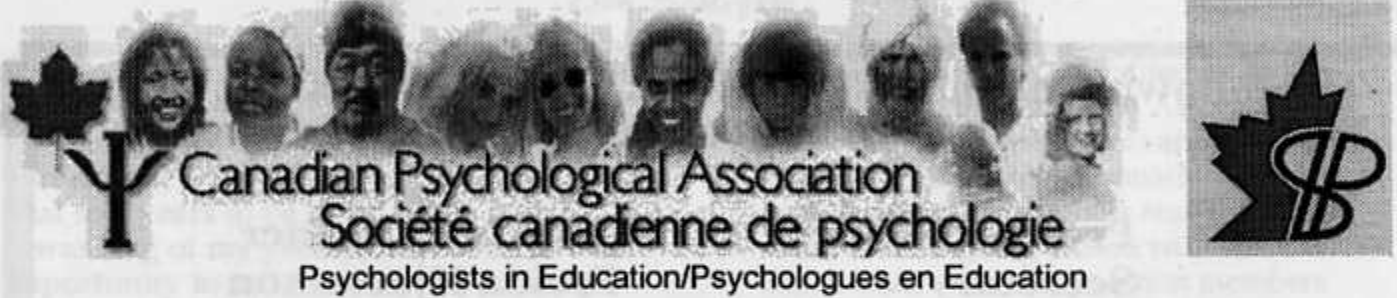


# Canadian Association of School Psychologists L'Association canadienne des psychologues scolaires



## Joint Newsletter June 2002

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*Bonjour!* Welcome to the June 2002 issue of our newsletter. Yes, it's hard to believe that it is time for another issue! So much has happened but yet summer has just arrived – and don't blame us if this newsletter arrives with the rain/hail/snow, etc. 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 and previous issues. As promised, *Salmigondis* or *Gallimaufry* has reappeared.

*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, we hope. 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. We could use some help in developing a web-based version of the newsletter.

Submit copy for the Fall issue by the end of September. Submit ideas anytime.

*Ciao!*

*Joseph Snyder & Ted Wormeli*

The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.

**The following members have been elected by acclamation to the CASP Executive:**

**President-Elect  
Secretary  
Member-at-Large  
Member-at-Large**

**Marvin L. Simner  
Freida Hjartarson  
Don Saklofske  
Hank Janzen**

The *Canadian Journal of School Psychology*, a peer-reviewed scholarly journal published by CASP is currently seeking nominations for a co-editor to assume duties in a timely fashion.

Nominees should be CASP members, hold a PhD, and have a record of scholarly publications. Self-nominations are encouraged.

Inquiries and nominations should be addressed to:

**Don Saklofske PhD  
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University of Saskatchewan  
Saskatoon SK S7N 0X1  
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**Closing date for receipt of nominations is:  
August 15, 2002.**

## Message from the Chair

Don Saklofske

This will be my last installment as chair of the CPA section, Psychologists in Education. I have found my involvement and experiences with the section over these past few years to be some of the most rewarding of my professional career. The opportunity to collaborate with so many dedicated and talented individuals within our section as well as the CPA organization, the reaffirming of our work as important and valued, and the shared commitment we have for positive change in our profession and our world, has certainly had a profound impact on me during my term as chairperson of our section.

I am especially grateful for the time and effort that our executive committee has given in support of our section's work. The current members are Juanita Mureika (Chair-elect, New Brunswick), Tom Gardner (Past Chair, Quebec), Fred French (Secretary-Treasurer, Nova Scotia), Joe Snyder (Newsletter Co-editor, Quebec), and Members-at-Large Marvin Simner (Ontario) and Emily Goetz (British Columbia). Bea Wickett (Ontario) is our Member-at-Large for Life. Student representatives are Karina Béland (UQAM) and Shari Joseph (McGill). Our conference committee for this year was comprised of Joe Snyder, Fred French, Emily Goetz, and Don Saklofske. Special thanks go to John Service and the central office staff of CPA for their support of our section.

To follow is a brief summary of activities and accomplishments for 2001-2002:

- The number of CPA conference submissions and presentations was the largest in years, and they were all excellent.
- Section by-law changes were approved at this year's SBM.
- An approved student awards program was presented at this year's SBM.

- Our joint newsletter, co-edited by Joe Snyder, with the Canadian Association of School Psychologists serves an important communication and information role for both our Section members and also ensures an ongoing liaison with CASP.
- Email links with many section members allows us to more easily forward information from the CPA office as well as other sources.
- A position paper on *Psychology in Education* authored by Juanita Mureika and Fred French has been submitted for review and publication by CPA.
- Individual initiatives and accomplishments are most evident including the continuation of the CANSTART series by Marvin Simner. We congratulate Juanita Mureika and her colleagues from New Brunswick on the publication of *Guidelines of Professional Practice for School Psychologists*, which has been endorsed by CPA.

I thank our section members who came to the CPA conference in Vancouver and made that special effort to attend the various paper, poster, and workshop presentations we sponsored. I am certain that we all profited from hearing Dr. Jim Parker from Trent University deliver an invited talk on Emotional Intelligence and the transition to post-secondary education prior to our annual Section Business Meeting.

It is an honour to 'pass the gavel' to Juanita Mureika. I shall always be grateful for the opportunity to have served as chairperson of our section; thank you all for your personal and professional support during these past two years.

Respectfully submitted,

Donald H. Saklofske, Ph.D., F.C.P.A.  
Section Chair: Psychologists in Education  
(2000-2002).

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



From left to right, standing above: Juanita Mureika, Joseph Snyder, and Don Saklofske. Seated: Emily Goetz and Fred French. And below is our energetic EI Keynote speaker, Dr. Jim Parker.





## Message de la chaire Don Saklofske

C'est, pour moi, la dernière étape à titre de président de la section SCP, psychologues en éducation. Je considère que mon engagement et mes expériences au sein de la section durant les dernières années sont parmi les plus satisfaisantes de ma carrière professionnelle. La possibilité de collaborer avec les gens dévoués et talentueux composant notre section, ainsi qu'avec l'organisation SCP, la reconnaissance renouvelée de notre travail perçu comme étant aussi important que précieux, et l'engagement commun vers un changement positif tant au niveau de notre profession qu'à celui de notre monde, ont certainement eu un profond impact sur moi au cours de mon mandat comme président de notre section.

Je suis particulièrement reconnaissant envers notre comité de direction pour le temps et les efforts offerts dans le but de soutenir le travail de la section. Les membres actuels sont Juanita Mureika (présidente élue, Nouveau-Brunswick), Tom Gardner (ancien président, Québec), Fred French (secrétaire-trésorier, Nouvelle-Écosse), Joe Snyder (coéditeur du bulletin d'information, Québec), ainsi que Marvin Simner (Ontario) et Emily Goetz (Colombie-Britannique). Bea Wickett (Ontario) est notre directrice à vie. Les représentantes des étudiants et des étudiantes sont Karina Béland (UQAM) et Shari Joseph (McGill). Notre comité de conférence pour cette année était formé de Joe Snyder, Fred French, Emily Goetz et Don Saklofske. Des remerciements particuliers à John Service et au personnel du bureau central de la SCP pour l'appui qu'ils ont accordé à notre section. Voici un résumé des activités et des réalisations pour 2001-2002 :

- Le nombre de soumissions aux conférences et de présentations est le plus important depuis plusieurs années, et elles étaient toutes excellentes.
- Les changements aux règlements de la section ont été approuvés lors de la réunion sur la gestion de la section qui se tenait cette année.
- Un programme approuvé de prix honorifiques en recherche étudiante a été présenté à cette même réunion.

- Notre bulletin d'information collectif, coédité par Joe Snyder, avec l'Association canadienne des psychologues scolaires (ACPS), détient un rôle de communication et d'information important pour les membres de notre section, et assure aussi une collaboration ininterrompue avec l'ACPS.
- Les liens par courriel avec de nombreux membres de la section nous permettent de transmettre plus facilement l'information provenant du bureau de la SCP ou d'autres sources.
- Une déclaration de principe sur la psychologie en éducation, *Psychology in Education*, rédigée par Juanita Mureika et Fred French, a été soumise pour révision et publication par la SCP.
- Les initiatives et les réalisations individuelles sont des plus évidentes, ce qui inclut le maintien des séries CANSTART par Marvin Simner. Nous félicitons Juanita Mureika et ses collègues du Nouveau-Brunswick pour la publication des directives sur la pratique professionnelle des psychologues scolaires, *Guidelines of Professional Practice for School Psychologists*, ce document ayant été appuyé par la SCP.

Je remercie les membres de notre section qui étaient présents à la conférence de la SCP, à Vancouver, et qui ont vraiment fait leur possible pour assister aux différentes présentations que nous avons commanditées, soit des exposés, des affichages et des ateliers. Je suis certain que nous avons tous su tirer profit de l'allocution du Dr Jim Parker, de Trent University, qui a été invité, avant notre réunion sur la gestion de la section, à venir discuter de l'intelligence émotionnelle et de la transition à l'enseignement postsecondaire.

C'est un honneur de maintenant céder « le marteau du président » à Juanita Mureika. Je serai toujours reconnaissant d'avoir eu l'occasion de servir comme président de notre section ; je vous remercie tous pour votre soutien personnel et professionnel durant les deux dernières années.

Respectueusement soumis,

Donald H. Saklofske, Ph.D., F.S.C.P.  
Chaire de section: psychologues en éducation  
(2000-2002)

## *A Challenge*

*Freida Hjartarson, Ph.D.*

In June 2000, after a career working as a psychologist that stretches over four decades, I retired from my employment as School Psychologist with School District Three, Corner Brook, Newfoundland. During my last year of work, 1999-2000, I was preoccupied with making as smooth a transition as possible for students, school staff members, colleagues, and committees. I must admit that I was excited about the possibility of change and the opportunity to travel whenever as opposed to when schools were closed. As the school year came to a close I put order to my files and discussed my individual concerns with students, parents, teachers, counselors, principals and members of the medical community. The finale was completed with celebration for I thought I was closing a chapter in my life, the chapter of my employment as a School Psychologist.

I am a world traveler and as early as July 2000 I began my travels abroad with a sense of wonder and privilege. I traveled back to Poland, to reconnect with all colleagues and attend the International Congress on Cross-Cultural Psychology. Besides renewing and enjoying long time colleagues, I made new friends and explored possible research ideas. Later in the year I went to the Arab Emirates, and again explored ideas with colleagues living there. Before long I was making a return visit to Sri Lanka where I continued cross cultural dialogues with friends, and explored new possibilities for cross cultural study. Initially I felt distant from the work-related problems that had preoccupied my thoughts the previous years. However, before long I began thinking back to my years spent as School Psychologist in the Bay of Islands area of Newfoundland. I found myself reflecting on the particular demands required of a person who embarks on a career in school psychology. I would like to share some of these thoughts and experiences.

Being a psychologist who is able to apply the discipline to a broad variety of problems as they present themselves in schools is a daunting task. Although some of the problems are predictable and several, such as assessment for documentation and intervention, are routine, many are unpredictable. For example, there is the need to quickly respond to a school-age suicide, or a school incident that flares up out of nowhere. Having the knowledge of psychology and being able to apply that knowledge is only part of the equation. One must also have the personality to work calmly and efficiently in crisis mode. In addition, one must work well with others as a team member. Each school has its various school teams for individual students and for crisis intervention. A school psychologist needs to be able to immediately adjust to the particular team and work quickly to resolve the difficulties as quickly as possible. For a school psychologist, having the ability to assume leadership and incite confidence is a gift.

I have found that being physically fit to endure the stress of the moment is essential. In fact I believe the ability to exercise flexibility in problem solving is inseparable from the physical flexibility of the body. My hours lifting weights, gliding on cross country ski trails and practicing yoga have not only given me relaxation and joy in the moment, but have been beneficial when I have suddenly had to leap into crisis mode and respond. Often I have worked under the restraints of not knowing team members or having no former knowledge of the child or adolescent in question, or having limited human resources.

The habit of maintaining physical health and flexibility, in addition to reducing stress, also prevents disease. As well, physical health and flexibility coupled with the years of accumulating in-depth knowledge of psychology provides the ability to meet other daily demands of school psychology, besides flexibility in thinking and response. There is the demand of the geography one travels in to provide service. It maybe a large geographic area that may stretch for miles over harsh terrain, as is the case in the Bay of Islands area. Or it may be the densely populated city areas with the demands of urban traffic. The requirement of skilled driving ability is necessary at any time but particularly in the height of winter. As well there is the large age span that one is responsible for managing: children from age four-five, (depending on the age of school entry) to adolescence. Given the multicultural setting that we live in Canada, a school psychologist is continuously faced with teasing out the cross cultural differences and interpreting them within the context of school. This is not a simple task.

The routine task of assessing children from many different backgrounds across the age span of the school system requires expert knowledge of the assessment tools. The ability to choose from an array of measurement instruments once the problem begins to emerge is a talent that needs constant nurturing. Once the problem(s) is identified being able to synthesis all the ingredients of the situation, the child, the problem(s), the school setting with its' resources, the family, and community resources to formulate a response is critical to the remediation. Developing intervention strategies demands creative skills and experience as to what may work for the individual child or adolescent.

Although I have retired from working as a school psychologist in Newfoundland I have not retired from thinking about the profession. Now I look forward to the luxury of lingering in the mornings, lost in the muse of the moment. Recently I applied to work again in another district of the country that schools a large urban multicultural population. I delight in the possibility of being able to compare professional demands and practices in different milieus. And, I am excited about the challenge.

# *APA Accreditation of the School and Clinical Child Psychology Program at OISE/UT*

*Judith Wiener, Ph.D.*

The School and Clinical Child Psychology (SCCP) program, which is in the Human Development and Applied Psychology Department at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), was recently accredited by the American Psychological Association (APA). The SCCP program is the only Ph.D. program in North America to be accredited in the combined fields of school psychology and clinical psychology.

Four components form the basis of the training model of the SCCP program:

- First, the integration of school and clinical child psychology is a central feature of our program. We are convinced that integrated training in school and clinical psychology facilitates the development of highly competent psychologists who work very effectively in both educational and mental health settings.
- Second, we work to inculcate attitudes consistent with the scientist-scholar-practitioner model. Our training model reflects the belief that empirically based knowledge in psychology should inform professional training and, at the same time, applied research should be informed by professional experience. A mentorship model, which emphasizes the development of knowledge and skills through professional relationships, is utilized.
- Third, we have a curriculum that is both developmental and hierarchical. Our two-year full-time MA curriculum is designed to establish a strong foundation of core knowledge and skills. This core includes fundamental professional and research courses as well as a practicum in

assessment. Students also do a research-based MA thesis. Doctoral students take advanced courses designed to enhance scientific breadth and research knowledge. They also have the opportunity to choose courses and practicum experiences that allow them to begin to establish their own professional direction and become deeply involved in scholarship and research with their doctoral theses as the product.

- Fourth, the themes of development, diversity and ecology are predominant in our program offerings. We believe that students must have a solid understanding of normal development, appreciate the diverse learning, social, and emotional needs and behaviours of children and adolescents, and understand that these needs and behaviours must be conceptualized within the larger context of the family, the school, and the social and cultural environment.

The APA site visitors concurred with the SCCP faculty in their evaluation of our strengths. These include a vibrant faculty who themselves are both practitioners and strong researchers. Faculty and students collaborate effectively creating a climate that is conducive to learning. The context of the program in a human development and applied psychology department, at a university with many outstanding resources and in a city with many excellent practicum and internship sites, also enhances the quality of our offerings. The SCCP program was seen as being especially strong in providing students with a background in learning disabilities, in teaching students skills in psychological assessment, and developing in students a sensitivity to cultural and individual diversity.



## Salmigondis / Gallimaufry

In this occasional column, we try to pass on information that should be of interest and helpful to our readers. If you have something to share with our membership, please send it to us.

School psychologists, student services administrators, and trainers should take note of the APA 9<sup>th</sup> Annual Institute for Psychology in the School entitled *Expanding Opportunities for Psychologists: Increasing Children's Access to Psychological Services*. This will be held on Wednesday, August 21, 2002 as part of the APA Annual Convention in Chicago, Illinois. The opening address will be given by Robert J. Sternberg, APA President-elect. The keynote address will be presented by Karen Callan Stoiber. Topics will include: school entry issues, legal and ethical issues for psychologists in schools, and how to implement school-based psychological programs (several choices offered). The closing session will deal with policy and advocacy in the schools. For more information, contact:

Amanda Ring,  
Policy & Advocacy in the Schools  
APA/Practice Directorate  
Phone: (800) 374-2723  
Fax: (202) 336-5797  
Email: [aring@apa.org](mailto:aring@apa.org)

As we all know, children have lots of questions when someone in their family becomes ill. When that illness is depression, it often becomes a secret that nobody talks about. When children don't have answers they tend to come up with their own which can be incorrect and scary. This might be related to an increased risk for a child's later depression as well as substance abuse and anxiety disorders in late adolescence and early adulthood. Marv Simner has supplied a press release about a new publication for children with a depressed parent. This work is highly recommended by one of Marv's colleagues.

To help children of depressed parents understand their parents' disorder, the Centre for Addiction and Mental Health (CAMH), a World Health organization Centre of Excellence and a teaching hospital fully affiliated with the University of Toronto, has just published the first storybook of its kind in Canada. It's called *Can I Catch it Like a Cold? A story to help children understand a parent's*

*depression*. This new resource, wonderfully illustrated by Coral Nault, is prepared for children aged 5 to 9 years old, for use by parents, extended family, teachers and mental health professionals who want to address the impact of depression in children's lives. The book explores children's questions through the story of Alex, an 8-year-old boy who can't understand why his father cries alone and doesn't attend Alex's soccer games. Alex discovers that his father is depressed. Through the help of family, friends, and professionals, Alex gains understanding of his father's condition with appropriate answers to his questions.

Copies of *Can I Catch it Like a Cold* are available from the Centre for Addiction and Mental Health at 1-800-661-1111 (or 416-595-6059 in Toronto) for \$9.95 each. The book should be available at local bookstores. Information on addiction and mental health issues can be obtained by calling CAMH's 24-hour Information Line at 1-800-463-6273 or in Toronto at (416) 595-6111.

On a different note, those involved with any type of special education might profit from the *Still Where It's AT* conference. The prime focus is on assistive technology for children and youth. It will be held from April 3 through April 5, 2003 at the Travelodge Hotel in Saskatoon, Saskatchewan. Day One and Day Two will feature keynote speakers, Karen M. Kangas, Elizabeth Rush and Grace Williams. Day Three will be a "Make & Take" workshop led by Elizabeth Rush and Grace Williams. The conference will focus on adaptations to improve access to curricula and to enhance functions. There is a call for presenters in addition to the keynote speakers booked for the first two days of the conference. Sessions should be of one hour's duration but extended sessions will be considered. For more information contact the organizer who is acting on behalf of a consortium of local education and rehabilitation authorities as well as advocacy groups:

Events of Distinction  
519 Nordstrum Road  
Saskatoon SK S7K 7X9  
Attn: Judy Bodnarchuk  
Email: [eofd@sk.sympatico.ca](mailto:eofd@sk.sympatico.ca)  
Fax: (306) 651-3119  
Phone: (306) 651-3118

Deadline for submissions: September 15, 2002.



# Wrinkles in Practice

## LOTUS, I NOTED

*Zed Wormeli*

One man's freeze in funding is another man's reduction in service. Regardless of phraseology, psychologists in the schools have had to deal with larger caseloads than ever as their employers search for ways to balance budgets. Once upon a time I was assigned to four elementary schools in which about 2200 students were enrolled. I spent at least one day/week in each school and had office hours on Fridays or returned to one of my schools. Currently, I am assigned to five elementary schools, one junior secondary school, half of another junior secondary school and an alternate education programme in an eighth building; there are almost 3300 students in these buildings. I attend about 300 scheduled meetings/year with staff and parents, not to mention the direct service that I provide to students.

And I am well off, compared to some of my colleagues. Until fairly recently, a school psychologist in another district was the only provider of psychological services to 10 000 students. In a neighbouring district the ratio is about 1:4000, and the waiting list, I am told, can be a year. The National Association of School Psychologists has suggested that for a school psychologist to provide all the services that s/he can provide, in a timely fashion, a service ration of 1:1800 is appropriate. How many of us in Canada can claim such a ratio?

Over the years I have encouraged school-based teams to complete pre-referral interventions and data gathering, and have blocked my direct service time in schools into weeks at a time, in proportion to their enrollments, and in most of my schools these procedures have helped to keep my growing caseload manageable. Yet, communication has remained a bottleneck, and communication problems have emerged as a substantial impediment to delivering as seamless a service as I would like to deliver. A cell phone has helped, but there are still problems in that staff do not have them, the number of phone lines is limited so there are a lot of busy signals, and there are still penciled in appointments that have to be changed, etc.

Recently, a new option to enhance communication has attracted my interest. My district has decided to hardwire itself as a local area network, and at the same time (last September) to provide all its itinerants with up-to-date laptops that are loaded with Lotus Notes Client and learning assistance teachers and administrators with desktop machines with the same software. Almost every room in which I work now has an outlet to the district's LAN, and I plug myself in as soon as I enter the room. After three months, I threw away my daytimer and was able to walk unaided, so long as I had my laptop with me. The format of the calendar has improved my scheduling and, along with district email, has facilitated service delivery. I began to enter everything in my Lotus Notes calendar, and I realized that if I could give access to my calendar to those school staff members who work directly with me (about a dozen or so people), I could stop or sharply diminish telephone tag.

On May 15 a district support staff member will present a calendar workshop to my LATs, and I will delegate access to my calendar to all of them. I have carved a tablet with 11 Calendar Commandments to guide us in the use of my calendar, and I believe that the use of my calendar in this way will not only diminish telephone tag but will "empower" those who work with me, increase my visibility and give me more time to do actually deliver services to children.

Is there a danger of appointment abuse or abuse of confidentiality? Yes, but not a marked danger; those to whom I am entrusting access to my calendar are responsible, ethical individuals. Do I feel a bit like Tom Sawyer? Yes, but the result should be better service delivery. This is a situation in which technology really does provide a compensation for diminishing resources. I'll let you know how it works. But I would also like to hear from any reader how s/he is managing his/her caseload, including scheduling and communication.

# CALL FOR PAPERS

## Contributions to Theory, Research, and Practice of School Psychology

### Special Edition of Canadian Journal of School Psychology

Guest Editors:

**Jac J.W. Andrews**

**Donald H. Saklofske**

**Claudio Violato**

University of Calgary

University of Saskatchewan

University of Calgary

#### Mission Statement

A special issue of the *Canadian Journal of School Psychology* has been approved which will showcase the research and views of today's **graduate students** and tomorrow's practitioners and researchers. We invite **current and recent graduate students** to submit manuscripts that focus on and have relevance to **psychology in the schools and education**. Articles may take the form of critical reviews of current school psychology practices or the application of psychology in school and educational contexts. Articles describing the results of original research using either qualitative or quantitative methodologies are also sought for this issue. Case studies of relevance to school psychologists will also be considered.

Manuscripts should be received by January 31, 2003. All manuscripts should be sent to Dr. J. Andrews at the address given below. Please refer to the *Canadian Journal of School Psychology* for guidelines regarding submission of manuscripts.

#### For more information about this special issue please contact:

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*The Recommendation Dilemma:  
Should School Psychologists Use Police To Encourage Compliance With Their  
Recommendations?*

*Ted Wormeli*

Some time ago the National Association of School Psychologists (U. S. branch) completed a survey of school psychologists that included an item on the proportion of their recommendations that were implemented by their clients. The mean value was 50%.

This is an alarming value. And it caused me to look at the proportion of my own recommendations that are implemented. That was even more alarming, and I began to wonder why I get out of bed in the mornings. Even my innocuous recommendations are sometimes ignored – those in which I write things like “Eat more spinach.” This might not seem like an important recommendation, but what if the child has a bad memory and skinny forearms? Eating spinach will keep Bluto out of the kitchen. Of course, the child should not eat too much spinach; that might be bad for one’s bones – that’s why I always tell parents: take my recommendations with a grain of salt – they’ll taste better.

But the fact is that even these minor recommendations are often ignored. The only way I get more than 50 % compliance is to haul the parents in every week and ask them how much spinach has been consumed in their house. And even then how can I be sure that they are telling the truth? Maybe they think I am a little nuts?

So I spoke to the police liaison officer in my office school and explained the problem to her. As I spoke she twirled her nightstick faster and faster, and I could see that she was interested. Finally, I said, “Officer, I wonder if we could work together to enforce compliance with my recommendations. Over the last decade or so there are hundreds of families that have failed to live up to my recommendations – there’s a community of noncompliers out there who are threatening the integrity of my aptitude x treatment interactions.” At this point the officer’s nightstick began to twirl more slowly, and I sensed a diminution of interest. I persisted: “Officer, I believe that it would be good public relations to do this. In Germany in the 30s and 40s of the last century the police were so popular that the many people fondly referred to Germany as a ‘Police State,’ and when the school psychologist showed up on a parent’s doorstep – along with the Gestapo – well there was never any argument over recommendations. In the 60s in the United States the FBI opened all the mail sent between New York City and Los Angeles for free, saving possibly thousands of people from senseless paper cuts; the U. S. Congress never turned down recommendations by the FBI.

And today in countries such as Iraq and China, the police are ubiquitous, and the people love them. In Iraq when a school psychologist makes a recommendation and tells the parent that Sadaam and his police are counting on compliance – why you just know that the parent will break his neck to implement those recommendations.

Nevertheless, I proposed:

- ❑ That parents, when they sign a consent form for their child to see me, also sign a consent form giving me and the police access to their homes from 7 AM to 11 PM for three years.
- ❑ That janitorial staff be given the responsibility to daily grill my clients when they come to school to determine if they have practiced their phonemes or finished their spinach (janitors are ubiquitous, and they operate some really scary equipment).
- ❑ That after two days of noncompliance, a police SWAT unit be dispatched to the miscreant’s address. This may seem a trifle over-protective with regard to my recommendations, but the sad truth in our society today is that failure to eat your green beans or your spinach can lead to serious criminality and mental disorders. Ah, yes indeed ... the *Failure to eat spinach\_ODD\_CD\_OCD\_serious-felony\_jail* pattern. I have seen it many times.

If the presence of the SWAT unit is not successful in encouraging the family into psychological compliance, step four (?) is to send the School District SEAT. This is the Special Education Assistance Team; it contains psychologists whose qualifications include being able to talk your leg off, and this is a very painful, not to mention exhausting, experience, but well worth it, in the opinion of legions of examiners and counselors.

It is true that the treatment paradigm described above may be considered expensive by some members of the public and the government, but just think what we could have accomplished with our legislators had we been able to intervene with them earlier. It is also true that my police officer has completely lost interest in my plan, but I have not given up; I intend to speak with a representative from the municipal fire department – it has big hoses and really loud sirens.



# EXECUTIVE COMMITTEES

## CASP EXECUTIVE

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