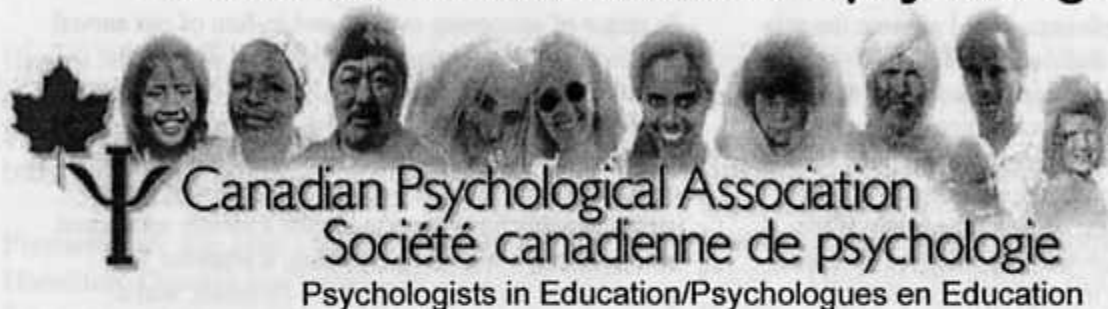


Canadian Association of School Psychologists L'Association canadienne des psychologues scolaires



Joint Newsletter Winter 2003

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Bonjour! Welcome to the Winter 2003 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 not arrived - and don't blame us if this newsletter arrives with the cold/rain/hail/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 and previous issues. As promised, *Salmigondis* or *Gallimaufry* has reappeared - just barely.

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!! (hint, hint ...) 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 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.

President's Message

It is with considerable pleasure that I assume the role of President of CASP. Following the lead of those who preceded me in this office, I would like to introduce the other newly elected members of the Executive. I am extremely pleased that Hank Janzen has agreed to serve us once again in the capacity of Member-at-large. As one of first co-editors of the *Canadian Journal of School Psychology*, Hank was extremely instrumental in helping to create a publication that is widely respected and serves as the centerpiece of our organization. Joining Hank, as a second newly elected Member-at-large, is Jeff Derevensky. I worked with Jeff for many years in our dual capacity as co-editors of the Journal, and I was deeply gratified that Jeff offered to remain on board to share with us his considerable organizational skills. I was equally pleased that Frieda Hjartarson was elected to the position of Secretary and agreed to take on the additional role of Membership Chair. Frieda has also served the organization in the past as Member-at-large and her many suggestions have proven very helpful in enabling us to achieve our goals.

In addition to the new members, I would also like to welcome our returning members. Ron Martin, who did a wonderful job in helping to organize our last annual conference in Newfoundland, will now assume the role of Past-president. Sandy Stanton, our continuing treasurer, has provided us with a very much appreciated service by keeping close track of all of our income and expenses. Moreover, Sandy has graciously agreed to expand her role during the coming year as we consolidate our bookkeeping practices. Previously, the Journal's account was housed separately at McGill while the dues account was housed with the treasurer. Because both accounts will now be housed in a single location, this will make our two major financial operations far easier to manage. Finally, I also extend my appreciation to Ted Wormeli and Don Saklofske who have agreed to continue on as Newsletter co-editor and Member-at-large, respectively. In addition to collecting relevant material from across the country and writing serious articles for the Newsletter, Ted has always provided us with some lighter fare to brighten our day. Don, of course, has favored us for many years and in many important capacities with his good advice and strong sense of commitment and so we welcome his continuing involvement in the governance of our organization.

In terms of upcoming events, and in-lieu of our annual Conference, I am pleased to report that we will be taking a very active role in the NASP Conference to be held in Toronto in April (see the flyer in the centre of this Newsletter; for an updated four-colour brochure, contact Marcia Harvey – mharvey@naspweb.org). Arrangements have been made for a jointly sponsored symposium on high stakes testing, a separate presentation on the CANSTART Program, and a conversation hour on the changing role of school psychologists from tester to collaborator. We will also have a booth at the conference so please stop by to visit, or better yet, to volunteer your services while those of us "behind the counter" take a break. This year's AGM will also be held during the Conference starting at 2:00 p.m. on Friday, April 11. The location of the meeting will be announced in the Conference Program. We hope that many of you will be able to attend.

Speaking of NASP, we are exploring the possibility of a dues reduction for CASP members who also wish to become members of NASP. Given the current U.S./Canadian exchange rate, the present NASP membership fee of \$170 (US) for Canadian residents could pose a financial burden for many. We are also exploring the possibility of establishing an e-mail network that will enable us to discuss important issues with all of our members on an ongoing basis. The aim of the network is to generate greater membership involvement in the daily operation of our organization. Finally, arrangements are being made to have CPA assume responsibility for the CASP web site. Once the arrangements are finalized our web site will be housed in a permanent location rather than one that is dependent largely on the good will of our web master's employer.

Lastly, and on behalf of the CASP Executive, I am extremely pleased to announce the appointment of Drs. Donald H. Saklofske and Joseph Snyder as the new co-editors of the *Canadian Journal of School Psychology*. Following a division of labour that was established a number of years ago, Don will serve as submissions editor and Joe will act as production editor. Needless to say, both Joe and Don bring with them to their respective roles many years of experience and we are very grateful that they are willing to assume these responsibilities.

Marvin L. Sinner, President

Chair's Message - Winter 2003

Happy New Year to all! Although this is my first message to you as Chair of the Section on Psychologists in Education, it has already been a busy fall for the Section.

Preparing for the June CPA convention in Hamilton, Ontario has topped the list of projects for this year's executive. We are very excited about the excellent program that awaits members this year. Dr. Jean Pettifor, a member of the Section, will be a CPA Invited Speaker – quite a coup for the Section, and a treat for all CPA members who know and appreciate the quality of Jean's work. Jean's topic will be "Professional Ethics Across National Boundaries". We will also have Dr. Tom Oakland as our Section Guest Speaker. Tom comes to us from the University of Florida, Gainesville, and will present on "The Impact of Temperament on Students' Learning Styles". He will also join Don Saklofske, Fred French and myself in a Conversation Hour on the Future of School Psychology in Canada, a session which we hope will generate a number of directions for forward thinking practitioners and academics alike. The Section program also holds a number of symposia and workshops on topics as diverse as emotional intelligence and assessment and collaborative consultation, as well as a number of excellent paper sessions. All in all, the program this year is an excellent source of professional development and exchange of ideas with other Canadian psychologists interested in education. Please plan to attend!

The Section is also involved in supporting and advising CPA on issues relevant to Education. The Position Paper on School Psychology in Canada that was developed by the Section last year has now been accepted by CPA. The Section was also consulted about the new definition of Specific Learning Disabilities, developed by the Learning Disabilities Association of Canada in collaboration with a number of Canadian psychologists. The definition, which was

approved by the LDAC in January 2002, can be found on the LDAC web page.

Ongoing collaboration of the Section with CASP holds extra promise this year, since our own Dr. Marvin Simner assumed the position of Chair of CASP. Through his efforts, both CASP and the Section will be well represented and participating in joint ventures at the NASP Convention in Toronto in April 2003. This should be an excellent opportunity for Canadian practitioners to share experiences and best practices with our American counterparts. The NASP Convention never fails to disappoint, and I would urge any of you in the area to consider attending.

And last but hardly least, the Canadian Journal of School Psychology has two new editors! Dr. Joe Snyder of Concordia University and Dr. Don Saklofske of the University of Saskatchewan have agreed to co-edit the Journal. Our thanks to Dr. Marvin Simner and Dr. Jeff Deverensky, past co-editors, for their excellent work in making the Journal a credible and valuable contribution to Canadian psychology. We know Joe and Don will carry on your work with pride and dedication.

Membership is always our first concern for the Section for Psychologists in Education. We would like to see our members able to share ideas and concerns through ongoing "virtual" conversations, since distance prohibits our actually getting together but once a year. We maintain a members' list serve, and would like to see it used as a dynamic information exchange. Please don't hesitate to send any questions or comments you might like to share with me at Juanita.mureika@gnb.ca and I'll be sure they're posted for all members to consider.

All the best to each of you in the Spring school term. I look forward to meeting you in June in Hamilton!

Juanita Mureika, Chair

Message du Président

C'est avec beaucoup de plaisir que j'assume le rôle de Président de la Société canadienne des psychologues scolaires. En suivant la trace de ceux qui m'ont précédé à ce titre, j'aimerais présenter les autres nouveaux membres élus au comité de direction. Je suis très heureux que Hank Janzen ait accepté encore une fois de poursuivre son travail avec nous en tant que membre à titre individuel. Ayant été l'un des premiers corédacteurs du journal *Canadian Journal of School Psychology*, Hank a joué un rôle décisif dans la création d'une publication qui est hautement respectée, et il demeure au cœur de notre organisation. Se joignant à Hank, on retrouve Jeff Derevensky, le deuxième nouveau membre à titre individuel. Jeff et moi avons concilié nos compétences pendant de nombreuses années alors que nous travaillions comme corédacteurs du Journal, et je suis vraiment content que Jeff ait offert de demeurer parmi nous; il nous fera, entre autres, bénéficier de ses capacités organisationnelles considérables. J'ai également été très heureux de voir Frieda Hjartarson élue à titre de Secrétaire alors qu'elle a aussi accepté le rôle de chaire des membres. Frieda a déjà œuvré au sein de notre organisation comme membre à titre individuel, et ses nombreuses suggestions se sont révélées fort utiles dans l'atteinte de nos objectifs.

En plus de souhaiter la bienvenue à nos nouveaux membres, j'aimerais aussi accueillir les membres qui sont déjà avec nous. Ron Martin, qui a fait un magnifique travail lors de l'organisation de notre dernière conférence annuelle à Terre-neuve, assumera maintenant le rôle de président-doyen. Sandy Stanton, notre trésorière toujours en devoir, nous a rendu d'énormes services en surveillant très attentivement tout ce qui concerne nos revenus et dépenses. Elle a aimablement accepté de donner de l'ampleur à son rôle dans le courant de la prochaine année alors que nous fusionnerons nos méthodes de comptabilité. Antérieurement, le compte du Journal était conservé séparément à McGill alors que les comptes de cotisation étaient gardés par la trésorière. Maintenant que les deux comptes seront conservés en un seul endroit, il sera beaucoup plus facile de gérer nos deux principales opérations financières. Enfin, je veux aussi exprimer ma reconnaissance à Ted Wormeli et Don Saklofske qui ont accepté de conserver leurs rôles respectifs, soit corédacteur du bulletin et membre à titre individuel. En plus de recueillir d'importantes informations partout au pays et de rédiger de solides articles, Ted a toujours su donner à ces derniers une touche enjouée contribuant à égayer notre quotidien. Don, évidemment, nous a fait l'honneur de partager avec nous ses nombreuses compétences pendant plusieurs années, tant par l'entremise de ses sages conseils que par son solide sens des responsabilités, et nous sommes très fiers de le voir poursuivre son engagement dans l'administration de notre organisation.

En ce qui concerne les événements à venir et la tenue de notre conférence annuelle, je suis heureux de vous informer que nous prendrons une part très active à la conférence NASP qui aura lieu à Toronto en avril (consulter l'annonce du bulletin; pour un dépliant plus récent, contacter Mme Marcia Harvey – mharvey@naspweb.org). À l'horaire, un symposium, commandité conjointement, sur les programmes de test à enjeux élevés, une présentation séparée sur le programme CANSTART, et une heure de conversation sur le rôle métamorphosé du psychologue scolaire, un rôle qui est en train de passer de contrôleur à collaborateur. Nous tiendrons aussi un kiosque à la conférence, alors n'hésitez pas à venir nous voir ou encore mieux, à offrir un peu de votre temps afin que ceux qui sont « derrière le comptoir » aient la possibilité de prendre une pause. L'AGA de cette année aura lieu pendant la conférence, et ce, à compter de 14h00, le vendredi 11 avril. L'emplacement de cette réunion sera annoncé dans le programme de la conférence. Nous espérons que plusieurs d'entre vous auront l'occasion d'y participer.

Parlant de la NASP, nous étudions la possibilité d'une réduction des tarifs pour les membres de l'ACPS qui voudraient également devenir membres de la NASP. Étant donné le taux de change en cours États-Unis/Canada, le coût actuel de cotisation à la NASP est de 170,00 \$ (US) pour les résidents canadiens, ce qui risque de représenter un fardeau financier pour plusieurs. Nous étudions aussi la possibilité d'établir un réseau de courriels qui nous permettrait de discuter de problèmes importants avec tous nos membres et ce, sur une base permanente. Le but de ce réseau est de susciter un engagement plus important de la part des membres dans les activités quotidiennes de notre organisation. Enfin, des arrangements ont été pris afin que la SCP assume la responsabilité du site Web de l'ACPS. Une fois que les arrangements auront été mis au point, notre site Web sera conservé dans un emplacement permanent plutôt que dans un autre dépendant largement de la bonne volonté de l'employeur d'un Webmestre.

Pour terminer, et au nom du comité de direction de l'ACPS, c'est avec grand plaisir que je vous annonce la nomination de M. Donald H. Saklofske PhD et de M. Joseph Snyder PhD à titre de nouveaux corédacteurs du journal *Canadian Journal of School Psychology*. Faisant suite à un partage des tâches établi il y a déjà quelques années, Don comblera le poste de rédacteur des soumissions, et Joe, celui de rédacteur de production. Nul besoin d'ajouter que Joe et Don ont déjà respectivement plusieurs années d'expérience, et nous leur sommes reconnaissants de bien vouloir endosser ces rôles.

Marvin L. Simmer, Président

Message de la chaire - Hiver 2003

Bonne année à tous! Même si je n'en suis qu'à mon premier message sur la psychologie scolaire, à titre de Chaire de la Section, je tiens à vous assurer que l'automne fut très chargé à la Section.

La préparation en vue du congrès de la SCP qui se tiendra à Hamilton, en Ontario, au mois de juin, représente le projet prioritaire du comité de direction pour cette année. Nous sommes très enthousiasmés par l'excellence du programme qui sera présenté à nos membres cette année. Dr Jean Pettifor, membre de la Section, sera l'un des orateurs invités par la SCP – un bon coup pour la Section, et un plaisir assuré pour tous les membres de la SCP qui connaissent déjà et apprécient la qualité du travail de Jean. Ce dernier parlera de l'éthique professionnelle au-delà des limites nationales, sous le thème *Professional Ethics Across National Boundaries*. Dr Tom Oakland sera aussi des nôtres à titre de conférencier invité de la Section. Tom nous arrive de l'Université de Floride, située à Gainesville, et il nous donnera son point de vue quant à l'impact du caractère sur les styles d'apprentissage des étudiants, sous le thème *The Impact of Temperament on Students' Learning Styles*. Il se joindra aussi à Don Saklofske, Fred French et moi-même dans le cadre de l'heure de la conversation (*Conversation Hour*) alors que sera discuté l'avenir de la psychologie scolaire au Canada, une séance qui, nous l'espérons, sera source de réflexions innovatrices, tant chez les praticiens que chez les universitaires. Le programme de la Section offrira aussi plusieurs symposiums et ateliers sur des sujets aussi divers que l'intelligence et la perception émotionnelles, la consultation collective, ainsi que bon nombre d'excellents exposés. Dans son ensemble, le programme de cette année vise au développement professionnel et à l'échange d'idées avec d'autres psychologues canadiens concernés par l'enseignement. Serez-vous des nôtres?

La Section joue aussi un rôle de participant auprès de la SCP en l'assurant de son appui et en l'avisant des problèmes reliés à l'enseignement. Le journal axé sur la psychologie scolaire au Canada, *The Position Paper on School Psychology in Canada*, élaboré par la Section l'an dernier, a maintenant été accepté par la SCP. La Section a aussi été consultée au sujet de la nouvelle définition des *troubles d'apprentissage particuliers* développée par l'Association canadienne des troubles d'apprentissage en collaboration avec

plusieurs psychologues canadiens. On retrouve cette définition, approuvée en janvier 2002 par l'ACTA, sur la page Web de l'Association.

L'incessante collaboration qu'offre la Section à la Société canadienne des psychologues scolaires est fort prometteuse cette année puisque « notre » Dr Marvin Simner occupe le poste de chaire de la ACPS. Grâce à ses efforts, la SCPS et la Section seront bien représentées et participeront ensemble au Congrès de la NASP qui aura lieu à Toronto en avril 2003. Il est à souhaiter que les praticiens canadiens en profiteront pour partager leur expérience et leur méthodologie de la profession avec leurs homologues américains. Le Congrès de la NASP est toujours à la hauteur de sa réputation, et j'encourage fortement chacun œuvrant dans ce domaine à y assister.

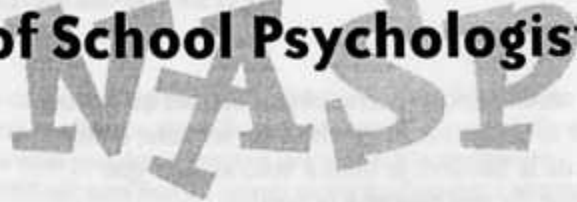
La dernière chose, mais non la moindre, le journal *Canadian Journal of School Psychology* compte maintenant deux nouveaux rédacteurs! Dr Joe Snyder de l'Université Concordia et Dr Don Saklofske de l'Université de Saskatchewan ont chacun accepté le rôle de corédacteur de ce journal. Nos plus sincères remerciements au Dr Marvin Simner et au Dr Jeff Deverensky, anciens corédacteurs qui, par l'excellence de leur travail, ont donné à la psychologie canadienne un outil reconnu pour sa crédibilité et son efficacité. Nous sommes convaincus que Joe et Don poursuivront votre travail avec fierté et loyauté.

Nous accordons toujours une grande importance aux psychologues scolaires membres de notre Section. Nous espérons vivement qu'ils parviennent à partager leurs idées et leurs inquiétudes par l'intermédiaire de conversations « virtuelles » régulières, la distance nous empêchant de nous réunir plus d'une fois par année. Nous assurons un service de listage des membres qui pourrait être à la source d'un dynamique échange d'informations. Veuillez ne pas hésiter à faire parvenir les questions ou les commentaires que vous désirez soumettre à Juanita.mureika@gnb.ca et je ferai en sorte de les afficher afin que tous les membres en prennent connaissance.

Mes meilleurs vœux à chacun d'entre vous pour le trimestre scolaire printanier. J'espère avoir l'occasion de vous rencontrer à Hamilton au mois de juin.

Juanita Mureika, Chaire

The National Association of School Psychologists



2003 ANNUAL CONVENTION

April 8-12, 2003 • Toronto, Ontario

Special registration "Welcome" Rates available to Canadian professionals in school psychology!

Join NASP in Toronto for the largest gathering of school psychologists in the world!

NASP annual conventions attract nearly 4,000 attendees each year who come for the latest and most effective products, services, training, and best practices. The 2003 program promises to be one of the best ever and will offer:

- More than 600 workshops, presentations, and special events
- Extensive exhibit-hall hours
- Career Services Center and Job Fair
- Advanced Professional Workshops
- Presentation strands on topics related to the convention theme
- Cutting edge research and skills training
- Leading experts (Keynote by Elliot Aronson)
- Valuable time with your American and Canadian colleagues

Registration (Available beginning November 2002. Pre-registration available in U.S. dollars only.)

Take advantage of these Special Canadian "Welcome" Rates, available to school psychologists and psychological associates living in Canada.

Full Registration (not including workshops):

By 3/7/03: \$155 (U.S.) After 3/7/03: \$205 (U.S.)

Workshop Registration (rates apply with full registration only):

Half-Day	Full-Day	2-Day Intensive
\$65 (U.S.)	\$85 (U.S.)	\$130 (U.S.)

Register online at www.nasponline.org/conventions starting in mid-November. Do so by March 7, 2003 and SAVE!

Take this opportunity to share your knowledge and get to know NASP better!

NASP represents nearly 22,000 school psychologists in the United States and abroad, including more than 200 Canadians. Our members are practitioners, researchers, supervisors, trainers, graduate students, and public officials who provide services ranging from assessment and counseling to parent-teacher training and program development.

NASP is an international leader on issues affecting school psychology and children's learning and development. We support and promote the profession through:

- Practical, free information and resources
- Books, peer reviewed articles, periodicals, and comprehensive references
- Leadership on best practices, policy, and legislation
- Continuing education capacity on the web, at conventions, and on your own
- Job opportunities and career information
- Member discounts on NASP publications, credentialing, and convention fees
- Standards and training criteria to ensure the highest level of professional excellence

Visit NASP on the web at

www.nasponline.org.

Download useful materials, review other products and services, and check out our new "Canadian Welcome" page.



Enhancing Outcomes for All Children

How to convince your supervisor that you should attend the NASP 2003 Convention.

Point out that the NASP convention is a great opportunity to:

1. Expand your ability to serve as a resource for your school/district.
2. Learn creative approaches to improving outcomes for students.
3. Stay abreast of the latest research and best practices in the field.
4. Find out how Canadian and American colleagues are overcoming challenges to and creating new opportunities for school-based mental health services.
5. Get new strategies to address a specific problem in your school/district.
6. Build relationships with other professionals who can be a resource for information and ideas throughout the school year.
7. Train with leading experts on current issues such as culturally competent assessment, positive behavioral supports, school safety, and crisis prevention/response.
8. Bring back useful information to share with colleagues in your school/district.
9. Participate in the world's largest, most comprehensive selection of workshops, presentations, and specials sessions regarding school psychology.
10. Rejuvenate, reenergize, and refocus on the commitment to help students achieve their best.

Experience professional development at its best.

More than **50 paid full- and half-day workshops** and over **550 free (with registration) special sessions, presentations, mini-skills workshops, papers, and posters** will offer a wealth of information on topics such as:

- Assessment linked to effective interventions
- Physical, developmental, and learning disabilities
- Bullying prevention and intervention
- School safety and violence prevention
- Crisis prevention and intervention
- Providing mental health services in schools
- Suicide prevention, intervention, and postvention
- Identifying and treating depression in children and youth
- Helping children cope with grief
- Addressing the challenges of urban schools
- Drop out prevention
- Early childhood assessment and intervention
- Addressing the needs of abused and neglected children
- Positive behavioral supports
- Positive discipline strategies
- Resiliency, motivation and success for slow learners
- Teaching social skills and self-management
- Peer mediation and independent problem solving
- Promoting reading success at a variety of ages
- Family/school/community collaboration

Take advantage of special NASP convention travel and housing discounts.

Travel Arrangements

	Reservations	Meeting Code
Air Canada	(800) 361-7585	CV464038
Northwest/KLM/Continental	(800) 328-1111	NMYF8
Amtrak	(800) 872-7245	X44X-950

Accommodations

	Reservations	Rates (Canadian)
*Sheraton Centre	(800) 325-3535	\$186 S/\$213 D
**Hilton	(800) 267-2281	\$197 S/D
Colony	(800) 387-8687	\$133 S/D

*Headquarters hotel and location of most convention activities
**Location of all paid workshops

For additional program and travel information, or to request a preliminary program, call Marcia Harvey (301) 657-0270, ext. 216 or visit www.nasponline.org/conventions.



NATIONAL
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Creativity: AD/HD vs. Asperger's *Murrey Rabinovitch*

Most of you already know that according to the DSM IV TR (Diagnostic and Statistical Manual of the American Psychiatric Association, version four, text revised) AD/HD is Attention Deficit Hyperactivity Disorder. You also know that according to the DSM IV TR, AD/HD is primarily a disorder with the patient having characteristics that seriously affect herms¹ functioning with Inattention characteristics or, Hyperactive & Impulsive characteristics, or all three.

You may not have heard of Asperger's, which is high functioning Autism or a disorder similar to Autism with no cognitive impairment (normal intelligence).

The reason that I'm bringing up these two disorders is that, I believe that they cast a lot of light on the nature of creativity. Often people with AD/HD are very creative. People with Asperger's are not often creative and perhaps aren't capable of creativity. The people with Asperger's, like those with Autism, are very rigid in their thought patterns and in the way they want their world to be. They have a great aversion to change in almost any form. The people with AD/HD on the other hand, have "Scattered Minds"², meaning that their thoughts (often coming into their minds or going out

from their minds) are all over the place, disjointed, often unconnected and often in a stream of consciousness. If you combine AD/HD with a very high level of intelligence, creativity is almost automatic. I believe that it is this lack of structure that spawns creativity. Normally when people set out to solve problems or to create they bring forth thoughts that the individual believes are connected in some way to the problem at hand. The person with AD/HD doesn't have full control over what is brought forward to solve problems or to create, anything and everything they know can come into their "working memory" (their working, current, conscious mental space). It is this bombardment of information that spawns creativity. There is no rigid format, no structure to their thoughts. It's somewhat akin to the monkey and the typewriter; the monkey will eventually type something meaningful, if sh-he³ types long enough. The main difference is that it's faster when you're talking about someone with AD/HD creating or problem solving.

A really surprising fact is that many people diagnosed with Asperger's are also diagnosed with AD/HD⁴: Something that I don't believe is possible.

¹ herms - a new word replacing "his and/or hers"

² "Scattered Minds" - a book written by Dr. Gabor Mate on AD/HD

³ sh-he - a new word replacing "she and/or he"

⁴ LauraLei Fawler, Nurse clinician at Children's Hospital

Murrey Rabinovitch, 4th year Psychology, UBC

Mature student (chronologically) with severe AD/HD, great understanding and abysmal rote memory skills

Salmizondis / Gallimaufry

This issue's column will be brief but that doesn't lower the importance of the two announcements. **Dr. Jean L. Pettifor** is one of the recipients of the Queen's Jubilee Medal in honour of the accession to the throne 50 years ago of Queen Elizabeth II. The nominations are made for persons who have made significant contributions to the community. Congratulations are in order!

Also, please note that the deadline for submissions to the *CJSP* special issue showcasing student research is now May 15, 2003. Details are to be found in the last issue of this newsletter and the current issue of *CJSP*. For more information, please contact Dr. Donald H. Saklofske at the University of Saskatchewan or Dr. Jac Andrews the University of Calgary or Dr. Claudio Violato at the University of Calgary, too.

Wrinkles in Practice

LOTUS SING TOGETHER

Ted Wormeli

In the previous manifestation of this column, I noted my intention to employ Lotus as a communication device in our school district. Well, we did have a workshop, and the campaign began. My intention was to give access to my calendar to all the LATS, i.e. learning assistance teachers (remedial instructors), administrators and counselors with whom I work so that they could schedule interviews and other meetings that they wished me to attend without playing telephone tag. I acknowledged that this might be regarded as taking a leaf from *Tom Sawyer*, but I felt it would be to everyone's benefit.

Results to date:

Staff at five elementary schools have bought into the system, despite some Luddite-like disclaimers from less wired staff members. In these schools appointments are made by LATS for me to meet with parents (to obtain histories and report out), to meet with school staff for diverse activities (planning, consultation, etc.) and for any other purpose. The LATS have told me that they like being able to do this, now that they are finally able to do it – it took three or four months for them to be comfortable with it (although I suspect one LAT is getting a secretary to do it). And there were glitches, not the least of which was ensuring that everyone's computer clock was on the same time (several people were scratching their heads over that).

Staff at my main secondary school have refused to participate in this. Instead, appointments are emailed to me, and I schedule them into my calendar. I have left them with open access, hoping the temptation to insinuate into my schedule will overcome their reluctance. I have not granted access to staff at an alternate programme to which I am assigned, because I don't get that much business from them, and I think that for a client to use access easily, fairly frequent usage is important, lest s/he forget how to do it.

I have not experienced any difficulties with regard to confidentiality or double-booking so far. Everyone who is using the system seems to be following my guidelines (e. g., to allow at least 15 minutes between appointments in different buildings).

A not totally unexpected outcome: use of my voice mail and cell phone has plummeted. Almost everyone emails me now or makes unilateral calendar entries, rather than phoning. I am debating whether it is worthwhile to keep my phone service next year. In fact, I prefer an email or calendar entry because I deal with it when I want to, and I have a record to which I can refer.

An unexpected outcome: my handwriting is occasionally illegible; in addition, I would sometimes forget in my daytimer to record the location of a meeting. Now I can always read my calendar entries, and the format in which appointments are recorded in the programme so far has resulted in no omissions of the location of a meeting. Ta-da!

I did not buy a daytimer for this year; I haven't used one in more than 12 months. All my scheduling is done electronically; I request individuals who need to make an appointment with me to send me an email, or when I phone them to make an appointment, I am all plugged in. At this point I am happy without a daytimer, although I have wondered about a PDA. However, I plug myself into an outlet at almost every meeting I attend because the whole district is wired now, and I simply don't miss paper and pencil. I take all my notes on my laptop; it goes with me to every meeting.

So my goal of reducing telephone tag and increasing time for seeing people has been largely achieved. If everyone were to buy into the system, I have evidence (from a very small but representative sample) that it would benefit everyone who is part of it. My schools get more and better service from me; staffs spend less time tearing their hair out over setting up meeting times. I can recommend this to anyone.

There is, of course, my recurring nightmare. What happens if a bug eats the District's server? I resolve this daily by my knowledge that backups are made very frequently, that there is a highly trained staff that uses an aggressive anti-virus programme and by becoming more religious. That is, I pray a lot more.

Amen.

A Solution to Baldness among School Psychologists

It has come to my attention that I am losing my hair faster than was the historical case, and I have become defensive about it. I have asked my barber to cut my hair shorter and shorter until recently he suggested a "Picasso." I rejected this suggestion and instead discussed the issue with my wife's Uncle Charlie, who is a lawyer and is prepared to litigate on any issue that is brought to his attention: he first asked me if I would like to sue my maternal grandfather or my father for marrying my mother or my mother for birthing me or the hospital for delivering me. Graciously concealing his disappointment when I indicated that I did not wish to pursue the matter in court, Uncle Charlie, who is, as I am, Jewish, recommended that I wear a yarmulke to conceal my natural tonsure. I considered that, but I feared that it would become apparent that the primary reason for wearing that item had nothing to do with my religion and would further diminish my self-esteem. Uncle Charlie then suggested that I wear a cat.

I was surprised, but as a psychologist I am accustomed to hearing strange suggestions, and I decided to make a list of pros and cons. (I hesitate to employ the terms "pro" and "con" because of the faint miasma of disrespectability that may be attached to them by some readers, but they are, nevertheless a clear indication of the impending likelihood of a discussion of alternatives; after due consideration, they will appear only in this paragraph; henceforward, I shall dispense with them.)

First, it is clear to me that a cat lying on my head would definitely conceal my tonsure; second, in the event of a cold snap in my office (when my employer turns off the heat at 10 AM to economize), the cat would prevent the loss of body heat through the top of my head, keeping me warm and relatively sensible. Next, on those occasions when I deliver a portion of food not to its intended destination but to my forehead or the end of my nose, I believe that the cat might be persuaded to provide me with immediate grooming, before my next client arrives, especially if the portion includes a sardine sandwich. Fourth, the cat's tail can be used to brush off dandruff that has drifted from my remaining hair onto the shoulders of my suit. Fifth, instead of a child reporting to a parent that he saw another bald-headed psychologist that day, the child would probably exclaim that he saw a psychologist wearing a cat on his head – and ask when could he see him again.

There are a few caveats – I would have to apply black shoe polish to my remaining hair to match the fur of our cat, and there are the occasional hairballs. And our current cat, Alcott, named after the indefatigable Louisa May (please don't ask me why), often responds to strangers by swatting them. Fortunately, she is visually-impaired and usually misses her target.

I suppose the gentle reader may wonder why Uncle Charlie did not recommend a monkey or a turtle; after all, they would also conceal my tonsure. But these creatures are not so central to our culture as cats. Much of our knowledge is based on cats; that is, much of our vocabulary is created out of the root word "cat." For example, library science is based on the word "catalogue"; in medicine, physicians routinely use words such as "catatonia," "catalepsy," "catecholemine" and "cat-scans." Psychologists use the Children's Apperception Test. Dramaturgs employ concepts such as "catharsis." Sportswriters pillory "catchers" in baseball. And cats are used in therapy for institutionalized individuals. In short cats have a cachet that other animals do not have and are particularly appropriate for psychologists to wear because they can also be used as part of a quick informal assessment of basic intellectual skills:

Cat Screener

Materials required: one cat and one psychologist

Vocabulary: the Examiner points to the cat and asks, "What is it?"

Grammar: the Examiner says, "Tell me where it is."

Colour vision: the Examiner asks, "What colour is it?"

Mathematics: the Examiner asks, "How many heads does it have?"

Zoology: the Examiner asks, "What does it say when it meows?"

If an adult, or even an adolescent, fails all of these items, a psychologist should be able to quickly determine the need for further assessment, unless the individual belongs to groups, such as politicians, that were not included in the norming sample; the test may not be valid for them. Doubtless, most readers will be able to identify other groups with which the test should not be used; if in doubt, please contact the writer.

Ted Wormeli

Pour apprendre à bien lire

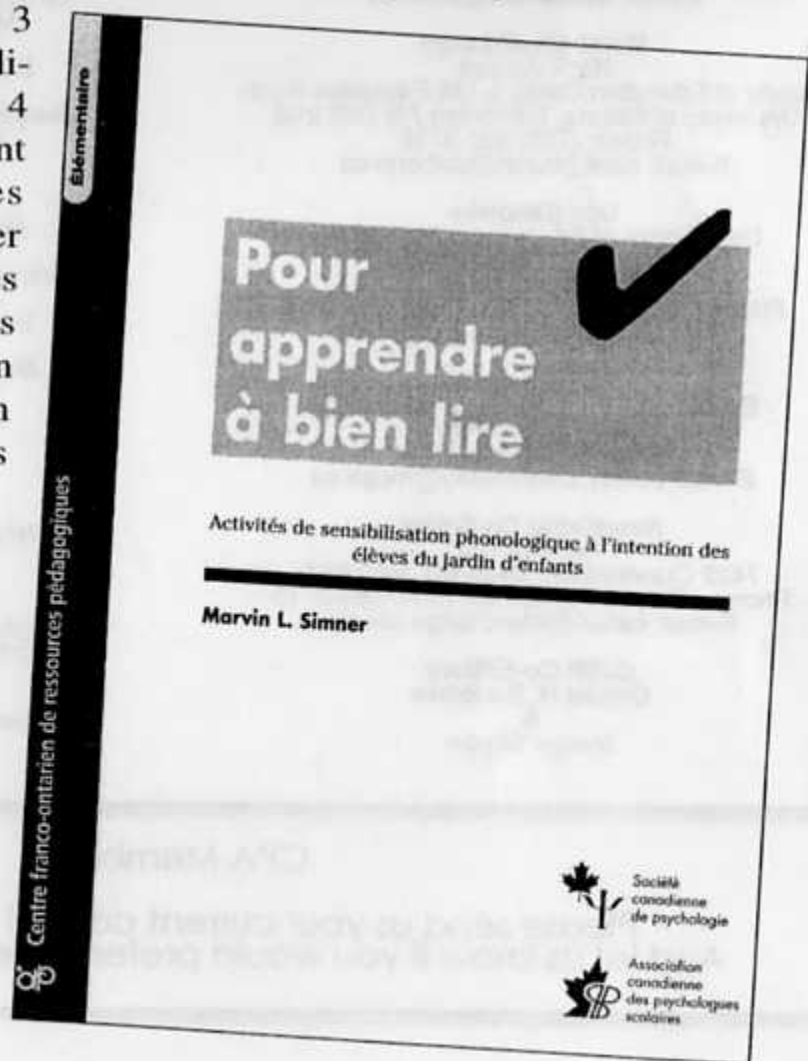
Activités de sensibilisation phonologique à l'intention des élèves du jardin d'enfants

Traduction de *Promoting Reading Success* de Marvin L. Simner

Activités de sensibilisation phonologique à l'intention des enseignantes et enseignants du jardin d'enfants. La partie 1 comporte deux ensembles d'activités préliminaires conçues pour aider les enfants à prendre conscience du fait que les mots écrits ont non seulement un sens, mais se composent de sons. La partie 2 comporte des exercices de sensibilisation syllabique et des activités intra-syllabiques. La partie 3 offre des activités de sensibilisation phonémique. La partie 4 comporte des activités menant à la lecture puisque les recherches semblent indiquer qu'elles aident beaucoup les enfants à faire un lien avec les compétences acquises en matière de sensibilisation phonologique et le processus de la lecture lui-même.

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