

EDUCATIONAL AND SCHOOL PSYCHOLOGY

SECTION OF THE CPA

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

PSYCHOLOGIE ÉDUCATIONNELLE ET SCOLAIRE

SECTION DE LA SCP



JOINT NEWSLETTER

Winter Issue 2015

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Troy Janzen, Ph.D.,
Editor

Janine Montgomery,
Ph.D., Central
Correspondent,
University of Manitoba

Juanita Mureika,
L.Psych., CPA
Educational and
School Psychology,

Words from the Educational and School Psychology - Section Chair

Well, summer has flown by and fall is here, complete with returns to work and school, and of course, the revving up of CPA activities. But let's look back for a minute to June.

The Section had a very full schedule of presentations and papers – the largest number ever for our group, as a matter of fact! Convention Coordinator Joseph Snyder did an admirable job of ensuring that there were very few overlaps in scheduling so that we could attend as many sessions as possible. A Section-sponsored pre-Convention workshop presented by Judy Wiener and Esther Geva drew an appreciative student group. The traditional Section keynote was replaced by a well-attended panel of experts discussing the controversy over differing US and Canadian norms on the WAIS-IV, led by Don Saklofske. The SAM was lively, and followed by a lovely lunch – another Section tradition. We've added two Student representatives to our Executive, Simon Lisaingo from UBC and Cynthia Maya Bernstein from OISE. Debra Lean and Adam McCrimmon were acclaimed as Members at Large, while Troy Janzen continues as Newsletter Editor – thank goodness!

To focus our Section activities this year, we've formed subcommittees within the Executive. Bylaws revisions continue to be a priority, and we hope to have a new set of bylaws (renamed "Terms of Reference" by CPA) to the membership for review one month prior to the vote on them at the SAM in June 2016. The Professional Issues and Concerns subcommittee is working to identify potential avenues for advocacy for the profession through CPA's Public Affairs Committee. The Student Awards subcommittee is developing criteria for offering incentives for student submissions to the Convention. And finally, we have a Webpage committee which will work to ensure that our webpage, now under our

Chair, CASP
Membership
Coordinator

Donald Saklofske,
Ph.D., CASP Vice
President, CPA Board
Member

Joseph Snyder, Ph.D.,
CASP President & Past
Chair CPA Educational
and School
Psychology

Judith Weiner, Chair
Elect, CPA Educational
and School
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trjanzen@ualberta.ca

control, remains up to date.

We invite input from our members at any time during the year, which you can mail to us at cpa.ed.section@gmail.com. Please consider submitting proposals for presentations at the CPA Convention – the process is now open. We look forward to seeing many of you at the Convention in Victoria in June, 2016.

Juanita Mureika, Chair, CPA Section of Educational and School Psychology

Message from the CASP President

Remembering Emily Goetz, a message from the CASP President

Way back in 1999, I answered a help wanted ad in an earlier version of this newsletter. The CPA section needed someone to be designated as a co-editor. As best I know, I was the sole applicant. No sooner than I had indicated that I was willing to give it a try, Emily Goetz contacted me. Emily was a former Chair of the CPA section in addition being a former co-editor of the newsletter, sometimes both at the same time. Subsequently, Emily held member-at-large positions and even was the program chair (pro tempore). In fact, I think she held just about every position on the executive other than being Treasurer.

Emily was one of the most unforgettable persons I have ever known. She was a psychologist, a former UBC prof. But we normally talked about jazz, food, Far Side cartoons, politics, health care, etc. ...

the stuff we old people talk about. The closest to discussing psychology was talking a bit about CPA and CASP politics. But Emily did keep active in psychology and her continuing professional development for her practice.

Emily was in the vanguard of e-communication. But as health problems began to

CPA Section on Psychologists in Education Executive at CPA Vancouver: May 2002



From left to right, standing above: Juanita Mureika, Joseph Snyder, and Don Saklofske. Seated: Emily Goetz and Fred French.

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interfere with her use of email, she switched to telephone, then handwritten letters, always insisting that those who communicated with her use the same mode of communication.

I think Emily was interested in art but we never talked about that. Occasionally, Emily reminisced about being a jazz singer.

Perhaps if time travel were possible, we could have many more talks on many more subjects,

But for now, I'll use Emily's discarded sign off ...

Beep!

Message from the Editor

Hi everyone!

Another year is rapidly speeding away. In this issue of the newsletter we have some strong submissions from students demonstrating some of the great research being done by graduate students in the field. The future looks bright! We hope that you will find this issue informative and helpful. The CPA convention is in beautiful Victoria BC this June. We hope to see you all there. There is an outstanding line up of speakers, posters, and symposia for everyone to enjoy. Come and connect!

To end I want to also express my sadness at the loss of two long time colleagues who have contributed so much to our profession. I only had one chance to get to know Emily but my single interaction was a true joy and I could tell she loved our profession and the people in it. I also want to express sadness at the loss of Dr. Jean Pettifor, who lost her battle with cancer on November 8, 2015. She will be remembered as a strong voice for professional ethics. She actually supervised my father for a doctoral testing course. Both Jean and Emily will be greatly missed. Below you will find a tribute to Jean Pettifor written by long-time friend and colleague Carole Sinclair.

Troy Janzen, Ph.D., R. Psych. (AB)
Joint Newsletter Editor
troy.janzen@ualberta.ca

FEATURE ARTICLE - A Tribute to Jean Pettifor

By Carole Sinclair

Dr. Jean L. Pettifor
(1922 – 2015)



It is with sadness and regret that we report that Dr. Jean Pettifor passed away peacefully in Calgary on 8 November 2015, at the age of 93.

In addition to her major contributions to ethics, Jean was a special friend to the field of school psychology. Before obtaining a graduate degree in psychology, she worked as a high school teacher and assistant principal. Her first position as a psychologist was with the Alberta Guidance Clinic (1948 – 1973) where one of her responsibilities was to provide services to children in the schools. She taught courses in educational psychology for many years and was a frequent contributor to the *Canadian Journal of School Psychology*.

After leaving the Alberta Guidance Clinic, Jean became Director of Children's Services for Alberta Mental Health Services, and continued to hold senior positions with the Alberta government until 1989, when she "retired." However, to Jean, her retirement simply provided her with the opportunity to devote even more time than in the past to organized psychology, to her love and special understanding of ethics, and to teaching, consulting, publishing, and presenting. Prior to retirement, Jean had been President of the Psychologists' Association of Alberta (1974-75), President of the CPA Applied Division (1977-78), and a member or Chair of numerous CPA sections and committees, including the Committee on Ethics. She had helped write CPA's *Ethical Guidelines for Therapy and Counselling with Women* (1980), been the primary mentor and support to the group developing the first edition of *Canadian Code of Ethics for Psychologists* (1986), and had co-authored the first *Companion Manual* to the *Code* (1988). She also had published 31 refereed articles.

After retirement, Jean served as President of the Canadian Psychological Association (1994-95) as well as President of the College of Alberta Psychologists (1989-99), and published a further 81 refereed publications, almost all regarding ethics, 26 of which were in the last decade of her life. In the mid-1990s, she began attending international congresses, where she spearheaded or mentored international dialogue and collaborative projects regarding ethics, including the development of the *Universal Declaration of Ethical Principles for Psychologists*. Alongside her international work, Jean continued contributing at both the provincial and national levels, including continued service as a member the CPA Committee on Ethics, where she was integrally involved in the development of *Guidelines for Non-discriminatory Practice* (2001) and *Ethical Guidelines for Supervision: Teaching, Research, Practice and Supervision* (2009). She continued as an adjunct professor at the University of Calgary until her death. In addition to many other awards and honors, she received the CPA

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Gold Medal for Lifetime Contributions to Psychology in 2003.

Jean was loved and admired by all who met her. Throughout her life, her main message was that ethical decisions and behaviour should be based primarily not on “rules,” but on a deep respect and caring for all human beings. She has left a wonderful legacy that will continue to inspire and influence our thinking about ethics and psychology for a long time to come.



STUDENT'S VOICE

MECS: A School-Based Intervention for Grade 9 and 10 Adolescents with Attentional Difficulties.

By Alexandra Basile, Ph.D. Candidate, Clinical-Developmental Program, York University

Through collaboration between York University researchers and a local school board, a pilot intervention program, MECS, focused on goal-setting and homework skills was delivered to Grade 9 and 10 students with attentional difficulties. The feasibility of delivering and evaluating a school-based mental health program within the context of the school was explored. The program was evaluated to assess its effectiveness in increasing goal-setting skills and reducing homework challenges. Before the program was delivered, adolescents, parents, and teachers were asked about the adolescents' school board identified exceptionalities and available school supports. Adolescents received a psychoeducational assessment, attended six MECS program sessions, and were evaluated after the program. Parents and teachers also participated in a psychoeducational session and had their knowledge of ADHD evaluated before and after the session. Results indicated that knowledge of students' school board identified exceptionalities and resources varied across adolescents, parents, and teachers. Students generated significantly more goals after the program and parents and teachers demonstrated more knowledge about ADHD after the psychoeducational session. This study suggests that there is a need to improve communication among adolescents, parents, and teachers about adolescents' learning needs and that some of these needs can be met with school-based mental health programs. Most importantly, this study provides support for the successful delivery and evaluation of school-based mental health collaborations. (*In Preparation*, Basile, A. G. & Kanter, D., Moraes, S. C., Lean, D., & Toplak, M. E.).

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School Psychology Brings “Math in the Schools” to the Forefront: The JUMP Math Program

By Justine Ledochowski, H. B.Sc, MA Candidate, Clinical-Developmental Program, York University

The Ontario Psychological Association (OPA), Section on Psychology in Education’s (SecPE) Dorothy Hill Memorial Symposium took place on October 30th, 2014. Dr. John Mighton, mathematician and developer of the JUMP math program, spoke about helping children reach their full potential in mathematical competence. JUMP stands for Junior Undiscovered Math Prodigies. It is a guided-discovery teaching method informed by research in educational psychology and cognitive science. Dr. Mighton reviewed the advantages and disadvantages of both traditional and purely discovery-based teaching methods. Traditional methods may place too much emphasis on rote learning and rely on the “drill and kill” method of practice. Whereas, purely discovery-based methods may be too complex, heavily rely on language, and place a high load on working memory in our students. As a guided-discovery teaching method, JUMP Math was reported to integrate immediate feedback as well as continuous assessment in order to scaffold students and ensure all students’ have a full understanding of the concepts before continuing on to more complex topics. Dr. Mighton also commented on the anxiety that often goes hand-in-hand with learning math. Teaching children math in a way that they understand promotes a feeling of confidence that can be translated into other domains in their lives. JUMP Math is accumulating evidence demonstrating its utility and effectiveness. Dr. Mighton discussed this accumulating evidence in his presentation. Dr. Mighton ended his talk about the importance of fostering children’s innate sense of wonder and the importance of maintaining it throughout their education, an endeavor in which JUMP Math appears to be tremendously successful. Dr. Mighton expressed very sincerely that one of his most important messages was not to necessarily champion the JUMP program, but to encourage educators to gather quantitative evidence to assess the best methods for teaching math. Math is a subject that is so critically important for our students and their futures. It is impossible to imagine moving forward without measuring the effectiveness of these programs.

How to Integrate Research on Diversity into Psychological Practice

By Alexandra Basile, Ph.D. Candidate, Clinical-Developmental Program, York University

The Dorothy Hill Symposium, part of the Section on Psychology in Education (SecPE) affiliated with the Ontario Psychological Association (OPA) - took place on October 30th, 2014 in Toronto. Drs. Geva and Wiener provided a very

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relevant and accessible workshop on how clinicians should integrate considerations of diversity in their assessment and intervention practices for both achievement and social/emotional functioning.

Dr. Geva presented research to highlight the different trajectories for the development of language in children who are monolingual and those who are English Language Learners (ELLs). ELLs take a long time to develop English language skills and continue to lag behind their monolingual peers even when not considered ELL officially. When assessing children who are learning a new language or have English as a second language, it is therefore, imperative to be cautious in interpreting their performance on language and reading comprehension tasks in relation to norms of standardized tests. Dr. Geva also stressed that when assessing language development it is important to consider the development of various components of language, including morphological awareness, phonological awareness, vocabulary, grammar and pragmatic aspects of language that are all important for academic achievement. Further considerations include the type of language the child has first learned and how specific language features may enhance or hinder their acquisition of specific aspects of the second language. Importantly, Dr. Geva explained that phonological awareness and word related skills (i.e., word recognition, decoding pseudowords, and spelling) are less dependent on proficiency in English. ELLs can learn to decode words and complete phonological awareness tasks even when they are not proficient in English, and the profiles of ELLs who have persistent difficulties on these skills are rather similar to those of monolingual children with similar difficulties. At the same time, reading comprehension and writing skills are highly dependent on having both well developed word reading skills and various language skills. Other factors that contribute to language and reading skills that should be taken into account include cognitive factors such as phonological short-term memory and contextual factors such as age, parental education, instructional strategies, prior schooling, and age of introduction to English. Finally, Dr. Geva pointed out that approaches to intervention that work with monolingual children also work with ELLs. It was therefore recommended not to delay assessment until an ELL is proficient in their second language because delay of assessment may hinder the timely implementation of effective interventions.

Dr. Wiener continued the second half of this presentation and began with a discussion of what culture is and how it can impact how we understand the individual and family context. Special consideration was given to stigma, attributions for academic difficulties, communication styles, time orientation, family values and parental involvement in school achievement. Dr. Wiener further discussed the process of acculturation as well as both risk factors and protective factors that can impact it. Recommendation for clinical work with a client or family from a culture different from the practitioners included developing trust, establishing legitimacy, consideration of language and immigration history, and being attuned to ethical dilemmas that may arise in this



relationship. Dr. Wiener emphasized the importance of learning about a culture independently so as to have some knowledge and context with which to help understand the client while remaining open to the differences that are often reflected within a single culture. This presentation was timely given the constantly changing demographic in Toronto and across Canada. Drs. Geva and Wiener presented work which provided clinicians with important findings and information for facilitating positive development in our students given this continual change in the diversity of our school communities. Drs. Esther Geva and Judith Wiener have an elaborated discussion on all of these topics and several clinical resources available in their new book published by Springer: *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioners' Guide*.

NEWS & NOTES

- We are saddened to report the loss of a great colleague and good friend of school and educational psychologists in Canada, Emily Goetz.
- Trainers in school psychology, I encourage you as well as your students to get involved and contribute to the newsletter!
- School Psychologists: Share this newsletter with your colleagues.
- **Join or Renew** your CASP Membership today, see attached membership letter and application below.
- **CPA's 77th Convention, Victoria, June 9-11, 2016.** Get your proposals in today before the December 1st, deadline. <http://www.cpa.ca/convention/> for more details.



CASP Invitation to Psychologists

Imagine if you can ... you are a psychologist, with all the knowledge and understanding of child development, cognition, perception, emotion, relationships, psychosocial adjustment, and mind-body connections that your training in psychology has afforded you. AND, you are in a position to use those broad skills with a wide audience, at an early age, in both intervention and prevention-based models. You have universal access to a population of children, families, and those who influence their development and can make a difference, because you go to them and are with them – they don't have to come to you! You have the ability to both promote emotional health and to forestall future dysfunctions. You are a school psychologist!

The opportunities for health promotion and early intervention that a school psychologist has are huge. No other branch of psychology has such access to such a large population at such an early age. Schools are the first legally mandated service that a child will encounter, so everyone from 5-18 years becomes your client, along with their parents, families, and teachers. In some provinces, publicly funded programs are beginning at pre-school and extending to university clinics, making the access even broader! Because you work in the system, you are on-call, in the mix, and constantly teaching, coaching and modeling measures to promote positive classroom and school climate, engage in activities to strengthen the community, and help parents and teachers better understand the children in their care.

You have the tools to identify problems, and because you are in the system, this identification can be early enough to allow for prompt intervention, which might avert later problems, academic or emotional/behavioural. Because you are in the system, as well, you can respond promptly to concerns in a positive and pro-active approach in the natural environment. Without this early intervention, problems grow and become chronic and possibly disabling. It is acknowledged that mental health issues are among the most serious challenges facing school-aged students, and if not addressed in a timely way, more serious involvement will be required to turn around or maintain status quo, as the problem persists or evolves, with its interference of functioning.

The role of a school psychologist is unique among psychologists in that it is not strictly pathology-based. While we have a role in 'fixing what is broken', we are in the best possible position to identify strengths in our children and youth ... and support and build

on them. As Jeff Grimes wrote in the National Association of School Psychologists' *Communiqué* (1997), "There needs to be a shift in focus from diagnosing how a learner is *disabled* to diagnosing how a learner can be *enabled*".

With that in mind, the possibilities for intervention are extensive and include wrap-around services in the family, school and community. Some of the most exciting initiatives today are developing bullying prevention programs, leading social skills and stress management sessions, teaching suicide awareness, parenting training and teacher professional development, all of which have wide appeal and far-reaching impacts on the mental health of a school population. And, of course, school psychologists are trained to understand the curriculum, learning process, and teaching methodology, and to apply evidence-based interventions for learning problems when they occur.

However, Canadian school psychology and school psychologists from the largest boards to most remote areas of Canada are facing some of the most serious challenges in our history. The Mental Health Commission of Canada has targeted children's mental health as a priority. We know that 20% of the population suffer from diagnosable mental health conditions, and most mental health problems arise during school years. Teachers are not trained to identify or intervene with these issues – but school psychologists are! Teachers rely on school psychologists to help them serve these troubled students. However, many boards are cutting psychology positions in a dangerously misguided attempt to balance budgets. Clearly, this is an era of exciting opportunities and possibilities that we can and must address to ensure the continuation of the critically important role of school psychology in all areas of education.

Now is the time to work together to promote our profession. School Psychologists need a national voice to protect and promote the essential services they provide in schools. The **Canadian Association of School Psychologists (CASP)** is more than 25 years old and is experiencing a much needed revival and growth. CASP is fully committed becoming truly representative of school psychologists in Canada.

We invite you to join CASP to become a member of school psychology's national representation group and to become a part of the proactive and dynamic initiatives currently underway to raise the profile of our profession and to serve the students, teachers, parents, and schools of Canada.

... And here are some good reasons:

- CASP is strategically placed to be a strong voice for Canadian school psychology to professionally support and advocate for school psychologists nationally and locally.

- CASP and the Educational and School Psychologists Section of the Canadian Psychological Association (CPA) have a close reciprocal relationship that includes the joint publication of our *Newsletter*, providing updates on Canadian issues and activities as well as input from members.
- CASP members participate in various key local and national initiatives such as the CPA task force on publicly funded psychology positions in Canada, with the aim of securing positions and improving working conditions for psychologists who work in public service.
- CASP members are involved in all areas of school psychology from research to teaching, administration to practice.
- CASP is an Affiliate Member of the *International School Psychology Association*, allowing us the opportunity to work with psychologists in other countries to promote the profession globally. CASP members receive the newsletter of the ISPA, as well.
- CASP has established an electronic discussion board to enable members to exchange ideas, research articles, and concerns with the larger group – our attempt at a cross-country check-up and dialogue. Please post your views and information of interest to: <http://canschoolpsych.wordpress.com/>
- CASP members receive the print version of the *Canadian Journal of School Psychology*, published by SAGE 4 times a year. This is the best time to join CASP, or renew a membership, and to grow with the association and with school psychology across Canada as you pursue your career. Attached is the 2016 CASP membership form. Student membership price is **\$50**; regular membership is **\$65**. We look forward to welcoming you as a member of your national professional school psychology association!

Best wishes,

Juanita Mureika L. Psych. (NB)

Membership Coordinator

Don Saklofske PhD

Vice-President

Joseph Snyder PhD, NCSP

President

December 2015



Application for Membership

Members can renew and new Members can join for 2016 with this one form. Just select "Renewal" or "New member for 2016". Members for 2016 will receive all 4 issues of the Canadian Journal of School Psychology published in that year.

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(Home) _____
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E-mail _____
Employer _____
Title _____
Registration(s) _____

Current memberships in psychological associations:

Highest degree(s) in psychology held:

Program and university if currently a student:

