

*In the spirit of Reconciliation, we would like to acknowledge the Original Nations of Canada; the First Nation, Metis, and Inuit people whose knowledge has existed on this land for thousands of years.*

## Spring 2019 Newsletter

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**...and more!**



**Editor's Message:** It is my sincere pleasure to introduce the Spring 2019 edition of our CPA section newsletter. First, I'd like to wish you all well, and hope you to see many of you at section events in Halifax at the 80<sup>th</sup> annual CPA convention. It's always wonderful to see new and long-time members at the various receptions, talks, and meetings hosted by our section, as well as at the general sessions and events.

This double issue of the Newsletter contains diverse information we hope will be helpful and relevant for students, clinicians, researchers, and our other members. I would like to this opportunity to thank all of the contributors for your work and dedication to our profession that you demonstrate with your contributions. Also in this issue, we say goodbye and thank you to O.A. Buff Oldridge and

to the Canadian Association of School Psychologists (CASP). Both served us well and moved the profession forward in Canada, and we are sincerely grateful for your legacy. In addition, you will find bios of executive members, information on section events at the upcoming CPA convention, student news, and information on how to get involved in your setion to continue to move our profession forward. I encourage you all to consider how you can contribute to strengthening our section by volunteering for some of our committees. As an aside, I can attest to the fact that involvement in our section provides numerous opportunities to meet and network with our diverse members, which I feel makes all of our experiences richer.

Further, while we continue to highlight student news and research, this issue marks the introduction of our 'Practice Corner' where we aim to highlight useful information for those practicing in school settings. If you have any ideas for this section or any other content you feel would be valuable to our members in future editions, please feel free to email me directly to discuss [Janine.montgomery@umanitoba.ca](mailto:Janine.montgomery@umanitoba.ca). In addition, if you are interested in becoming

involved on the newsletter team, we are always looking for people (especially those good with copy editing!) to help improve our newsletter and ensure it contains the information our members need. I hope you enjoy this issue of the newsletter. Happy Spring, and I hope to see many of you at CPA in Halifax.

**Chair's Message: Laurie Ford, Ph.D.**

Hello Educational and School Psychologists in Canada. Happy springtime! I hope everyone is having a great year and the signs of spring are showing around your part of the country. For those of you working in schools I suspect you are counting the days (and all the work to be done) before the last day of school. I wish you the best in successfully making it to the end of the school year. I hope everyone finds some time for rest and rejuvenation this summer.

We have been very busy as a section the last few years with a number of new initiatives underway and more planned. It has been a pleasure to see so many involved in the work of our section. Thank you all for your service to the section. The section Executive Committee "meets" by phone several times during the year in an attempt to stay on top of things and move initiatives forward. I appreciate the support of my colleagues on the Executive Committee and Committee Chairs (highlighted later in this newsletter) for their hard work and vision for the growth of our section. A number of our projects and initiatives are highlighted in this edition of our newsletter but I wanted to give special recognition to a few of them. While Juanita Mureika is no longer on our EC she continues to manage a list serv for Educational and School Psychology Practitioners. As it moves to its 2<sup>nd</sup> year, the list serv is growing but we are hoping for more engagement and activity. It is the only listserv of its kind in Canada and the discussions have been extremely helpful and a great learning experience to see what is happening as well as ways we can support

each other around the country. Thank you Juanita for your vision and support of this.

Tina Montreuil and Coranne Johnson have led a committee of section members from across the country in developing promotional materials that can be used in sharing more about our profession and what we do to others across the country. Our hope is to have a full roll out of the materials this summer so you can use them at your local conferences, in your schools and agencies, or other ways to promote educational and school psychology in Canada. We will have some paper copies of posters and notecards at the convention in Halifax and will have a plan for electronic distribution and access this summer. Stay tuned. Thank you Tina, and Coranne and your committee for all of your hard work.

Tina has served double duty this year working with me on the

Convention program and coordinating our convention reviews. We have a rich program this year with three symposium, six papers, 8 Gimme5 sessions, numerous posters, a featured speaker, our section general meeting, and of course our section reception (see the special convention handout for more details). I am impressed by the diversity of topics on our program this year and their importance to our field.



See you at the 80<sup>th</sup> CPA  
National Convention in  
Halifax, N.S.

***May 29-June 2, 2019***

I am coming to the end of my first year as section chair and I find myself wondering where has the time gone. I believe we are doing great stuff, as a section but there is so much more to do. I have had a number of professional experiences recently that have reminded me of how lucky I am to be in the field of school psychology. While I think we often “know” what we do and what our profession is, I know others in the field, including some of our colleagues in other areas of psychology often misunderstand our profession and area of psychology, areas in which we have competency, and what we do. I often tell others when asked questions about school psychology that it is “not a place” it is much more than one place of practice. Synthesizing from a number of different CPA documents, we are a profession that is concerned with the science and practice of psychology with children, youth, and their families; learners of all ages and schooling experiences. We are prepared to provide a wide array of psychological services including prevention, intervention, assessment, consultation, health promotion, program development, research, and evaluation. We do applied research through developmental and systems lens. We apply our training to and work within the context of schools, families, and other community settings. Our preparation in both mental health and education make us uniquely qualified to address the diverse and complex needs of children and youth in society today... Yep, you know it, we school psychologists are pretty amazing. We rock!

I look forward to our continued efforts to increase the visibility and recognition of our profession across the country in the upcoming year. I write this message on break as a delegate to the CPA National Conference on the Future of Professional Psychology Training. I am honoured to be here and am so happy to see a number of us

in School Psychology at the table. I pledge my strong support to the efforts of our section and to continue to push for a strong voice of school psychology at the table of professional psychology in Canada. A particular interest of mine this year, in addition to working to “get the word out on school psychology” is exploring the ways school psychologists can respond the *Calls to Action from the Truth and Reconciliation Commission of Canada's* (2015) report. If you have not read the report *Psychology's Response to the Truth and Reconciliation Commission of Canada's Report* prepared by a joint CPA and Psychology Foundation of Canada taskforce I strongly encourage you to do so. It is an important document and can be found here:

<https://cpa.ca/aboutcpa/committees/cpataskforces/>.

It's been a great year so far and its only half over. Here's to the rest of what I hope is a great year for our section. Look forward to seeing you in Halifax, or wherever our paths cross.



Look for our section's 2019 CPA convention highlights near the end of this issue. Our Section is as strong as it's members, so read on and discover how you can contribute.



2018 CPA ESP Section Student Poster Award Winners

**Elected Members:****Chair (2018 to 2020); Laurie Ford, Ph.D.**

Associate Professor, School Psychology & Human Development, Learning, & Culture Programs, Department of Educational & Counselling Psychology, & Special Education  
University of British Columbia



Laurie is an Associate Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia and currently serves Area Coordinator and Director of Training for the UBC Doctoral Program in School Psychology. She has a strong passion for cross-disciplinary approaches in her teaching, research, and professional service. In addition to School Psychology at UBC she has affiliations with the in Human Development, Learning, and Culture and Early Childhood Education Programs. Her early professional background is in psychology and special education. She has worked in early childhood special education as well as a teacher of students with behaviour, learning, and developmental disabilities in addition to working as a school psychologist in school and paediatric settings. She received a Ph.D. in School Psychology with a minor in Child Clinical Psychology from the University of Kansas (APA accredited), completed an internship with the Nebraska Consortium in Professional Psychology (APA accredited) and a doctoral fellowship at the University of Nebraska Medical Center in Paediatric Psychology. Prior to moving to Canada, she was on faculty at Texas A & M University and the University of South Carolina. She has enjoyed her involvement in CPA and the colleagues I have met since moving to Canada in 2001 as a member of the Educational and School, Community, and Indigenous Psychology sections and is currently a member of the CPA Accreditation Panel. She has a particular interest community-based services, and family-school-community relationships with a focus on children, youth, and families from diverse cultural backgrounds. More recently she has been working in these areas with children and youth who are refugees and their families. Her work with graduate students, not only in their research, but also their clinical training and seeing them move on to their professional roles gives her great pride and professional nourishment. I am very honoured to serve as Chair of the ESP section. I look forward to working with others in the section to engage more and diverse school and educational professionals from across Canada in our section to make ESP the strongest section we can be and the place to turn to for leadership in Educational and School Psychology across all of Canada. When I am not working I enjoy spending time with friends outdoors in beautiful British Columbia, time in the sun (when we have it), cooking, sipping good cider and wine, and hanging with my dogs Cooper and Gracie Belle.



**Chair Elect (2018-2020), Maria Rogers, Ph.D.**

Associate Professor, Clinical Psychology Program, School of Psychology  
University of Ottawa



Maria is an Associate Professor in the School of Psychology at the University of Ottawa. She is an Affiliate Investigator at the Children's Hospital of Eastern Ontario, and an Adjunct Faculty at the Ontario Institute for Studies of Ontario. As the Director of the University of Ottawa ADHD and Development Lab, Dr. Rogers has broad interests in the school and family functioning of children, youth, and young adults with Attention-Deficit/Hyperactivity Disorder (ADHD). Dr. Rogers recent work has focused on understanding family-level risk and protective factors when young children demonstrate early attentional and self-regulation

difficulties. Dr. Rogers has received several federal and provincial awards and honours for her research, including an Insight Grant from the Social Sciences and Humanities Research Council of Canada and funding from Ontario's Ministry of Research Innovation. She is also a Registered Psychologist with the College of Psychologists of Ontario and has worked clinically with children, teachers, and families in several school boards, clinics, and hospitals in Ontario and Québec.

**Past Chair (2018-2020), Judith (Judy) Wiener, Ph.D., C.Psych.**

Professor Emerita, School and Clinical Child Psychology, Department of Applied Psychology and Human Development, Ontario Institute for Studies in Education (OISE), University of Toronto



Judy is Professor Emerita of School and Clinical Child Psychology in the Department of Applied Psychology and Human Development at OISE/University of Toronto. She obtained her PhD from University of Michigan in 1978. Prior to her appointment at OISE, she worked as a school psychologist in Quebec and Ontario. She has also consulted in children's mental health centers, and has a small private practice. Her primary clinical expertise is assessment and psychosocial interventions with children and adolescents with learning disabilities and ADHD, and children and adolescents who are immigrants and refugees. Dr. Wiener was previously

President of the International Academy for Research in Learning Disabilities, Chair of the CPA Educational and School Psychology Section, and a member of the CPA Accreditation Panel. She is on the editorial board for several journals. Her most recent research is on self-perceptions, family and peer relationships of children and adolescents with ADHD and learning disabilities and the efficacy of school-based and mindfulness interventions on their self-perceptions and relationships. She has published over 100 book chapters and articles in peer-reviewed journals, and co-authored a book published by Springer in 2015 entitled *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide*. In addition to presenting professional talks and workshops throughout Canada and the United States, she is regularly interviewed and consulted in Canada's mass media regarding ADHD, bullying in schools, and other children's mental health and education issues.



**Secretary/Treasurer (2018-2020), Maria Kokai, Ph.D., C. Psych,**  
Chief Psychologist (Retired), Toronto Catholic District School Board, Toronto, ON.



Maria is a registered psychologist with over 35 years of experience that includes work in school board and private practice settings. She earned her Ph.D. at the E. Lorand University in Budapest, Hungary, and obtained specialized experience in Scandinavia related to psychological services for deaf and hard of hearing children. She has been practicing in the field of school psychology (initially in Europe, then in Canada) since 1980. As a school psychologist, she worked with a wide range of populations, including students with LD, Giftedness, as well as deaf and hard of hearing students.

Until her recent retirement in August 2018, she was the Chief Psychologist at the Toronto Catholic District School Board for 14 years, overseeing and directing psychological services for the 90,000 students of this board, as well as participating in the selection, implementation and evaluation of various system-wide intervention programs in the areas of LD, resilience and mental health. Throughout her career, she has been facilitating collaboration in research, service delivery and training with other organizations (e.g. SickKids Hospital LD Research Program, Integra, Learning Disabilities Association of Ontario - LDAO, Psychology Foundation of Canada, Ontario Institute for Studies in Education, Friends Resilience -Australia). She is a current advisory member of the LDAO's LD@School project, as well as a Council member of the Ontario Psychological Association's Section on Psychology in Education. She is a former member of the Board of Directors of the Ontario Psychological Association and the Psychology Foundation of Canada, and a former Ontario liaison to APA Public Education Campaign. Until her retirement, Dr. Kokai was the President of the Association of Chief Psychologists with Ontario School Boards; a professional organization that involves chiefs/managers of psychological services from close to 50 publicly funded school boards in Ontario. For the past 3 years, she has been a co-chair of the cross-sectorial working group of Ontario psychologists that has produced a consensus statement on Learning Disability assessment and diagnosis across all ages.

**Member at Large (2017-2019), Debra Lean, Ph.D., C.Psych.**  
Chief Psychologist, Dufferin-Peel Catholic School District, Toronto, ON.



Debra is a School and Clinical Psychologist with 30 years of experience in school boards, hospitals, and private practice. She received her Doctorate degree in Clinical Psychology from Concordia University in Montreal. Dr. Lean chaired a committee of Ontario school board Chief Psychologists that successfully updated the definition of practice area for School Psychology, recently accepted by the College of Psychologists of Ontario. Dr. Lean is currently in her 17<sup>th</sup> year as the Chief Psychologist of the Dufferin-Peel Catholic District School Board, in the Greater Toronto Area and before that provided school psychology services for 13 years. Dr. Lean is a member of

the Editorial Board of the *Canadian Journal of School Psychology*. She is the Chair of the OPA's Section on Psychology in Education since 2011, and leads the Planning Committee for the Section's annual school psychology symposium. She was a member of the Cross-sectional Committee that developed the *Guidelines for Diagnosis and Assessment of Children, Adolescents*

*and Adults with Learning Disabilities*. Dr. Lean co-authored two books on integrating school- and community-based mental health services; *Barriers to Learning: The Case for Integrated Mental Health Services in Schools* (2010) and *School-based Mental Health: A Framework for Intervention* (2013). Her recent research activities include school-based mental health service models, a play-based mental health prevention program for primary age students with school adjustment difficulties, school-based cognitive behaviour anxiety interventions, and alternative school psychology delivery models.

**Member at Large (2017-2019), Adam McCrimmon, Ph.D., R.Psych.**

Director, Autism Spectrum Education, Research, and Training (ASERT), School Psychology Program, Faculty of Education, University of Calgary



Adam completed his undergraduate degree at the University of Calgary and his M.A. in Clinical-Developmental Psychology at York University. He then went back home to Calgary to complete his doctorate in School and Applied Child Psychology. A Registered Psychologist in Alberta since 2010, Adam has focused his research and clinical work on Autism Spectrum Disorder (ASD). He currently directs the Autism Spectrum Education, Research, and Training (ASERT) lab at the University of Calgary where he oversees research on ASD and trains students in assessment of and intervention for individuals with ASD. He is a Certified Trainer for the ADOS-2 and ADI-R, considered “gold-standard” measures in the assessment of ASD and regularly conducts trainings for clinicians and researchers interested in using these measures. He was elected as a Member-at-Large of the School and Educational Psychology section of CPA in 2013 and also serves as an Associate Editor of the Canadian Journal of School Psychology. He is the father of three young boys and enjoys spending time with them and his family.

**Member at Large (2018-2020), Rachel C. Weber, Ph.D., R. Psych.**

Instructor, School Psychology Program; Director PRTC Neuropsychological Assessment Clinic, Department of Educational & Counselling Psychology & Special Education  
University of British Columbia

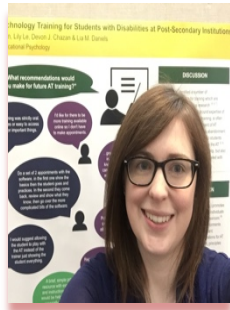


Rachel completed her Ph.D. in School Psychology at Texas A&M University and did her predoctoral internship at Cypress Fairbanks Independent School District. She is a tenure-track Instructor in the Faculty of Education at the University of British Columbia, where she directs the BC School and Applied Child Psychology Predoctoral Internship Program and the PRTC Neuropsychological Assessment Clinic. Dr. Weber is a leader in the training of school and applied child psychologists in BC at the Master's and doctoral level. Dr. Weber's research interests pertain broadly to culturally and neuro-diverse populations, including children and youth who are multilingual, who experience learning challenges, who have sustained concussion, and who have survived paediatric cancer. She is currently working on projects that examine the outcomes of cognitive intervention, evaluate neurocognitive function in students with visual impairments, and observe the benefits of participation in opera training. She is also developing academic and mental health supports for postsecondary students with disabilities at UBC.

## **Student Representatives (2017-2019)**

### **Lauren Gogan, Ph.D. Candidate**

Psychological Studies in Education Program, University of Alberta



Lauren is a Ph.D. Candidate in the Psychological Studies in Education Program at the University of Alberta. Her research examines academic success of students transitioning from high school to postsecondary with emphasis on those with learning disabilities (LD). In particular, she examines student characteristics (e.g., perceived academic ability and drive to achieve) and integration (e.g., academic and social) and how these components relate to first-year success at postsecondary. Moreover, her research examines academic success utilizing various indicators of success including GPA, the acquisition of knowledge and skills and overall

satisfaction. The results from her research will be used to make recommendations for supports and services that are offered to students beginning their postsecondary education. Lauren is also a member of the Alberta Consortium for Motivation and Emotion, and does additional research examining assistive technology use by students with disabilities during their postsecondary studies. After completing her Ph.D. studies, Lauren hopes to obtain a faculty position where she can continue to examine the transition for students from high school to postsecondary, and teach at the postsecondary level.

### **Alexandra Ruddy, M.A./Ph.D. Student**

School Psychology Program, University of British Columbia



Alexandra is in her third and final year of the School Psychology Master of Arts program at the University of British Columbia (UBC). She is currently working as a school psychology intern in the Maple Ridge-Pitt Meadows school district. In terms of my research, she is interested in school mental health climate, particularly how schools (and their environments) address and support student mental health. Upon completing my Master's degree this summer, I will be continuing my studies in the School Psychology PhD program at UBC where I hope to continue my research in the area of school-based mental health.

### **Shalini Sivathasan, Ph.D. Candidate**

School/Applied Child Psychology Program, McGill University



Shalini is a doctoral student in the School/Applied Child Psychology Program at McGill University. She completed her Bachelor of Science degree at the University of Toronto, and her Master's degree at New York University, both in psychology. Her MA thesis examined the psychometric properties and clinical utility of a new psychiatric screening instrument for use in paediatric primary care settings. Shalini has also worked at the Hospital for Sick Children as the neuropsychiatry intake coordinator and cognitive behavioural-therapy group facilitator, and as a research analyst at the Centre for Addiction and Mental Health in the Child, Youth,



and Family Program, and research coordinator for psychological and pharmacological clinical trials in the Division of Mood and Anxiety Disorders. Currently, she is co-supervised by Dr. Eve-Marie Quintin (Behaviour, Autism, and NeuroDevelopment Research Group) and Dr. Jacob Burack (McGill Youth Study Team). Her research interests lie in elucidating processes of emotion recognition across various modalities (faces, voices, and music) in children with autism spectrum disorder (ASD). Ultimately, she hopes to develop and utilize unique and innovative strategies to improve our understanding of cognition and emotion as implicated in ASD and other neurodevelopmental disorders, in order to appropriately apply and disseminate research findings toward improving therapeutic practice.

#### **Ex-Officio Members of the EC & Committee Chairs**

##### **Newsletter Editor (2016-2019); Janine Montgomery, Ph.D., C. Psych. Candidate**

Associate Professor, School Psychology Program, Department of Psychology,  
University of Manitoba



Janine completed her PhD at the University of Saskatchewan and is an Associate Professor, teaching primarily in the School Psychology graduate program at the University of Manitoba. Janine conducts research on Autism Spectrum conditions and Social Emotional Learning. She directs the Social Cognition Lab and is involved in various community outreach programs and serves on several (autism-related) non-profit and social enterprise executive boards. In addition to serving as Newsletter Editor for the section, Janine is an Associate Editor for the Canadian Journal of School Psychology and a research affiliate with the St. Amant Centre for Developmental Disabilities and Autism. Janine is also the proud mom of 3 kids (and 2 canine children) and recently picked up the trombone she gave up (to pay for grad school) to play in several community jazz bands.

##### **Awards Committee Chair (2017-2019); Jen Theule, Ph.D., C. Psych.**

Assistant Professor, Clinical Psychology & School Psychology, Department of Psychology,  
University of Manitoba



Jen is the Chair of the CPA School and Educational Psychology Section Awards Subcommittee. She is also on the section's Promotional Materials Subcommittee. Additionally, she is Chair-Elect of the CPA Family Psychology Section. Dr. Theule is an Assistant Professor in the Department of Psychology at the University of Manitoba where she is assigned to both the School and Clinical Psychology Programs. Her research and applied work focus on parent-child relationships and family systems, especially with very young children.

##### **Convention Review Coordinator (2016-2019) & Co-Chair Promotional Materials Development Committee (2017-2019), Tina C. Montreuil, Ph.D., Psy.D.**

School/Applied Child Psychology Program, McGill University

Tina is an Assistant Professor of School/Applied Child Psychology at McGill University. She received her Ph.D. and Psy.D. in Clinical Psychology at UQÀM in 2013. As a licensed member

of the Quebec Order of Psychologists and the College of Psychologists of Ontario, as well as a credentialed member of the Canadian Association of Cognitive-Behavioural Therapies, she practices privately with children and adult populations, focusing on cognitive-behavioural and mindfulness approaches. Her current research focuses on investigating the role of emotion regulation and anxiety disorders in children and how related deficits may not only lead to the development of psychopathology, but also affect school adaptation and academic achievement. Furthermore, she has developed an educational program aimed at improving emotion regulation skills and metacognition in children through a mindfulness-based approach that is currently implemented as part of the school curriculum in various elementary schools. Her emotion-focused program is also geared towards teachers and parents, as these two represent key variables that play a critical role in influencing the development of emotion regulation skills in children.

### **Promotional Materials Development Committee Co-Chair (2017-2019)**

**R. Coranne Johnson, Ph.D., R.Psych**

Clinical Child and School Psychologist

Helping Children, Edmonton, AB

Coranne has a B.Ed. and a diploma in Early Childhood Education from the University of Lethbridge. Her M.Ed. (Sp. Ed.) and PhD (Sp. Ed.) are from the University of Alberta. Coranne has been working in the education/psychology field for 30 years as a teacher, administrator and clinical child/school psychologist. She has also taught university courses in the areas of special education, psychology and program effectiveness. Through Coranne's work with children, she has developed a wealth of knowledge about child development, learning, literacy, and special education. Coranne works in private practice in Edmonton, Alberta.

### **National Conference on the Future of Professional Psychology Training**



National Conference  
on the Future of Professional  
Psychology Training

Delegates with school psychology affiliations at the National Conference on the Future of Professional Psychology Training, May 7-9, 2019; Montreal, QC  
L to R: Erika Makarenko, Kelly Dean Swartz, Steven Shaw, Rachel Weber, Laurie Ford



### **Get involved in your Section Committees**

We have several active committees and are always looking for colleagues (including student members) who have special talents or interests and would like to support the section through service. Opportunities are highlighted on the following page.

**Newsletter**

Now that we are moving from a joint letter with CASP to one just for the ESP section a primary goal for this year is re-visioning and restructuring our newsletter. Many of you have provided your thoughts and ideas. We will be working as an EC to move the next version of the ESP Newsletter forward in the fall. A goal is to have a team, committee, or advisory board with one editor and others taking the lead on various sections. If you are interested in working with the newsletter or have great ideas please contact the section chair.

**Convention**

We have a review coordinator who works with the section chair on the reviews and pulling together the program each year. We want to expand this to a convention committee next year. Our goal is to learn from our recent experiences and successes and build upon them. We are exploring ways to do more collaborative programming with other sections to enhance our capacity for a strong and diverse program while still maintaining a rich program targeting the needs of education and school psychology in Canada. We anticipate one of the elected members of the EC heading the committee with support from other members of the section. If you are interesting in working with the section Convention Committee on the 2020 ESP Section program at CPA in Montreal, let us know.

**Awards**

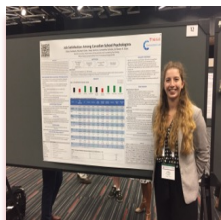
We reinitiated the CPA Convention Student Poster Awards several years ago at the convention in Victoria. We are looking to expand our section awards into other areas beyond just the convention. It is important to recognize the contributions of our section members who make contributions to research, teaching, training, and service. This plan is in its infancy and we will share more this summer. If you have ideas or would like to join this committee let us know.

**Promotions Materials**

We had an opportunity to develop promotional materials for school psychology in Canada before the budget model for CPA sections changed in December 2018. We had a very active promotional materials development committee who working tirelessly to develop four different promotional campaigns that can be rolled out over time. With paper and electronic materials the plan for distribution in a systematic way at the national level is our next task. As the work of the Promotion Materials Development Committee draws to a close we are looking for members of the Promotional Materials Distribution Committee.

These are our current committees, but we have a number of other initiatives we would like to see move forward including more engagement and involvement with CPA journals such as the Canadian Journal of Behavioural Sciences, benefits and perks for members of the section such as journal access, ongoing training meetings and conferences, revitalizing the section website, and webinars. If you have other ideas or areas we should be addressing please contact any member of the EC. We would love to hear from you.

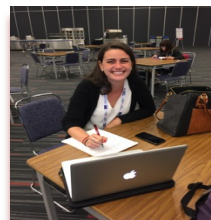
## Memories from CPA/ICAP 2018



McGill student Eloise Fairbank



OISE Faculty and Grads



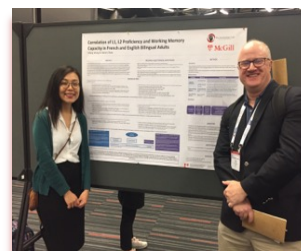
UBC Student Rep, Alexandra Ruddy



Damien Cormier Lab from U of Alberta

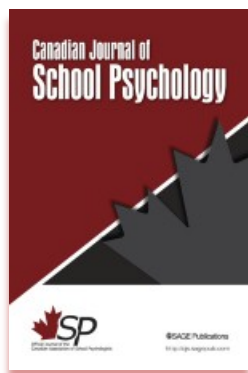


Invited Speaker, Jonathan Weiss, York



Steven Shaw & Lifang Wang from McGill

## Canadian Journal of School Psychology News



### **CJSP: Making the Concept of Evidence-Based Practices Meaningful**

Steven R. Shaw, Ph.D.  
McGill University  
Editor, Canadian Journal of School Psychology

Research is often minimized in psychology and education (Biesta, 2007). The number one reference for teachers to learn about and acquire interventions is Pinterest, followed closely by Google searches and other social media outlets (Carpenter, Cassaday, & Monti, 2018). Moreover, it usually requires more than 10 years between the publication of research results and implementation of such research in the training and clinical practice

of educators and psychologists (e.g., Buchs, Filippou, Pulfrey, & Volpé, 2017). Usually, this research filters through secondary sources such as workshops, textbooks, policy and regulation development, and lectures from preservice and inservice presenters. Expecting teachers and psychologists to implement interventions that are supported by quality scientific research requires that research be credible, transparent, effectively communicated, time-saving, resource efficient, generalizable, useful in diverse settings, easy to implement, and sound (Lyon et al., 2013).

The improvement of interventions from school psychologists relies on research as the communicator of effective strategies, techniques, interventions, and practices (Ioannidis, 2017). Research serves to validate what works, to explore the



plausibility of new ideas, and to determine which practices are effective. However, several questionable practices in education and psychology research contribute to problematic consequences for these fields (D'Intino, Lysenko, & Shaw, 2018). Among these consequences are ineffective interventions being implemented to vulnerable populations; wasted financial, time, and labor resources; and the dissemination of inaccurate information that eventually influences future research, policy, and clinical practice in school psychology.

The Canadian Journal of School Psychology (CJSP) is offering scholars the opportunity to register research reports and make research protocols publicly available to promote replication, transparency, credibility, and utility for clinical practice. Although CJSP will accept submissions through the traditional peer-review model, registered reports and support of replication studies have the objective of promoting high-quality research to improve the research foundation for evidence-based practices in the profession of school psychology. Details can be found here:

Shaw, S. R., D'Intino, J. S., & Lysenko, E. (2019). Registered reports, replication, and the Canadian Journal of School Psychology: Improving the evidence in evidence-based school psychology: Canadian Journal of School Psychology. doi 10.1111/j.1741-5446.2006.00241.x

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Volpé, Y. (2017). Challenges for cooperative learning implementation: Reports from elementary school teachers. *Journal of Education for Teaching*, 43(3), 296–306. doi: 10.1080/02607476.2017.1321673

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Note: As recommended at the 2018 Meeting of the Canadian School Psychology Trainer's Network, we will be posting the Table of Contents for each issue of CJSP on the ESP email list serv.

### Demystifying the APPIC Application Process: What Every School Psychology Student Should Know

In recent years the number of students in Canadian school psychology programs applying for Pre-Doctoral Internships has increased. As programs move to accreditation, more programs are requiring that students at least apply for internship through the APPIC process. Statistics for the Canadian students overall in the APPIC match are very positive. In 2019 the overall match across Phase I and Phase II for applicants from Canadian schools was 97% with 95% of those applicants matching to Canadian Internship Programs. While specific statistics on students in School Psychology in Canada is not available, feedback from program directors in school psychology programs in Canada is that our students are doing very well in the APPIC match.

However, more sites that target students in school psychology are needed. For more information on the statistics from recent years of the match go to [www.appic.org](http://www.appic.org)

This is the first in series anticipated in the next few newsletters on the *Demystifying the APPIC Application Process*. In our first installment of the series we have asked several doctoral candidates who recently participated in the APPIC match and are beginning their internships in fall 2019 to provide a snap shot of the experience and advice from their perspective.

**Shalini Sivathasan, Ph.D. Candidate**  
School/Applied Psychology  
McGill University

Applying for APPIC internships? Here are three quick tips I've taken away from my experience

#### APPIC Tips

Start Early

Know Your Profile

Use Resources



*Start early!* Think about what kinds of sites you might be interested in attending well in advance of your application year (e.g., hospitals, schools), and what kinds of practicum experiences would be

helpful to have (to gain experience in the area, and to know whether or not you would enjoy a similar type of internship). Are you more interested in assessment, therapy, or a mix of both? Children, adolescents, or adults? Seek out a variety of experiences early on, make sure you're tracking your hours right from the start, write multiple drafts of your essays and cover letters, and build and access your support network of peers, supervisors, and mentors, sooner rather than later in the process.

*Know your profile.* Most sites want you to have some experience in many of the areas of training they offer, so consider where you can get those experiences, as well as how many hours of experience they are looking for you to have at the time of application. Info on what APPIC internship sites are looking for is typically posted on the searchable APPIC Directory website, and their internship brochure is often posted on their website (note: internship offerings change each year, so be mindful when you look at a previous year's brochure that not

everything may be available when you apply!). Know what a competitive applicant looks like, from your program and for the internship site. Taking an extra year if needed to get more experience or get further in your research can sometimes make a huge difference in how competitive you will be (and how much you will enjoy minimal work on your dissertation while on internship).

*Use any resources at your disposal.* In terms of my go-to resources for the application and interview process, I found using the "Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit, 4th Edition" published by the American Psychological Association, to have been extremely helpful, including providing a guide for the step-by-step process and suggested timelines for when to aim to complete specific tasks. There is also a free guide I found incredibly useful called "A Match Made on Earth: A Guide to Navigating the Psychology Internship Application Process, 2nd Edition" you can find here <https://ccppp.ca/resource-documents>. It is written by Canadian professors and provides more specific information on Canadians attending Canadian and American internships. Finally, talk to as many people as you can who have recently gone through the process, and find trusted individuals who would be willing to edit your essays and help you practice interview questions - I'm so grateful to those who helped and supported me through this process, their help has been invaluable.

*Shalini will be doing her Pre-Doctoral Internship with the Marcus Autism Center/Emory University, Atlanta, Georgia, USA*

**Simon Lisaingo, Ph.D. Candidate**  
School Psychology  
University of British Columbia

Applying to APPIC feels like putting your future in the hands of an autonomous vehicle, except that you give it a few destination options and it chooses where you end up. But, firstly, you need to purchase said 'autonomous vehicle' (i.e., all the hard work that you need to put in to even have the opportunity to apply to APPIC and APPIC sites).

Everything from the years of hard work you've put in to build your

academic and professional profile through publications, presentations, training, and practical hours. Then, there is the confusion associated with choosing the right 'vehicle', where knowing where to look and knowing acronyms will certainly give you a headache (e.g., difference between key websites such as National Match Services, AAPI Online applicant portal, and APPIC online directory). It is a complicated process with many requirements, documents, and deadlines that need to be completed at specific times. Setting yourself a timeline and reading through handbooks to know what is coming next is helpful (e.g., "Match Made on Earth 2nd Edition" and "The APAGS Workbook [...], Third Edition"). Having a cohort of others who are also struggling through this process is invaluable. As a Canadian applicant, when choosing sites to apply to, it is useful to know that not all potential sites are listed in the APPIC directory (e.g., the Directory of Canadian Predoctoral Internships, and Postdoctoral Fellowships in Professional Psychology:

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"There is no right or wrong way to prepare for your APPIC interviews. You know your work style and what you need in order to do your best"

ccppp.ca). After applying to sites and getting interviews, the interview process is like going to the car dealerships to test drive your 'vehicle' except that is a nerve-racking process that may see you travel all across North America. If you can, booking your flights during boxing week can save you money, and give yourself permission to take the month of January off. So, you've finally got everything together to enter in your destination (i.e., ranking your sites), this is when it feels like your life is out of your hands and the travel time is several months.

*Simon will be doing his Pre-Doctoral Internship with the Ottawa-Carlton School District.*

**Aamena Kapasi**, Ph.D. Candidate, School & Clinical Child Psychology  
University of Alberta

I am a fourth-year PhD student in School and Clinical Child Psychology at the University of Alberta. The AAPIC interview process is an exciting, nerve-wracking, and busy time. Take a deep breath. You will get through this experience just as you have gotten through many other applications and evaluation procedures during your graduate school career. Similar to those other experiences, there will be moments of stress, and by this point, I hope you have developed some great self-care and coping strategies - use them! There is no right or wrong way to prepare for your AAPIC interviews. You know your work style and what you need in order to do your best, so ultimately, my recommendation is to listen to yourself, and do what works for you.

That being said, I offer a few pieces of advice. First, do not go through the interview preparation process alone. Ask friends, partners, family, peers, faculty, etc. to practice interview questions with you. It

is a very different experience to read an

### AAPIC Tips

Practice

Get Feedback

Make Prep Sheets



interview question and think of an answer than it is to be asked a question and respond out loud. You want your responses to sound natural,

not rehearsed, but also be comprehensive and well-thought out. Practicing with others also gives you the chance to get feedback about your answers, your tone, your pace etc.

Another piece of advice is to make a prep sheet for each AAPIC site you are interviewing at. By doing this you create something quick and easy to review before the interview that summarizes information about the site, perhaps including directions to the interview room, the names of your interviewers, rotations of interest, things to emphasize, and questions you have. A final piece of advice is to use your resources when travelling. If you know someone in a city you are travelling to, don't be afraid to ask for a ride from the airport, or to stay with them. In my experience, asking friends and family for help when travelling was a huge cost-savings and provided a reason to visit some people I don't get to see very often.

Overall, I found that writing my AAPIC applications and preparing for interviews provided a wonderful opportunity for self-reflection. The process requires you to acknowledge all the work you have done throughout your graduate school experiences, ponder your future goals, and reflect on who you are as a psychologist. Be proud of what you have achieved! I am very



excited to begin my residency and see what the future holds.

*Aamena will be doing her Pre-doctoral internship with the IWK Health Centre in Halifax, NS*

**Melanie Nelson**, Ph.D. Candidate  
School Psychology  
University of British Columbia

Going through the process of applying for internship through the Association of Psychology Postdoctoral and Internship Centres (APPIC) was challenging, yet offered an opportunity for self-reflection. It was a time to think about what I had accomplished, and what I wanted to experience through my last formal training

position as a doctoral student. I reflected on my areas of strength, and thought about how my skill set might fit in each placement. When meeting supervisors at each location, it was a great opportunity to talk about my interests, and to discuss areas of mutual interest. I enjoyed learning about different programs when visiting sites, and when meeting other graduate students. That being said, the process took longer than I anticipated it would. If I were to go through the process again, I would start earlier, and dedicate more time to my application.

*Melanie will be doing her Pre-doctoral internship with the School and Applied Child Psychology Internship Program at the University of British Columbia*

### **Supporting Gender Diverse Children and Youth: Reflections on a Practicum Experience at a Gender Health Clinic**

Jaime Semchuk (pronouns she/her) & Veronique Nguy (pronouns she/her),  
University of British Columbia

Hello! We are doctoral students from the University of British Columbia School Psychology Program. We both completed a specialty practicum at a local child and youth mental health (CYMH) clinic in Surrey, British Columbia that provides specialized services for transgender and gender diverse children and youth. We wanted to take the time to share with you some of what we learned during this invaluable experience.

Gender diverse and transgender identities refer to individuals whose gender identity does not align with their gender assigned at birth. While historically gender has been considered as binary (i.e. male and female), increasingly, gender identity is recognized as a spectrum with a broad range of gender identities adopted. For example, *cisgender* is a term used when one's gender identity aligns with one's birth sex. *Non-binary* or *agender* are terms that may be utilized by those whose gender identity does not align with either male or female identities. Some other examples of diverse gender identities include, *gender fluid*, *pangender*, *genderqueer*, *two-spirited*, and *demi gender*, but defining each is beyond the scope of this article. Gender health related services offered through this clinic include a clinical processing group for youth, a play and art-based group for younger children, individual therapy, comprehensive assessments, and consultation with community stakeholders. Given the many significant risk factors

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'Given the many significant risk factors gender diverse children and youth face, accessible, inclusive, and affirming mental health services have been identified as a key need for this population.'

gender diverse children and youth face, accessible, inclusive, and affirming mental health services have been identified as a key need for this population. A Canadian survey of 923 transgender youth found that two-thirds of participants reported self-harm in the past year and thoughts of suicide (Veale, Saewyc, Frohard-Dourlent, Dobson, Clark, & the Canadian Trans Youth Health Survey Research Group, 2015). Within this group, over a third had attempted suicide. Additionally, two-thirds of respondents reported experiencing discrimination related to their gender identity or physical appearance.

During our practicum, we collaborated with our clinical supervisor on a qualitative study focused on understanding the experiences of gender diverse youth with autism spectrum disorders (ASD), and their parents' experiences in accessing clinical services. We conducted this research project in response to accumulating research findings that suggest gender diversity and autism spectrum disorders co-occur in individuals at a significantly higher rate than would be expected by chance. Key findings are shown in the tables.

#### **Youth Experiences and Perspectives**

- Youth expressed strong awareness of their gender identity, but experienced challenges explaining their identity to others.
- Youth perceived others to hold negative stereotypes and stigma regarding ASD; as such, youth were unlikely to disclose their ASD diagnosis to others.
- Youth expressed concern that their ASD diagnosis could contribute to invalidation of their transgender identities.
- Youth experienced challenges related to navigating systems in order to access gender health related services, and found it helpful when professionals simplified information.
- Having a supportive adult assist with system navigation was also considered helpful.

#### **Parent Experiences and Perspectives**

- Parents expressed challenges and importance of finding the right professional with expertise in ASD, gender-diversity and mental health for their child.
- Parents observed considerable improvements in their child's mental health after coming out, receiving appropriate support(s) and/or working with the right professional(s).
- Parents found professionals often focusing on the treatment of one aspect of their child's problems (e.g., ADHD, mental health, ASD) instead of seeing their child as a whole.
- Some parents experienced professionals who gave them unhelpful advice.

We have had the opportunity to present these results at two international transgender health conferences, including the European Professional Association for Transgender Health (EPATH) conference which was recently held in Rome, Italy in April 2019 and the World Professional Association for Transgender Health (WPATH) conference that was held in Buenos Aires, Argentina in 2018. EPATH and WPATH are both professional and educational organizations that aim to promote the health and quality of life of trans gender people by providing scholars and clinicians a platform for the exchange of knowledge and skills through regular conferences.

Having opportunities to work with gender diverse clients during our practicum has led us to reflect on the role of school psychologists when supporting this population. In our work with the clients we serve at our clinic, we frequently meet with school teams to provide consultation

focused on how schools can offer affirmative and inclusive supports for gender diverse children and youth. Since there are many logistical considerations related to supporting this population, we have found a collaborative team approach to formalizing an individualized support plan most beneficial, involving the student, family, school administrators, educators, and community supports. School psychologists could certainly play an important role on such a team.

### **Key Factors for Developing Individualized Student Support Plans**

- The methods through which the student's chosen name and preferred pronouns are communicated to all staff members at the school. For example, our clients have experienced challenges and distress when their given name and gender marker are left on school attendance sheets, leading to the student being mis-gendered by substitute teachers or their name documented incorrectly in the yearbook.
- Which bathrooms and changing rooms the student feel most safe and comfortable using. For instance, some of our clients prefer using the public bathroom that aligns with their affirmed gender, whereas other clients feel safer using a private bathroom.
- The sports and intramural teams the student prefers to try out for.
- Identifying the safe and supportive adults in the school the student can go to if they experience bullying, discrimination, or any other issues. This consideration is imperative, as having supportive adults within and outside the family has been found to be an important protective factor for positive mental health outcomes (Veale, Saewyc, Frohard-Dourlent, Dobson, Clark, & the Canadian Trans Youth Health Survey Research Group, 2015).
- Supportive student groups available at the school.
- The various practices the school can engage to spread messages of inclusivity. For example, inclusive messages can be shared through relevant literature displayed at the school library, inclusive posters hung on the school walls, and messages communicated during school events.

School psychologists have the potential to act as allies and advocates for gender diverse students in their schools by contributing to development of comprehensive anti-bullying policies, supporting school gender and sexuality alliances, facilitating access to appropriate community supports when needed, and supporting individualized supports for students. Finally, we would like to leave you with some key resources for those who are interested in learning more.

#### **The Genderbread Person**

This website offers teaching tools and resources, such as posters and worksheets, to help understand concepts of gender.

<https://www.genderbread.org>

**National Association for School Psychologists (NASP)** provides policy documents, professional development resources, publications and research related to Transgender Youth.

<https://www.nasponline.org/resources-and-publications/resources/diversity/lgbtq-youth/transgender-youth>

**The World Professional Association for Transgender Health (WPATH)** provides resources relating to ethical guidelines, standard of care, and conference opportunities for researchers and practitioners working with transgender populations. [www.wpath.org](http://www.wpath.org)

**The European Professional Association for Transgender Health (EPATH)** is a European based organization that supports the exchange of knowledge and skills in

transgender health for practitioners and researchers. <https://epath.eu>

### **Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey**

Veale J, Saewyc E, Frohard-Dourlent H, Dobson S, Clark B & the Canadian Trans Youth Health Survey Research Group (2015). *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey*. Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia

### **The Educational and School Psychology Section has a Facebook Group!**

Lauren Goegan, University of Alberta



Are you looking for a place to connect with others interested in educational and school psychology (ESP)? Look no further! A Facebook group has been created for the CPA Educational and School Psychology Section. We are excited to connect with other students, professors, experts, specialists and authorities in the field to share information and ideas.

Got exciting news you want to share with others in ESP?... **post it!** Read a great new article related to ESP that would be relevant to others?... **post it!** Attended some awesome new PD and want to let others know?... **post it!** Found out about a new conference coming up related to ESP?... **post it!** Found a new funding opportunity?... **post it... twice!!**

Our goal is for the Facebook group to facilitate communication and collaboration with professional across Canada who are interested in the area of educational and school psychology. Join our group and connect with us! We look forward to

connecting with all of you at the CPA convention this year in Halifax! Join our group, post pictures of your trip and tell us about your conference experience.

### **Research Corner**

#### **Action Research in Educational Settings: Basic Foundations and Applications**

Dorna Rahimi & Julianne Dmyterko,  
University of British Columbia

#### **Action Research: Origins and Components**

Originated in the 1930s by Kurt Lewin, action research was first conducted in workplace studies comparing different methods of training (Hendricks, 2009). Lewin conceptualized action research as a spiraling process of reflection and inquiry that would be used to improve work environments and address social change (Hendricks, 2009). The main part of his theory was that democratic workplaces produce environments in which workers are more engaged and invested in their jobs. Currently in the literature, the term 'action research' refers to a wide range of approaches to inquiry that are linked, in some way, to changing social practice (Kemmis, McTaggart, & Nixon, 2014). In general, action research is a method of knowledge creation that requires researchers to work with practitioners (Huang, 2010). In addition to understanding social arrangements, action researchers also desire to effect change as "a path to generating knowledge and empowering stakeholders" (Huang, 2010, p. 93). In contrast to the common assumption in positivist epistemology that reality is fixed, the action researcher's perspective assumes that our social world is relational, situated, and historically constructed (Henricks, 2009;



Murray & Ozanne, 1991). Specific historical interests drive the current conventions of practices, and therefore and society is a human construction that can be altered and changed for better (Murray & Ozanne, 1991). Action research is a transformative orientation to knowledge production that aims to take the knowledge beyond the academic world and universities (Huang, 2010).

The “Manifesto on Transformation of Knowledge and Creation”, signed by 60 advisory editors of *Action Research* outlines the fundamental features of action research (as cited in Huang, 2010). Action research is based on partnership and participating, which refers to the quality of relationships between researchers and the community members, and the extent that the community members are involved (Huang, 2010). In fact, action researchers are interested in the voices of the “insiders” of the community (Kemmis et al., 2014). While many researchers might argue that including the insiders’ voices may not result in “objective” research, action researchers believe insiders have unique knowledge about their communities and practices that are not accessible to outside researchers (Kemmis et al., 2014). Further, action research is “actionable” in that the process of research itself provides new ideas as a response to the needs identified by the community members and the researchers (Huang, 2010). The process is also reflexive, which means that the individuals involved are change agents that take time to reflect on their actions, practices, and how their change efforts are impacting the environment (Huang, 2010). Thus, the outcomes of the action research are significant and have relevance beyond the immediate context by impacting people, communities, and the wider society. Thus, action research generates knowledge and

significant change through collaboration with community members in a systematic and reflexive manner.

Various types of action research have been utilized and described in different fields. Some examples of different types of action research include industrial action research, action science, action learning, soft systems approach, participatory action research, and critical participatory action research (Kemmis et al., 2014). Educational action research is a type of action research directly related to educators, teachers, school professionals, and education researchers.

### **Educational Action Research**

Continuing Kurt Lewin’s work, Dewey and Count started the Progress Education movement, which asserted that practitioners should be directly involved in the process of research (Hendricks, 2009). In 1970, Stenhouse founded the Center for Applied Research in Education in England, aiming to make the process of research more accessible to teachers. His movement was successful in initiating action research in education (Hendricks, 2009). Currently, educational action research is defined as a “system of inquiry that teachers, administrators, and school support personnel can use to study, change, and improve their work with children” (Hendricks, 2009, p. 10).

Educational action researchers use a variety of tools to investigate problems in education and schools. Action researchers systematically look at ways to deal with issues that are important to school personnel. These issues can include teaching methods, social issues of schooling, communication with teachers, or social justice issues (Hendricks, 2009). For example, in a case study by Dymond et al. (2006), the researchers combined a case study

methodology and participatory action research to design an inclusive high school science course. Core members of the team included researchers, classroom teachers, and special education teachers. The researchers were responsible for collecting data, developing a research design, and providing strategies. The school personnel were responsible for implementing the course, working with the university researchers to redefine the course, address issues, and communicate with the parents. Prior to implementing the new course, the research team gathered for several days to review the literature and establish procedures. On the last day of planning, the team engaged in a process to create a vision and action plan for designing the science course (Dymond et al., 2006). As shown in this example, educational action research professionalizes the work of researchers, gives educators a voice in the process, encourages reflections on practices, and provides educators with rich data that can be used to improve practice (Hendricks, 2009). Many of these benefits are reflected in the research. As an example, Anderson, Herr, and Nihlen (2007) suggest that education action research allows educators to become creators of their own knowledge rather than consumers of research. Callhoun (2002) argues that educators that are engaged in research can create effective and intentional practices for their students' learning.

Today, educational action research journals have been established and a variety of online networks have been created to encourage teachers and educators to engage in their own action research. *Educational Action Research*, *The International Journal for the Scholarship of Teaching and Learning*, and *The Canadian Journal of Action Research*. Some websites that provide useful resources are the Center for Collaborative Action Research, Madison Metropolitan School

District: Classroom Action Research, and the Collaborative Action Research Network. The links for these resources are included in the Appendix.

#### Journals

*Educational Action Research*

<https://www.tandfonline.com/loi/reac20>

*The International Journal for the Scholarship of Teaching and Learning*

<https://digitalcommons.georgiasouthern.edu/ij-sotl/>

*The Canadian Journal of Action Research*

<https://journals.nipissingu.ca/index.php/cjar>

#### Websites

Center for Collaborative Action Research

<http://cadres.pepperdine.edu/ccar/>

Madison Metropolitan School District-  
Classroom Action Research

<https://pd.madison.k12.wi.us/car>

Collaborative Action Research Network

<https://www.carn.org.uk/?from=carnnew/>

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Calhoun, E.F. (2002). Action research for school improvement. *Educational Leadership*, 59, 18-24.

Dymond, S. K., Renzaglia, A., Rosenstein, A., Chun, E. J., Banks, R. A., Niswander, V., & Gilson, C. L. (2006). Using a participatory action research approach to

create a universally designed inclusive high school science course: A case study. *Research and Practice for Persons with Severe Disabilities*, 31, 293-308.

Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators*. Upper Saddle River, New Jersey: Pearson.

Murray, J. B., & Ozanne, J. L. (1991). The critical imagination: Emancipatory interests in consumer research. *Journal of Consumer Research*, 18, 129-144.

### **Protective Effects of the Teacher-Student Relationship for At-Risk Students**

Fiona Meek & Maria Rogers  
University of Ottawa

Relatively recent research has emphasized the impact and necessity of a positive student-teacher relationship on students' academic, social, and behavioural outcomes (Zhang, 2011). Additionally, the literature suggests that the student-teacher relationship is similar to the parent-child relationship; however, far less attention has been given to the significance of the student-teacher relationship within the literature compared to the parent-child relationship, and as such, our understanding of this relationship is limited. Nonetheless, the growing literature on the student-teacher relationship has identified some promising results. Specifically, researchers have indicated that children who feel close and supported by their teachers tend to feel more secure and motivated within the classroom (Toste, Heath, & Dallaire, 2010). Furthermore, previous studies have revealed that positive student-teacher relationships, characterized by trust, open communication, and warmth, are associated with enhancements in academic performance and achievement

(Crosnoe, Johnson, & Elder, 2004), improvements in peer relationships (Hughes & Kwok, 2006; Zhang, & Nurmi, 2012), and reductions in externalizing behaviors (Silver, Measelle, Armstrong, & Essex, 2010).

Ψ  
**'Children who feel close and supported by their teachers tend to feel more secure and motivated within the classroom'**

Many experts have further proposed that the student-teacher relationship is a strong protective

factor for children who are at risk of academic failure and underachievement due to academic and behavioral difficulties (Baker, 2006; Hamre & Pianta, 2001; Pianta, & Stuhlman, 2004). Unfortunately, these at-risk children frequently have less adaptive student-teacher relationships compared to their typically developing peers (Murray & Zvoch, 2011), which has been predictive of long-term negative academic and behavioral consequences (Hamre & Pianta, 2001). However, it appears that children with similar difficulties who report supportive and trusting relationships with their teachers are no longer at risk for developing less close and maladaptive relationships with their teachers and peers later on (Buyse, Verschueren, Doumen, Van Damme, & Maes, 2008). This area of research suggests that positive and close student-teacher relationships are particularly protective and beneficial for children who are at-risk of negative academic outcomes due to behavioral/emotional difficulties.

In comparison to typically developing children, children with externalizing behaviors have been found to have less adaptive student-teacher relationships, laden with conflict and mistrust (Murray & Zvoch, 2011). Furthermore, Murray and Zvoch (2011) found that the quality of the student-

teacher relationship was predictive of school adjustment. That is, students who reported poor relationships with their teachers at time one were subjected to school maladjustment and poor academic and social outcomes at time two. Similarly, in a large longitudinal study, Hamre and Pianta (2001) revealed that negativity in the student-teacher relationship for children with high levels of behavioral difficulties at the kindergarten level predicted academic and behavioral outcomes through to the eighth grade. However, it appears that children with similar difficulties who report supportive and trusting relationships with their teachers are no longer at risk for developing less close and maladaptive relationships with their teachers and peers later on (Buyse, Verschueren, Doumen, Van Damme, & Maes, 2008). This area of research suggests that positive and close student-teacher relationships are particularly protective and beneficial for children who are at-risk of negative academic outcomes due to behavioral/emotional difficulties.

### **Procrastination at University: Does it Interfere with Basic Psychological Needs?**

Fiona Meek & Maria Rogers  
The University of Ottawa

Most people are all too familiar with putting off tedious tasks and responsibilities until the last minute as a means of delaying the inevitable stress, inconvenience, or other negative emotions associated with them. This behaviour is known as procrastination—the act of voluntarily delaying an intended course of action, despite negative consequences associated with the delays (Steel, 2007). Approximately 15–20% of the adult population consistently engage in this behaviour (Harriott & Ferrari, 1996). Although procrastination is a prominent problem in the adult population, it

is particularly prevalent in the post-secondary student population. According to recent research, prevalence rates in this population range between 70–95% (Burka & Yuen, 2008; O'Brien, 2002; Schouwenburg, Lay, Pychyl, & Ferrari, 2004). Because of this, a considerable amount of recent research has focused on procrastination in the academic context, referred to as academic procrastination.

**‘The student-teacher relationship is a strong protective factor for children who are at risk of academic failure and underachievement due to academic and behavioral difficulties.’**



Academic procrastination is restricted to the tasks and activities related to learning and studying (Steel & Klingsieck, 2016). It is defined as the act of voluntarily delaying the intended course

of study-related behaviours (Steel, 2007). Post-secondary students have cited a number of reasons for their academic procrastination including lack of motivation, pressurization, lack of competence, and role models for procrastination (Kaftan & Freund, 2018; Klingsieck, Grund, Schmid, & Fries, 2013; Kwan, Kim, & Kwak, 2018). Because academic procrastination has been linked to motivation—or lack thereof—recent research has begun examining academic procrastination in the context of Self Determination Theory (SDT; Deci & Ryan, 1985). SDT is a meta-theory of motivation which posits that there are three basic psychological needs—autonomy, competence, and relatedness—that must be fulfilled in order to ensure well-being. Furthermore, the fulfillment of these needs leads to the development of more autonomous and intrinsic motivational styles.



According to SDT, there are several ways a post-secondary institution can facilitate the fulfillment students' basic psychological needs. For example, universities can provide autonomy supportive learning climates. Autonomy supportive learning climates are environments which adopt the students' perspective, encourage students to share their thoughts, feelings, and behaviours, and support the students' motivational development (Reeve, 2009). Furthermore, autonomy supportive climates facilitate the process of internalization, which is integral to developing more autonomous forms of academic motivation (Black & Deci, 2000; Deci, Schwartz, Sheinman, & Ryan, 1981). Changes to the classroom structure, reducing the importance of performance grading, and providing consistent, constructive feedback to students are useful strategies in creating an autonomy supportive environment (Black & Deci, 2000; Niemiec & Ryan, 2009). Although more research is needed to examine the direct relationship between basic psychological need fulfillment and academic procrastination, these may be helpful strategies in targeting the high prevalence of academic procrastination in the post-secondary population.

### **School Psychologists' Support for Students with Autism Spectrum Disorder**

Adam W. McCrimmon  
University of Calgary

April was World Autism Awareness Month, and efforts around the globe have enhanced the identification and supports provided to those with Autism Spectrum Disorder (ASD). Consistent with these efforts, school psychologists play an integral role in the lives of students with ASD through both direct and indirect activities. Our work both with students with ASD and those who educate or support them can substantially influence outcomes in this population and

the effectiveness of strategies implemented in the school environment. Here, I provide a list of 10 key items for school psychologists so that they can enhance support for these students.

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'At this rate of nearly 2% of children, ASD is more common than most medical issues in childhood.'

1. **ASD is more common than many people realize.** Most recently, the Public Health Agency of Canada (Ofner et al., 2018) published a study indicating that 1 in 66 children has been diagnosed with ASD. At this rate of nearly 2% of children, ASD is more common than most medical issues in childhood. As the majority of school classrooms will have a child with ASD, teachers must understand how best to support their learning and development. School psychologists can play a key role in these efforts through both educational and support activities to teachers, as well as direct assessment or intervention activities.
2. **Effective identification is of paramount importance.** Many children with ASD are identified early in development, often before they enter elementary school (Centers for Disease Control and Prevention, 2007; Shea & Mesibov, 2009). However, some children do not present with symptoms sufficient to warrant a formal assessment or diagnosis until they are school-aged or even adults. School psychologists' training enables them to play a key role in the lives of students with ASD by understanding the unique symptomatology of ASD and how it may present across development. This knowledge can then be utilized to initiate

or support a query around whether or not a student may have ASD or not and if/how an assessment may best be facilitated. Assessment and diagnosis of ASD can also be conducted by school psychologists depending upon their training and clinical experience, an important activity that may reduce wait times at hospital-based diagnostic clinics and thus enhance timely support and care to students.

3. **ASD is a spectrum disorder.** The all-too-frequent statement “If you’ve met one person with ASD, then you’ve met one person with ASD” is often repeated for a reason – it is entirely accurate. Individuals with ASD share common underlying behavioural or developmental challenges; however, their demonstration of those symptoms is unique. Indeed, ASD symptom severity, developmental level, and chronological age influence the manifestation of symptoms. Thus, the “spectrum” term is considered central to our current understanding of ASD after extensive revisions to encapsulate the variable expression of ASD across and within individuals since the introduction of Autistic Disorder (American Psychiatric Association, 1980). However, although school psychologists are likely aware of the current conceptualization of ASD, many teachers or other educational professionals may not share such an understanding (McCrimmon, Hendrickson, Gray, & Pepperdine, in press). As such, school psychologists can enhance others’ knowledge and understanding of ASD to enhance the quality of support provided to students.
4. **Students with ASD benefit from structure and routine – somewhat.** Research and clinical work have long

identified that individuals with ASD are better able to function in circumstances of consistency and predictability (Sinha et al., 2014). Many students with ASD are provided visual schedules and regular support providers as efforts to maintain or enhance stability in their environment and to afford easier transitions between tasks/activities. Such efforts are, of course, important and beneficial; conversely, there must be a realization that the world isn’t predictable all of the time. The drawback to creating predictability in students’ lives is that their ability to develop the skills necessary to contend with unpredictability and change when it is encountered may be limited. This ability to cope with challenge is an aspect of resilience (Masten & Coatsworth, 1998; Olsson, Bond, Burns, Vella-Brodrick, & Sawyer et al., 2003), as one can only be resilient by exposure to adversity. It is evident that no student with ASD (or any student for that matter) will spontaneously develop skills to overcome adversity in the absence of challenge. Thus, students with ASD should not be sheltered entirely from adversity arising from either their ASD symptoms or that life happens to bring them; rather, they should be encouraged and supported to face and overcome such difficulties.

5. **Comorbidities are the rule rather than the exception.** Research has shown that a student with “just” ASD is rare; most also experience co-occurring conditions that affect their ability to function or thrive (Davis et al., 2011; Leyfer et al., 2006). For example, Intellectual Disability (ID) is reported to co-occur in 40% (Baird et al., 2000) to 69% (Chakrabarti & Fombonne, 2001) of individuals with ASD. Anxiety and

depression are also very common, as is Obsessive Compulsive Disorder, Attention-Deficit/Hyperactivity Disorder, and Oppositional-Defiant Disorder (Leyfer et al., 2006). Moreover, epilepsy and tic disorders are more prevalent in those with ASD than the general population (Klinger, Dawson, & Renner, 2003; Tuchman & Rapin, 2002). School psychologists can provide substantial expertise regarding conceptualization and interventions for each student with ASD based on their unique needs and the resources available in the school environment.

‘Many students with ASD experience stress because of the social, sensory, and other stressors placed upon them in the school environment.’



6. **Provide opportunities for relaxation/de-escalation.** Many students with ASD experience stress because of the social, sensory, and other stressors placed upon them in the school environment (Corbett, Schupp, Simon, Ryan, & Mendoza, 2010). As such, they can benefit from opportunities to retreat from the pressures of the classroom so that they may engage in self-soothing activities to enhance behavioural and emotional regulation, and return more ready to engage in the learning environment. Many schools have sensory or other such rooms that can be accessed by a variety of students for these needs. School psychologists can advocate for such spaces and the benefits that they can provide.

7. **Integration with non-ASD peers can enhance learning and social skills.** Inclusive education is the standard by which most North American schools currently operate. Under this mandate, students are to be provided education within a regular classroom environment and support to achieve curriculum goals as appropriate based on their needs. (Rafferty, Boettcher, & Griffin, 2001). Importantly, research has shown that inclusive environments can have positive impacts on students with ASD in terms of their academic achievement (Kim, Bal, & Lord, 2018) and social engagement with peers (Lyons, Cappadocia, & Weiss, 2011). School psychologists can support the inclusion of students with ASD so that they can benefit from the positive influences of such classroom environments.
8. **Educating peers about ASD can enhance acceptance and integration.** Much effort regarding ASD over the past decade has targeted awareness of ASD so as to counteract potential stigma associated with the diagnostic label. Indeed, peers' beliefs and attitudes about ASD is related to the number and quality of social interactions directed at students with ASD (Tonsen & Hahn, 2016) and thus can be linked to integration into the school community and, subsequently, to positive social and mental health outcomes for students with ASD. School psychologists can improve these outcomes by supporting programs to inform the general student population about ASD in a positive manner so as to promote greater awareness and acceptance of students with ASD.
9. **Identity is important.** Much effort has gone into the establishment of an ASD community and associated identity, often

referred to as the neurodiversity movement. People who align with this perspective believe that ASD is a variation in human functioning rather than an illness to be cured (Autism Speaks, 2013). Outcome of these efforts include the popularizing of terms like “Aspie” and “Autie” to refer to those with Asperger syndrome or Autism, respectively, and the formation of an ASD identity in which individuals with ASD can take pride. In essence, many people with ASD derive personal meaning or identity from their diagnosis; conversely some disagree with their diagnosis and actively push back against being characterized as someone on the autism spectrum. School psychologists can take a critical role in understanding the unique perspectives of each student with ASD to determine if they seek to connect with others that they believe may be similar to them or if they prefer to avoid such contact. Either way, the effort would be to support the identity needs of the student in an effort to enhance their self-esteem and social-emotional growth.

#### **10. “Symptoms” can be strengths.**

Researchers, clinicians, and teachers all-too-commonly focus on the needs or “deficiencies” of students with ASD rather than their unique skills. Such a focus is understandable as most clinical work with individuals with ASD focuses on identification of specific symptoms and subsequent efforts to intervene upon them. However, many features characteristic of individuals with ASD can be considered as areas of strength if attention is directed to them and if the clinician has a strengths-based intention in their clinical work. For example, some individuals with ASD exhibit strong personal cognitive strengths (i.e., fluid

reasoning or verbal information processing) that can be utilized in a classroom environment to enhance their ability to learn and perform despite their other areas of relative cognitive weakness. Similarly, many individuals with ASD struggle with social interaction; conversely, they can function well (and often better than non-ASD peers) in situations in which socialization with others is less emphasized, such as jobs that involve prolonged computer-based activity during which others seek social interaction as a means of distraction. Indeed, individuals with ASD can often outperform their colleagues as they may be less distracted by a desire to disengage from computer-based activities (Hagner & Cooney 2005; Hillier et al. 2007; Muller, Schuler, Burton, & Yates, 2003). A final example is the special (perseverative) interests that some individuals with ASD demonstrate. Although these are a diagnostic criterion of ASD, such interests can be considered a protective factor when perceived of as a unique talent/expertise that can be leveraged to the advantage of the individual. School psychologists can seek to identify and appreciate strengths so as to enhance independent functioning of those with ASD and/or lead to others’ reliance on the individual with ASD, thus fostering connections/belonging which may be associated with increases in self-confidence

#### **Summary**

School psychologists are engaged in the laudable profession of supporting students in educational environments. As part of this work, our direct and indirect support to students with ASD can have a substantial influence on them and those who support

them in the school environment. By attending to the items noted here and many others, our discipline has the opportunity to enhance outcomes for these students while concurrently augmenting school-based programs and the skills of other educational professionals.

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## Implications of Cannabis Use for Assessment with Youth

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According to the Canadian Student Tobacco, Alcohol and Drugs Survey conducted in 2014-2015, 16.5% of students in grades 7-12 across Canada reported having used cannabis in the past year (Canadian Centre on Substance Use and Addiction, 2018). Among youth between the ages of 15 and 19, the rate of past-year use in 2015 was 20.6%. Concern about increases in cannabis use among this population have grown more recently since the *Cannabis Act* came into force in 2018, despite the fact that cannabis

cannot be sold or provided to persons under the age of 18.

Several professional organizations in Canada have issued position statements about the implications of cannabis

legalization for youth (Tibbo et al., 2017).  $\Delta$ 9-tetrahydrocannabinol (TCH) is the main psychoactive component in cannabis (Gaoni & Mechoulam, 1964) and the TCH ratio to cannabidiol (CBD), another cannabis constituent, is related to whether cannabis use is associated with negative outcomes (Morgan et al., 2012). The literature regarding the implications of cannabis use for the development and functioning of youth focuses on cannabis with relatively high TCH relative to CBD.

It is important to note that, though the literature regarding cannabis use in adolescence is quite mixed (Gorey, Kuhns, Smaragdi, Kroon, & Cousijn, 2019), there is

‘Adolescent heavy cannabis users are also at increased risk for experiencing a range of adverse psychological outcomes, including psychotic symptoms, depression, anxiety, and bipolar disorder’



reason for concern when youth begin using cannabis during adolescence. This concern is related to the neuroplasticity experienced during this developmental period, such that the brain is undergoing extensive neuronal pruning, increased myelination, and maturation of the medial and lateral regions of the cortex associated with higher-order cognitive functions, like learning, memory, and self-regulation (Paus, 2005; Steinberg, 2005). The endocannabinoid system, which consists of neural receptors that respond to cannabinoids and the cannabinoids that are naturally produced by the body, plays an important role in the pruning and development of white matter that happens during adolescence (Malone et al., 2010). When the adolescent brain is exposed to endogenous cannabinoids (those produced outside of the body, such as are introduced through cannabis use), this exposure can disrupt the transmission of glutamate, a neurotransmitter involved in regulating pruning (Bossong & Niesink, 2010; Lubman, Cheetham, & Yücel, 2015), which is thought to affect the subsequent development of prefrontal cortex. Prolonged exposure to cannabis is also believed to impact the functioning and survival of oligodendrocytes, the glial cells responsible for forming myelin (white matter) in the brain, because it causes “downregulation” in the cannabinoid receptors located in white matter (Dalton & Zavitsanou, 2010, p. 850). In sum, exposure to cannabis during the adolescent period is believed to disrupt the endocannabinoid system and its role in brain development; in turn, this disruption may be associated with future risk, such as for psychiatric conditions (Caballero & Tseng, 2012) and problems with memory and learning (Sullivan, 2000).

Adolescent heavy cannabis users (e.g., those who use cannabis at least 3 times per week) can experience difficulties with attention,

learning and memory, executive functioning (inhibition, shifting, and updating/working memory), and processing speed (Lubman et al., 2015; Meier et al., 2012; Scott et al., 2018; Scott et al., 2017). These effects are small in magnitude (approximately 3-5 standard score points) but they can persist if cannabis use continues to be heavy (Becker et al., 2018; Duperrouzel et al., 2019). It is unclear whether abstinence fully alleviates these impairments, though recent meta-analyses suggest that the effect magnitude decreases with length of abstinence (Scott et al., 2018). Neuroimaging data suggests that, though alterations in cognition may not be apparent on behavioral measures following prolonged abstinence, persistent cannabis use in adolescence may still be associated with altered functioning in some neural networks (Blest-Hopley, Giampietro, & Bhattacharyya, 2019). When evaluating the impact of cannabis use on cognition, it is crucial that age of onset, frequency, and amount (amount smoked/ingested) of cannabis use be considered, as worse outcomes appear to be associated with earlier onset (e.g., before age 16) and increased frequency and amount of use (Gruber et al., 2012). This is corroborated by neuroimaging research that has correlated earlier onset of cannabis use with lower integrity in white matter fiber tracts in the corpus callosum relative to controls, and this lower tract integrity with higher impulsivity (Gruber, Dahlgren, Sagar, Gönenç, & Lukas, 2014), and findings of reduced cortical gray matter and decreased right superior prefrontal cortex thickness in adolescent onset users (Lopez-Larson et al., 2011; Wilson et al., 2000).

Adolescent heavy cannabis users are also at increased risk for experiencing a range of adverse psychological outcomes, including psychotic symptoms, depression, anxiety, and bipolar disorder (Leadbeater, Ames, &

Linden-Carmichael, 2018). Some studies also demonstrate increased longitudinal risk of developing mental health problems in adulthood for users (Brook et al., 2002; Hayatbakhsh et al., 2007; Patton et al., 2002). Risk for developing a primary psychotic illness is increased in cannabis users who are vulnerable due to genetic or environmental factors (Henquet et al., 2005; Verdoux et al., 2003). For those already experiencing psychosis, continued cannabis use can worsen outcomes in the long term (Gonzalez-Pinto et al., 2009); it can also increase the severity of the psychosis experienced (Degenhardt et al., 2007). In general, heavier and earlier use is associated with greater risk for adverse psychological outcomes (De Graaf et al., 2010; Hayatbakhsh et al., 2007; Konings et al., 2008; Lee et al., 2008; Miettinen et al., 2008; Patton et al., 2002), with occasional use not often linked to mental health problems (Poulin et al., 2004).

This literature has several implications for assessment with youth. First, it is important that psychologists be aware of any cannabis use by their clients. When possible, clients may wish to request that their clients abstain from use, given the results of the earlier discussed meta-analyses (Scott et al., 2018). This is especially important given that studies requiring an abstinence of longer than 72 hours yielded a trivial summary effect. At this time, it seems that a request for clients to abstain from cannabis use for at least 4 days should allow for sufficient time for the small effect of cannabis on cognition to lessen in magnitude. If psychologists are aware that their clients have been using cannabis for some time, and quite heavily, 1-2 weeks of abstinence may be more appropriate. During interview, it is also crucial that clinicians gather data regarding the age at which their clients started using cannabis, the frequency with

which and amount they are using, and other information that would lead to a potential diagnosis of Cannabis Use Disorder. Psychologists should attempt to understand the context in which the client is using, especially if their cannabis use serves as a form of self-medication to alleviate current psychiatric symptoms, and if they are using other substances as well. Finally, should a client present with difficulties in the cognitive domains associated with cannabis use, psychologists should consider whether a diagnosis of a Mild or Major Neurocognitive Disorder is warranted. While there is a considerable amount of research available regarding the effects of cannabis use on youth, it is crucial that clinicians continue to review new findings as it is very likely the knowledge base regarding use of this substance and its effects will continue to evolve.

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### Practice Corner

#### **Integrated School-based Mental Health: A Conceptual Model**

Debra S. Lean, Dufferin-Peel Catholic District School Board, ON.

Both research and popular literature state that approximately 20 percent of children and youth have mental health issues and up to 80 percent of them do not receive any intervention, or receive inadequate intervention. In view of the fact that all children and youth are connected in some manner with schools, and that there is an increase in mental health concerns in children and youth, best practice suggests that most mental health interventions should be provided in schools. Recent reforms in both child and youth mental health and education generally fall short in providing a meaningful spectrum of mental health supports for students.

Child and youth mental health policies are increasingly recommending that community agencies provide more school-based mental health intervention. Additional recommendations include teachers taking on

two added roles: (1) early identifiers of mental health problems in their students and (2) be providers of mental health promotion and prevention services. However, these additional roles place an unfair burden on teachers who are often spending an inordinate amount of time addressing non-academic issues.

Education policies are increasingly including student mental health and well-being as an educational goal. However, besides training teachers in recognizing mental health diagnostic symptoms and providing mental health friendly classrooms, school mental health services are often delegated to community agencies who are invited to provide their services in schools. School psychologists employed by a school district are often not considered the first choice for mental health intervention, despite the fact that they are the most highly trained mental health experts in schools. In some provinces, multi-disciplinary school-based district-employed student support services such as psychologists and social workers are not even mandated.

The case for comprehensive school-based mental health intervention is clear. These interventions are required to address both biological-psychological (i.e., internalizing and externalizing disorders) as well as environmental-circumstantial barriers to learning (e.g., domestic violence, poverty).

In order to facilitate the integration of community professionals and services into schools, a framework is essential. The Integrated School-based Mental Health Model (I-SBMH) is a conceptual model designed to integrate professionals and services from community agencies into school systems. These agencies include, but are not limited to, community mental health, youth justice, social services, community-

and allied-health and universities and colleges. Student mental health services are provided with locally determined variations of integrated collaborations between school-based, school district-employed support services professionals (e.g., school psychologists) and community agency personnel.

I-SBMH advocates for a pivotal, central role for school-based school district employed student support services professionals. In addition to services to students, educators and parents, these school-based professionals can use their unique knowledge of school culture and climates in a core role to integrate personnel and services from external community agencies into the school system. Such an integrated system can help to avoid common problems in school-based child and youth mental health service delivery, such as fragmentation and duplication of services.

Such mental health services should encompass a “multi-tiered systems of support” continuum. These services include Tier 1: universal mental health literacy, awareness and mental health promotion, Tier 2: targeted prevention for students at risk, early identification and intervention for emerging mental health disorders, and Tier 3: intense intervention and chronic care for students with serious mental health disorders. In addition, the model includes procedures for ensuring services are evidence-based and promote mental health prevention as opposed to concentrating on deficit- or crisis-based intensive service delivery.

The I-SBMH model provides an initial structure to facilitate the integration of community agency personnel and interventions with the school-based mental health services that may already exist in the

school system. The model includes techniques to develop procedures that address (1) Governance, (2) Funding, (3) Accountability, (4) System Change Protocols, (5) Multi-tiered Systems, (6) Training and (7) Implementation. In addition to a proper framework, all practitioners must have expertise in the appropriate field and a sense of determination to work collaboratively while assisting each other in remaining focused on what truly matters – delivering the best possible services to our students, parents and schools.

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**New Criteria for Diagnosing Learning Disabilities in Ontario: Consensus Statement on the Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities**  
Maria Kokai

For several years, there has been confusion and lack of consensus in the psychology community in Ontario on what diagnostic criteria to use when diagnosing a Learning Disability, causing considerable confusion in the public and disruption in service. Similar confusion has also been noted in other settings, across provinces and across the country. To remediate this, a cross-sectoral group of psychologists spent close to two years developing consensus-based diagnostic criteria and guidelines for the



assessment of Learning Disability. In 2018 the Ontario Psychological Association adopted these criteria in the consensus paper as guidelines. They are freely available on the OPA website under Resources:

<https://www.psych.on.ca/Resources/OPA-Guidelines>

This consensus paper is a response to a need expressed by psychologists in Ontario for more alignment and consistency in assessing and diagnosing Learning Disabilities. The cross-sectoral working group that was brought together consisted of members representing different sectors in psychology (school districts, hospitals, mental health clinics, post-secondary supports, training institutions, research, private practice), and different approaches to Learning Disability diagnosis. It was co-chaired by Drs. Carolyn Lennox and Maria Kokai. The objective was to arrive to a consensus for diagnosis that is consistently applicable to all sectors, all populations (including ELL, culturally/linguistically diverse, indigenous, etc.), and all ages. In the course of two years, the group met regularly, and reviewed current professional literature and legislative obligations, drafted the consensus paper, collected feedback from practitioners and made changes based on feedback, before finalizing it.

The consensus paper conceptually integrates the diagnosis of the DSM 5 Learning Disorder and the diagnosis of Learning Disabilities in a five-criteria model. It also includes supporting documentation and Frequently Asked Questions. Thus far, early qualitative feedback from practitioners indicates that they have found the Guidelines useful in their daily practice in school psychology.

## **Canadian Educational and School Psychology Practitioners' Listserv**

Juanita Mureika

The Canadian Educational and School Psychology Practitioners' listserv celebrated its first birthday recently, and while it has gone through infancy reasonably well, it is still experiencing growing pains. We have 112 members from almost all provinces, but we'd like to have full provincial representation, so that's something to work on this year. A number of people have posted items of interest, and we've had interesting exchanges on many of them. We've learned about different roles in different provinces, and discovered how diverse our practice is across the country. We've shared provincial documents and useful resources (crisis response protocols, concussion guidelines, teacher tips), provincial challenges and news (shortages, recruitment issues), university programs (working with Indigenous youth), and most recently, Canadian research articles and current news relevant to school psychologists.

The listserv is sponsored by the CPA Section of Educational and School Psychology, however membership in the listserv is open to all practitioners of educational and school psychology in schools and other settings. The link to CPA is important, because this gives us a potential national voice for advocacy when issues are identified. With the recent dissolution of CASP, this listserv remains the one of the few vehicles that Canadian school psychologists have for sharing our concerns and victories. Let's use it to our advantage! The group is a "closed group", meaning that you must be invited to be a member and our discussions are private within the group. To join, simply write to [juanita.mkm@gmail.com](mailto:juanita.mkm@gmail.com) indicating where

you practice, and an invitation will be sent to you from Google, which sponsors the group. Your speedy acceptance of the invitation will enter you into the group's discussions. We welcome newcomers!

Our challenge for this year will be to boost the listserv into a robust toddlerhood. It can now walk, but can it run? There is power in numbers, so let's hear from you! And share this message with your colleagues! Together we can use this platform to unite school psychology practitioners in Canada!

**The Telepsychology Program: Providing Culturally Responsive Psychoeducational Services in Rural and Northern Ontario**  
Todd Cunningham  
OISE, University of Toronto

Jack is running out of the classroom again. What do I do? This is the type of question that school psychologists have the knowledge base and skill set to help answer. School psychologists offer the education system vital services that support both the student's ability to learn and the teacher's ability to teach. A psychologist's training in mental health, development, learning, and behavior is applied to help students succeed academically, socially, and emotionally. Helping students succeed is done through assessments to understand the underlying issues, interventions (both for academics and mental health), and through consultation services to students, families, and educators. However, as indicated by the Ontario Psychological Association's posting in 2019 on the number of School Psychologists per 10,000 students across regions in Ontario, there is a lack of school psychologists in rural and northern parts of Ontario. At the OISE Psychology Clinic, most of the clients we see come from a 45-minute radius around the University of Toronto.

In wanting to help provide high-quality school psychology services beyond the Greater Toronto Area, I along with Dr. Judy Wiener developed the Telepsychology Program. The program is designed to provide Ph.D. students in the SCCP program with consultation experiences with remote indigenous schools in Ontario. The program offers both a school consultation program directed towards educators in the school, as well as on-site brief psychological assessments for schools.

This program was born out of the request by the community for assessment services. Our previous model was to go into a community to conduct assessments for a week, provide reports, and then leave. Dr. Weiner and I shared concerns that these reports were not being implemented. A revised model uses a Response to Intervention (RtI) framework. We first connect with teachers on an individual basis for 6 to 8 sessions (15 - 20 minutes per session) to address a presenting problem occurring in the classroom. The OISE school psychology student and the school teacher then work collaboratively towards a solution. After hearing the issues and asking follow up questions, the school psychology student provides a hypothesis about what may be leading to the behavior, along with a first step in moving forward. The teacher tries what was suggested and brings information to the next session about what was observed, what worked, and what did not work. The school psychology students then suggest refinements to the program. Over the eight years that this program has been running, about 70% of the cases that presented a problem were solved through the collaborative consultation process. For cases that do not result through the collaborative consultation process, the team will spend one week in the community conducting brief psychoeducational assessments.

The brief psychoeducational assessment was developed four years ago in response to a challenge put forward by an elder of the community. He indicated that in the past, the psychoeducational assessment consisted of the core Woodcock-Johnson Cognitive battery and a one-page report that did not provide enough information on how to learn, and provide recommendations.

The first step was to identify what the goal was of the psychological assessment in these communities. The main goal was not to diagnosis, as a diagnosis did not lead to any additional resources, but rather to provide the student, family, and their teachers with a clear understanding about how the student learns and how to support that learning in the classroom. With this central goal in mind, we identified the main recommendations that we provided. Taking the recommendation list and looking for the determining measures for one intervention over another. We then started to construct our assessment battery based on a hypothesis-driven model of assessment with every test we delivered linking to a recommendation. Though we never got it part in this program will stay involved in the north and rural community when they begin

support the student within the classroom. He was appreciative of the reports that the Telepsychology Program team was providing and the tailored recommendations for the students. The challenge the elder presented was that instead of taking 6 to 8 hours to assess a child, do it in 1 hour, keep the quality of description of how the student down to 1 hour, the assessment process developed takes about 2.5 hours and is culturally responsive. We do not use the published norms but look at the overall pattern of scores along with the research to guide interpretations.

When we leave the community, the goal is to provide the student, parents, and teachers with an understanding of learning difficulties with practical recommendations they can implement as early as the next day to make an impact in the students learning, behavior, and emotions.

I have felt very honored that myself and the Telepsychology Program are invited back each year to be part of the education journey of a community. It is also my hope that the school psychology students who have taken their practices upon graduation. I am happy to note that two of them already have.

### **School Psychology Training Program Corner**

#### **CPA Accredited Programs in School Psychology: Accreditation and Canadian Accredited Doctoral Programs in School Psychology**

Laurie Ford, University of British Columbia

It is wonderful to see an increase in the number of accredited doctoral programs in School Psychology in Canada in recent years. We know other programs across the country are working on applications for accreditation. Best of luck on your journey to accreditation. The visibility of School Psychology as a profession in our country continues to grow in part due to the increasing numbers of accredited programs and presence of School Psychology at the national level. There is also one accredited internship program with a focus on School Psychology. More internship programs and residencies with settings and clientele relevant to the training of students in school

psychology are becoming APPIC members and others are moving to accreditation. There are two members of the Accreditation Panel with backgrounds in School Psychology and a number of CPA Site Visitors with backgrounds in School Psychology. Serving as a site visitor is great way to serve the profession and learn about school psychology (clinical psychology, counseling psychology, and clinical neuropsychology too!) around the country. There will be a site visitor training at CPA in Halifax. You can contact the CPA Accreditation Office for information on becoming a site visitor [accreditationoffice@cpa.ca](mailto:accreditationoffice@cpa.ca).

To start our series, we highlight Canadian programs in School Psychology currently accredited. In future newsletter editions we would like to focus more in depth on specific training programs and eventually share information about all School Psychology training programs in Canada. For now, we are providing a list of the programs currently accredited, their location, training directors, and program websites. see <https://cpa.ca/accreditation/>

**University of Alberta, Edmonton, AB**

School and Clinical Child Psychology

(Also accredited under Clinical)

Department of Educational Psychology

Initial Accreditation: 2015-2016

Next Site Visit: 2018-2019

Director of Training: Dr. Damien Cormier

<https://www.ualberta.ca/educational-psychology/graduate-programs/school-and-clinical-child-psychology/doctoral-program>

**University of British Columbia, Vancouver, BC**

School Psychology

Department of Educational & Counselling Psychology & Special Education

Initial Accreditation: 2012-2013

Next Site Visit: 2020-2021

Director of Training: Dr. Laurie Ford

<http://ecps.educ.ubc.ca/school-psychology/>

**OISE- University of Toronto, Toronto, ON**

School and Clinical Child Psychology

(Also accredited under Clinical)

Department of Applied Psychology & Human Development

Initial Accreditation: 2008-2009

Next Site Visit: 2018-2019

Program Chair: Dr. Katreena Scott

[https://www.oise.utoronto.ca/aphd/Home/Future\\_Students/Doctoral\\_Degrees/PhD\\_School\\_Clinical\\_Child\\_Psychology/index.html](https://www.oise.utoronto.ca/aphd/Home/Future_Students/Doctoral_Degrees/PhD_School_Clinical_Child_Psychology/index.html)

**McGill University**, Montreal, QC  
School and Applied Child Psychology  
Department of Educational & Counselling Psychology  
Initial Accreditation: 2014-2015  
Next Site Visit: 2019-2020  
Director of Training: Dr. Armando Bertone  
<https://www.mcgill.ca/edu-ecp/programs/schoolpsych>

**Toronto Area Internship Consortium (TAIC)**, Toronto, ON  
(also accredited under Clinical & Counselling)  
Initial Accreditation: 2016-2017  
Next Site Visit: 2021-2022  
Director of Training: Dr. Debby Zweig  
[https://www.oise.utoronto.ca/aphd/Home/Current\\_Students/Residency\\_Consortium/index.html](https://www.oise.utoronto.ca/aphd/Home/Current_Students/Residency_Consortium/index.html)

## In Memoriam



### Remembering O. A. “Buff” Oldridge 1924- 2017

Tom Fagan, University of  
Memphis  
*Reprinted with Permission  
from the Fall 2018 BCASP  
Insights Newsletter*

While recently reviewing my files of people important to the development of school psychology in the United States and Canada, I came across my file on an old friend, Buff Oldridge. I knew him in his roles with NASP and as a leader of school psychology in the British Columbia Association of School Psychologists (BCASP). At the time of his retirement, Buff was congratulated in a letter by then NASP President, Howie Knoff, for his service to the National Association of School Psychologists as a former delegate and committee member, as well as his development of school psychology in Canada. Among my photo collections is one of Buff with Inez Newbold at the NASP Executive Board/Delegate

Assembly meeting in Toronto, Canada (September 27-29, 1979). They had been connected to the NASP International School Psychology Committee from 1976-1980. Those were the early years of NASP when its delegate assembly included an International Region, and later a Canada-Mexican Region. In those formative years of CASP and BCASP, Buff was a supporter of my trips to Canadian school psychology meetings (in British Columbia, Saskatchewan, Manitoba, Ontario, and Quebec), as were other CASP leaders (e.g., Don Saklofske, Hank Janzen, Carl Anserello, Inez Newbold, Barbara Holmes, Don Dawson, Marge Perkins). Those trips are among my fond memories as NASP president. I still keep my CASP membership and enjoy following its literature in the CJSP. I had no contact from Buff since his retirement. His obituary mentions his wife, Ellen Joyce Ferris but no mention is made of any children or surviving family members.

Born Ovle Ambrose Oldridge, Jr. on July 11, 1924 in Argonia, Kansas (SW of Wichita



with a current population of about 600), Buff Oldridge died on October 12, 2017 in Meadow Lake, Saskatchewan at age 93. He moved there some time after his retirement in 1989 from the University of British Columbia. He earned his Ed.D. in 1963 at the University of Southern California while serving as a school psychologist (1956-1959) and then Director of Guidance (1959-1962) in the Hudson (California) School District. He then took a position as an assistant professor at the University of British Columbia where he remained until his retirement. During his tenure at UBC, he published at least two items found on a literature search: “Two Roles for Elementary School Guidance Personnel” (*Personnel & Guidance Journal*, December 1964, 43(4), 367-370) and “Positive Suggestion: It Helps LD Students Learn” (*Academic Therapy*, January, 1982, 17, 279-287).

Credentialed as an educational psychologist he worked not only with the UBC school psychology program and its clinic but also traveled about the province delivering psychoeducational assessment services to remote areas and first nation groups. I suspect his services were inconsistent with current provider expectations, but let’s face it, Buff was likely the “only game in town.” How many others in those early years of our development were around or willing to make the trips to help these students.

To strengthen the UBC school psychology program, Buff often brought in visiting faculty to teach in the summer. Jean Ramage (NASP President, 1974-75) mentioned that the UBC program was very up to date. One summer in the late 1970s or early 1980s, she taught a cognitive assessment class to rural counselors. They were the only guidance personnel in the area. She also taught early childhood assessment and recalled that George Hynd, then from Georgia, taught

neuropsychology. Buff greeted Jean the two summers she taught there, and then took off for the far north for the summer. “He left me his foldup bikes, which my daughter and I enjoyed riding in Stanley Park and at the BC Jazz Festival. He was a fine human being” (email from Jean Ramage, July 13, 2018).

Buff was a motorcycle enthusiast and often delivered services by cycle; and as others in NASP will recall, he cycled all the way to the NASP convention in Hollywood, Florida in April, 1986. That was a lot of climate maneuvering! I recall asking him about that when he made the trip and in typical Buff fashion he just brushed it off as not a

problem if you really enjoy that, while giving you his huge grin.

Buff had a big smile, a big heart, a great sense of humor, and seemed to get along with everyone he met. Buff was among those persons whom I felt I knew well even when I didn’t know a lot about

him. For as many hospitality hours that we shared, I really knew very little of his personal life. Buff was generally silent, even humble, about his life beyond school psychology. The revealing obituary of his military distinctions is a testament to how some of the earlier generation found their way into our field and their admirable accomplishments in other areas of their lives (search his obituary at [www.legacy.com](http://www.legacy.com)). A former student’s personal account was written by Ted Wormeli for BCASP’s newsletter, *InPsyghts* (winter, 1997) and elaborates on Buff’s contributions to his students. People who read this will no doubt have a “Buff” story they will recall. Dan Reschly (retired from Vanderbilt U.) summed this up very well, “Buff was a

‘Buff had a big smile, a big heart, a great sense of humor, and seemed to get along with everyone he met.’

character and a fine gentlemen...he was a lot of fun!" In my recollections, Buff probably started the school psychology program at UBC, advocated for Canadian school psychology representation in NASP, and mentored many school psychologists who have raised the level of school psychology's development in The Land of the Midnight Sun.

### **Remembrance & Tribute: Canadian Association of School Psychologists**



Shortly before we began pulling together

pieces for this edition of the newsletter we learned of the official dissolution of the Canadian Association of School Psychologists (CASP) which had seen a decline in membership in the past decade. We wanted to make sure we take pause to remember CASP. An important organization in the history of School Psychology in Canada. It is important to remember all who served CASP and School Psychology in Canada in so many ways including leadership roles, work on committees, or simply support through membership. Thank you!

### **Reflections from Tom Fagan**

CASP is gone? Sounds impossible after all those years of sharing in its publications, conventions, and friendship. I have nothing but fond memories of my trips to those gatherings in several provinces. I shared in its birth and now its demise. I know from organizational history that professional groups wax and wane and some disappear. How APA got to be the APA we know is a long story of mergers, struggles, and division add-ons. CASP struggled for decades trying to compete with CPA, APA, NASP, and comparatively stronger

provincial associations; limited training programs and practitioners in many of the provinces, rising costs, sufficient interest and voluntarism. I should have suspected all was not right when I failed to get a dues notice last year. I'll miss sending that check and I'll always remember that CASP had as attractive a logo/letterhead of any group to which I belonged. I hope I live long enough to see a Canadian organization of psychologists that will bring together school psychologists across the entire Dominion. Keep me on whatever mailing list survives and at least I will continue to receive my CJSP (I have copies to June 1985, Volume 1, No 1).

### **Reflections from Barbara Holmes and Don Saklofske**

The increasing numbers of psychologists working in schools and educational settings was on the increase in the 1960-70's and was paralleled by the number of graduate university programs from UBC to McGill. While these 'Ed or School Psychs most often joined provincial psychology associations, others joined the National Association of School Psychologists (NASP) which some years back had a section for Canadian and Mexican regions. However these psychologists were most often trained in Educational Psychology Departments and the differences in training, role and functions, and the school setting led to the forming of provincial school and educational psychology associations (e.g., BCASP, AASP, SEPA, MASP, etc. ), most apparent in Western Canada..

Dr. Barry Frost who was head of the School Psychology program and director of its Psychoeducational Clinic, along with the support of Ruth Frost, who was a school psychologist with the Calgary Board of Education, led the initiative to form the Canadian Association of School Psychologists (CASP) that would provide a

national association for school psychology and draw from but also support the provincial groups. The first meetings drew representatives from BC (Carl Anserello), Alberta (Barry Frost), Saskatchewan (Don Saklofske), Manitoba (Retha Finch-Carriere) and Ontario (??). Following several meetings and planning sessions, CASP was created with Carl Anserello from Prince George, BC as its first president. There was an early meeting that was linked with a UBC Ed Clinic Summer Symposium attended by established national Canadian school psychology figures. Buff Oldridge, Director of the Education Clinic (now the UBC Psychoeducational Research and Training Centre), donated \$1000.00 seed money to assist in launching the new organization. Concurrent with the creation of CASP was the Canadian Journal of School Psychology under Gerry Koe and Muriel Groves and Annaliese Robens as Associate Editors. The journal was first printed at UBC, thanks to support from The UBC clinic and Buff, but when Hank Janzen (U of A) and Don Saklofske (U of Saskatchewan) became editors, the journal had been taken over by CASP and was published at the U of A.

After that, CASP seemed to be well positioned to become the major association for School Psychologists as its membership spread through Ontario, Quebec, and the Atlantic provinces. A president's panel was created to ensure a strong connection with the provincial associations and annual conferences were held that continued to draw more members. At one point in the mid 1990's, 2 back-to-back conferences in Saskatoon drew several hundred school psychologists and trainers from across Canada and featured such prominent presenters as Randy Kamphaus, Cecil Reynolds, Tom Fagan, Colin Elliot, Jack Naglieri as well as leaders in Canadian school psychology.

The future for CASP seemed to be following in the footsteps of NASP, but changes in Canadian psychology with the continued growth of CPA as the national association for Canadian psychology, and the demands for greater regulatory control of the profession at the provincial level, saw a slowing down in the growth of CASP. The school psychology provincial groups at the start of this century continued to grow with for example, BCASP including a registration component reflecting NASP criteria, and SEPA not only providing strong professional educational support, but advocating for the registration of school psychologists holding master's degree with the Saskatchewan psychology regulatory body.

CASP continued with some smaller conferences into the early 2000 period but interest was waning and CASP did not have the financial resources, infrastructure, and strong commitment to ensure its growth. More recently Joe Snyder (President), Don Saklofske (Vice President), Juanita Mureika (Secretary- Treasurer) and Sandy Stanton (business and membership) took on the executive roles but were also committed to ensuring that school psychology had a strong presence in the Canadian Psychology Association and each served a term (or several) as Presidents of the CPA section. Eventually it became evident that CASP could not continue with such a small membership and the lack of strong support from Canadian school psychology practitioners and trainers. Subsequently it was voted to 'close' CASP at the end of 2018. Fortunately, the CPA section continues to grow and thrive under the past presidents of Judy Wiener and now Laurie Ford.

The Canadian Journal of School Psychology, which had been edited by Don

Saklofske for the past dozen or more years, is now published by SAGE and is a well-respected journal focusing on research and practice in school and educational psychology. The editor of CJSP is now Steve Shaw (McGill University). While it was very sad to see CASP not achieve the long-term potential that had been planned by the founding members, it did play a strong part in establishing school psychology as a specialty area of psychology in Canada and contributing to the growth of the CPA section as well as the providing a quality publication in CJSP.

In pulling together this CASP recognition piece, former CASP president Ester Cole shared a number of newsletters from the 1990s. I found one portion of her Presidential Report in the October 1993 CASP “Cognitions” newsletter particularly bittersweet yet still reminding us of the importance of a strong “national school psychology family”.

*“To everything there is a season”, and it is customary for the departing President to summarize another year in the life of CASP. The external time frame of a presidency is twelve months. The internal time frame, however, is much longer and richer, including people, ideas, correspondence, and planning for the future. It is my hope that together with me, you can reflect on the past year with a sense of satisfaction and renewed commitment to our young organization. Numerically, CASP continues to grow and to attract new members. It is my hope that each newcomer will find an active role in this national school psychology family.*

Thank you CASP for what you have contributed to the history of school psychology in Canada. Let us not forget how you helped move our profession forward.

## 2019 CPA Convention ESP Section Highlights



### CPA 80<sup>th</sup> Annual Convention May 30<sup>th</sup> to June 2<sup>nd</sup> 2019 Halifax, Nova Scotia

#### Educational & School Psychology Section Program

| Time                                      | Format/Title/Authors (Affiliations)  | Location |
|---|--|----------|
| <b>Thursday May 30<sup>th</sup>, 2019</b> |  |          |
| Varied                                    | Pre-conference workshops   |          |
| <b>Friday May 31<sup>st</sup>, 2019</b>   |  |          |
| 10:00                                     | <b>(12-min Presentation)</b> <i>Ecological contexts are implicated in differential response to reading intervention: A mixed method program evaluation</i><br><ul style="list-style-type: none"> <li>Linda Iwenofu (OISE)</li> </ul>     | Sable B  |
| 10:15                                     | <b>(12-min Presentation)</b> <i>Eye-tracking Pre-Service Teachers' Sight Word Efficiency Reading Skills</i><br><ul style="list-style-type: none"> <li>Maria Cutumisu (OISE) &amp; Krystle-Lee Turgeon (University of Alberta)</li> </ul> | Sable B  |

|   |  |                        |
|---|--|------------------------|
| 11:00 – 12:00                             | <b>Symposium: <i>Clinical Reasoning in School Psychology: From Assessment to Intervention</i></b> <ul style="list-style-type: none"> <li>Jac Andrews &amp; Jenna Young (Chairs) (University of Calgary)</li> </ul>   | Nova Scotia Ballroom A |
| 4:15 – 5:15                               | <b>Section Featured Speaker: <i>Truth &amp; Reconciliation: Educational &amp; School Psychology Service Provision Through An Indigenous Lens</i></b> <ul style="list-style-type: none"> <li>Melanie Nelson (University of British Columbia)</li> </ul>   | Sable D                |
| <b>Saturday June 1<sup>st</sup>, 2019</b> |  |                        |
| 10:30-12:00                               | <b>Professional Development Workshop: <i>Diverse Psychological Services for Diverse School Populations</i></b> <ul style="list-style-type: none"> <li>Ester Cole, Carolyn Lennox, Maria Kokia, &amp; Debra Lean (Section on Psychology in Education ; Ontario Psychological Association)</li> </ul>  | Acadia B               |
| 11:45 – 12:15                             | <b>Gimme5 Sessions (Group #5)</b><br>8 presentations for the ESP Section   | Halifax Ballroom AB    |
| 12:15 – 12:30                             | <b>Discussion Forum: <i>School-Based Mental Health: Barriers, Evidence, and the Need for a Policy-Oriented Approach</i></b> <ul style="list-style-type: none"> <li>Tina Montreuil (McGill)</li> </ul>  | Acadia B               |
| 2:45 – 3:45                               | <b>Symposium: Cross Disciplinary Perspectives on Supporting the Needs of Students Who Are Refugees and Their Families</b> <ul style="list-style-type: none"> <li>Laurie Ford (Chair), Ester Cole (Private Practice), Esther Arquillano &amp; Julie White (University of British Columbia; Adnan Al Mhamied (McGill)</li> </ul>                                 | Acadia B               |
| 3:45                                      | <b>(12-min Presentation) Definitions of Academic Success: How do Pre-service and In-service Teachers Define Academic Success?</b> <ul style="list-style-type: none"> <li>Lauren Goegan (University of Alberta) Amanda Radil (St. Stephens College), Bryce Hoy &amp; Lia Daniels (University of Alberta)</li> </ul>   | Acadia B               |
| 4:00                                      | <b>(12-min Presentation) Update on the Teacher Help Program: Barriers and Facilitators to Conducting a Pan-Canadian RCT</b> <ul style="list-style-type: none"> <li>Penny Corkum (Dalhousie), Nezihe (McMaster), Isabel Smith (Dalhousie), Melissa McGonnel (Mount Saint Vincent), Nicole Ali, Sarah Brine, Matt Orr, &amp; Laura Keeler (Dalhousie)</li> </ul> | Acadia B               |
| 4:15                                      | <b>(12-min Presentation) Investing in Tomorrow: Reducing Canada's Perpetual Literacy Deficit</b> <ul style="list-style-type: none"> <li>Andrea Antoniuk (University of Alberta)</li> </ul>   | Acadia B               |
| 4:45-5:45                                 | <b>ESP Section Annual General Meeting (Open to All)</b>  | Acadia B               |
| 5:45-6:45                                 | <b>ESP Section Reception</b>   | Acadia B               |
| <b>Sunday June 2<sup>nd</sup>, 2019</b>   |  |                        |
| 10:30                                     | <b>Discussion Forum: <i>Bridging Education &amp; Neuroscience: The Role of School Psychologists</i></b> <ul style="list-style-type: none"> <li>Erica Makarenko &amp; Gabrielle Wilcox</li> </ul>   | Nova Scotia Ballroom C |
| 11:00 – 12:00                             | <b>Symposium: <i>Assessing and Supporting students with Low Incidence Neuropsychological In Schools</i></b> <ul style="list-style-type: none"> <li>Erica Makarenko (Chair) Laura Flanigan, Jenna Young, Victoria Purcell, &amp; Felecia Hoey (University of Calgary)</li> </ul>  | Nova Scotia Ballroom C |
| 1:15 – 2:15                               | <b>Poster Session H: Educational &amp; School Psychology</b>   | Halifax Ballroom AB    |



## Upcoming Conferences

### Selected Conferences:

McGill Summer Institute for School  
Psychology  
May 23 & 24, 2019  
Montreal, QC  
<http://www.mcgillschoolpsychinstitute.com/home.html>

BC Association of School Psychologists  
(BCAS)  
November 6-8, 2019  
Vancouver, BC  
<https://bcasp.ca>

National Association of School  
Psychologists (NASP)  
February 18-19, 2020  
Baltimore, MD, USA  
<https://www.nasponline.org/professional-development/nasp-2020-call-for-presentation-proposals>

International School Psychology Association  
(ISPA)  
July 9-12, 2019  
Basel, Switzerland  
<https://www.ispa2019.ch>

American Psychological Association  
(APA)  
August 8-11, 2019  
Chicago, IL, USA  
<https://convention.apa.org/>

If you have favourite upcoming conferences in 2019-2020 and you would like to highlight them, please forward and we will post them in our next newsletter. We look forward to seeing you at upcoming national, regional, and international conferences.

Don't forget to send us your conference picks and information for future circulation. Email [Janine.montgomery@umanitoba.ca](mailto:Janine.montgomery@umanitoba.ca) for any newsletter related requests or information.

