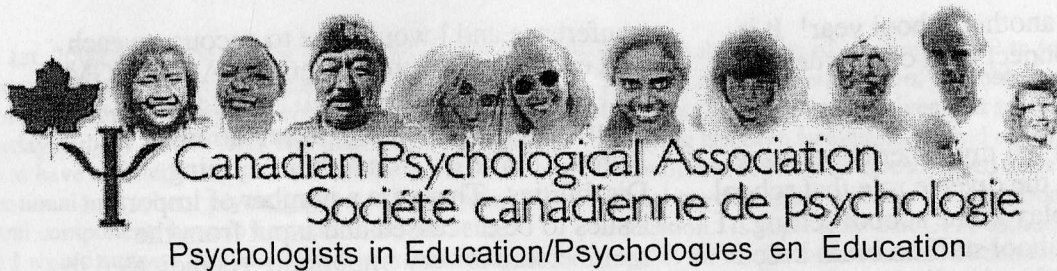


Canadian Association of School Psychologists
L'Association canadienne des psychologues scolaires



Joint Newsletter

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Welcome to the first issue of the CASP/CPA Section on Psychologists in Education Joint Newsletter under the co-editorship of Ted Wormeli and Joseph Snyder. After keying all that, it's evident that we need a name for this newsletter. We should try to be reflective of who we are, what we do, and what this is all about. And it should work in English and French. CPA has *Psynopsis*, NASP has *Communiqué*, the Department of Psychology at Concordia did have *Psycholog*. The best I can suggest is the *Bulletin*. However, we would like to have a contest to select a new name. If you supply the creativity for a name, we'll supply the creativity for a prize. Until then, let's hope that intrinsic motivation does work!

In this issue, we have tried to retain features from previous issues: messages from the president and chair; research reports; news from near and far; and announcements. Ted has initiated a humour column entitled *180 Degrees*. Joe has started the *Who we are... and what we do* column. Also note that inclusion of French has been expanded. Ted (from BC) should be lauded for this effort. Joe, who is from Québec, is happy to have the opportunity to write in English.

We need articles, suggestions for articles, and information to continue with this effort. Please get involved; please send us some feedback.

President's Message

Bev Vargo

Welcome back for another school year! It is always nice to reconnect with colleagues, teachers, and students.

Since returning this fall my experiences have led me to reflect on the diverse role that school psychologists can play in the school setting. I have inserviced a school staff on brain based learning; transitioned a visually impaired student to Junior High; assessed a High School student new to the school division who came with a M. R. label but scored in the Average range on the WAIS-R; was called in by the school to observe a grade 1 student who had been described as a "lunatic" by his former school; and counselled a suicidal adolescent female. As school psychologists we need to do more celebrating of the great work that we do with children, teachers, and parents.

Arrangements for the joint CASP/MASP Conference have been finalized. It looks like it will be a very interesting and informative

Bienvenue à une nouvelle année scolaire! Cela me fait toujours plaisir de reprendre contact avec les collègues, les professeurs et les élèves.

Depuis la rentrée, mes expériences m'ont amenée à réfléchir sur le rôle varié que peut jouer le psychologue scolaire dans le cadre scolaire. J'ai animé un atelier à l'intention du personnel scolaire au sujet de l'apprentissage basé sur le cerveau; j'ai facilité la transition à l'école secondaire d'un élève handicapé visuel; j'ai évalué un élève nouvellement arrivé d'une école secondaire d'un autre secteur, identifié comme ayant une déficience intellectuelle, mais qui a obtenu un score dans la moyenne au test WAIS-R; j'ai observé, à la demande de l'école, un élève décrit par son ancienne école comme étant «lunatique» et j'ai conseillé une adolescente suicidaire. En tant que psychologues scolaires, nous nous devons célébrer encore plus le travail fantastique que nous faisons avec les enfants, les professeurs et les parents.

On vient de mettre au point l'organisation de la conférence jointe CASP/MASP. La conférence promet d'être très intéressante et très informative

conference and I would like to encourage each and everyone of you to attend. CASP's AGM and Executive meetings will be held on Thursday, following the presentation by Dr. Byron Rourke on Nonverbal Learning Disabilities. There are a number of important issues to be discussed and input from the membership is very important. As indicated in the Spring Newsletter, the position of Treasurer on CASP's Executive is vacant. If you would be willing to serve your organization in this capacity, please leave a message for me at (204) 488-1767 ext. 267, or e-mail me at vargoba@escape.ca.

This is my last communication as CASP President. Your new president, Serge Lacroix, will be installed at the CASP AGM. I have enjoyed the past two years as President and will continue to serve CASP in my capacity as Past President and Membership Chair.

Thank you for your support.

et j'aimerais vous encourager tous à y assister. L'Assemblée Générale Annuelle et l'Assemblée Exécutive de la CASP aura lieu jeudi après la présentation du Docteur Byron Rourke sur les difficultés d'apprentissage non-verbales. Il y a plusieurs questions importantes à discuter et la contribution des membres de l'association est très importante. Comme l'a indiqué le bulletin d'informations du printemps, le poste de trésorier à l'exécutif de la CASP est vacant. Si toutefois vous étiez prêt à servir votre organisation dans cette capacité, veuillez laisser un message soit en téléphonant au (204) 488-1967 poste 267 ou bien par courrier électronique à vargoba@escape.ca.

Cette communication sera ma dernière en tant que présidente de la CASP. Votre nouveau président, Serge Lacroix, sera installé à l'Assemblée Générale Annuelle. J'ai eu beaucoup de plaisir à servir comme présidente pendant ces deux dernières années et j'ai l'intention de continuer à servir la CASP en tant que président sortant et présidente de recrutement des membres.

Merci de votre soutien!

Message from the Chair

Tom Gardner

July 1st, 2000 should be a great time to be in the National Capital. The CPA annual convention will begin on Wednesday, June 28 and continue through Saturday, July 1. Dick Steffy and I have been working hard to have an interesting and relevant program for educational and school psychologists. At this point several components have to be confirmed, but at the least I would suggest that you keep that weekend open and not book elsewhere until you see the program.

The CPA conference is clearly not at the top of the list when it comes to North American behavioural scientists and practitioners; yet every year there are presentations that are worthwhile in terms of scientific credibility and/or relevance to practitioners. A relatively new part of the convention programme is a Section Networking Evening, a wonderful opportunity to spend an evening with friends and colleagues and to make some new professional acquaintances. Dr. Jennifer Veitch is working hard as Chair of the Convention Committee to improve the conference. She has listened to the feedback from the Sections and is implementing some practical modifications that should make CPA Conventions better than ever. Whether you are an educational psychologist based in a university setting, or a front-line practitioner, the Convention should be a good experience for you.

§

The Section on Industrial and Organizational Psychology has another name: The Canadian Society for Industrial and Organizational Psychology. It seems that that section of CPA also has a national identity for its specialty. This would seem to me a template for the relationship between the Section on Psychologists in Education and The Canadian Association of School Psychologists. The two organizations have worked together for some time. This newsletter is a good example of cooperation, and the feedback from both CASP and from the Section has been very positive about this joint newsletter. The two groups have also collaborated on Canstart. It would seem worthwhile to

La Société canadienne de psychologie (SCP- CPA) tiendra son congrès annuel le 28 juin au premier juillet, 2000. Je vous invite à venir nous rejoindre à Ottawa en grand nombres.

L'Association canadienne de psychologues scolaires (Canadian Association of School Psychologists) et la section en éducation de la Société canadienne de

examine the merits of inviting CASP to join the CPA. Would CASP not benefit from the lobbying power of the larger body, especially given that some effective lobbying has been issuing from head office? Indeed, some of that activity has already been done on behalf of school psychologists with the Toronto Board of Education. Is it possible that CPA could provide some support for the Canadian Journal of School Psychology? Perhaps joining forces would create some problems as well, but I am sure that the leadership of both of our groups is composed of the flexible kind of people who could work out the glitches. I would be delighted to receive feedback from members of both groups on your thoughts about this idea.

§

Vignettes from a high school graduation exercise:

Guest speaker Terry Evanshen lost frontal lobe functioning and 44 years of memory in a horrific accident, after an illustrious career in football and business. That he is able to speak to a high school class today is in part a testimony to the work of many health professionals. One of his main points was good educational psychology: focus on the activity of the moment. Terry quoted another great athlete, Nolan Ryan, who said that his entire concentration as a baseball pitcher was on his windup, and at that moment he feared no one. When Terry finished high school he was 5'8" and 145 lbs, too small to play professional football. He gained over 11, 000 yards and fumbled only three times in 14 years, remarkable records.

One young lady who crossed the stage to receive a high-school leaving certificate has Down's Syndrome and is moderately intellectually handicapped. How nice it was to see this graduate of the school's cooperative learning program in a cap and gown.

It is also a pleasure to watch students one has worked with walk across the stage, those with various kinds of difficulties, and to work in a school

psychologie ont collaboré conjointement au bulletin d'informations et le "feedback" semble très positif. Les deux groupes collaborent aussi au projet Canstart. Serait-il profitable d'examiner la possibilité d'inviter la CASP à joindre le CPA? La CASP ne pourrait-elle pas bénéficier du pouvoir de "lobbying" d'une association plus large? Je serais très heureux de recevoir vos idées ou commentaires su la possibilité d'un tel projet.

Standardizing the Wechsler Tests in Canada

Psychological and psycho-educational assessment continues to be very much in demand in educational settings such as schools and post-secondary institutions. Educational and school psychologists with expertise in diagnostic assessment are also finding employment in health care settings, correctional facilities, public and private corporations, and in adult education programs. Thus the age range of the recipients of educational psychology services, including assessment, has increased to include both pre-school children, older adolescents and adults. Tests that we were less likely to use or even know about a decade ago are now commonplace.

As a case in point, most school psychologists are very familiar with such often used tests of intelligence as the WISC-III, SB-IV, WJ-R, and CAS. While some tests such as the Binet extended beyond the normal school-age range, school psychologists most often were required to use tests with this age group. However, many of us now provide services to adults who are returning to school, entering post-secondary education with a history of a learning disability or other conditions that can impact learning and success, or would benefit in some other way from a psycho-educational assessment (accident victims, re-training opportunities, etc). This has necessitated becoming familiar with such adult intelligence tests as the WAIS-III and measures linked to them, such as the WMS-III.

There are very few 'made-in-Canada' standardized tests except for some of the groups tests (CCAT, CTBS) and the Canada QUIET so we are still very dependent on externally produced measures. In an effort to ensure that the intelligence tests 'imported' into Canada provide us with the most useful and accurate information, we not only demand tests that are psychometrically sound but that are appropriate for use in Canada. Many readers may recall the debate throughout the 1970's and 80's that claimed that the Wechsler tests of intelligence were biased and inadequate for use in Canada. The main criticism focussed on particular items. The solution seemed to be to simply identify and replace biased items. However this face validity approach led to some even more questionable practices. These included the almost arbitrary substitution of any new item for the suspect items (e.g Who is Gordon Lightfoot?

How far is it from Regina to Winnipeg/Moose Jaw etc?). However there was seldom any data to support these substitutions. Most confusing was the practice of then interpreting these new raw scores using the American norm tables!

Given these concerns but also new research on changing IQ scores (not intelligence but IQ scores) reflected in publications on the Flynn Effect, etc., the WISC-III became somewhat of a test case when published in 1991. While the test was substantially improved in many ways, the questions still remained: is there a bias in particular items, do the psychometric properties of the test hold up in Canada, and are the American norms appropriate for interpreting the raw scores of Canadian children? To make a long story short, the Canadian manual was published in 1996. While some suggestions were made for scoring uniquely Canadian responses (Yes— a loonie is a coin), and the psychometric properties (reliability, validity, factor structure) of the WISC-III were replicated, it was found that Canadian children earned higher IQ and factor (index) scores. This was also observed on all but two subtests. Some score distribution differences were also noted. All of this resulted in the publication of Canadian norms which Canadian psychologists should be using.

Since our professional roles and functions have been gradually expanding to include adolescents and adults, the same questions asked about the WISC-III need to be asked of commonly used ability measures for these older age groups. The WAIS-III, published in late 1997, remains the most often used individually administered standardized test of intelligence for adults. A Canadian validation and standardization study was initiated just prior to the publication of the test. The preliminary study based on the test protocols of more than 700 Canadian examinees has now been completed. While the study is not fully representative of the Canadian population, using such demographic characteristics as age, gender, ethnicity, education level, and region, the results suggest that Canadians again perform differently on intelligence tests of the Wechsler-kind. Canadians appear to earn higher scores in most all areas, especially in the younger adult-age groupings. These findings have resulted in the decision to follow the study through to completion which necessitates the collecting of

more data to ensure the representativeness of the standardization sample. The projected time needed to complete the study is six months. Results will be published in either a manual or monograph supplement form. This project should ensure that Canadian psychologists have access to the most contemporary, accurate, and meaningful findings on the WAIS-III

On a final note, the Wechsler Individual Achievement Test - Second Edition is also currently being standardized in Canada. This new version will add many improvements and some new subtests for assessing achievement with expanded age range of examinees. One major development that will greatly assist users of the Wechsler tests is found in the linking studies. Here examinees are administered both or more tests so that the relationship between scores can be more fully understood and used for prediction and more refined diagnostic

purposes. Tests such as the WAIS-III are linked with both the WMS-III and WIAT; the WISC-III is linked with the WIAT; and the new WIAT-II will be linked with the WISC-III, WAIS-III, and other assessment procedures such as the PAL (Process Assessment of the Learner). School and other practising psychologists will now have a powerful test battery for assessment and program creation.

For further information about the standardization study, please feel free to contact me.

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CALL FOR STUDENT REPRESENTATIVES

CPA Section on Psychologists in Education.

The Section invites applications and nominations for two student representatives for a term of one and possibly two years. The representatives should be members of CPA or willing to join as either a student or full member. As well, registration in a graduate level psychology or educational psychology program at either the masters or Ph.D. is required.

Student representatives will work with and advise the Section executive on matters of relevance to graduate students to ensure that their perspectives and issues are known to the Section. They will serve as a liaison between the Section and graduate students and their university training programs. The representatives will also promote graduate student participation at CPA conferences. A student column, prepared by the representatives, will be featured in each issue of the Newsletter and they will be requested to assist with the Section's webpage.

Nominations should be forwarded to Dr. Don Sasklofske.

Constructivisms and Educational Psychology

Simon McCrae, University of Alberta

In the educational context IQ testing is associated with the now defunct learning and abilities paradigm. Canadian educators have a responsibility to facilitate development of human potential beyond just academics, and often school psychologists are confronted with the reality of pressing social issues that are brought into the classroom. Yet at the same time learning and understanding are constrained by the physical laws of nature. Sternberg's (1991) biological metaphor of intelligence may be a useful paradigm and it has limitations. Biological paradigms have been useful for understanding the nature of cognitive processes (Languis & Miller, 1992) and of achievement constructs (Elliot, 1999) within educational psychology. Cognitive processes are conceptualised in terms of skill development theory and are therefore viewed as malleable and heterogeneous, unlike the single factor sought after in conventional IQ tests. Several models of cognitive ability have been developed in the last decade and are meeting with some acceptance in clinical contexts. These models have the advantage of providing more information about intraindividual differences, in addition to interindividual differences, that is practically related to the achievement, learning disabilities and contemporary psychological literature.

As an example, cognitive approaches have been useful in understanding conduct disorder (CD), a developmental disorder with a characteristic profile. Cognitive tasks that require the flexible implementation of a strategy have been found to be useful for (CD) assessment and diagnostic purposes. Individuals with CD and related developmental disorders demonstrate profound problems in self-regulation processes, executive functions, metacognitive processes and planning. These hierarchical control processes of cognition demonstrate

beneficial effects of education, and their optimal development is important in social functioning. Other attempts have been undertaken to facilitate communicative competence in persons with severe disabilities. In the example of individuals who can only move their eyes after severe brain injuries researchers have developed prosthetic methods of communication. Such devices function along the principles of temporally-mapping the temporal coordination of a person's eye movements to a specific letter location on an adjacent visual screen, with a characteristic brain evoked potential demarcating recognition processes. In tandem with specialized software and computers words and sentences can be successively constructed by a person who would be otherwise be 'locked-in'.

These are only a sampling of where the biological metaphor is making in-roads into understanding cognitive processes as they relate to education. Biological paradigms have the benefit of tying together several levels of analysis simultaneously and therefore provide evidence of convergent validity. The humanistic and science part of education are not incompatible, but humanistic values must guide the use of technological innovations, rather than have technology use people.

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180 Degrees

by Ted Wormeli

A member of CASP and a member of BCASP and I met recently over lunch to discuss the challenges that we are facing with our reports to parents (and older adolescents). The three of us lamented the boring and tendentious nature of our reports and determined to find some ways of making them more interesting. How many times had we written "The difference between the estimate of aptitude and the estimate of reading skills (for Sandy, Sue, Ted or Bill) is consistent with the 1995 Ministry of Education psychometric criteria for severe learning disability?" And if Sandy, Sue, Ted or Bill do not already have an Individual Educational Plan and support from a Special Education Assistant, guess what will be among our recommendations.

In the time of a single lunch we isolated several alternatives to this repetitive and numbing refrain. First, we wondered what if we just replaced our reports with a game, such as "Twenty Questions?" We could start a meeting with something like, "Well Mr. and Mrs. X, what do you think I found out about your child?" If the parents are unable to play this simple game because they are too tense, we could supply some clues: I might add, "It has three words, and the first letter of the first word looks like this." At that point I might lay down on the floor and writhe from one end of the room to the other or perhaps coil myself into a loop and hiss.

The three of us thought that playing charades instead of reporting orally had considerable merit because we would not have to actually say anything. By the time we finished acting out the last letter, everyone would be too tired to consider interventions, and we could go home. This would prevent us from doing or saying anything that might get us into trouble.

Of course, this approach to reporting would be criticized by those Educational Experts who believe that teachers who teach are too directive

Dans cette chronique comique, trois psychologues scolaires se rencontrent pour discuter de façons novatrices (en blaguant) de présenter des rapports aux parents d'élèves en difficulté. En autres, il suggèrent d'abandonner

and that psychologists who psychologize are too opinionated. For clients who have their right foot in this camp, we decided that we would ask a different question to begin the meeting, "Well Mr. and Mrs. X, what would you like the results to actually be for your child?" By carefully posing astute questions such as this (and splitting infinitives), we could arrive at a diagnosis that would be inoffensive and consistent with our clients' beliefs and values. Deciding upon interventions might be challenging, but we could always leave these to another meeting, possibly next year.

As attractive as these options were, we decided that they too could become boring and repetitive. The member from BCASP suggested the solution: Scratch'n Win. Think of the fun we could have making up the results that would go underneath the labels! And imagine the expressions on our clients faces – we could videotape the moment of discovery so clients could have a memento of the occasion.

Of course, we immediately realized that there is a downside to this; it might destroy aptitude-treatment interaction research, but we reasoned that much educational and psychological research is serendipitous and would this really be so bad?

The three of us decided that this space should become a permanent column, so we proposed to one of us (Ted Wormeli, Co-editor of this rag) that 180 Degrees should be reserved for those of us who do not wish to take ourselves too seriously (although we respect ourselves quite well, thank you). So we would like to encourage any like-minded school psychologist, public or private, urban or rural, male or female, compos or mentis, to submit a piece of like length or draw a picture and send it to either Ted Wormeli or Joe Snyder, and we will publish it if it is not too vicious.

les rapports écrits et de transmettre l'information par charades, mimes... Si vous avez un chronique drôle ou comique à partager avec les psychologues scolaires, vous pouvez soumettre vos idées à la rubrique «180 degrés» .

NEWS From the Rock

School Psychologists in NFLD and Labrador are continuing to cope with the many changes facing our educational system at present. Like many other provinces we are going through a process of school board reorganization as we have phased out the denominational system. We have new directions in special education delivery which has resulted in an increased demand for formal assessment of students as we attempt to categorize their particular exceptionality. We have a seventy million dollar provincial budget for special services, which is indeed a generous sum when comparisons are made to other provinces, but we have to contend with a relatively small population spread over a vast geography. The demographics and geography of Newfoundland and Labrador translate into ratios of students to school psychologists being approximately 1 to 2,000 in the rural areas and 1 to 4,000 in the urban areas. School Psychologists in this province are registered as are all practising psychologists under a provincial government Health Act. A PhD requirement is to be implemented by the end of the year 2000 and

we still do not have a Doctoral program at our university. The majority of school psychologists are Masters level trained and unless the act is opened there are serious implications for our status. If the education system becomes exempt by opening the act, many of us are worried that our provincial department of education and the school boards may not set guidelines regarding competencies and standards of practice.

On the professional development scene, the Association of Newfoundland Psychologists (ANP) and the School Counsellors Association of NFLD (SCAN) continue to provide top level conferences for psychologists and other related professionals. Recently, SCAN had Dr. Debra Pepler present on the topic of "Building Safe Schools" and the ANP is having Dr. Nina Woulff come to our province and present on the topic, "The Four P's of Relationship Enhancement". In November we will be hosting the Council for Exceptional Children's National Conference in St. John's. That is it from the Rock.

Ron Martin

What a school psychologist does in India

Schools in India are divided into two categories i.e. Government schools and Private schools. Government schools do not have school psychologists because of non-realization of the significance of the role of psychologists in a school as well as scarcity of funds. Only urban Private schools have the inclination to provide modern school education. Therefore, the role of school psychologists is confined to the urban private schools only. The functions of psychologists in these schools are as follows:

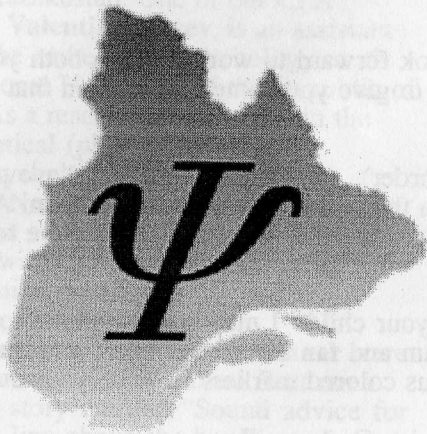
1. The advice of psychologist is considered during the recruitment and selection of school-teachers. The psychologist watches the communication ability as well as the grasp of the subject.
2. Psychologists also help the school authorities during the admission of students in the school. Psychologists usually design an admission program based on latest research information available.
3. Psychological testing of students is done in various spheres e.g. Intelligence, Aptitude, Interests, Personality, Adjustment, Motivation, Achievement, etc.
4. Identification and subsequent rehabilitation of learning disabled children.
5. Counseling students regarding personal / social

problems, school adjustment, career planning and study habits.

6. Psychotherapy and behavior modification of problematic students.
7. Coordination of parent-teacher interaction. Educating parents on vital child development issues through specially designed lectures.
8. Reviewing teaching methods and executing refresher programs for teachers during vacations.
9. Motivating students for inter-school competitions.
10. Sometimes a psychologist also teaches regular classes of class 11 and 12 in the subject of psychology.

I would also like to mention that awareness about the utility and services of a psychologist is limited to educated parents only. However, efforts are made to make everyone understand that a school psychologist is a symbol of humane approach towards the ever increasing burden of modern education.

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Association Québécoise des Psychologues Scolaires

School Psychology in Quebec

This year, the Quebec Association of School Psychologists (Association Québécoise des Psychologues Scolaires – AQPS) will be holding its annual conference in Trois-Rivières on the 12 and 13th of November, 1999. The theme of the conference is «*L'accréditation: carte maîtresse pour l'an 2000*» or translated loosely: “Accreditation: master card for the year 2000.”

The Association, which is approximately 400 members strong, is launching its accreditation program by offering continuing education credits for psychologists attending the conference. School psychologists are the first Quebec psychologists to be officially recognised for their efforts in advancing their knowledge in psychology. Students are welcome at the conference! In fact, interested students can present a poster and benefit from a discounted student conference fee as well as run the chance of winning a \$250 bursary for the poster with the most interesting content. A great way to inform your colleagues about your research!

AQPS also has a periodical named the “Bulletin de Liaison” which is sent out to members three times a year. This periodical reviews, summarises and translates journal articles from the main school psychology journals (*School Psychology Quarterly*, *Canadian Journal of School Psychology*, *School Psychology Review*, etc.) and presents original material from school psychology practitioners, researchers, and educators from within Quebec.

Finally, we have a great listserv (list service) called PSYSCOL where approximately 50 members post notices, questions, answers and general information via e-mail. This is a private service that can only be joined by school psychologists or graduate students in school psychology.

Interested about knowing more about what's going on in Quebec? Visit AQPS's extensive web site at www.aqps.qc.ca or write me an e-mail at nathalie.garcin@internet.uqam.ca !

Nathalie Garcin

An Open Letter to Parents from a Teacher with ADD

Dear Parents:

I am very pleased to be your child's teacher this year and look forward to working with both you and your student. Before beginning the year however, I wanted to give you some information that might help us both during the coming months.

I am sure you are familiar with ADD (Attention Deficit Disorder). Many students today have to deal with this difficult disorder. I am very able to empathize with them because I, too, suffer from ADD. Because of this, I hope you will be willing to make certain accommodations that will help me to be successful. Please consider the following accommodations:

Use a variety of techniques to communicate with me about your child. I may not remember to respond to a phone call, but repeated efforts by mail, telegram and fax are sure to elicit an eventual response. When you write notes to me, consider using various colored markers to write your message. These help me to focus my attention.

Do not expect weekly progress reports on your child. Such reports require organizational skills that are beyond the ability of ADD subjects.

Please excuse any errors I might make in grading your child's paper. My attention wanders from time to time. I will be happy to re-grade papers with more than five significant errors, although it may take me several weeks to get to such papers. Understand that I only grade a small percentage of your student's work so that I may be motivationally encouraged and predisposed to comply with my task. I may occasionally mix up students grades. If you feel this has happened, please notify me (in the manner suggested above). If I am able to discover where the error was made, I will be happy to correct your student's grade.

Consider placing your child in one of my morning classes. I am much better focused before 10:00 a.m. If your child is in an afternoon class, do not be upset by the fact that one-half of our class time will be "free-time" due to the fact that I can only focus for short periods of time in the afternoon. Instead, consider this time as an opportunity for your child -- a built in "study hall."

Be prepared to teach the novel *Lord of the Flies* to your student at home. Because I am frequently unable to reach this unit by the end of the year, you may need to cover this required material yourself. I will be happy to provide books and handouts.

Forgive me if I am late in arriving for parent conferences. I sometimes lose track of time. If I forget to come at all, do not hesitate to reschedule by contacting me (in the manner suggested above).

When we meet for parent conferences, please remember to:

- (a) Maintain proximity to me
- (b) Establish eye contact
- (c) Be concise
- (d) Use an appropriate rate of speech
- (e) Use visual aids (e.g., student papers, charts, pictures, etc..)

Your effort to comply with these accommodations is greatly appreciated. I know that together we will be able to create a rich and rewarding learning experience for your child. If you have any questions or comments, please feel free to contact me (in the manner suggested above).

Again, many thanks.

(Editor's Note: The above, though not original, was posted on the NASP list recently by Barry Lillie of Bakersfield, CA)

Who we are...and what we do

My initial e-mail call for submissions brought a response from afar: telegraph@itte.kz. That's right,, it's in Kazakhstan. One of our CPA members, **Dr. Valentin Ageyev**, is an assistant professor of the cathedra of psychology at al-Pharabee National University of the Republic of Kazakhstan. As a researcher, he works in the field of theoretical (philosophical) and educational psychology. He does travel to European and North American conferences in psychology and education. He would like to make contact with Canadian psychologists working in similar areas.

CANSTART and our own **Marvin Simner** were in the news recently. The *National Post* ran a full 3-column story entitled "Sound advice for children". The line above the headline of Carol Milstone's very detailed article sums it up as – "Children who aren't taught phonics may be at risk for academic underachievement. A Canadian psychology professor has a solution..."

Feeling an imperative to counteract this educational blight, the Canadian Psychological Association and the Canadian Association of School Psychologists have launched a simple but effective solution. It is

called CANSTART, and it is touted to be Canada's version of Head Start, an American pre-school program to boost children's chances for school success. CANSTART consists of three components: *Predicting and Preventing Early School Failure*, a 52-page booklet to identify and assist kindergarten children at risk for early learning problems; *Promoting Reading Success*, a 40-page booklet of phonics activities for kindergarten children; and a one-day workshop to introduce teachers to the contents of these two booklets.

The author of CANSTART is Marvin Simner, a psychology professor at the University of Western Ontario and an authority on academic assessment and remediation. ...

I CANSTART's next one-day workshops to introduce its booklets to educators will be held Nov. 18 and 19 in Toronto, and Nov. 25 and 26 in Hamilton, Ont. Workshops will also be offered by Lethbridge Community College and Synergistic Services in Lethbridge, Alta., starting this fall. Information on CANSTART's workshops or booklets can be obtained from the CPA at 1-888-472-0657 (ext. 28) or www.cpa.ca."

Let's Communicate

In an effort to enhance communication between CPA education members, we are looking to update the list of members' e-mail and web page addresses. As well, we are looking to expand the education section's present web page both quantitatively and qualitatively.

We are currently working with Ivan Parisien, in Ottawa, to update the web page. Some of the ideas we are investigating are:

- 1) Starting a listserv (an e-mail forum).
- 2) Adding links in school psychology. – such as organisations in school or educational psychology, university departments which teach educational or school psychology, licensing boards in psychology, test publisher's sites, etc... (ex. the NASP's website at www.naspweb.org; the Quebec Association of school psychologists web site at www.aqps.qc.ca, etc...). This could be a great resource for our members.
- 3) Adding a message board on the web page, so that our members could post ads, upcoming conferences, seminars, and job postings directly on the page.

- 4) Possibly publishing the CASP/CPA newsletter directly on the WEB page.
- 5) Placing a link for the CPA conference program directly on the page.
- 6) Placing membership information directly on the page.

These are just ideas at this point. Should you have any additional ideas or comments about this project, please contact us via e-mail or snail-mail.

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