed with considerable program emphasis on children, as presented by pediatric specialists, and a renewed focus on the working relationships between physician, nurse, teacher, and school psychologists. It is enlightening to note that even in these "old days" a team approach was considered important. There was a caution expressed that physicians were business entrepreneurs and their time constraints needed to be respected by school persons.

Growth of Regional Associations

Newsletter notes indicate that area associations of school psychologists were beginning to develop during the 1950's. The Northeastern Association of School Psychologists (later the Kent Area School Psychologist) met regularly at Kent State University. Similarly, the Cleveland Suburban School Psychologists established a pattern of "no dues" meetings in the Cleveland area. The School Psychologist of Central Ohio was also quite active.

Professional Role Expansion

Newsletter articles during the 1955-59 period reflected a shift of some experienced school psychologists to school administrative positions, particularly as directors of pupil personnel and directors of special education. During this time, two psychologists became school superintendents.

During the 1957-58 school year, efforts were made to attain departmental status for SPO as an affiliate of the Ohio Education Association (OEA). These efforts were curtailed due to an OEA requirement that at least 300 OEA members be a part of any such affiliation.

Solid recognition of the profession of school psychology was demonstrated by the fact that by 1958, child study units were an integral part of the State Foundation Program. School districts were thereby encouraged to bring school psychological services into their systems.

As the 1950's came to an end, school psychologists were clearly well established in the educational structure of Ohio. While State Foundation Program support still directed the focus of the school psychologists' role toward individual child study, psychologists were becoming active participants in curriculum development and in special education planning. Psychologists were assuming leadership positions in their communities and assuming a significant role in the growing mental health movement.

1960's

1960-61

In April of 1960, the Ohio Department of Education adopted Standards for the Internship in School Psychology. The first state funded internships were approved. Seventeen interns were in this first group. The one year (nine months) internship replaced the 300 clock hours requirement. SPO also recommended revision of certification requirements. One change, suggested by Charles Huelsman from Miami University, was to eliminate the requirement of a year of actual teaching experience. This change was supported by the Inter-University Council (IUC) which reasoned that the internship requirement replaced both the 300 clock hour and the one year of teaching requirements. At the December meeting of SPO, the majority of members did not support this recommendation.

Ray Horn moved from Chief Psychologist to Director of the Division of Special Education. Sam Bonham became Chief Psychologist. Among the new school psychologists elected to SPO membership were Pete Gross, Delaware City Schools, and Paul Haily, Mansfield City Schools.

Dues were \$4.00. Three dollars went to the general fund and one dollar to the P.O. Wanger Memorial. There were 115 paid members. The concept of "honorary life membership" was approved and Ray Horn was selected to be the first recipient. The newsletter was published four times per year.

1961-62

The publication of a new journal, The Journal of School Psychology, was announced. It was to be published biannually by the Division of Special Education. The first issue was planned for January, 1963. The purpose was to provide an outlet for research studies and to foster the expansion of school psychology as an applied science. The journal was to be provided free to school psychologists and trainees in Ohio and distributed selectively to others outside the state. Editorial board members were: Sam Bonham, editor (Division of Special Education), Homer Bradshaw (OU), Don Ferguson (Kent State), Nathan Gottfried (Miami University), Charles Huelsman (OSU), and Don Smith (OSU).

At the Fall, 1961, business meeting a special committee was appointed to study the certification of psychologists in Ohio. The focus was on certification for working in schools and in private practice. Members of the committee were Clyde Bartlett, Sam Bonham, Don Ferguson, William Goff, Kenneth Hazen, and Robert Walker. An OPA committee was also studying the issue of certification for private practice. Consequently, the two organizations held some joint discussions.

SPO President Don Wonderly questioned if SPO should "...continue to be a fraternal organization or begin to assume more vital leadership in issues involving the practicing psychologists in the schools?"

A growth and status report indicated that there were 157 school psychologists in Ohio, including 18 interns being trained. Fourteen county offices, 4 locals, 66 cities, and 6 exempted villages employed school psychologists. The largest staffs were Cincinnati (12), Cleveland (8), Akron (6), and Dayton (6).

The membership of SPO's Executive Board was expanded to fifteen members who were elected to three year terms instead of being appointed by the President. A meeting of the new Executive Board was held at Kent State for the purpose of discussing a variety of issues including constitutional reviews, OPA legislation, written history of SPO, salary/status survey, and the budget.

The year's spring conference marked the last meeting at the Granville Inn due to the increasing size of the organization.

1962-63: SPO Becomes OSPA

OPA requested SPO's support for their proposed legislation governing the private practice of psychology in Ohio. The issue was given to the Professional Problems Committee to study "...relations with other psychologists and with parents and children in terms of work with children outside the regular school setting. This would involve professional description of responsibilities, ethics, and limitations." Representatives of OPA discussed the proposed certification bill with SPO's Executive Board which subsequently voted to forward the bill for approval to the fall membership (6 – yes; 5 – no; 1 – abstention). The membership voted in December, 1962, to take no stand on this OPA proposal to certify psychologists. Subsequently, at a February 3, 1963, the Executive Board voted to oppose a revised bill which contained significant changes. OPA had made and distributed the revised bill without the involvement and prior knowledge of the SPO Executive Board.

One of the publications listed as available from the State Department of Education was The History and Development of School Psychology in Ohio (1961). A 75 page monograph that summarized previous studies, a 1960 survey, and current trends.

The proposed revisions of the SPO constitution (December, 1962) changed the name to Ohio School Psychologists Association. Also, the revisions abolished the elected office of President and had the duties taken by the Chairman of the Executive Board who was to be elected by the Executive Board members.

At the December, 1962, meeting a committee was appointed to pursue the employment of an Executive Secretary.

Some consideration was given to affiliation with OEA when SPO reached 250 members. The advantages included help in organizing meetings and financial assistance.

It was announced that the cost of publishing The School Psychologist was \$15.00 per issue.

The Committee on Training and Certification was asked to review the fourth revision of the "Recommended Organization for Intern Training Centers." Referring to Part II, c. (Related Activities) which stated that, "the school psychologist should serve as a consultant in curriculum development, staff development, group testing, and counseling services", the committee felt it was not wise to request these

activities of a field training site without indicating that the consultative role may be assumed if the school psychologist is trained in accordance with the needs of the assignment.

1963-64

The Health Committee of the State Legislature tabled the bill for licensing of psychologists. OSPA had opposed the bill in testimony by Clyde Bartlett, Sam Bonham, Pete Gross, and Don Wonderly before the House Committee. OSPA's position was that the school psychologist a) makes a unique contribution to children, b) provides a professional service, and c) has sufficient impact on children that the availability of the service to the public should be protected. This activity brought about "unhappy" relationships with OPA.

A report on the internship indicated that 38 intern units were in place during 1962-63. The Division's policy was to require each intern to submit a brief report describing and evaluating his/her internship.

A special meeting of OSPA members were called for March 21, 1964, at The Ohio State University. Three articles were printed in the February, 1964, issue of The School Psychologist ("Standards for Private Practice" – William Goff, "Recommended Personnel Policies" – Kenneth Hazen, "Ethical Practices and Standards" – Sam Bonham). Members were asked to read and discuss these locally before the March 21 meeting.

A new constitution was adopted in May, 1963 and dues became \$5.00 per year.

Don Wonderly was appointed Acting Executive Secretary pending discussion by the full membership at the December 3 meeting. The Executive Board felt that an Executive Secretary was needed to handle the increase in business matters and to compensate for a lower level of support from the Department of Education for arranging meetings. The OSPA office address became Don's address at Kent State University in February of 1964.

At the December 7, 1963 business meeting it was decided to purchase five shares of stock (\$50.00) per share) for OSPA in The Journal of School Psychology. Don Wonderly was appointed to act as proxy for OSPA at the stockholder's meeting on December 13, 1963.

1964-65

In December, 1964, a joint OPA and OSPA committee was formed to prepare a licensing bill for the next legislative session. OPA offered to help support the school foundation program in the state legislature.

A report of "Manpower Trends in Ohio School Psychology in the 1960's" was published in the April, 1965, issue of The School Psychologist. Sam Bonhomie's report described several issues and delineated the following data relative to the need for school psychologists to serve Ohio School districts in 1970. The recommended standards for a psychologist/pupil ratio was 1/3, 000; thus, 833 psychologists would be needed. There were 94 vacancies registered with the Division of Special Education in September, 1965. An additional 600 school psychologists would be needed by 1970.

New training programs were established at University of Cincinnati and Xavier University.

OSPA membership exceeded 200. Pete Gross, Membership Committee Chair proposed two levels of membership – associate and full. The creation of the associate category permitted individuals who were not certificated school psychologists to join OSPA.

The required constitutional changes for non-profit status and incorporation were made at the April, 1965 meeting. Thus, plans for incorporation were nearing completion.

In the spring of 1965, OSPA held an historic joint meeting with OPA at the Deshler-Cole Hotel in Columbus. The banquet speaker was Dr. Robert Thorndike.

1965-66

Personnel changes in the State Department of Education (Summer, 1965) included:

- Ray Horn became Coordinator of Federal Aid in the Ohio Department of Education.
- Sam Bonham took over as Director, Division of Special Education.
- Pete Gross became Chief Psychologist.

In March, 1966, the Division of Teacher Education and Certification opened the "Training/Certification Requirements for School Psychologists" for review. An OSPA committee chaired by William Goff was charged with making recommendations. Also, comments and revisions for "Program Standards for School Psychologists" were being solicited by Pete Gross. A report of "Certification Requirements in 50 States" developed by Pete Gross was published in the May, 1966, issue of The School Psychologist.

A Twenty-Fifth Anniversary Planning Committee was organized that included Clyde Bartlett (Camera), Mike Chrin (Publicity), and Don Wonderly (Master of Ceremonies).

1966-67

OSPA proposed an alternate route for training school psychologists to meet concerns about critical shortages. In July, 1966, Sam Bonham and Maxson Green, Director, Division of Teacher Education and Certification, issued a memo describing an "Experimental Alternative Program in the Pattern of Training for School Psychologists". The alternative plan waived the teaching certification requirement.

An "Analysis of Case Load of Ohio School Psychologists, 1964-65 School Year" was published in the October, 1966, issue of The School Psychologists by the OSPA Research Committee (Sam Bonham, Bill Farling, Pete Gross, Janko Kovacevich, Norman Shrider, Chesley Sims, and Lloyd Koegel, Chairman).

Findings indicated:

- The average number of cases completed was 236.
- Thirty seven percent of referrals were for routine testing such as placement or continuation in special education programs, early entrance testing, testing for retention or promotion, testing for home instruction or testing for exclusion from school.
- Twenty-seven percent of referrals were for evaluation of children with learning problems such as learning difficulties in the basic skills, poor marks in one or more subjects, underachievement, or poor motivation or study habits.

Outgoing President, Lloyd Koegel said in his last President's Message in May, 1967, "We must choose to be autonomous or dependent as a profession...it is my conviction and the consensus of the Executive Board that we should choose to be autonomous—so that we may exercise a positive influence on progress and protect the interests of our profession and membership."

Country-wide distribution of the OSPA newsletter was noted in the many requests for reprints.

In the Division of Special Education, Bill Farling was appointed chief psychologist.

Don Wonderly resigned as Executive Secretary and was succeeded by Janko Kovacevich.

1967-68

OSPA was corresponding with other state school psychology organizations regarding the possibility of meeting with representatives of their boards to explore the establishment of a national organization of school psychologists. Considerable interest was shown and an OSPA committee was appointed to develop an agenda for an organizational meeting on March 21 and 22, 1968, in the Columbus, Ohio area. Thirty-three participants came from eleven states. Polly Alexander, OSPA President, was named temporary chairperson and Janko Kovacevich was named acting executive secretary.

A special summer training program was announced by Charles Huelsman at OSU. This program was a special collaborative effort with the Division of Special Education to increase the number of school psychologists being trained. The number of approved units in school psychology in 1966-67 was 312 and in 1967-68, 364. Intern units increased from 54 to 77 in that same period. The estimated annual need for new school psychologists was reported to be 100.

In the Division of Special Education, Pete Gross became Educational Administrator for Pupil Services.

The Legislature created County Boards of Mental Retardation to take over duties of child welfare boards.

The Department of Education pullulated "Guidelines for Underage Admission to First Grade". Beginning in 1969-70, September 30 was the date by which a child must be six to enter grade one.

A special committee (OSPA, Division of Special Education, and Xavier University) conducted a salary and status survey and achieved 99% return rate of OSPA members by April, 1968. Trends reported included: a) A strong feeling among the majority that a definite change was occurring in the role and function of school psychologists. They were becoming more active as consultants to teachers, parents, the school and the community at large. B) Sixty percent of school psychologists were negotiating as independent agents or were working under a ratio pay scale. C) Many school psychologists were "moonlighting" in activities such as private practice, teaching at the college level, and providing services to other school districts.

A "preliminary Statement of Ethics" including private practice was published in March, 1968. The rationale for including private practice was, "Private practice is an appropriate and legitimate function of the certificated school psychologist, provided he is adequately trained and experienced, is cognizant of his professional limitations in skill and knowledge, does not go beyond these limitations and does not operate in conflict with responsibilities to his primary employer."

At the Fall, 1967, meeting an informal gathering of presidents and other representatives of regional school psychology groups took place. AT that time the associations mentioned were: Lima Area, Cleveland Area, Kent Area, Southwest Ohio, and Central Ohio. Topics discussed were programs, newsletters, membership, and constitutions. It was agreed to exchange program and newsletter mailings and to meet again at the annual meeting in Spring of 1968.

Liability insurance was made part of the OSPA membership package.

1968-69: Formation of the National Association of School Psychologists (NASP)

Polly Alexander, Acting Chairman, NASP, and Bill Farling, met with representatives of Division 16 of The American Psychological Association (APA). Some APA members encouraged the formation of NASP and pledged cooperation; others wanted Division 16 to change its structure to better accommodate school psychologists so that NASP would not be necessary. NASP was officially born on March 15, 1969, in St. Louis where over 400 school psychologists, state department personnel, and university trainers from

24 states had gathered to form a national association. Polly was elected as the first President, and Bill Farling, then at the University of Akron, was named Executive Secretary. Other Ohioans serving as Committee Chairmen in the new organization were: Ken Hoedt, Akron, Research and Janko Kovacevich, Akron, Legislation. A former Ohioan, Jerald Green, a graduate of Kent State, was elected to the position of President-elect and served as Program Chairman. Dues were \$25.00.

In the Winter of 1969, Polly Alexander, Chair of OSPA's licensing committee, reported that the current licensing bill had been written jointly with OPA. It called for a license for "psychologists" and a license for "school psychologists." The bill did not affect work in the schools, but it would be a great benefit to school psychologists who were doing private practice. Polly called for private donations to support the extra work of the legislative effort required to make this bill a law. In the Spring, 1969 issue of The School Psychologist the bill (Senate Bill 376) was published in its entirety. At the annual spring meeting, the membership voted to have OSPA support this bill in the legislature.

Ninety-three interns, an all time high, were in place. OSU had twenty interns, nineteen from the new summer program which was implemented to increase quickly the number of school psychologists in the state. An evaluation of interns' experiences appeared in the Fall, 1968, Newsletter. The experience listed most often as "valuable" was "supervisory relationship with freedom to learn, err, and to experiment." The experience listed most often as "should be added" was "to diagnose learning and behavior disorders and other areas of exceptionality with specific emphasis on program development."

Nick Gallo replaced Bill Farling as the "Educational Consultant" (new term) for School Psychology Services, Division of Special Education.

OSPA placed increased emphasis on legislative issues/concerns including relationships with other organizations, professional negotiations and rights.

The newsletter publication schedule was changed to three times per year.

The Southwest Ohio School Psychology Association formally organized with Jerry Barnett as the first President.

At the spring conference, the featured presenter was Dr. William Glasser who spoke on "Reality Therapy".

1969-70

Polly Alexander reported that SB 376, the licensing bill, was stuck in the rules committee and would probably not be carried over to the interim session that winter. She indicated that this bill was the sixth attempt at a licensing law and she was now convinced that an omnibus licensing bill could not be made into law. A suggestion was made that there be three licensing bills written and supported by the three psychology groups.

- psychotherapist bill – supported by Ohio Consulting Psychology
- psychologists licensing bill – supported by OPA
- school psychologists licensing bill – supported by OSPA

At the Spring 1970 Conference, Fred Lawrence put forth a resolution stating that OSPA supported the position that parents should be contacted and asked for permission before a child study was conducted. The written resolution had been distributed before the meeting and members came to the meeting prepared to debate the issue. After the "hot" discussion, a vote was taken and the resolution was defeated.

THE 1960'S – AN OVERVIEW

Organizational Developments: SPO to OSPA, More Than A Name Change

SPO, which was more of a social, fraternal organization, became OSPA, which was fast becoming by the end of the decade a well organized, business-like professional group. The constitution had been modified and the organization was incorporated. Decisions were being made more and more by the Executive Board instead of by the membership as a whole which had been the tradition when the numbers were relatively small.

Personnel from the Division of Special Education were the prime movers in the birth of school psychology in Ohio, but the sixties was a period in which the leadership began to be shared collaboratively with practitioners. OSPA was becoming more autonomous and independent in its planning, activities, and positions.

The organization began to increase in size, outgrowing the Granville Inn and the Atwood Lake Lodge as meeting sites. An Executive Secretary position was created in response to the volume of work required of the organization.

Professional Developments

The sixties was significant for the birth of NASP in March of 1969. Ohioans played key roles in catalyzing the need for such a group, organized the first meeting, and in assuming on-going leadership positions.

The sixties was a period when OSPA awoke to the critical importance of working within the legislative process. The Psychology Licensing Law which was to pass in the early seventies had its roots in this decade.

Training and Certification

Numerous resources were devoted to increasing the number of interns entering the profession. OSU and the Department of Education initiated a special summer program that enabled more interns to be trained more quickly. A nine month internship replaced the 300 clock hours requirement and the internship, in general, became more formalized.

OSPA celebrated its twenty-fifth anniversary during this decade and, in the process, turned outward into political and national arenas to espouse the profession of school psychology.

1970's

1970-71

Representatives from each regional association met with Jack Priser and Ernie Hudak, Co-Chairs of the Legislative Committee, to review the OPA licensing bill. It contained several negative implications for school psychologists. A meeting was then scheduled with OPA requesting that the bill be rewritten to provide for "continuing sub-doctoral entry to licensing." If OPA would not agree, OSPA would attempt to amend the bill in the legislature. David Rodgers, Chair of the OPA Licensing Committee stated the Ph.D. level entry was a non-negotiable item.

Under the leadership of Joe Ondus and Marvin Kaplan, co-chairs of Children and Youth Committee, OSPA was involved in support for Senate Bill 224 which would have provided for a permanent Council on Children and Youth in Ohio.

Samuel J. Bonham, Director of the Division of Special Education, wrote a report published in the newsletter on "The Program for the Educable Mentally Retarded – A Decade of Progress 1960-70". He noted the development of special education programs for EMR; the first

teacher certification for EMR in 1961; the first standards for operation of EMR programs in 1962; and a 54% increase in professional staff to meet demands for supervision required by law and requested by districts.

Richard Haas, Program Committee Chair, distributed a questionnaire to determine members' needs. The concerns focused on available accommodations for the growing organization and the difficulty in getting release time for two OSPA meetings and one NASP meeting. Atwood Lodge was getting too small and Salt Fork Lodge was, at this time, under construction.

Dues for full members were \$10.00 and \$6.00 for associate members.

1971-72

On June 23, 1972, Governor John J. Gilligan signed into law the two-tiered licensure bill (Senate Bill 176) requiring examination and licensing of psychologists and school psychologists in order to provide psychological services in private practice. Mike Chrin, president of OSPA and Jack Priser, Legislative Committee Chair, were present at the ceremony along with OPA representatives.

In December, 1971, a victory for school psychology and education took place when House Bill 475 was passed in the House of Representatives. Already passed by the Senate, the new funding law granted a 35% increase in education appropriations, \$388 million during the next nineteen months, the largest single increase in educational appropriations to date in Ohio.

A major loss to OSPA occurred in March, 1972, with the sudden death of Clyde V. Bartlett, past president and longtime newsletter editor. He was a school psychologist in Maple Heights at the time of his death. A committee headed by Alvalyn Larson met to decide on an appropriate memorial. Subsequently, the Clyde V. Bartlett Distinguished Service Award was established. This award was to be presented annually to an OSPA member who had made significant contributions to the profession.

Lack of funds in the OSPA treasury dictated that newsletter issues be cut back to three rather than the five planned.

1972-73

The 1972-73 year was noted for major challenges and milestones of growth for school psychology.

Of greater magnitude was passage of the law which made psychology and school psychology a licensed profession. The new Psychology Board met several times late in 1972, and in 1973 began grandfathering practicing clinical and school psychologists as psychologists. William Farling and Charles Klein were the two school psychologists, as required by law, appointed by Governor Gilligan to the seven person Board. Farling was the first Executive Director of NASP, and Klein headed the school psychology training program at Miami University. Other members of the first Board of Psychology were David Blyth, Sandra McPherson, Eugene Runyon, William Webster, and Attorney Joseph Karam.

Passage of the licensure law resulted in an immediate problem for school psychology in that OSPA's insurance carrier decided school psychology was too risky a profession to insure, and refused to continue professional liability insurance.

Another milestone in 1972 was the enactment of the State Income Tax by the 109th General Assembly. This tax was to be the panacea to funding problems for public education; but just four years later, another General Assembly altered the law by the passage of a roll-back provision.

Sam Bonham, Division of Special Education, Mike Chrin, and Jack Priser initiated a meeting of state level children's organizations which subsequently became the Ohio Coalition of Handicapped Children.

OSPA's editor highlighted the national political scene in 1972 by printing the education platform of presidential candidate George McGovern which included collective bargaining and a cabinet rank for education. The platform was contrasted with the Nixon administration record. The editor also ran a consumer corner.

As mental health needs of children and youth became a focus of public schools, school psychological began to take a leadership role in addressing these needs. A Mental Health Committee was created and chaired by Jim May. Utilization of school psychologists in staff and consultant roles in community mental health facilities and in liaison with the Ohio Department of Mental Hygiene were among the means considered. Two studies of mental health needs funded by the Schubert Foundation of Cleveland were then conducted under the direction of Ben Candee, Esther Gray, Sandra McPherson, and Tom Slomba.

An OSPA legislative program, chaired by Mike Kabler, was conceptualized. Goals included the development of a legislative platform, developing and implementing plans to identify and support legislators at election time who "have been friends of school psychology," finding psychologists in each legislative district who would commit themselves to making contact with legislators and identifying non-professionals who would participate in these efforts.

The need to demonstrate our effectiveness as keenly felt by the OSPA Board, which resulted in the creation of an Accountability Task Force, chaired by Fred Lawrence. The purpose was to demonstrate to legislators and superintendents "that we make a difference." A survey went to everyone who could be identified as ever having been a school psychologist. Results would be used to plan a system for identification of consumer and clientele needs locally and statewide. This plan was created some years before the U.S. Congress passed any law relating to the education of the handicapped, a time when school psychology was relatively free to chart its own course.

1973-74

The 1972 Stanford-Binet restandardization was completed. Form L-M 1960 had the same mean and standard deviation at each age level; however, the basic normative group utilized was from Form L and Form M (1937). Early in 1971, a decision was made to do a systematic restandardization of Form L-M during the 1971-72 school year in order to obtain updated norms. The 1972 norms were designed to be inclusive of the United States population.

The Board of Psychology reported that the nearly completed School Psychology Exam was stolen and they had given up trying to find the culprit! The Examining Committee constructed a new test to be used November, 1974.

Michael Chrin was elected president of NASP.

In the Spring of 1973, OSPA mailed 1100 questionnaires to the membership of Buckeye Association of School Administrators asking that twenty-one services performed by school psychologists be rated according to degree of priority. Included in the final summary were 418 responses. Given high priority were identifying causes of children's academic and/or adjustment difficulties (80%), following up cases via conferences and observation to determine if

recommendations have been effective (78%), and providing a written evaluation of children referred for services (69%). The survey was compiled by Michael Chrin, Barbara Clancy, and Marvin Kaplan.

In August, 1973, president Al Larson charged the Research and Accountability Committee with the task of surveying the OSPA membership as a first step in establishing the "School Psychology Resource Registration". The purpose was to establish a list of school psychologists who have knowledge, skills and expertise in various areas of psychology and education. This list of names would also be available for in-service presentation, advisory, or consultation purposes.

1974-75

The Federal Family Educational Rights and Privacy Act of 1974 (PL93-380) was passed to provide for access by parents to permanent school records and an opportunity to challenge any contents which might be inaccurate or misleading. The law provided for the termination of federal funds to local educational agencies and institutions which had school record policies not in conformity with the Act.

Governor Gilligan initiated a task force on the mental health and retardation law in Fall, 1974. Bruce Konya, Rocky River schools, was OSPA's representative on this task force which planned to make recommendations to the General Assembly.

In testimony given before the State Board of Education in December, 1974, Mike Kabler expressed concern about the number of unserved handicapped pupils not receiving special education. The OSPA Executive Board on December 5, 1974, adopted the position that "Since the current data on unserved handicapped children in Ohio is unreliable,... the State Board of Education should direct the State Department of Education to develop a plan for identifying handicapped children that insures confidentiality, due process, non-discriminatory evaluation and accuracy. The OSPA Special Education Committee has been directed to contact the Department of Education and offer its services in developing such a plan".

Mike Kravitz represented OSPA on a committee developing a professional school for psychologists being sought by The Ohio State University.

The OSPA Executive Board approved policies presented by the Professional Problems Committee which recommended that: school psychologists provide services to children only with written consent from parents or guardians and that the consent be informed consent; school psychologists write reports that may be read by parents and students as well as appropriate school personnel; psychologists licensed by the State of Ohio apply for inclusion in the National Register if the psychologist engages in private practice and that master's level psychologists be accepted.

In January, 1975, the Columbus Education Association voted to strike. Of the 5,000 teachers, 3,500 did not report to classrooms. All supportive educational personnel including school psychologists were directed by the superintendent to report for temporary school assignment. Prior to that, representatives from OSPA and School Psychologists of Central Ohio (SPCO) met. An attorney was present and informed the school psychologists of their legal rights and alternatives available to them. The Columbus school psychologists were unable to arrive at a consensus; therefore, no group position was taken. Individuals made personal decisions regarding their positions. Mike Kabler, Mike Kravitz, and Janet Liston were involved in setting up the on-going meetings for OSPA and SPCO members. OSPA's professional statement was used as a basis for these discussions.

OSPA members received liability insurance for work done as an employee of an educational institution. Coverage applied to boards of education, universities, and boards of

mental retardation. It did not apply to OSPA members employed by mental health agencies or in private practice. Insurance for private practice was available from NASP for \$36.00 per year.

OSPA was granted official status as a non-profit organization by the IRS. This change meant it would no longer be liable for income taxes.

OSPA maintained an office in the home of Diana Martin, Secretary. Business hours were from 1:30 to 4:30, Monday through Friday.

A constitutional change was made to clarify the category of associate membership and add a new category of student membership.

There were nine regional associations in the state: Central, Cleveland, East Central, Elyria-Lorain, Kent-Akron, Maumee Valley, Northeast, Southeast, and Southwest.

1975-76

The application for licensure as a psychologist, without examination, was accepted until November 22, 1976, from any person who was an Ohio resident on the effective date of the law, September 22, 1972; had a master's degree in psychology or school psychology, or a master's degree seemed equivalent by the Board; and had completed four years of post master's psychological work of a type satisfactory to the Board.

An International School Psychology Report was presented by Calvin D. Catterall of Columbus. The second ISP Colloquium was scheduled to be held August 14-19 in Helsingor, Denmark. A fifteen day Bicentennial Traveling Seminar was planned by the ISP Committee starting on July 3rd in New York City and traveling by bus along a historical route to Boston, Philadelphia, Washington D.C., Monticello, and Williamsburg. It was designed for fifteen school psychologists from other countries and an equal number from the United States.

The issue of "legal dismissals" or "SE-13" from public school consumed a great deal of time and effort at OSPA Board meetings and at the Division of Special Education. The April, 1976, Newsletter contained an article with pros and cons of SE-13 legal dismissals written by Homer Bradshaw and Barbara Garwood, respectively. The controversy centered on dismissing children from public school if they were eligible for enrollment in a county TMR program by virtue of an IQ below 50. The Division of Special Education had established guidelines for school psychologists who submitted applications for legal dismissal from school. The guidelines were apparently misquoted, misunderstood, and misused. One of the primary concerns was that school psychologists objected to writing behavioral objectives with timeliness as the prescription plan for children who were being dismissed from public schools. The reasoning was that they either did not know or did not believe that their written prescriptions had any consequence on the educational program and that no follow up was done on the behavioral objectives. It was stated that these objectives and timelines were not required by Public Law 93-380 and were not carefully followed. In addition school psychologists could not assume responsibility for the education of a child who was being transferred beyond the educational institution in which the school psychologist had jurisdiction. In spite of all the controversy, school psychologists did comply with the requirements.

The practice of excluding pupils from public school to some kind of community sponsored program has since become a thing of the past. Public Law 94-142 (The Education of all Handicapped Children Act of 1975) amended provisions relating to eligibility and application for federal funds stipulated that "each local education agency in the state must maintain records of individualized education program for each handicapped child." These plans were to be designed initially in consultation with parents or guardians, and to be reviewed and revised as necessary, at least annually. This provision took effect in fiscal 1978.

It was announced by the OSPA Board that the cost of liability insurance would increase in 1976-77 by \$1.80 to \$5.00 per member.

President Homer Bradshaw wrote a tribute to Charles Huelsman upon his death. Dr. Huelsman was one of six steering committee members in 1956 to organize an Inter-University Council on School Psychology. This committee was responsible for drafting a minimum training program for school psychologists.

1976-77

An on-going issue was the passage of Public Law 94-142 (Ohio House Bill 455) and the implications for school psychologists as they began to implement the IEP, least restrictive alternative, multifactor assessment, and due process procedures. The content of multifactor assessments was much discussed and described. The State Department of Education was carefully working out the details of the federal rules and regulations. Many state standards for early entrance testing as well as LD formulas and EMR placements needed to be revised.

OSPA also wrote a position statement regarding the noneffectiveness of corporal punishment and maintained that such punishment should not be utilized in the public schools.

The first collective bargaining bill was introduced in the State Legislature. School psychologists debated whether the profession should align with teachers or administrators. A survey resulted in approximately 72% of the OSPA membership indicating that administrative alignment was more appropriate for Ohio school psychologists.

A counselor/social work licensing law was introduced. OSPA worked closely with OPA to clarify the licensing of the allied mental health professionals.

The Academy for Education and Research in Professional Psychology was regularly meeting to form the Professional School at Wright State University. OSPA donated \$500 to that cause and noted that school psychology must be included in the curriculum of the professional school when classes were initiated.

Another issue facing OSPA after the psychology licenses began to be issued was the role of the certificated school psychologist who was also licensed as a school psychologist or psychologist working in the schools. Confidentiality of the licensed person writing reports while employed by a Board of Education was rather confusing. The Ohio Revised Code 4732.19 guaranteed confidentiality to licensed people, but State Department standards did not. An attorney's general opinion (AGO 75.047) did not particularly clarify the issue. The interpretation seemed to be that some reports were confidential and some were not.

In 1976 the OSPA Constitution, By-Laws, Ethics, and Position Statements were revised and approved by the membership. The changes included a revision of the honorary life membership qualification, revision of the Executive Board quorum from 2/3 to a simple majority, and addition of the Editor of the Newsletter and Historian positions to the Executive Board by appointment. The standing committees were revised by name although they continued as eight committees. One standing committee was the Vanguard Committee which looked to the future. The recording secretary was changed to secretary.

OSPA began to meet at the Buckeye Association of School Administrators building in Westerville, Ohio where the room was available at low rent and was also large enough for the growing Executive Board.

OSPA dues were increased from \$45 to \$75 annually in 1977. Frank Bock began his regular series on ethics for school psychologists in the newsletter. Also, reports from the State Board of Psychology were regularly included in the OSPA Newsletter submitted by Frank Bock.

and Barbara Garwood. Another addition to the newsletter was Herm Zielinski, whose pithy comments and pin-up cartoons helped school psychologists laugh through a difficult time with PL 94-142 and the future of school psychology.

The Vanguard Committee was working on the future. The committee made many recommendations including more workshops for school psychologists, improved communications with members, and legislative activities.

The Salt Fork survey indicated that the majority of OSPA members believed the necessary entry level skills included: skills in individual testing, 2) consultation techniques, 3) classroom observation, 4) diagnostic interviewing ability, and 5) knowledge about prescriptive learning strategies. That survey also indicated that approximately 93% of the membership did not accept the doctoral degree as necessary for entry level school psychologists.

1977-78

The first lawsuit regarding the Buckley amendment was filed in Chicago, and OSPA regularly reported to the membership on the outcome of this lawsuit involving student files.

OSPA's Legislative Committee was busy monitoring and influencing the legislature. Budget issues were a priority. As usual, testimony favored a reduction of the school psychologist/pupil ratio with the OSPA recommendation of 1:2,000 ADM. One of the reasons for urging this ratio was the passage of PL 94-142, which kept school psychologists so involved with such a few children.

Program Review and Evaluation Procedures (PREP) were initiated and explained by the Division of Special Education. The Special Education Regional Resource Centers were already staffed and serving handicapped children as required by PL 94-142. The Division of Special Education was also revising the early entrance guidelines.

Adaptive behavior became a professional buzz word as school psychologists began multifactored assessments required by PL 94-142. Many new behavior checklists were soon available.

The controversy regarding whether school psychologists should align with administrators, teachers, or neither continued. OSPA conducted a salary schedule survey and published information about various salary categories.

As school psychologists began to enter private practice after receiving their licenses, OSPA examined the proper procedures for school psychologists to follow. During this year, the OSPA Ethics were revised to include guidelines for private practice by a school psychologist.

OSPA prepared a model curriculum for training of school psychologists in the Professional School at Wright State University which had selected Dr. Ron Fox as Dean. The Professional School only offered the doctoral degree, which resulted in discussion regarding the master's level curriculum proposed for school psychologists.

OSPA continued to try to be "proactive" rather than "reactive" by preparing radio spots to be distributed by the Public Relations Committee. The radio spots focused on topics to inform parents about listening to children, sibling rivalry, readiness for kindergarten, responsibilities for children, and encouraging children.

The Newsletter began to report continuing education additives available, and often two pages of workshops/seminars were listed from around Ohio and adjoining states. The Newsletter also began to include items from other states following the initiation of a newsletter exchange between OSPA and other state associations. A report from the Division of Special Education was introduced as a regular part of the Newsletter.

In 1978 the OSPA Handbook on Law was published recognizing the need for school psychologists to be thoroughly familiar with a variety of federal and state statutes governing the profession.

A debate ensued regarding the dues increase from \$45 to \$75 for the 1977-78 year, but it was determined that the majority of those members returning ballots did approve the increase.

1978-79

Additional funding for P.L. 94-142 and Ohio's Amended Substitute House Bill 455 was a critical issue being discussed in order to make the full services goal a reality for Ohio's children with handicapping conditions. Proposed Revised Program Standards for Special Education were presented to the State Superintendent's Advisory Council for Special Education on January 30, 1979.

Approximately sixty school psychologists took an intensive four day workshop presented by Jane Mercer on the System of Multi-Cultural Pluralistic Assessment (SOMPA). The system provided a means to assess a child within the context of that child's sociocultural and ethnic background. The implications for placement of a child into an Educable Mentally Retarded or Learning Disabilities program were of concern. The OSPA Board wrote to Mr. Sam Bonham, Director of the Division of Special Education for the Division's viewpoint on the matter. He responded to OSPA's request for clarification on the use of SOMPA adjusted IQ scores to determine eligibility for special programs. After quoting federal regulations regarding tests and other evaluation materials, Mr. Bonham stated, "It would appear that as long as these Federal requirements are met, then the score derived from the WISC component of the SOMPA could meet the general intelligence range requirements of Program Standards for EMR children and children with learning and behavioral disabilities."

As part of the International Year of the Child activities, OSPA and Central Ohio School Psychologists Association sponsored Don Adamshick, a psychologist at the Ohio School for the Blind, for a one month (October, 1979) goodwill trip to Taiwan. He was to assist the Huei-Ming School and Home for Blind Children at Yaichung to develop programs for students with multiple handicaps. The organization decided to sponsor the trip after hearing a report from Calvin Catterall, past president of NASP and then executive director of the International School Psychologists.

Guidelines for responding to a school strike were adopted by the OSPA Executive Board. Varied certification patterns and types of contracts made policy formulation inappropriate for many situations. School psychologists were reminded that the Ferguson Act prohibited "school strikes." OSPA lost a court case supporting Columbus school psychologists' stance of neutrality in a work stoppage.

Training and certification recommendations were made through a combined effort of OSPA's Training and Certification Committee and School Psychology Inter-University Council.

The Legislative Committee headed by Bruce Keller and Don McPherson was busy establishing a communications network between OSPA members and senators and representatives. In addition, breakfasts with Ohio House and Senate leadership members were planned.

Julie Wright and Nadine Block, Public Relations Co-Chairs, planned and developed television public service announcements.

As of December 1, 1978, OSPA had 635 full members, 46 associate members, and 20 student members. The treasurer became a paid position for the sum of \$500.

1979-80

The Larry P. case in California was in the news a great deal. The Newsletter reprinted an article from CASPP TODAY, the newsletter of the California Association of School Psychologists. Federal Judge Robert Peckham held California's use of IQ tests to place "grossly disproportionate" numbers of black

student sin EMR classes to be unconstitutional. State officials were ordered by the court to eliminate the disproportionate placement of blacks in these classes and to re-evaluate all black pupils so identified. The 131 page decision dated October 11, 1979, was based on more than six months of trial and more than 10,000 pages of testimony. The California Board of Education was enjoined from the further use of IQ tests for minority EMR children, unless the test had been approved by the court before it was used.

Hearings began on three minimum competency testing bills in the House Education Committee in February, 1980. OSPA's Legislative Committee followed the subject closely and provided input to members.

Regional hearings on the Special Education Concept Paper of Special Education Standards were held with OSPA members testifying.

The Division of Special Education reported allocation of units for the Supervision Experience in School Psychology were to be increased because of the shortage of qualified school psychologists in Ohio. The Division recommended approval of as many eligible units for internships for 1980-81 school years as could be placed, regardless of prior allocation.

The OSPA Continuing Education Committee formally recommended to the OSPA Executive Board that a voluntary continuing education program be available to Ohio school psychologists. The Professional Development Program was affiliated with the NASP program which the Delegate Assembly had formally approved in the fall of 1979. The program was designed to provide documentation of continuing professional growth beyond the University training in three board areas: Assessment and Evaluation, Intervention and Remediation, Program Planning and Development and Research.

The Public Relations Committee submitted many radio and television public service announcements throughout Ohio. A television station in Cleveland aired five psa spots in September, 1979, worth \$1,172 in air time. OSPA brochures describing the role and function of school psychologists were widely distributed at various conferences such as Council for Exceptional Children and Association for Children with Learning Disabilities and were also made available to OSPA members.

THE 1970's AN OVERVIEW

Professional Development

In June, 1972, a major milestone occurred when the two-tiered licensure bill was signed into law requiring examination and licensing of psychologists and school psychologists. OSPA played a major role in the writing of this law so that school psychologists were included in the private bill.

The role and function of school psychologists was significantly altered during the 1970's with the passage of P.L. 93-380 (Family Educational Rights and Privacy Act) and P.L. 94-142 and Ohio H.B. 455 relating to the education of the handicapped. School psychologists became known as the "gatekeepers" for special education with their involvement in multifactored assessment, least restrictive alternatives, due process, and individualized education plans.

Program Review and Evaluation Procedures(PREP) were initiated by the Division of Special Education and, once again, school psychologists' roles were defined by special education. Special Education Regional Resource Centers were staffed and serving handicapped children as required by 94-142.

The seventies was also noted for the Larry P. case which catalyzed an intense analysis of the use of intelligence tests for placement of minorities in special education. Many school psychologists were trained in SOMPA as a means of addressing the concern regarding the "six hour retarded child".

Organizational Changes

The growth of the National Association of School Psychologists had its roots in Ohio with OSPAs serving in the role of first national president and first executive secretary of the new organization.

Within the organization, financial considerations were a concern with dues starting the decade at \$20.00 and ending the decade at \$75.00. Members required more and more services of the state professional organization as the school psychologist's role changed. Professional liability insurance became an issue as the school strikes and what position OSPA should take.

OSPAs' Legislative and Special Education Committees along with the OSPA Governmental Liaison were kept especially busy monitoring bills and keeping members informed in this decade of swift change and challenge to school psychologists. The first OSPA platform was developed to guide OSPA's legislative activities.

The Mental Health Committee was formed with an emphasis on identifying the unmet mental health needs of children.

OSPA was granted official status as a non-profit organization. Membership categories were again expanded to include student memberships.

To further publicize and expand the profession of school psychology, public service announcements and brochures were developed and administrators were surveyed regarding the role of school psychologists.

The seventies was a decade, in which, more than at any other time in the history of the profession of school psychology, judicial, legislative and political factors determined the role of the school psychologist and significantly altered and regulated the day-to-day activities in which they were engaged.

1980's

1980-81

Proposed changes in the Standards for School Psychological Services continued to be a source of controversy within OSPA and between OSPA and the Division of Special Education. Officially, a letter was sent from the OSPA Executive Board to Pete Gross, Assistant Director, Procedural Safeguards and Pupil Services, thanking the Division for acknowledging and responding to OSPA's position in support of serving non-handicapped children and offering a more comprehensive role. A vocal minority within OSPA, however, continued to express its concerns via presentations at OSPA meetings, testimony at Division hearings and letters in the OSPA newsletter.

Substitute House Bill 769 was passed which required "local Boards of Education to establish employment and evaluation procedures for school administrators." This law included school psychologists who spent less than 50% of their time in direct service to children. OSPA responded by developing a job description and an evaluation form for school psychologists.

Both state and federal funding were major concerns to educational personnel this year. At the national level, consolidation of all educational grants was proposed, as well as the reduction of all educational appropriations by 20%. At the state level, a 4% cut in elementary and secondary funding was recommended.

Insurance coverage had been included in members' dues; however, in 1980-81, each OSPA member would now need to purchase liability insurance on an individual basis. This change followed several years of discussion by the Executive Board, numerous member surveys concerning the increased

costs in insurance and many insurers' unwillingness to cover school psychologists. Furthermore, board of education could now buy liability insurance for their employees.

In August, 1980 Nadine Block agreed to accept the Governmental Liaison position on an interim basis and provide ten hours of service per week.

The Board decided to hire a fulltime executive administrator for 220 contract days in October, 1980. Michael Kabler and Janet Liston began these duties as a shared position starting January, 1981.

1981-82

The role of OSPA with regard to its members who were in private practice was an area of focus. At issue was the extent to which OSPA could represent the diverse interests of members regardless of their place of employment. An Ad Hoc Committee was formed to deal with issues specific to private practice, such as third party payments and the practice of contracting with private psychological firms for school psychology services. The latter was as source of concern to some school psychologists employed by boards of education who anticipated losing their jobs and being replaced by potentially more cost-effective contract services.

The NASP-sponsored Olympia Conference was held November 17-20, 1981. The purpose of the conference was to develop a view of the future and then determine how that scenario would impact on school psychologists' roles and functions. Reaction of the participants was mixed with some criticism about lack of focus on action plans and processing that lacked direction and closure.

The new Ohio Rules for the Education of Handicapped Children were adopted in July, 1981. OSPA continued to emphasize the importance of school psychologists providing comprehensive services while implementing the new standards.

While a shortage of school psychologists existed in recent years, there was now an oversupply as job openings decreased and the number of interns increased.

Sam Bonham, "Mr. Special Education", retired January, 1982, after a 32-year career in school psychology and special education. Frank New was subsequently appointed Director of the Division of Special Education.

OSPA and OPA had a combined luncheon at the Spring Conference at the Marriott North in Columbus. Each organization decided to open two workshops to the other.

The OSPA Executive Board noted to contract with a computer firm or individual to provide computer services for maintaining membership lists and providing mailing labels. Alex Thomas subsequently provided this service and brought OSPA into the "computer age".

The OSPA Continuing Education Committee publicized the NASP/OSPA Continuing Education Program. Individuals who participated in the program were given Certificates of Continuing Professional Development if they met specific requirements. (After several years the program was discontinued due to lack of interest. At this time in the 1980's continuing education requirements for certification renewal were not mandated by the Ohio Department of Education.)

1982-83

In order to implement the LD standards and discrepancy formula included in the newly revised Ohio Rules, a state task force was formed to develop best practices guidelines. School psychologists were represented on this task force which eventually published Ohio Guidelines of the Identification of Children with Specific Learning Disabilities.

In December, 1982, the State Board of Education adopted new minimum standards for Ohio elementary and secondary schools. Included in the standards were requirements for competency testing in writing, reading, and math to begin in 1984-85 and to be fully implemented by 1989-90.

A collective bargaining bill (House Bill 133) was introduced, passed in June 1983, and signed into law by Governor Celeste on July 3, 1983. The bill was highly controversial and created intense feelings among school psychologists. Some members and nonmembers believed strongly that school psychologists should have the option to remain outside of teacher bargaining units and negotiate as administrators or as a separate unit. Others believed that school psychologists were best served by teacher unions. The debate that followed was extremely divisive to the organization. In addition to the central concern of who should represent school psychologists in the negotiations process, other issues also arose. Some of these were: how can information be disseminated to OSPA members efficiently, accurately and quickly and what role should non-members have in the Executive Board's decision making process.

The bill that was signed into law included school psychologists in teacher bargaining units unless they petitioned to be excluded. Emotional recovery from the many months of debate was slow; but once the law passed, Executive Board members turned to the task of helping school psychologists by providing information on the law and the collective bargaining process. In addition, funds were set aside to assist school psychologists who incurred legal expenses in attempting to remove themselves from the teacher bargaining unit in their districts.

In June, 1982, OSPA Executive Board members met at Deer Creek State Park to brainstorm and chart the future of OSPA. The discussions were facilitated by a group from the Illinois School Psychologists Association who had implemented a similar process. Recommendations from the meeting included: establish a Planning and Development Committee; undertake a re-evaluation of OSPA's structure and organization; ask university trainers to nominate interns to serve on OSPA committees; and ask regional organizations to include reports in the OSPA newsletter.

In August, 1982, the OSPA Executive Board passed the "Recommended Practices for Contracted Psychological Services in the Schools". The guidelines emphasized: the need for appropriate training and experience by those providing the services; services should be comprehensive in nature and include follow-up activities; ethical and professional standards should be maintained; and salary and benefits should be the same as those of school district employees.

Insurance for members was still available; however, school psychologists providing services in the private sector were not covered.

Budget concerns began to develop. The 1982-83 budget included \$10,000 more than the Board expected to receive in income. A carryover existed from the 1981-82 fiscal year; however, \$1,000 more was spent than was taken in. A discussion of the need for a dues increase followed. It was recommended that full members' dues be increased to \$85.00, interns to \$25.00, and students' to \$10.00. The OSPA membership voted to approve the dues increase. At the same time, costs were reduced by using bulk mailings frequently, reducing the secretary's hours, changing telephone service, and enlisting more volunteer help.

1983-84

In April, 1983, the National Commission on Excellence in Education released the report, A Nation at Risk: The Imperative for Education Reform. The Ohio Department of Education began considering the requirement of competency tests for certification. The OSPA Executive Board and Legislative Committee developed the following interim position: "To ensure competency of school psychologists, an entry level standardized test such as a national school psychology exam or other criteria should be used." Subsequently, the Inter-University Council and OSPA began working on a more extensive position statement. The final one included the following: continuing education requirements for renewal of school psychology certificates; competency tests and continuing education requirements that are teacher-based are not appropriate for school psychologists.

Difficulties with third party reimbursements began to effect licensed school psychologists in private practice. Ohio Blue Cross/Blue Shield took the position that school psychologists were not eligible for reimbursement. OSPA's position was that school psychologists were specialty psychologists who were licensed and entitled to third party payments. After much deliberation the Executive Board hired Attorney Robert Gary and decided to pursue a class action suit against Blue Cross/Blue Shield. The Board established the Private Practice Legal Defense Fund for this purpose and determined not to expend more than \$10,000 on this effort.

OSPA was asked to participate in a statewide Commission on More Effective School Discipline. OSPA also took a position against corporal punishment in the schools and began publicizing positive discipline alternatives.

The OSPA Constitution and By-Laws were revised. Major changes included the following:

- provided for election of treasurer for a three-year term,
- redefined the composition of standing committees so that representation from each region was required only for the Legislative, Professional Ethics and Standards, and Nomination and Elections Committees,
- established the Educational Services Committee, and
- established the Professional Growth and Development Committee to oversee all conferences and inservices.

The Legislative Committee initiated the Salary and Benefits Survey to provide ongoing data regarding salaries and fringe benefits received by school psychologists according to size and type of district and region of the state.

In the summer of 1984, OSPA published "Guidelines for the Provision of Counseling Services by School Psychologists." The document was incorporated into the policies and procedures of many districts throughout Ohio. In addition, the Guidelines were disseminated by the Division of Special Education during PREP as examples of best practices to follow.

The Board again faced budget concerns. The Association was now responsible for 7% social security tax for its employees. Reeducation in employee hours was considered a future possibility.

The Executive Board voted to recognize a new region, North Central Ohio School Psychologists Association. This region included: Richland, Crawford, Marion, Ashland, Huron, Morrow, Wyandotte, and Knox Counties. Paul Weingartner served as the first North Central Ohio representative to the Board.

Michele Thomas joined OSPA as the administrative assistance in the OSPA office.

Regional representatives were given times on the Board agenda in an effort to emphasize the importance of regional/OSPA communication.

1984-85

The third-party reimbursement issue continued. Data collection regarding the extent of the problem was ongoing with many hours of discussion as to the pros and cons of a lawsuit. Attorney Robert Gary attended the annual meeting in the spring to speak directly to OSPA members. Following extensive discussion, the Executive Board voted to commit a maximum of \$10,000 for services rendered during the first year and \$5,000 for each succeeding year. The

money collected for this purpose was maintained in a separate account. NASP, OSPA, and individual members all contributed funds.

The development of new training and certification standards for school psychologists was initiated. University trainers, OSPA and randomly selected school psychologists all participated in this process.

OSPA established an Ad Hoc Committee on Rules Governing School Psychologists. The Ohio State Board of Psychology was in the process of revising supervision rules. At issue for OSPA was the supervision of certificated school psychologists working in the schools but hired by private agencies rather than boards of education. If these same school psychologists were hired directly by school districts they would be allowed to function independently. In contrast, individuals with the same credentials but hired by private agencies could not function independently unless licensed. Ongoing testimony provided by the Ad Hoc Committee urged a reduction in the amount of supervision needed and drew attention to this concern.

Interest in intervention assistance teams (IATs) was sparked on a statewide basis following the inclusion of this model in the LD Guidelines. While the concept was initially part of a document developed under the auspices of the Division of Special Education, the expansion and promotion of the concept was a joint Special Education Division/Elementary and Secondary Division effort. It was recommended that teams be created as an initial step in a differentiated referral system. The goal was to provide an arena in which teacher could share their concerns regarding a particular child and work with team members to develop ideas addressing these concerns. Assistance would, therefore, be more immediate and reduce inappropriate or unnecessary referrals for multifactorial evaluations. School psychologists were active advocates for the establishment of IAT's in their districts.

School Psychologists of Ohio Political Action Committee (SPOPAC) was formed by Linda Blair and Linda Mosbacher.

The Planning and Development Committee developed a handbook for regional presidents with information such as OSPA committees, code of ethics, and names of speakers. This handbook was to be updated each year.

The OSPA office purchased its first computer.

Alex Thomas resigned as Newsletter Editor at the end of the year. Kathy McNamara was appointed by the Board to fill the position.

1985-86

OSPA's Training and Certification Committee provided recommendations regarding requirements for school psychologists to the Advisory Commission on Ohio Teacher Education and Certification.

School districts developed policies regarding participation of handicapped students in mandated competency based education programs.

The Public Relations Committee distributed television public service announcements to promote school psychology. A number of these announcements were seen throughout Ohio.

Debby Waddell was appointed to the State Superintendent's Task Force for Personnel Preparation for the Handicapped. Jeff Cole, school psychologist for Wellston City Schools, was appointed to Governor Celeste's Task Force on Adolescent Sexuality and Pregnancy.

Third party reimbursement concerns continued. A survey of members indicated that 240 agreed OSPA should support legal efforts to reach a solution to the issue and that a \$10.00 yearly fee should be added on to the cost of membership for the duration of the suit. Thirty-three members did not agree. Consequently, \$10.00 was added to the membership cost for full members, \$4.00 to the cost for interns, associate and affiliate members, and \$1.00 to that of student members.

OSPA discontinued awarding continuing education units (CEU) under the NASP Continuing Professional Development Program. OSPA was, however, approved as a CEU provider by the state.

The Administrative Manual was begun by Lucy Simm, Planning and Development Committee Chair.

The Professional Ethics and Standards Committee developed more extensive procedures for filing ethical complaints.

A videotaped discussion of OSPA's history was created. Cathy Telzrow served as the moderator of a panel that include Pauline Alexander, Nick Gallo, Pete Gross, Ray Horn, and Janko Kovacevich. Panel members discussed the development of OSPA and school psychology in Ohio.

OSPA membership diminished and finances dwindled. The financial crisis was the result of increased in postage, photocopying costs, insurance, taxes, rent, and general supplies. These increases coupled with a decrease in membership in 84-85 created a precarious financial situation which forced the cancellation of the June board meeting. The Board and its committees focused much attention on exploring means of both raising money and cutting costs. In many cases, officers and committee chairs assumed their own costs. It was a year, however, of intensive examination of the goals of the organization, its structure, its activities, and the methods for accomplishing these activities.

Executive Administrator, Janet Liston, resigned in Fall, 1985 and Debby Waddell assumed the responsibilities of Executive Administrator on an interim basis.

Nancy Eberst became the first OSPA president to have a baby while in office!

1986-87

Public Law 99-457 was signed into law by President Reagan. It had four parts: 1) intervention programs for handicapped infants and toddlers 0-2 years of age, 2) preschool programs for handicapped children ages 3-5, 3) reauthorization of programs for services to deaf/blind children, severely handicapped children, post-secondary education, and 4) a number of amendments to various provisions of PL94-142.

Psychologists working in public school settings benefited from legislation passed in Ohio. Amended Substitute House Bill 176 required school districts to defend and indemnify employees including school psychologists. Those individuals in independent practice, however, found costs of professional liability insurance had increased dramatically.

The Division of Special Education distributed the new Ohio Handbook for the Identification of Children with Severe Behavior Handicaps. The handbook was the result of a three-year task force and was designed to assist school personnel in the appropriate assessment and identification of children with severe behavior handicaps. School psychologists served on this task force.

OSPA President Mike Curtis focused on rejuvenating a financially distressed organization through a Future Planning Conference held June 20 and 21. The purpose was to

establish major goals for the next five years and to develop strategies to implement the ideas generated at the Conference.

A Task Force on Structure and Operations was appointed as one of the outcomes of the Planning Conference. The Task Force was to examine the present office structure in terms of cost and effectiveness, investigate alternatives such as association management firms, survey other state organizations and make recommendations to the Executive Board. The final result was a recommendation to maintain the current office structure with on-going monitoring by the Fiscal Advisory Committee and OSPA office staff to ensure cost effectiveness and efficiency. Treasurer Nancy Reynolds and the Fiscal Advisory Committee also initiated a thorough review and redesign of the OSPA financial planning and accounting system. At the end of the year, \$5,000 was carried over into the succeeding budget. Membership recruitment and professional development activities also emerged from the Planning Conference as OSPA priorities. After six years of decline, membership increased by almost 10% through the efforts of Executive Board members. The annual Spring Conference hosted an overflow number of attendees.

The "Assessment of Communicative Status" document was prepared by the OSPA Special Education Committee and approved by the Executive Board.

The Research Committee collaborated with the Educational Services and Special Education Committees to begin a three-year project related to intervention assistance teams.

The first NASP/OSPA Legislative Leadership Award was presented to Ohio Senator Oliver Ocasek.

Barbara Coolahan and Mary Ann Healy-Romanello received the first awards for excellence in the professional practice of school psychology.

School Psychologist, Steve Coolahan, was appointed to Governor Celeste's Council on Disabled Persons.

Robert Wendt was reappointed to the Ohio State Board of Psychology for a second term.

Debby Waddell resigned as OSPA Executive Administrator.

1987-88

Public Law 99-457, the 1986 Education of the Handicapped Act Amendments, again made news through the long delay in publication of proposed regulations. Finally, the proposed rules were published in November, 1987. Every state signed up to participate in the preschool programs and early intervention programs for toddlers/infants.

New teacher education and certification standards went into effect July 1, 1987. The new standards affected the renewal and upgrading of school psychologists' certificates, although they could be renewed once under the old standards. Renewal involved additional course work or a specific number of approved continuing education units.

A coalition of related services organizations was initiated by OSPA with its first meeting October 14, 1987 at the Columbus WERE. Ohio Pupil Services Organization (OPSO) included associations representing school nurses, school social workers, counselors, speech and hearing therapists, occupational therapists, and health, physical education, recreation and dance therapists. The initial goal was to share information and discuss ways to enhance the provision of quality services in the schools.

In January, 1987, the Executive Board voted not to continue plans for a class action suit against Blue Cross/Blue Shield for third party payment. Members who wished to do so could

contribute their reimbursement to the Legal Assistance Fund created by the Executive Board. The lawsuit was dropped on advice from the attorney who suggested school psychologists' funds would be better used for a legislative solution to the issue. Lack of definition of school psychologists' scope of practice was cited as one reason for a less optimistic prognosis for the suit.

President Audrey Bashian appointed a Multicultural Affairs Task Force chaired by Joel Sutton of the Maumee Valley region. By the end of the year standing committee status was approved by the Executive Board. Goals established and implemented by the Task Force included development of a presentation for Spring Conference, a survey by Constance Hollinger (Cleveland State University) and Andrea Bishop-Marbury (Miami University) of university trainers and compilation of directory information and research on multicultural services and resources by Jan Garske and Sheila Brown.

The OSPA 1978 Handbook on School Law was in need of revision. The president appointed an Ad Hoc Committee to rewrite this often-used reference. The committee consisted of Nadine Block, Pat Crisci, Barbara Garwood, Cynthia Reighard, and Robert Wendt. The final product, Ohio School Psychology: Legal Aspects of Professional Practice, was completed within one year.

The Elyria-Lorain region made efforts to revitalize their association under the leadership of Mary Kay Combs, intern, and Carol Janik, representative to the Board. They were successful and began meeting regularly once again.

OSPA's Professional Relations Manager, Nadine Block, was appointed Director of the Center for More Effective School Discipline.

To assist the editor of the newsletter in gathering regional news and pursuing possible advertising revenue, and assistance editor, Gale Harr, was appointed.

Karl Schumacher represented OSPA on the Employability Skills Project of the Division of Special Education.

Jacque Morgan was appointed to represent OSPA on the Division's "Future Forum".

Michele Thomas, Business Manager, announced her resignation to pursue a long-time goal of starting a landscape business. Susan Brill was selected as her replacement.

Employee titles/positions were changed from 1) Government Liaison to Professional Relations Manager, and 2) Executive Administrator and Administrative Assistant were combined to form a Business Manager position.

1988-89

NASP began an intensive education campaign regarding the National School Psychology Certification system. Since CEU's were now required for both an Ohio school psychology certificate and a national school psychology certificate, OSPA's role as a CEU provider became even more critical.

The State Board of Education approved competency tests for teacher certification which included school psychologists. OSPA urged the use of the National School Psychology Certification Examination.

Student group ability/achievement tests for grades 4, 6 and 8 were mandated by Substitute House Bill 231. Ninth and twelfth grade proficiency testing was also established by this bill, along with a four-tiered high school diploma system. The OSPA Legislative Committee

expressed concern regarding the proficiency exam and urged a five-year moratorium until impact studies could be conducted.

OSPA collected PREP reports in an effort to assess procedural problems facing school psychologists and to determine continuing education needs.

House Bill 55 required all school employees, including school psychologists, to complete at least four hours of training in child abuse prevention within three years of commencing employment with a district.

The Motor Skills Checklist developed by the Special Education Committee was piloted by school psychologists who volunteered to implement it in their schools.

President Nancy Eberst focused OSPA's efforts on "Children at Risk". The Planning and Development Committee began work on a new five-year plan for 1990-95.

The Multicultural Affairs Committee completed a resource manual to enhance school psychologists' knowledge of multicultural resources and assessment techniques.

The Public Relations Committee completed a slide presentation encouraging OSPA membership. It was on loan to members through the OSPA office.

Ed Fiscus, Bowling Green University school psychology trainer, was appointed to the Ohio State Board of Psychology.

Past President, Audrey Bashian, established the OSPA Past President's Advisory Council.

The OSPA Operations Manual became a reality when it was approved by the Executive Board in August, 1988. It was designed to allow on-going revisions to be made as the need arose.

Total membership reached 839 – all-time high!

1989-90

The Omnibus Education Reform Act, Senate Bill 140, which became effective October, 1989, detailed major changes for all Ohio school districts. Two provisions, mandatory kindergarten and health/development screenings for kindergarten and first graders entering school for the first time, were of particular interest to Ohio school psychologists.

"Extended school year" for eligible handicapped students became an expectation in Ohio.

House Bill 330, effective July 1, 1989, detailed and required evaluation procedures for nonrenewal of limited teacher contracts. OSPA's Professional Ethics and Standards Committee developed observation guidelines for use by school districts in the evaluation of school psychologists affected by this new law.

Many Ohio school psychologists sat for the NASP National School Psychology Certification Examination earning them the designation National Certified School Psychologist (NCSP). OSPA urged the Ohio Department of Education to adopt this test for certification in Ohio.

OSPA Professional Relations Manager, Nadine Block, spearheaded an attack on corporal punishment in the schools. As director of the Ohio Center for More Effective School Discipline, she called for alternatives to corporal punishment, especially for handicapped students.

The Special Education Committee created an awareness of the new role of school psychologists in providing services to handicapped and at-risk preschoolers as a result of P.L. 99-457.

Ohio University and Wright State University marked their last year of training school psychologists due to high costs and low enrollments.

President Gale Harr focused OSPA's efforts on increasing the visibility and credibility of school psychologists with a variety of consumer groups.

OSPA paid tribute to Pete Gross upon his retirement as the Assistant Director of the Division of Special Education and created the F. Peter Gross Best Practice's Award.

OSPA's Special Education Committee had the Motor Skills Checklist copyrighted.

An ad hoc committee was appointed by the president to address the controversy over writing evaluation team reports versus psychological reports.

OSPA urged university trainers to incorporate DSM-III-R training in school psychology course work.

The position of OSPA secretary, previously an appointment, became an elected position and was elevated to officer status.

The Nominations and Elections Committee made significant changes in election procedures in an effort to improve efficiency.

The Executive Board voted to put at least 50 percent of any carryover balance into a reserve fund that could only be accessed to accommodate a budget deficit.

THE 1980'S – AN OVERVIEW

The 80's was the decade in which OSPA seemed to broaden its spheres of interest and influence and in many ways "come into it's own." OSPA represented school psychologists on numerous committees and task forces that dealt with the use of behavior management techniques, the abolition of corporal punishment, best practices in special education assessment, employability skills, teenage pregnancy, and the future of special education. Increasingly, OSPA was recognized by other organizations and agencies for its expertise in children's issues. Nadine Block, OSPA's governmental liaison/professional relations manager throughout the decade played a major role in expanding OSPA's influence and visibility throughout Ohio and the nation.

In addition, the organization became more aggressive in its drive to attract and retain members. Severe financial difficulties mid-decade catalyzed an intense scrutiny into the purpose of the organization. OSPA through its Executive Board and committees became more sophisticated in selling its services to school psychologists and in advocating on behalf of school psychological services to other organizations and the community at large.

The organization also became more codified and more of a "business". The constitution and Code of Ethics were revised several times. An Administrative Manual was completed that more clearly defined the roles and responsibilities of the officers, Board, committees, and employees. Procedures for ethical complaints were revised with an eye toward confidentiality and individual rights. The Business Manager position was created.

And finally, it was certainly a decade of controversy both within the organization and in the larger context of the education community. Debate was heated and emotions high with regard

to collective bargaining, the role of school psychologists with non-handicapped children, and new standards for identifying handicapped children.

By the end of the decade OSPA had weathered the storm, had more members than ever and clearly was a strong and respected voice in Ohio and the nation.

1990's

1990-91

At the June, 1990 Planning Conference, the OSPA leadership took the first step in developing goals and objectives to meet the 1990-95 five-year Plan for OSPA that was adopted the previous year.

Thanks to the efforts of some of the members of the Past Presidents Council, including Audrey Bashian, Marianne Cote', Nancy Eberst, Ed Fiscus, and Bill Goff, a great deal of progress was made on the written history of OSPA.

Caven Mcloughlin and Alex Thomas developed OSPA's first omnibus survey which was sent to all members. This survey, which was to be used either every year or every other year, obtained a response rate of almost 50%.

A Task Force of OSPA leadership (Nadine Block, Steve Coolahan, Kathy McNamara, Dennis Pinciotti) met several times with representatives from the Ohio State Board of Psychology to discuss changes in the Psychology Law. By the end of this year, it appeared that the groundwork had been laid to clarify and expand the scope of practice for licensed school psychologists as well as specify requirements for continuing education for licensed psychologists and licensed school psychologists.

OSPA communicated with the Department of Mental Health regarding the role of licensed school psychologists in the new mental health standards. Because of OSPA's efforts, licensed school psychologists were recognized as providers of diagnostic services for children within the mental health system.

The Education of the Handicapped Act was amended (P.L. 101-476) and was called the Individuals with Disabilities Education Act or IDEA.

Nadine Block made the Executive Board aware of SB155, which gave school districts the authority to contract for school psychologists as well as physical therapists, occupational therapists, speech therapists, and gifted teachers. OSPA began actively campaigning against the law which could be used by some superintendents to eliminate the positions of salaried school psychologists.

The Division of Special Education distributed Request for Proposals (RFP's) to look at alternative ways of completing re-evaluations and providing services to special education students. Over 150 districts agreed to participate.

At the start of the Gulf War in the Middle East, OSPA leaders Alex Thomas and Debby Waddell developed and distributed parent and teacher handouts to help children cope with the crisis.

The Public Relations Committee was busy promoting OSPA by selling coffee mugs, stopwatches, and t-shirts.

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1991-92

By the early 1990's education was being closely scrutinized by business and political leaders. Non-educators were actively involved in determining the future of education. In an effort to have some impact on the future of school psychology, President Coolahan and the OSPA Executive Board began the year by convening a planning conference.

The conference attendees included practitioners, trainers, supervisors, and Division of Special Education personnel. Discussions centered on:

- School psychologists' primary role with regard to the education of children. Are we merely "problem finders" or are we also "problem solvers"?
- The specific orientation/perspective were used in providing direct and indirect services to resolve student-related concerns. How does this perspective/orientation enhance the psychological and educational competencies of those we serve?
- The considerations related to the delivery of school psychological services. When evaluating a situation, what variables should we be focusing on? What are the elements of an effective intervention? What are the critical elements of the decision-making process we use in monitoring student progress?

- School psychologists' primary functions and how they relate to student-based outcomes.

From these roundtable exchanges, the Board began the process of developing a vision statement that delineated the definition of the practice of school psychology, the domains of knowledge necessary to carry out this futuristic role, and what the Association, training institutions, and the Division must do to make this vision a reality.

OSPA continued to be quite active politically in working for an amendment to the legislation that allowed school districts to use special education unit funding to contract for school psychological services. OSPA's position was that contracting reduced the likelihood that children and parents would continue to receive the comprehensive psychological services needed to address their educational and mental health needs.

The Board directed OSPA's private practice committee to begin looking at ways to process continuing education credits for licensed school psychologists in anticipation that these credits would soon be required by the Board of Psychology for license renewal. Nadine Block, Steve Coolahan, Kathy McNamara, and Dennis Pinciotti worked closely with the Board on these and other changes in the rules. One major accomplishment was the revision in the definition of "school psychology" to more clearly reflect the changes in the training and role of the profession that had occurred over the last two decades – i.e. greater emphasis on intervention design and psychological consultation with children, adolescents, and parents regarding educational and mental health needs. In his presidential messages, President Coolahan emphasized the importance of linking assessment to intervention as opposed to merely focusing on diagnostic/classification decisions. He called for the development of accountability models on student-based outcomes.

LOOKING TO THE FUTURE

Michael Curtis, Ph.D.

Considering the remarkable changes that have occurred in education, school psychology, and OSPA in the last 50 years, projections about the state of professional affairs 50 years from now would have to be based almost entirely on limitless speculation. The next 10 to 15 years represent a more realistic framework within which to contemplate future developments for school psychology in Ohio and for OSPA.

Over its 5—year history, OSPA has gone through a rather healthy development process. There have been some bumps in the road along the way (e.g., the difficult financial times, divided opinions regarding issues such as collective bargaining). However, every organization encounters stressful issues and events as it evolves. As with individual, facing difficult situations is a natural part of organization development. Strong organizations are characterized by the capacity to analyze emerging issues and to effectively respond to the problems that confront them.

Developmentally, OSPA has reached the point where it reliably monitors events not only in Ohio, but at the national level as well. In addition to responding to rapidly occurring events through its staff and committee structures, OSPA's planning process provides a mechanism for determining courses of action by the organization as a whole on a longer term basis.

OSPA has reached a level of organizational maturity where it now is being recognized by other organizations, by consumers of school psychological services, and by policy-makers. The liaisons and coalitions that have been developed with other individuals and groups have been critical vehicles for enabling OSPA to communicate its official positions, particularly as they relate to services for children. The leadership for which OSPA is becoming recognized with regard to bettering the lives of children contributes to a climate of respect and greater receptivity when there is a need to address other issues such as credentialing and working conditions for school psychologists.

Characteristics such as these, that currently represent the strength of OSPA, will become even more important in the years ahead. It is likely that changes will continue to emerge throughout education and special education, stimulated and perhaps intensified because of difficult economic conditions. As already is evident, some of the changes impacting American education also will have significant implications for school psychology.

During these times of major change, the ability of OSPA to anticipate, analyze, and respond to emerging issues in large part will determine the strength of school psychology in Ohio for years to come. The more OSPA can institutionalize critical functions that support this capacity, such as the long-range planning process, the greater will be the likelihood that it will continue to be effective in dealing with such matters.

Being relatively small in number, school psychologists have to maintain on-going networks and coalitions with other groups, something that OSPA has begun to do quite successfully. However, the significant reductions in personnel that often result may create conflicting interest that test the cohesiveness of such coalitions. Efforts to reinforce existing linkages and even to create new ones could be especially important in the years ahead.

The operational effectiveness of all organizations tends to vary over time; there are upswings and there are periods of decline. OSPA's development over the past 50 years has reflected a pattern similar to other organizations. For example, a long period of gradual growth in membership was followed by several years of decline in the early 1980's. However, renewed attention to the recruitment of new members, as well as to retention of current members resulted in membership reaching an all-time high by the end of that same decade.

Newly developing organizations and mature organizations often experience problems that are quite different, although no less significant. As a mature organization, OSPA will need to remain highly alert to avoid the tendency for complacency that very often afflicts even the strongest organizations. Essentially, after working very hard at gaining strength, stability, and recognition (perhaps analogous to the young professional just entering the field), they reach a level where they function efficiently and effectively, and achieve the recognition they so desired. However, sometimes they do not realize that it is just as hard to maintain that level as it was to get there.

In view of the changes facing education and school psychology in the next decade, OSPA undoubtedly will be very alert and active in analyzing and responding to issues. There were to be a time of vulnerability, it most likely would follow a period of high level activity. When attention to education reform seems to subside will be when OSPA will need to be most attentive to its own organizational health.

One way to address this issue is through continued and intensified efforts to infuse and develop new leadership within OSPA. This is a challenge that faces school psychology associations all across the United States. There often is a core of very hard-working individuals who have provided a foundation of stability for the organization, but who also have been a catalyst for its growth and development. It will be vital for OSPA, as for other organizations, to provide a continuous influx of new ideas and new energy through the active recruitment and meaningful involvement of those who have recently joined the profession of school psychology and to prepare them to eventually assume the leadership of the organization.

New Challenges for School Psychology

The concept of "inclusion" is growing in acceptance in Ohio and across the country. Children with moderate and even more severe disabilities are being included in the public schools. These children are likely to join the public school population in increasing numbers in the future.

Attention to services only for traditional school-aged populations already would be considered inadequate and outdated. Transitions to jobs and independent living are important for older students. On the other hand, services for infants, toddlers, and preschoolers also are mandated by law.

Children who are medically at-risk already are growing in number among our school population. Children with AIDS, children whose mothers were substance abusers during pregnancy, and children with medically complex conditions who will survive because of advances in medical technology are examples of those students who will require special assistance in the years ahead.

The public has become more aware of children who are considered to be “academically at-risk” and views these students as representing a special challenge for educators and mental health professionals. The 1991 report from the Center for the Study of Social Policy indicates that almost 30% of American children do not graduate from high school; over 12 million live in poverty. However, in addition to school failure, the public also is troubled by other problems that confront our schools or our school-aged populations. For example, almost 13,000 teenagers die violent deaths each year. Stories about student possessing or using guns are reported frequently by the news media.

By the year 2000, nearly one-third of all school-aged children will be members of minority groups. Understanding and responsiveness to culturally diverse populations will be essential for the delivery of appropriate and effective educational services.

Each of these areas already represents a challenge for school psychology. Furthermore, the extensiveness and intensity of these challenges are likely to increase in the future as great numbers of children with special needs enter our schools. On the other hand, such challenges also will represent a tremendous opportunity for school psychologists to demonstrate their value through the contributions they can make in bettering the lives of these children.

OSPA will play a critical role in enabling school psychology to respond to the needs of these children. At the present time, the special needs of these children exceed the skills and knowledge of many school psychologists.

Intervention-Based Services

The nature and severity of many of the student-related problems which school psychologists will have to respond will necessitate a major shift in the focus of school psychological services. Identification services will be of little value. Rather, intervention-based services that focus on measurable gains for students will become the focus of our efforts.

This shift already has become a priority in some key national agencies and is evident in the professional practices within some states. Within special education, discussions related to the future often focus on interventions and outcome-based services. Eligibility determination as we have known it is likely to change dramatically. OSPA’s leadership in enabling school psychology to make this shift in emphasis will be essential to the ability of the field to do so effectively.

Conclusion

The likelihood that OSPA and school psychology will respond effectively to the major changes facing our field and will take advantage of the tremendous opportunities presented to our field in the next 10 to 15 years will depend largely on cohesiveness and collaboration within school psychology itself. Although OSPA is the professional association for all school psychologists in Ohio, several constituencies comprise its membership. Their interest and needs vary. Yet, each represent an important component in efforts to move the field forward.

As has been evident during OSPA's 50-year history, maintaining a cohesive and well-coordinated effort can be very challenging. However, despite the "bumps in the road," OSPA has managed to do so quite successfully.

The last 50 years also have taught us one other very important fact. If OSPA continues on the same trajectory over the next 50 years, school psychology can become an even more respected and influential force in bettering the lives of the children of Ohio.

THE OSPA LEADERSHIP

1943	Dwight Arnold, President
1944	P. O. Wagner, President
1945	P. O. Wagner, President
1946	Elizabeth Seilberg, President
1947	Keith Perkins, President
1948	Stella Whiteside, President
1949	Rosina Brown, President
1950	Douglas Courtney, President
1951	Thelma Tyler, President
1952	Robert Walker, President
1953	Alma Ward Jones, President
1954	Arthur Yarian, President

1955	Donald Ferguson, President
1956	Samuel Bonham, President
1957	Wiley Garrett, President
1958	William Goff, President
1959	Donald Renwand, President
1960	Clyde Bartlett, President Elizabeth Beal, Secretary Joanna Bodal, Treasurer
1961	Janko Kovacevich, President Elizabeth Beal, Secretary June Brooks, Treasurer
1962	Donald Wonderly, President Alvalyn Larson, Secretary June Brooks, Treasurer Eugene Schmiedel, Editor
1963	Donald Kinsley, President Alvalyn Larson, Secretary Mildred Collins, Treasurer
1964	Shirley Reynolds Fulgham, President Marie Henry, Secretary Mildred Collins, Treasurer Clyde Bartlett, Editor
1965	Eugene Schmiedl, President Marie Henry, Secretary Mary Ward, Treasurer Clyde Bartlett, Editor Donald Wonderly, Executive Secretary
1966	Lloyd Koegel, President Harriet McNemar, Secretary William Hetrick, Treasurer Clyde Bartlett, Editor Janko Kovacevich, Executive Secretary
1967	Pauline Alexander, President Harriet McNemar, Secretary William Hetrick, Treasurer Clyde Bartlett, Editor Janko Kovacevich, Executive Secretary

1968	Herbert Baker, President Whitfield Bourisseau, Secretary William Hetrick, Treasurer Clyde Bartlett, Editor Janko Kovacevich, Executive Secretary
1969	Herbert Baker, President Whitfield Bourisseau, Secretary Edward Sec, Treasurer Clyde Bartlett, Editor Janko Kovacevich, Executive Secretary
1970	Frederic Lawrence, President Whitfield Bourisseau, Secretary William Hetrick, Treasurer James Short, Editor Janko Kovacevich, Executive Secretary
1971	Michael Chrin, President Whitfield Bourisseau, Secretary Daniel Groh, Treasurer James Short/Donald McPherson, Editors Janko Kovacevich, Executive Secretary
1972	Michael Chrin, President Maggie Friel, Secretary Daniel Groh, Treasurer Donald McPherson, Editor Janko Kovacevich, Executive Secretary
1973	Alvalyn Larson, President Margaret Friel/Diana Martin, Secretary Daniel Groh, Treasurer Donald McPherson, Editor Michael Kabler, Executive Secretary
1974	Michael Kravitz, President Diana Martin, Secretary Daniel Groh, Treasurer Donald McPherson, Editor Michael Kabler, Executive Secretary
1975	Homer Bradshaw, President Diana Martin, Secretary Daniel Groh, Treasurer James Short, Editor Cynthia Levy, Executive Secretary
1976	Barbara Garwood, President Diana Martin, Secretary Julia Wright, Treasurer Alex Thomas, Editor Cynthia Levy, Executive Secretary
1977	Edward Fiscus, President Julia Wright, Treasurer

	Alex Thomas, Editor Cynthia Levy, Executive Secretary
1978	Ruth Hosty, President Julia Wright, Treasurer Alex Thomas, Editor Cynthia Levy, Executive Secretary James Haueter, Governmental Liaison
1979	Alex Thomas, President Margaret Potter, Treasurer Audrey Bashian, Editor Michael Kabler, Executive Administrator James Haueter/Susan Peterman, Governmental Liaisons
1980	Beverly Veatch, President Janet Liston, Treasurer Alex Thomas, Editor Michael Kabler, Executive Administrator
1981	Frank Bock, President Kathy Binau, Treasurer Alex Thomas, Editor Janet Liston, Executive Administrator Nadine Block, Governmental Liaison
1982	Julia Wright, President Kathy Binau, Treasurer Alex Thomas, Editor Janet Liston, Executive Administrator Nadine Block, Governmental Liaison
1983	Marianne Cote', President Debby Waddell, Secretary Kathy Binau, Treasurer Alex Thomas, Editor Janet Liston, Executive Administrator Nadine Block, Governmental Liaison
1984	Cathy Telzrow, President Joan English, Secretary Kathy Binau, Treasurer Alex Thomas, Editor Janet Liston, Executive Administrator Nadine Block, Governmental Liaison
1985	Nancy Eberst, President Joan English, Secretary Nancy Reynolds, Treasurer Kathy McNamara, Editor Debby Waddell, Executive Administrator Nadine Block, Governmental Liaison
1986	Mike Curtis, President

	Michelle Doll, Secretary Nancy Reynolds, Treasurer Kathy McNamara, Editor Debby Waddell, Executive Administrator Nadine Block, Governmental Liaison Michele Thomas, Administrative Assistant
1987	Audrey Bashian, President Rick Starn, Secretary Nancy Reynolds, Treasurer Kathy McNamara, Editor Nadine Block, Governmental Liaison Michele Thomas, Business Manager Linda DeWitt, Clerk/Typist
1988	Nancy Eberst, President Lucy Simm, Secretary Nancy Reynolds, Treasurer Kathy McNamara, Editor Nadine Block, Governmental Liaison Susan Brill, Business Manager Diane Jensen, Clerk/Typist
1989	Gale Harr, President Lucy Simm, Secretary Nancy Reynolds, Treasurer Kathy McNamara, Editor Nadine Block, Governmental Liaison Susan Brill, Business Manager Diane Jensen, Clerk/Typist
1990	Dennis Pinciotti, President Lucy Simm, Secretary Nancy Reynolds, Treasurer Kathy McNamara, Editor Nadine Block, Governmental Liaison Susan Brill, Business Manager Cindy Harris, Clerk/Typist
1991	Steve Coolahan, President Louise Cardenzana, Secretary Lucy Simm, Treasurer Kathy McNamara, Editor Nadine Block, Governmental Liaison Susan Brill, Business Manager Ellyn Keating, Clerk/Typist
1992	Nancy Reynolds, President Louise Cardenzana, Secretary Lucy Simm, Treasurer Kathy McNamara, Editor Nadine Block, Governmental Liaison Susan Brill, Business Manager Ellyn Keating, Clerk/Typist

**APPENDIX B – CLYDE V. BARTLETT DISTINGUISHED SERVICE
AWARD WINNERS**

1973	S. J. Bonham
1974	William H Farling
1975	Nicholas P. Gallo
1976	Michael Chrin
1977	Frank C. Bock
1978	Homer Bradshaw
1979	None
1980	Julia A. Wright
1981	F. Peter Gross
1982	Richard Haas
1983	Marlene Bireley
1984	Michael Kabler
1985	Pauline J. Alexander
1986	Robert Myers
1987	Ray A. Horn
1988	Alex Thomas
1989	Cathy Telzrow
1990	Margaret Hazelett
1991	Nadine Block
1992	Michael Curtis

HONORARY LIFE MEMBERS

Pauline Alexander	Marie Kauser
Dwight Arnold	Iris Kersh
William Beitzel	Janko Kovacevich
Frank Bock	Alvalyn Larson
Florence Boesel	Dorothy Marty
Samuel Bonham	Harriet McNemar
Homer Bradshaw	Donald McPherson
June Brooks	June Mentzer
Vera Edwards	Gerald Ross
Donald Ferguson	Violet Ross
Barbara Garwood	Margaret Schultz
Esther Gray	Ardyth Shaffer
Edward Grover	Roma Wickenden
Ray Horn	Keith Wiggins
Mrs. Vic Hume	Donald Wonderly

Selected Conference Topics

1940's

Promotion and use of school psychology services

Development of working relationships with administrators

Therapeutic measures

Remedial techniques

Play therapy

Non-directive counseling

1950's

Role and function of the school psychologist

Development of working relationships with other professionals (physicians, psychiatrists, school counselors, speech therapists, school administrators, etc.)

Establishment of ethical standards

Serving children with multihandicaps

Uses of Bender Gestalt

1960's

Role of projective techniques in a school setting

Parental relationships

Diagnostic techniques in child evaluation

The nature and nurture of creativity

Psychological methods for studying brain lesions

Educational evaluation of children with multiple handicaps

Issues of school psychology – private practice, ethics, personnel policies

Illinois Test of Psycholinguistic Abilities

Mental health consultation

Several different roles for the school psychologist in public schools

Behavioral therapy

Special education for the emotionally disturbed child

Helping teachers change behavior

Interactional analysis

Reality therapy

1970's

Outcomes of early childhood compensatory education

Love as behavior modifier

Practical application of behavior modification

Assessment of low incidence children

The non-intellectual ingredients of intelligence tests and their objective measurements

The future of assessment

Adaptive behavior

Innovative interventions – a multidisciplinary approach

Strategies for dealing with emotionally disturbed children

1980's

Multimodal therapy

Counseling skills

Parent group education

K-ABC

Short term counseling

Early childhood assessment

Serving the needs of the gifted

Micro-computer applications for school psychologists

Families in transition

Adolescent alcohol and drug abuse

Social skills training

Cognitive-behavioral techniques

Assessing students' instructional environments

Fetal alcohol syndrome

Strategies for working with gray area students

Alternative services

Preschool assessment and programming