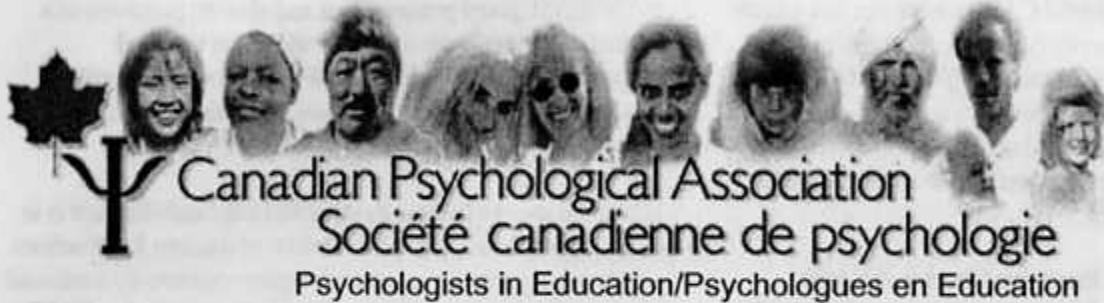


Canadian Association of School Psychologists

L'Association canadienne des psychologues scolaires



Joint Newsletter December 2001

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Bonjour! Welcome to the December 2001 issue of our newsletter. Yes, it's hard to believe that it is time for another issue! So much has happened but yet winter has not arrived – and don't blame us if this newsletter arrives with the snow. Ted continues on with his new column, *Wrinkles in Practice*. Let's hope that it will be as popular and successful as *180°*. Thank you to those who have submitted material for this issue. Unfortunately, due to space constraints, a few articles will have to wait for the next issue. Ditto for Joe's column. *Salmigondis* or *Gallimaufry* will reappear soon.

Merci!

In addition to being our resident humour and advice columnist, Ted has set up a network of school psychology correspondents from just about every province and territory. Reports from several appear in each issue. Joe tries to solicit original articles and collect relevant news items – and does the layout. Read this newsletter. Enjoy it. If not, please help to change future issues for the better. Submit copy for the May issue by the end of March.

Ciao!

Joseph Snyder & Ted Wormeli

NB – CPA members should have received inserts to this issue re: By-law amendments and Student Awards.

CASP President's Message

Ron Martin

I am pleased to announce that the CASP conference last month in St. John's was a great success. Although the numbers of CASP members in attendance weren't large, we had representation from most of the provinces across the country. All in attendance were quite impressed with the professional program, the warmth of our hosts and the warm temperatures experienced during that week.

Dr. Ted Feinberg, Assistant Executive Director of NASP conducted a full day preconference workshop on the topic of Violence Prevention and Intervention. Ted remained in St. John's for the week and joined our CASP executive meeting for our all day meeting on Saturday the 27th. We covered a great deal of executive business while spending a beautiful day at my country home in Cape Broyle. Our visitors from away enjoyed the cod tongues and stuffed BBQ salmon which were prepared by my brother.

As a result of Ted's presence at the executive meeting many bridges were built between CASP and NASP. We have many exciting things proposed for the NASP 2003 Convention which will be held in Toronto from April 8-12. This will include joint

NASP/CASP panel presentations and also the provision of a limited number of seats for CASP members to attend preconference training sessions. We are also exploring the possibility of CASP members receiving a discount on fees if joining NASP

Education is not a Federal government responsibility as it is in the states but there are common issues of concern for all school psychologists across Canada that require response by a national organization. In comparison to the NASP organization CASP may still be in its infancy but we are growing.

I would encourage all CASP members to become involved in your provincial associations. New blood is necessary to keep both provincial and national associations alive. Active provincial bodies with strong links to our national association can only further profile the school psychologist and identify roadblocks to the enhancement of our profession. Encourage your colleagues to join CASP and consider nominations for executive positions.

I will hope to see many of you in Toronto for the NASP conference in 2003. Take care.

Ron

CASP Nominations

Nominations are being sought for the following CASP executive positions: **President-Elect, Secretary** and two positions for **member-at-large**. Nominees should **submit** their name to Sandy Stanton and also include the name of the individual who has supported your nomination. The nominations will remain open until January 28, 2002.

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Hi Folks.

I met 2 people at APA in San Francisco who were very excited to meet me ... and they really need our help. As you may know, the 2003 NASP annual convention is going to be in Toronto in April of 2003. The two ladies I met (Susan Gorin, Executive Director of NASP, and Dr. Diane Smallwood, who I think is NASP Conference Chair) were very happy that my staff and I are prepared to help out, but they are really desperate for Toronto contacts, and contacts from local associations. I promised to facilitate contact with all of you. If you feel your staff (like mine) would be willing to get involved as volunteers, or if you would be willing to help NASP contact people such as

the Director and S.O.s from TDSB, the Minister of Ed., the heads of CASP, CPA, OPA, ACPOSB, etc., then the NASP folks would be thrilled.

Hope to hear from you all soon,

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Message from the Chair Don Saklofske

Seems like I just wrote "Alas spring is here" in the previous issue of our newsletter. Maybe this is why Einstein was so intrigued with the study of time!

However this is one 'time' that none of us will ever forget. The profound tragedy of September 11 that we all witnessed on repeated television broadcasts, the fear of further acts of terrorism, and the current military actions, have impacted all of us in every conceivable way. While many individuals and groups, both directly and indirectly, have shown both the resilience and compassion that characterizes humankind in the face of such extreme events, psychologists have certainly been prominent in this regard. We should all be especially proud of the efforts of the Canadian Psychological Association for supporting our American neighbours and colleagues, but also for providing rapid and important information that would inform us as professionals about the immediate and aftermath effects likely to be experienced by Canadians. This is just one more reason why CPA is so relevant and important to us as psychologists. It is our professional support group, as well as a key source of best practices information at all times. The Psychologists in Education section is most grateful to the CPA executive and staff members for all of their efforts during these most difficult times.

The section executive members have continued to be most active. Once again, Joe Snyder has produced an excellent joint newsletter in collaboration with Ted Wormeli. Fred French and Joe, along with Emily Goetz are coordinating our conference plans for the next CPA meeting in Vancouver. We have encouraged submissions for workshops from Juanita Mureika that will certainly have relevance to the recently experienced traumatic events of September 11 and beyond. We also hope to have Dr. Jim Parker from Trent University as the keynote speaker ("Emotional Intelligence and Academic Success") preceding our section business meeting. Juanita and Fred have completed a draft paper on 'psychologists in education' that has been forwarded to the CPA office. The purpose is to inform the public and other

professionals about the roles, functions, and contributions that psychology and psychologists make to educational contexts such as schools. Tom Gardner has finalized the by-law changes which will be voted on at the SBM, and Joe, along with Karina B eland and Shari Joseph have completed recommendations that would recognize student achievements. Marvin Simner continued to offer workshops on CANSTART, most recently at the CASP/SCAN conference in St John's. He is now beginning several new projects that will extend this very successful program. The details of the Organizing Psychology in Canada meeting held in Winnipeg earlier this year are now accessible on the CPA website and you are encouraged to examine the issues and recommendations contained in this report. I represented our section at that meeting. My thanks and appreciation to our hard-working and dedicated section executive members!

Many of our section members have been receiving email correspondence that we have redirected from the CPA office. We hope to make more frequent use of email to keep in contact with section members and ensure a greater two-way flow of communication. If you have not been receiving email from us, please contact Joe at jsnyder@vax2.concordia.ca so that we can add you to our list.

Finally, we encourage your participation in the everyday activities and events supported by our section. We are certainly keen to have a greater presence at CPA conferences but also require your input and help in many other ways. If you have read an interesting paper, developed a workshop, or attended one, completed a study, published an article, or want to review a test, write a book review, share some unique clinical experiences, help with the newsletter or committee work, initiate a project, etc., PLEASE contact any of us listed under "CPA-Psychologists in Education" on the back of this newsletter. I can assure you a most warm welcome.

All best wishes for the forthcoming holiday season, et *merci   tous*.

Mot du Président de l'ACPS

Ron Martin

Il me fait plaisir de vous annoncer que la conférence de ACPS du mois dernier à St-Jean fut un grand succès. Même si le nombre de membres participants n'était très élevé, la plupart des provinces y étaient représentées. Tous présents furent impressionnés par la programmation professionnelle de la semaine, par l'accueil chaleureux des hôtes et par le beau temps.

Le docteur Ted Feinberg, directeur adjoint de l'exécutif de l'ANPS, a présenté un atelier pré-conférence sur la Prévention et l'Intervention de la Violence. Ted est resté à St-Jean pour le reste de la semaine et a participé à notre réunion de l'exécutif de l'ACPS, toute la journée de samedi le 27. Nous avons beaucoup couvert durant cette merveilleuse journée à ma maison de campagne à Cape Broyle. Nos visiteurs ont bien aimé les langues de morues et le saumon farci préparé par mon frère.

Grâce à la présence de Ted à notre réunion, plusieurs liaisons furent créées entre l'ACPS et l'ANPS. Nous avons donc plusieurs propositions excitantes pour la convention de l'ANPS de 2003 qui aura lieu à Toronto du 8 au 13 avril. Ceci inclura des présentations conjointes des deux associations et aussi la réservation d'un nombre limité de place pour les membres de l'ACPS afin qu'ils/elles puissent assister aux ateliers pré-conférences.

Nous explorons aussi la possibilité d'un rabais sur les frais d'adhésion à l'ANPS pour les membres de l'ACPS.

L'éducation n'est pas une responsabilité fédérale comme elle l'est aux États-Unis, par contre, il y a des problèmes communs à tous les psychologues scolaires qui nécessitent une réponse de l'organisation nationale. Comparée à l'organisation de l'ANPS, l'ACPS est toute jeune et ne fait que s'accroître.

J'encouragerais alors tous les membres de l'ACPS à s'impliquer davantage dans leurs associations provinciales. Les idées fraîches sont nécessaires pour assurer la survie des associations provinciales et nationale. Les associations provinciales qui ont un lien actif avec l'association nationale ne peuvent que bien représenter les besoins des psychologues scolaires et identifier les barrières qui existent dans notre développement professionnel. Encouragez donc vos collègues à se joindre à l'ACPS et à considérer une candidature au sein de son exécutif.

J'espère vous voir, ou vous revoir à Toronto pour la conférence de l'ANPS en avril 2003.

Ron

Nominations pour l'ACPS

Nous sommes à la recherche de nominations pour les postes de l'exécutif suivants : **Président(e)-élu(e), Secrétaire** et deux autres postes de membres. Les candidats devraient soumettre leur nom à Mme Sandy Stanton et inclure le nom d'un(e) individu(e) qui supporte leur candidature. L'appel aux nominations est ouverte jusqu'au 28 janvier, 2002.

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Saskatchewan Educational Psychologists' news - Fall 2001:

As of September 2001 the proclamation of The Psychologist Act (1997) is still on hold. The provincial Transition Council proposal does not meet with Sask. Health's agreement on the one issue of 'Authorized Practice'.

At its Annual fall conference with Dr. Jack Naglieri on November 15th & 16th the Saskatchewan Educational Psychology Association is marking its 20th year this fall. Commemorative pins will be provided to all participants. The annual 'Wine and Cheese' will also give those who have worked in a variety of settings a chance to share memories. The fall issue of the 'News and Views' highlights Ed Psychologists work in the province.

For the past 7 years small scholarships have been provided for one student at each University in the province. Members will consider increases to this amount at the upcoming annual meeting.

This fall a number of new school psychology and speech therapy positions are available across Saskatchewan. The Shared Services provisions have been expanded in rural areas following recent Department reviews into program needs and special education provisions. Unfortunately it has been hard for some areas to find qualified staff.

Un message de la chaire Don Saklofske

Il me semble que je viens à peine d'écrire « Enfin, le printemps est enfin arrivé » dans notre bulletin précédent. Je commence à comprendre pourquoi l'étude du temps piquait tant la curiosité de Einstein !

Il faut bien admettre que c'est un « temps » que nous n'oublierons pas de sitôt. La funeste tragédie du 11 septembre dont nous avons tous été témoins lors des diffusions répétées à la télévision, la crainte de nouveaux actes de terrorisme, et les démarches militaires actuelles, ont un impact sur nous tous, d'une façon ou d'une autre. Alors que plusieurs individus ou groupes, ont montré, directement et indirectement, autant de fermeté que de compassion, des caractéristiques bien humaines face à des événements aussi démesurés, les psychologues ont été très appréciés dans ces circonstances. Nous devrions tous être particulièrement fiers des efforts de la Société canadienne de psychologie qui a encouragé nos voisins et collègues américains, et qui a aussi rapidement fourni des informations importantes qui devaient nous servir, à titre de professionnels, quant aux effets immédiats sur les Canadiens ainsi que les répercussions qui risquent de les toucher. C'est encore une autre raison pour laquelle la SCP est si bénéfique et importante pour nous, les psychologues. C'est notre groupe de soutien professionnel, de même qu'une ressource clé des meilleures informations pratiques et ce, en tout temps. La division des psychologues en éducation est très reconnaissante aux exécutifs et aux membres du personnel de la SCP pour tous les efforts qu'ils déploient en des moments aussi difficiles.

Les membres du comité exécutif sont toujours aussi actifs. Encore une fois, Joe Snyder a réalisé un bulletin collectif avec la collaboration de Ted Wormeli. Fred French et Joe, de même que Emily Goetz, sont à coordonner nos plans de conférence pour la prochaine rencontre de la SCP qui se tiendra à Vancouver. Nous avons encouragé les présentations des ateliers de Juanita Mureika qui seront sûrement connexes aux événements traumatiques vécus depuis le 11 septembre. Nous espérons aussi que le Dr Jim Parker, de l'Université Trent, se joindra à nous pour le discours d'ouverture « Emotional Intelligence and Academic Success » (*L'intelligence émotionnelle et le succès scolaire*) qui précédera la rencontre de service de la section. Juanita et Fred ont complété la première rédaction du document sur les « psychologues en éducation », et ils l'ont soumis au bureau de la SCP. Le but est d'informer le public et les autres professionnels sur le rôle, les fonctions et la collaboration de la psychologie et des psychologues au

sein des contextes d'enseignement, comme les écoles, par exemple. Tom Gardner a finalisé les modifications des statuts pour lesquels il y aura vote au *SBM*, et Joe, de même que Karina Béland et Shari Joseph ont complété les recommandations qui reconnaîtraient les succès des étudiants. Marvin Simner a continué d'offrir des ateliers sur *CANSTART*, et plus récemment lors de la conférence *CASP/SCAN* à St John's. Il a maintenant amorcé plusieurs nouveaux projets qui permettront de poursuivre ce programme qui remporte beaucoup de succès. Les détails de la réunion *Organiser la psychologie au Canada*, qui s'est tenue à Winnipeg un peu plus tôt cette année, sont maintenant disponibles sur le site Web de la SCP, et vous êtes invités à examiner les problèmes et les recommandations que recèle ce rapport. J'ai représenté notre section à cette réunion. Mes remerciements et ma reconnaissance à nos dynamiques et dévoués membres du comité exécutif !

Plusieurs membres de notre section ont reçu des courriels qui ont été réacheminés au bureau de la SCP. Nous aimerions faire plus ample usage du courriel et augmenter la fréquence des communications afin de rester en contact avec les membres de la section et ainsi assurer un meilleur échange d'informations dans les deux sens. Si vous n'avez reçu aucun courriel de notre part, veuillez communiquer avec Joe au jsnyder@alcor.concordia.ca afin que nous ajoutions votre nom à notre liste.

Enfin, nous encourageons votre participation aux activités quotidiennes et aux événements spéciaux supportés par notre section. Nous sommes évidemment fiers de jouir d'une position plus importante aux conférences de la SCP, mais nous avons aussi besoin de votre collaboration sous plusieurs autres aspects. Si vous avez lu un article de journal intéressant, si vous avez développé un atelier, ou si vous y participez, si vous avez terminé une recherche, publié un article, ou encore, si vous désirez réviser une épreuve, écrire le compte-rendu d'un livre, ou si vous avez envie de partager des expériences cliniques, aider à la rédaction du bulletin ou travailler pour le comité, lancer un projet, etc., S'IL VOUS PLAÎT, appelez un de nos membres inscrits sur la liste « CPA – Psychologists in Education » que vous trouverez au verso de ce bulletin. Je peux vous assurer que vous y serez chaleureusement accueillis.

Mes meilleurs vœux pour la saison des fêtes qui approche, et mes plus sincères remerciements à vous tous.

New Brunswick SCHOOL PSYCHOLOGY BULLETIN BOARD

Juanita Mureika

A little over two years ago, the Department of Education set out to redefine the role of psychologists in schools to be consistent with the current literature. The "expert" model of school psychology, which was relevant in the mid-1970's when psychologists first entered the school system, is now outdated. Particularly in New Brunswick, where the educational system is inclusionary and no special classes or schools exist any longer, the need for diagnosis and placement are superfluous. A committee studied the literature, and developed a comprehensive document, *GUIDELINES FOR PROFESSIONAL PRACTICE FOR SCHOOL PSYCHOLOGISTS*, which will be released to all district personnel and school psychologists this Fall.

The document looks at the role of the school psychologist as much broader than the traditional "refer-test-place" model. It recommends five levels of intervention for school psychologists: indirect student-focused; direct student-focused; school resource; district resource; research. Emphasis is placed on the role psychologists can play in prevention of school-based problems through early consultation and in-service training of teachers and parents, participation on school problem-solving teams, and program development and evaluation at a district level.

Although there will always be a need for psychological assessment, individual assessment is extremely time consuming and necessarily limits the number of children who can be served by a psychologist. With this in mind, psychologists are urged to weigh carefully whether a full psychological assessment is necessary in any given case, or whether there are other ways to serve the child in a more comprehensive way. The target population for the school psychologist is no longer limited to learning disabled or developmentally delayed children, but in fact is considered to be the whole school population. It is imperative that school psychologists be able to demonstrate their impact on the school, its students, teachers, parents and climate, and in doing so, will be able to exercise the full range of their skills.

The document also includes revised job descriptions for school psychologists. These descriptions, recommended

by the working committee, have been approved by the Department of Finance and will be used by employers for hiring and promotion purposes. Significantly, the classification of "Psychometrist I", a bachelor's level position, has been eliminated, and "Psychometrist II", a non-licensable designation, is restricted to casual, 6 month employment. The intent of these moves is to ensure that all those working in psychology positions in the schools are eligible for licensing, or are licensed, with CPNB. Classifications of Psychometrist III, the Resident in Psychology position, Psychologist I and Psychologist II have been retained, but reshaped to reflect the jobs being done by school psychologists.

Conflict of interest, real or perceived, is a concern when public servants provide private services in addition to their paid employment. The document addresses this concern with the inclusion of regulations for school psychologists to avoid conflict of interest in establishing a private practice. These procedures are consistent with those detailed in our codes of ethics and standards of practice. Department of Education senior management approved these procedures, which are now policy and apply to all psychologists working in schools. School districts were provided with a list of psychologists offering private services to school-aged children, as self-identified through CONTACT.

The development of this document, *GUIDELINES FOR PROFESSIONAL PRACTICE FOR SCHOOL PSYCHOLOGISTS*, represents a significant investment by the Department of Education in the psychologists it employs. The broader role suggested for psychologists has been welcomed by departmental staff as well as the provincial Board of Education, both of whom envisioned more students benefiting from the diverse skills of psychologists under this proposed model of service delivery than is possible under a direct service model. It will be a challenge for those schools, and those psychologists, who are used to a traditional assessment-based school psychology role to move this model forward. In the long run, however, both the schools and the psychologists will benefit from the changes – not to mention the students they serve!

*Juanita Mureika, Chair-Elect of Psychologists in Education, is the Consultant in School Psychology for the New Brunswick Department of Education. The document *Guidelines for Professional Practice in School Psychology* is available on the government website under Documents at <http://www.gov.nb.ca/education/orgs/e/stuserv.htm>.*

Les psychologues lancent une campagne contre l'intimidation dans toutes les écoles du Québec

Au cours des dernières semaines, tous les psychologues scolaires ont été invités à participer à une importante campagne de prévention de l'intimidation dans les écoles. Cette campagne est organisée par l'Ordre des Psychologues du Québec en collaboration avec l'Association Québécoise des Psychologues Scolaires

Cette campagne, qui a officiellement été lancée lors du colloque de l'AQPS, le 2 novembre dernier, vise à attirer l'attention des enfants, des parents, des professeurs et du public sur les torts causés par l'intimidation, une forme de violence mal connue et très répandue chez les enfants.

Tous les psychologues scolaires qui le désirent, pourront se procurer la série d'éléments développée pour la campagne et présenter les activités dans leur milieu. La pochette intitulée « l'intimidation c'est notre affaire » contient :

- Une vidéo destinée aux enfants d'une durée de 12 minutes où sont présentés des témoignages d'enfants victimes d'intimidation et des scènes illustrant des gestes d'intimidation.
- Un dépliant intitulé *L'intimidation, c'est aussi l'affaire des parents*. Toutes les commissions scolaires du Québec seront invitées à faire de même sur leur territoire;
- Une feuille d'information destinée aux professeurs et autres intervenants dans les écoles. Cette feuille présente des résultats de recherche sur l'intimidation et vise à convaincre les intervenants de l'ampleur du phénomène et du rôle qu'ils peuvent jouer pour prévenir cette forme de violence;
- Un communiqué de presse que les psychologues scolaires pourront acheminer aux médias de leur région pour les encourager à parler du phénomène et de la campagne menée par les psychologues;
- Un guide d'activités présentant différentes façons d'utiliser le matériel.

Within the past few weeks, all school psychologists in Quebec were invited to participate in an important campaign to prevent bullying in the schools. This campaign has been organized by the Order of Psychologists in conjunction with the Quebec Association of School Psychologists.

This campaign, which was officially launched at the convention of QASP on November 2nd, will draw the attention of students, parents, teachers and the public to the hurt caused by bullying, a form of violence not well understood and which is growing rapidly among children.

All psychologists, who wish, can obtain the total program developed for the campaign and present the activities in their schools. The kit entitled "Bullying: It's our business!" contains:

- A twelve minute video designed for children which includes the personalized accounts of victimized children and some scenes which illustrate gestures of intimidation.
- A brochure entitled "Bullying, it's also the business of parents". School boards may distribute this in their own district.
- A folder prepared for teachers and other helping professionals in schools. This folder includes the results of research on bullying, and provides information to sensitize teachers and others to the magnitude of the problem of intimidation and to the role they can play in the prevention of this kind of violence.
- A press release which the school psychologist may send to the local media to encourage discussion of this bullying phenomenon and the campaign led by psychologists.
- An activity guide which presents different ways of using the material.

*Richard Gagné
Secrétaire de l'AQPS*

The PASS theory SIMON McCRAE, University of Alberta

The purpose of this exploratory study was to arrive at a first approximation of neuropsychological properties of the Cognitive Assessment System (CAS) in a sample of adult brain-damaged patients (N=32) each with a single localized infarct in the cortex and subcortical regions. Thirty-five robust double dissociations were found between individual CAS subtests – 12 pattern matches were revealed. Matching Numbers was doubly dissociated from Figure Memory (n=1) and Number Detection was doubly dissociated from Word Series (n=3), Sentence Repetition (n=6), and Sentence Questions (n=2). Nonverbal Matrices was doubly dissociated from Word Series (n=4) and Sentence Repetition (n=4). Verbal Spatial Relations was doubly dissociated from Word Series (n=2) and Sentence Repetition (n=4). Figure Memory was doubly dissociated from Word Series (n=3), Sentence Repetition (n=3) and Sentence Questions (n=2). Finally Sentence Repetition was doubly dissociated from Sentence Questions (n=1). Each case was analyzed separately in terms of the average z-score index of impairment and in the context of previously published neuropsychological studies examining similarly constructed tasks. Lesion analysis revealed that damage to the basal ganglia predicted impairment on Planned Codes ($p < 0.001$); right anterior cingulate damage predicted impairment on Expressive Attention ($p < 0.001$); left posterior perisylvian region damage predicted impairment on

Verbal-Spatial Relations ($p = 0.02$); and left temporoparietal or right frontal lobe damage predicted impairment on Word Series ($p = 0.01$). ANOVA at the level of PASS scales with lesions divided into four quadrants of the brain (anterior-posterior vs. left-right) revealed contradiction of 5 of 7 statements defining the neural correlates of PASS theory outlined by Das and colleagues. Right hemisphere patients were more impaired on the planning scale ($p < 0.01$) while posterior patients were more impaired on the attention ($p = 0.03$) and the simultaneous scales ($p = 0.02$). Right hemisphere patients were more impaired on the simultaneous scale ($p = 0.02$) and there was a location by hemisphere interaction such that right posterior patients performed exceedingly poor ($p = 0.04$). The data seriously challenged the assertion that code content is independent of code type as specified in the simultaneous-successive theory. In sum there was little evidence that the PASS composite scales have the necessary specificity to be used in neuropsychological practice although at the level of the subtests the CAS tasks demonstrated reliable patterns of doubly dissociations with each other as well as sensitivity and specificity to damage to specific neural networks. Despite the lack of specificity of the PASS scales the data imply that some of the unique CAS subtests could potentially be useful in adult neuropsychology.

The above study served as Simon McCrae's dissertation. Congratulations are in order.

Canadian Norms for the WAIS-III Don Saklofske

It is a very expensive and time consuming effort to develop and standardize norm referenced tests of intelligence, or any other test for that matter. However while many of these tests developed in the USA are frequently used in Canada, there is evidence that Canadians earn quite different raw scores. When this finding occurs, it requires that norms appropriate for use with Canadian children and adults be made available to psychologists. Of note is that the items and subtests found on most contemporary intelligence tests appear to be suitable for Canadians.

Two of the intelligence tests most often used by Canadian psychologists have been carefully studied for possible item bias and to determine the need for Canadian norms. The Wechsler Intelligence Scale for Children - Third Edition (WISC-III) was published in 1991, followed by the Canadian Supplement in 1996. This Canadian Supplement demonstrated that while the psychometric properties of the test were sound, Canadian children earned significantly higher IQ and index scores when using American norms; all but two subtests also showed this trend. As well the distribution of scores was different in some ability ranges.

While there were some unique Canadian responses for which scoring guidelines were presented, the major purpose of the manual was to provide Canadian norms tables. Since the manual was published, other publications have followed in Canada including *Questions and Answers to the WISC-III*, a special issue of the *Canadian Journal of School Psychology* (Spring, 1996), and published articles and dissertations describing, for example, various short forms of the WISC-III.

More recently, the Wechsler Adult Intelligence Scale -Third Edition (WAIS-III), published in 1997, now has Canadian norms. The *WAIS-III Canadian Technical Manual* was published this fall following the finding that, again, the scores and score patterns for Canadian adults (16 years and older) differed significantly from those of US adults. As expected, the psychometric properties (e.g. reliability, factor structure) were equivalent to those published in the 1997 manual. While the Canadian norms only extend to 84 years, the differences found in this research program clearly demonstrate the need for Canadian norms.

Wrinkles In Practice

Connors' CPT-II et tu

Ted Wormell

Assessment of attention problems is a fairly common issue in the team meetings of the schools to which I am assigned in my school district. This is probably so because of the simple fact that the ability to concentrate is essential to success in large-group instructional situations in which the classroom teacher acts as a guide through a curriculum with brief stops here and there in educationland. As well, when diagnosing learning problems, our Ministry of Education in British Columbia requires that there be an explanation for the learning difficulty before a child is classified as having a *severe* learning disability, and one of the plausible explanations is often attention problems.

Most practitioners when confronted by the necessity of evaluating attention problems doubtless request that rating scales be completed by teacher(s) and parent(s) or guardian(s), obtain a developmental and medical history, review school records, ensure that hearing and vision are intact, evaluate the possibility of alternative explanations, such as anxiety and may interview the teacher and/or observe the subject of the evaluation directly. (This kind of evaluation is why psychologists' evaluations of attention are better than those performed by a physician in a 15 minute office session.) As part of that last component, for some time I have been using version 3.0 of the Connors' CPT (MHS). I found it useful both as a quantitative measure and as an observation of overt behaviours that were displayed during the session with the CPT. I purchased the CPT because it was the cheapest and most portable continuous performance task that I could find at the time, but it came with limitations – it was a DOS programme and would not operate in a Windows 95 environment, and I wondered about the norms and the details of the quantitative results; the manual was somewhat brief, and exporting data was problematic. The stimulus shown to the client consists of upper-case letters of the alphabet presented at intervals of one, two and four seconds across a 14-minute session. The only action required from the client is to depress the space bar immediately for all letters, except X. The use of

alphabet symbols relegates the use of this test to those pupils who can name the letters of the English alphabet easily.

Recently, a revision of the CPT (CPT-II) has become available that is intended for a Windows environment. It is part of MHS' Psychmanager software package that is intended as an administrative programme for a variety of software. The same stimulus is employed, and, as in the previous version, the number of administrations is unlimited. It has improved norms, and it generates a much more user-friendly report that can be exported fairly easily to word-processing programmes. The results are presented much more clearly in units that are intended to provide measures of attention, impulsivity and vigilance and are now easier to understand and explain. Adding clients and records is reasonably simple. The manual is much improved, as well, with regard to clarity, and is more complete.

Research on the discrimination power of continuous performance tasks has shown varied results, but even the most negative reviews that I have read suggest that these tasks can add useful and graphic support to a diagnostic decision. I use it routinely in instances in which I am assessing attention.

I initially installed it last May on an older Pentium 100 laptop with 16 mb of ram. While it seemed to administer the test adequately, the screen went blank for about five minutes to generate the report, and after less than a dozen sessions, the circuitry to the laptop display fried itself, and that was the end of that. I thought that I was condemned to the old programme on an old DOS-based laptop. But our director came to the rescue, and I was given a new Pentium III laptop with 128 mb of ram, etc. The report is now generated in about two seconds, and everything works very well.

If you have the requisite hardware and the funds to purchase this scale, I recommend it as part of your assessment procedure.

Corrections to:

ASSESSMENT OF CHILDREN: COGNITIVE APPLICATIONS (4th Edition) by JEROME M. SATTLER

A note from Don Saklofske

Almost every psychologist who performs psychological assessments is familiar with the books published by Dr. Jerome Sattler. Over the years, his books on the assessment of children have become the text of choice in many graduate level courses. Of note is that most practitioners not only keep these books after graduation, but continue to purchase the new editions during their professional practice years. The 4th edition of *Assessment of Children: Cognitive Applications* (Sattler, 2001) was published earlier this year and continues to be one of the most comprehensive sources of information on the assessment of children's intelligence and cognitive functioning. Joining this are two complimentary volumes. The first was published several years ago and is titled *Clinical and Forensic Interviewing of Children and Families* (Sattler, 1998). The newly published book expands the assessment focus to include behavior and is titled *Assessment of Children: Behavioral and Clinical Applications* (Sattler, 2002). Clearly reflecting the scientist-practitioner model, the three books provide an encyclopedic coverage of assessment techniques, methods and best practices.

On a personal note, Jerry invited a number of colleagues to join with him in writing chapters for the Cognitive Applications book. I am most proud that Jerry gave me the opportunity to co-author the three chapters on the WISC-III. In part, it is for this reason that I am writing a brief note that I have asked the editors of the *Joint Newsletter* (CPA Psychologists in Education Section and CASP) and the *Canadian Journal of School Psychology* to print in their respective publications.

Jerry recently posted on his webpage (www.sattlerpublisher.com) some corrections to various tables in the *Cognitive Applications* book. Of note are tables A4 and A5 that contain the **two-tailed** base rates for the WISC-III FSIQ, VIQ, PIQ, and four index scores (VC, PO, FD, PS) for the American standardization sample. While the original WISC-III manual did not include this, differences in the percentages of children with score discrepancies in one versus the other direction warranted these updated tables. I have included Jerry's email to me so that you may consult the website and make these necessary changes in your book.

Subject: WISC-III Base Rates
Date: Tue, 20 Nov 2001 14:03:37 -0800
From: Jerome Sattler <jsattler@sunstroke.sdsu.edu>
To: SAKLOFSKE@sask.usask.ca

Dear Don,

I was recently informed by The Psychological Corporation that tables A-4 and A-5 on pages 745 and 746 of the Cognitive Applications book are incorrect. These tables show the WISC-III base rates for scale and index discrepancies. The Psychological Corporation also sent me revised tables. These tables can be downloaded from our website: www.sattlerpublisher.com

I am sorry for the error. The error will not be changed in the Cognitive book until we reprint the book in November 2002. Please notify your students and anyone else you know who has the book that the corrected base rates can be downloaded from our website. The links to the pages to be downloaded are shown on the Home page.

We welcome feedback about the books. Please feel free to give your students my email address. Tell them that I will personally reply to each email.

Best wishes,

Jerry Sattler

180°
Gremlins in Psychology
Ted Wormell

A short time ago a parent phoned my director (she who must be obeyed) to complain about a report that I had written about her child. "He's nuts!" she complained. "He was supposed to tell me why my son can't read, but after our doctor read his report, she referred us to a pediatrician who examined him and then referred us to a neurologist who examined my son again and referred us to a physiotherapist who examined my son a third time and referred us back to the neurologist who referred us back to the pediatrician who referred us back to our family doctor who threw up her hands and told us *she* didn't know what was going on – before this report *she* had never even heard of a severe leaning disability!

Please note, dear reader, that my report passed Bill Gates' spellchecker. But this incident is a perfect example of the influence of the ubiquitous creatures, known as *gremlins*, on the practice of psychology. There is absolutely no possibility – let me repeat this categorically (to coin a phrase) – that I used an incorrect word in my report. My reports are produced with 100% verification in order to reduce error to zero. Hence, it is clear that this error is the product of a scurrilous supernatural agency that preys upon innocent psychologists. Subsequently, I attempted to explain this to the parent who had complained, but she refused to accept my explanation.

And this is not the first time! Not long before this some of the standard scores in one of my reports were replaced with raw scores by another nameless (shameless) gremlin. This was intended to make me look foolish and ignorant and absent-minded, and it succeeded! Unfortunately, the gremlins are so clever and fast that we never see them unless we look very quickly behind our computers, and even then, it is almost impossible to see them; you have to rip off the top of your CPU with a crowbar without warning to catch them altering the magnetic patterns on your hard drive, and even then you might only catch a fleeting shadow. Therefore, it is our professional responsibility as psychologists to infer their existence. My own colleagues have mentioned that my inferences outnumber theirs by an enormous margin, so it seems appropriate for me to conduct an enquiry into the effects of gremlins.

As a professional psychologist, I understand that experimental proof, as well as my own clinical evidence, will be most convincing and will permit the greatest

latitude in my inferences about this plague upon psychologists. I began by searching the literature. I performed a meta-analysis on 500 kgs. of randomly selected psychological journals, stratified by colour and texture and price; I set the level of significance at .001 because I wanted to be very sure of the certainty of my results: this meant that if a single paper (these were very heavy articles) had found no evidence of gremlins, I would have had to accept this result.

But as even a casual reader of *Psychological Abstracts* might presume (and I am not a casual reader, my friends, when I read *P. A.*, I wear a tie), not a single researcher found no evidence of gremlins! The careful stratification employed in this analysis supports generalization of these results to all psychological research: the chances are less than drawing three straights in a poker game that there is any research that has found no evidence of gremlins.

While it has been argued that there is a publication bias in favour of publishing positive results (these being more titillating), it seems unlikely that any refereed journal would reject definitive negative results of the existence and perverse and pervasive influence of gremlins.

I suggest that confidence intervals are in fact a tacit recognition of the influence of gremlins and, further, that asymmetric confidence intervals are the clearest and most valid evidence of gremlins because most gremlins are fairly moderate and cluster towards the mean with regard to the error that they introduce; there are fewer extreme gremlins that introduce really serious error. Non-compliance by clients in therapy may be another manifestation of gremlin interference (it is a little-known fact that there are gremlin psychology schools that mirror human psychological practices: there are gremlins in cognitive therapy, for example, as well as in applied behaviour analysis – ask any practitioner).

By now most readers will have recalled some of the gremlin-fomented incidents in their practices. Those of us who attribute blame squarely where it belongs (on gremlins) do not have to be convinced by the shrouds of evidence that I have outlined; those of us who tend to be introspective and blame themselves for their own mistakes are at serious risk for mental health problems. I encourage them to get up early tomorrow morning, dress, leave for work early and take a peek behind the first commuter they encounter.

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And be sure to read the Winter issue of *Psynopsis* for Convention information.