

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



Joint Newsletter  
Spring 2004

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*Bonjour!* Welcome to the Spring 2004 issue of our newsletter. Recently, I received a package of archival material from Emily Goetz, one of the former editors of this newsletter. In the past, I have said that it's hard to believe that it is time for another issue. Now, I have to say that I am amazed that 5 years have elapsed since I answered that "Help Wanted" ad for this co-editorship! I suppose that time flies when you are having fun. But all good things do come to an end. It's time for Ted Wormeli and I to move on. Thank you to those who have submitted material for this issue and previous issues. And thank you to our loyal readers.

*Merci!*

Budding editor(s) are encouraged to contact me. Ted and I will provide support, advice, and occasional and/or regular columns. Read this newsletter. Enjoy it. If not, please help to change future issues for the better by becoming involved.

Submit copy for the Fall issue by the end of September. Submit ideas anytime. And submit your application for editorship.

*Ciao!*

*Joseph Snyder*  
Co-editor

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.

## *CASP President's Message*

*Marvin Simmer*

As mentioned elsewhere in the Newsletter (see page 11 for the announcement of the results of the recent election), CASP now has a newly elected slate of officers. In addition to welcoming Tanya Beran, Owen Helmkey, and Naomi Sankar-DeLeeuw to the Executive Committee, I also want to extend my appreciation to Freida, a continuing member of the Executive who agreed to stand for election to the newly created post of Vice President and won. Congratulations to one and all.

As we head into the next two-year Executive term, it would seem fitting to highlight a few of our recent accomplishments and to mention some of our goals for the future. Because the elected Executive only holds office for a relatively brief period, the previous Executive considered it important to establish a non-elected position of Executive Director for the purpose of providing continuity over time. I am very pleased to announce that Sandy Stanton has agreed to fill this role and at the same time to serve as treasurer. In addition to assuming these duties Sandy also recently established an electronic communication network thereby enabling our members to become more fully involved in the daily operation of our organization. Prior to the last Executive Meeting, for example, I circulated the agenda to all those with current e-mail addresses. As a result, we received a number of replies that enabled us to know which items were of particular concern and how our members wanted us to deal with these items.

I am also pleased to report that our new web site, which was approved by the previous Executive, is now permanently housed at CPA and is now in full operation ([www.cpa.ca/casp](http://www.cpa.ca/casp)). This means that we will no longer need to find someone to act as web master with each change in administration. I should also mention that we recently negotiated with the National Association of School Psychologists, a fee reduction that will benefit all Canadian school psychologists, regardless of their membership in CASP. Until now Canadians who wished to

join NASP were asked to pay an international membership fee that was higher than the fee requested of school psychologists who resided in the United States. As of July 1, however, this differential fee schedule will no longer exist. Instead, the same fee structure (in U.S. dollars) will apply to both Canada and the United States.

In terms of the future, the first item on our agenda is the development of guidelines for the accreditation of training programs in school psychology at the Master's level. We believe it is extremely important to recognize the significant role that Master's level school psychologists play in schools throughout Canada and to ensure that the training they receive across the country meets certain widely accepted standards. A second item is the establishment of some form of National Certification Program in School Psychology. I have already been approached by several individuals who indicated a willingness to serve on these committees. Because more people are always welcome, whether or not they are members of CASP, please contact me if you are interested in taking part in either project.

Finally, this year marks the 20th anniversary of the founding of CASP. Needless to say, we owe a considerable debt of gratitude to those who saw the need and had the foresight to establish a national organization that could address the concerns and interests of school psychologists across Canada. In honor of our founding members, Carl Anserello, Retha M. Finch-Carriere, Barry and Ruth Frost, Marjorie Perkins, and Don Saklofske, there will be cake and ice cream (and maybe a sandwich or two) for everyone at our next Annual General Meeting (keep posted for the date and location).

I wish you all the best for a happy and relaxing summer.

*Marvin*

## *Message from the Chair*

*Juanita Mureika*

The Section of Psychologists in Education certainly enjoyed the large number of excellent submissions received for the 2004 CPA Convention. Highlighting our agenda was a keynote address by Dr. Paul McDonnell on Autism Spectrum Disorder. Of note, there was a discussion session in which members were joined by Karen Cohen of CPA to discuss the future of school psychology in Canada, especially as the profession will be impacted by new training programs, licensing requirements, and CPA accreditation of doctoral training programs. It was rewarding to see many of you in St. John's!

There continues to be a close relationship between the Section and the Canadian Association of School Psychologists. Members of the Section attended the CASP annual meeting, which this year was held in conjunction with the Ontario Psychological Association's Convention in February in Toronto.

The Section and CASP also collaborate on a joint newsletter, which is published approximately twice a year. In addition, we hope to have the Section members receive CASP's Canadian Journal of School Psychology, edited by our own Donald Saklofske and Joseph Snyder.

Members have been able to share ideas and concerns through ongoing "virtual" conversations on our list serve, as well as continually being informed of CPA media requests and other activities. Since distance prohibits members from actually getting together more than once a year, the members' list serve is used as a dynamic information exchange.

This year the Section transferred its finances to CPA. By having funds managed by CPA, it is anticipated that there will be more consistency for the Section when officers of the Section change.

Among the accomplishments of the Section in the past two years, the Section was involved in supporting and advising CPA on issues relevant to Education. CPA has now accepted the *Position Paper on School Psychology in Canada*, developed by the Section last year. This

document will be distributed to provincial Departments of Education and universities in the very near future, and should provide a roadmap for change in both venues.

CPA also consulted the Section 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, approved by the LDAC in January 2001, can be found on the LDAC web page.

The Section participated in several sessions at the NASP Convention in Toronto in April 2003. This was an excellent opportunity for Canadian practitioners to share experiences and best practices with our American counterparts.

Looking to the future, I would like to see the Section enjoy more opportunities to advise CPA on the needs and expanding roles of psychologists in education. It will be important that appropriate training is available through the universities to adequately prepare new school psychologists for the expectations of the school system of the 21<sup>st</sup> century. The role has expanded and changed dramatically, and training models must keep current with the real world demands. This will prove to be a challenge that both practitioners and university program providers will need to work on together to ensure that training matches needs of the profession in schools. Hopefully CPA and the Section can provide leadership in this important change in focus.

I have enjoyed my term as Chair, and thank the membership for their ideas and interactions during the past 2 years. Thanks especially to the Executive, including Don Saklofske, Past-Chair, and Joe Snyder, Chair-Elect, for their energy and support. And welcome to Joe as he assumes the Chair in June – I know we, as a Section, will be in very good hands.

*Juanita*

# Wrinkles in Practice

## *The Canadian WIAT-II*

*Ted Wormeli*

I recently received my copy of the Canadianized WIAT-II with the accompanying Canadian practice manual, and I would like to compliment Canada Psychcorp for modifying and renorming another instrument for Canada. This instrument joins a growing number of tests that are more appropriate for use in this country than are the host of foreign tests that educational and psychological decision-makers have had to use in the past. Tests that have been either developed in Canada or renormed or renormed and modified for Canada now include not only the Canadian Test of Basic Skills, the Canada French Immersion Achievement Test, the Canada Quick Individual Educational Test, the Canada Test of Copying Ability, the Keymath Diagnostic Arithmetic Test – Revised with Updated Canadian Norms, the Wechsler Intelligence Scale for Children – III, and the Wechsler Adult Intelligence Scale – III but now the Wechsler Individual Achievement Test –II. I, for one, am delighted that Psychcorp has decided to invest in the Canadian market for some key measures that are needed by psychologists and their clients. In our role as examiners and interpreters of test performance we cannot reduce error to zero, but we can diminish error by using tests that are the most suitable for the population that we serve.

The WIAT-II includes both grade norms and age norms, so that it can more easily be used in making discrepancy decisions, as well as in comparing children to their grade peers. The age norms are a bit "minimalist" in terms of sample size, but they appear satisfactory with regard to reliability. Some interpretative intervals

are interpolated; again these appear reasonable and are among the compromises that budgets dictate. Aside from the Canada QUIET and the Canada FIAT, which do not have age norms and are now becoming dated, I know of no other individually-administered achievement battery that is normed on Canadian learners.

So how to use the WIAT-II? We will shortly be introducing this test to learning assistance teachers in our school district. They will not be happy with the length of the test and the time that it takes to administer, especially at the secondary level. What I suggest is a "cascade" of administration to reduce the length of time that school-based examiners must spend to determine if there is a need for further assessment by an itinerant professional and if so, what kind of assessment. This will not address the problem of expensive protocols – which will become a separate complaint.

The WIAT-II includes not only measurements for "the three Rs" but also two subtests that are intended to measure receptive and expressive oral language and are combined to form an oral language composite. The evidence for validity of WIAT-II scores discriminating speech and language-impaired individuals from those who are not so impaired is not the strongest data presented in the U. S. clinical studies (Canadian data is not presented); the average reliability of one of the language subtests is less than .80, and the language composite has the lowest average reliability value of the four composite scores. It is likely, as well, that language specialists would be concerned

that the "language" measures in the WIAT-II may not be insufficiently comprehensive as indicators of oral language proficiency to be employed as a screening index for that purpose. Hence, my first suggestion is to not include these measures as part of a routine assessment of a child referred for remedial assistance, but to focus on the "three Rs."

Even the first seven subtests (three for Reading, two each for 'Rithmetic and 'Riting) take a considerable time to administer for older pupils; the most profligate in terms of consuming time are Reading Comprehension, Written Expression and Math Reasoning. Reliability values for these subtests are also lower than those for the other subtests in their areas, and they do not appear to discriminate markedly better than the others in the validation studies of specific groups, such as learning-disabled. For all of these reasons, to get the most from the assessment time "buck," I suggest that examiners begin ("Cascade Step One") with the Word Reading subtest from the Reading area, the Numerical Operations test from the Mathematics area and the Spelling subtest from the Written Language area.

Step two in this cascade of assessment is to administer the other subtest(s) in the same area(s) in which a low score was obtained. (What's "low" you ask? Inspection of the U. S. validity data suggests that a cut-off of  $-1$  SD would identify the great majority of the individuals with language arts learning problems with regard to Word Reading and Spelling and probably most of those with real difficulties in arithmetic.) The administration of the supplementary subtest(s) should provide information on how pervasive is the difficulty observed at Step one and will allow the beginning of diagnosis. If the score(s) from the other subtest(s) is/are also low, then it may be useful for the examiner to complete step three.

Step three would consist of administering the rest of the first seven subtests. This will provide the maximum information that is available from this test on achievement in other areas of the curriculum and will be useful in planning further assessment.

Low scores should be followed up by determining if there are recent assessments of hearing and vision by qualified examiners (audiologists and optometrists or ophthalmologists) to insure that sensory issues are not contributing to an individual's low achievement. If sensory assessments are not problematic, then itinerant staff such as psychologists and/or speech/language pathologists can be involved.

A cascade administration of WIAT-II subtests (from three subtests to four or five and then to seven) can save time for examiners and help to focus assessments; however, it is noted that the test was not standardized in that way, and error may be introduced. An argument in favour is that the subtests seem generally robust and that an examiner would rarely administer the entire test in one session; hence modifying the sequence of subtest administration as suggested here is not likely to change the results greatly. I encourage examiners, as well, to complete the supplementary scores, such as Target Words and Reading Speed, because very low scores on these are also noteworthy bits of information to have when planning for a student.

The price of protocols remains an issue; most of the learning assistance staffs in the cluster of schools to which I provide school psychology services assess 10 - 12 % of their enrolments every year. The cost of the protocols is higher than what they have been used to paying, and that will require some thought on the part of consumers. I hope that it does not place artificial limits on the use of the test; perhaps Psychcorp will consider giving districts larger volume discounts. Write your MLA!

# *The Changing Role of the School Psychologist: From Tester to Collaborator*

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New Brunswick Department of Education*

*R. Douglas Falconer  
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New Brunswick School District 6*

**Abstract:** The role of the psychologist in schools was originally exclusively one of assessment (testing), primarily of students with learning disabilities, for the purpose of accessing special education services. As special classes for students with disabilities have been eliminated, and with the introduction of a model of inclusion, more demands have been placed on school psychologists to assist teachers in acquiring the more diverse skills they need to work with all students in the regular classroom. Collaborative consultation and teamwork with school staff and parents are essential to this new role. More ecological assessments, such as curriculum-based assessment and behavioral assessment, are replacing or supplementing traditional standardized measures in the development of interventions and evaluation of outcomes. Additionally, psychologists are supporting schools in the development of positive school climate and in crisis intervention. These changes to the role of the school psychologist must be reflected in the curriculum of university training programs in order to prepare new psychologists for the demands they will face in the schools of today.

... School psychologists are the most highly trained mental health experts in schools. In addition to knowledge about prevention, intervention, and evaluation for a number of childhood problems, school psychologists have unique expertise regarding issues of learning and schools. It is [school psychologists'] ethical responsibility to become involved in programs aimed at problems that are broader than assessing and diagnosing what is wrong with a child. As the most experienced school professionals in this area, school psychologists *must* become invested in addressing social and human ills .... Although [school psychologists] will not 'solve' these ills, [they] must have a role in ameliorating their impact on the lives of children (Sheridan & Gutkin, 2000).

Psychologists have been a part of the school system in New Brunswick, Canada since the early 1970s. Originally, the mandate of psychologists in the schools was to address the needs of learning-disabled students, estimated to be approximately 5 percent of the total student population. Although Canada does not have a legally mandated definition for the term "specific learning disabilities", the work of psychologists in the schools was initially focused on assessment and recommendations for program modifications to meet the needs of the individual student.

In recent years, inclusion in the regular classroom has become the practice for all students in New Brunswick. Special classes for behaviorally and emotionally challenged students, classes and schools for the deaf and blind, and classes for intellectually challenged students have been abolished, and these students are now fully included in the regular classroom.

Inclusion created a new challenge for psychologists in the schools, since it added to their caseloads a number of additional children with very specialized needs. The original 5 percent of students targeted for psychological services has increased to an estimated 25 – 30 percent of the total student population who exhibit exceptional problems. Included in this group are students with learning disabilities, cognitive challenges, behavioural and emotional disorders, impulse control problems, and the full spectrum of pervasive developmental disorders. Teachers and parents also require the additional expertise and resources that psychologists have to offer to assist them in acquiring the specialized skills and intervention techniques required to meet the needs of these students.

Clearly the role of psychologists in the schools had to change from one of traditional assessment to a broad-based prevention/consultation role in order to meet the more diverse needs of the current student population. The training and skills that psychologists must bring to the school system today are, in fact, much broader

than psychological testing – the “refer, test, place” model of past years. The nature of the assessment process is changing as more emphasis is placed on the gathering of information by means of curriculum-based and behavioral assessment that can lead to direct interventions in the classroom. As Reschly and Grimes (1995) point out in their discussion about best practices in intellectual assessment, the kind of assessment that is suggested with this reform emphasizes the description of student behavior in natural settings with the resulting information used in the development, monitoring and evaluation of the interventions.

Current psychological literature is pointing overwhelmingly to the fact that there is limited need for an “IQ test” for the purposes that they have traditionally been used; i.e. placement in a special education program or for the identification of a learning disability. The validity of the discrepancy model that uses a marked difference between IQ scores and achievement scores to identify a learning disability is currently being challenged (Vellutino, Scanlon & Lyon, 2000; Fletcher et al, 1998). Well-conducted and well-documented curriculum-based assessment is as valid as standardized testing and more directly meets the needs of the student since it does not rely on the “wait to fail” criteria for intervention (Rosenfield, 2001).

It is important to have in place a screening model that does not create long waiting lists for psychological assessments that in turn delay the initial identification of learning problems. In the United States, a consultative approach to school psychological services has been advocated for many years (Myers, 1973, Curtis & Myers, 1988). More recently an indirect service delivery model as well as team and consultative approaches has been suggested as a way to give assistance to more children and effectively reduce the number of referrals for formal standardized evaluation (Hale & Fiello, 2002). These authors believe that a greater emphasis on pre-referral intervention (using curriculum-based and behavioral assessment and intervention) will result in a reduction in referrals for formal assessment. In New Brunswick, the emphasis of professional practice for school psychologists has become increasingly one of collaborative consultation. Often working with teachers and parents in planning educational and behavioral interventions in an indirect but student-focused model is appropriate. At other times a direct intervention such as a psycho-educational assessment may be warranted. However, we believe that the decision to carry out such an assessment should be left to the school psychologist who knows the limitations and strengths of standardized tests.

In addition to traditional assessment roles, school psychologists in New Brunswick and elsewhere are

now finding that there are increasing demands on them to provide prevention, intervention and postvention services relating to trauma in schools. Bullying prevention, school-wide discipline programs and crisis response services are but a few of the other areas that have become the bailiwick of the school psychologist. In many districts, the school psychologists are being asked to advise administrators on current research on school climate and effective teaching methodologies. This more broadly defined role for school psychological services in New Brunswick is outlined in a recent document *Guidelines for Professional Practice for School Psychologists* (New Brunswick Department of Education, 2001). The Canadian Psychological Association has adopted this manuscript as a policy document.

School psychologists are mental health professionals who are well prepared to offer service at a number of levels of intervention with students. In addition to both direct and indirect student-focused interventions, psychologists are able to offer school-wide and district-wide support through collaborative consultation with teachers and administrators as well as in-service education in research based best practices in behavioral support and prevention initiatives to promote mental health in the school community. Experience has demonstrated that this broader and more autonomous role for school psychologists is best achieved with strong administrative support from the school and school district. In fact, without administrative support, many would say that this role change will not happen.

Access to school psychological services for consultation, assessment, or other services in New Brunswick normally follows a referral process. Teachers are usually the first observers of learning, social-emotional, or behavioural difficulties in the school setting. When a teacher has a concern about a student, a referral form is completed which outlines areas of concern and interventions attempted to address the need. School-based team meetings, which usually involve an administrator, resource teacher, guidance counsellor, classroom teacher(s), and perhaps a district student services representative such as the school psychologist, afford an opportunity to address these concerns. As a result of this collaborative process, the school team may formally request assistance from school psychological services. The initial request should be a request for consultation rather than an assessment. Psychologists may be available for informal consultation and classroom observation throughout this process.

The challenge for school psychologists and school systems at this point is to recognize that traditional psycho-educational testing is but one of the services which psychologists can provide. Resistance to this

change can be expected from teachers, many of whom are quite comfortable with the "removal to test and fix" model. As well, resistance can be expected from parents, many of whom have been led to believe that, without an assessment and accompanying diagnosis, their child's needs will not be met in the school system. And interestingly, resistance can be expected, in some corners, from the school psychologists themselves, many of whom enjoy the systematic and straightforward approach to service delivery that the assessment role provides.

Change does not come about easily, as we are aware, and change often requires the letting go of old beliefs and ways of working in order to be able to make the time to use more diverse and more effective ways of serving students and teachers. Change also requires us to educate those who are quick to ask for a formal psychological assessment about the process we recommend for use in our schools, a process that is supported by the literature and allows for the best use of our resources. If we are expected to serve all students and all members of the school community with the full breadth of our skills and training, then school psychologists must be allowed to embrace a collaborative, consultative model of practice.

Equally, change needs to be effected in our graduate training programs if the role of the school psychologist is to broaden. While some graduate programs are now emphasizing the collaborative consultation process and teaching curriculum based assessment procedures in addition to standardized testing, not all have made these changes to their preparation of school psychologists. It is necessary for universities to embrace this broader model of practice to adequately prepare students for the role they will be expected to fill in the workplace.

"The world we have created is a product of our thinking. It cannot be changed without changing our thinking" (A. Einstein). The challenge to all of us concerned about improving educational outcomes is clear. School psychologists must move to a new service delivery model to be effective partners in our changing school system. It is an exciting challenge for all of us in the educational community, and one we look forward to making a reality.

*Authors' Note: A discussion hour was held at the NASP 2003 Convention in Toronto under this title. The following formed the basis for the discussion and, although not a transcript of the conversation, we believe it reflects accurately the points made by participants*

*A version of this article originally appeared in the TSP Forum. We wish to thank Marty Dunham for permission to reprint this article with minor changes.*

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## Fourth ITC International Conference

### Equitable Assessment Practices: Building Guidelines for Best Practices

The International Test Commission (ITC) is featuring its fourth international conference, *Equitable Assessment Practices: Building Guidelines for Best Practices*, to be held October 7-10, 2004. This conference is co-chaired by Drs. Bruce A. Bracken and Thomas Oakland, and will be hosted by Project Athena and the Center for Gifted Education on the campus of The College of William and Mary in Williamsburg, Virginia.

This ITC conference will highlight advancements for developing and using tests and assessment data in a manner that helps ensure fairness for all individuals, regardless of age, gender, race/ethnicity, and exceptionality. The conference will explore and discuss issues related to equitable assessment practices and fairness in testing as well as offer skill-building training in assessment and psychometric practice. Pre-conference assessment and measurement workshops and conference presentations will highlight recent advances in theory, research, and practice that promote equity to those who take tests, those who use test results, and those engaged in the business of test development and distribution. Assessment contexts addressed by the conference include clinical/counseling, education/school, health/medical, industrial/organizational, occupational/vocational, and test publishers/research laboratories. Consistent with prior ITC conferences, a primary goal of this conference is to develop, publish, and promote guidelines for equitable assessment.

International conference keynote speakers will include David Bartram (SHL Group, United Kingdom), Fanny Cheung (The Chinese University of Hong Kong), Elias Mpofu (formerly of Zimbabwe, now Pennsylvania State University, USA), and Robert Sternberg (Yale University, USA)

Invited conference workshops will include such topics as adaptive behavior, intelligence, differential item functioning, personality assessment, and neuropsychology, executive functioning, and structural equation modeling, and will include such speakers as: Barbara Byrne, Peter Isquith, Elizabeth Lichtenberger, Thomas Oakland, Hector Ochoa, Gale Roid, Robert Stern, Lawrence Weiss, Bruno Zumbo.

In addition to invited keynote speakers and workshop presenters, all ITC members and other participants are encouraged to submit proposals for symposia, papers, posters, and conference workshops. Abstract submissions that focus on theoretical issues, empirical research, or case studies relating to equitable assessment within any of the above contexts are invited. Topics may include a variety of testing methods and procedures (e.g., computer-based/internet-based assessment, individual/group assessments, interviewing, nonverbal assessment, objective/projective techniques, observational techniques, paper/pencil, play-based assessment, self/other-report). Abstracts also may address issues related to differential effects of examinee demographics in test construction and application. Successful abstract submissions will highlight aspects of equitable assessment practices.

Conference registration is \$295 (US) for ITC members and \$330 for ITC nonmembers; however, nonmember registration fee entitles the registrant to a one-year complimentary Individual Membership in the ITC.

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Or, bookmark the ITC Conference website ([www.itc2004.com](http://www.itc2004.com)) to monitor conference plans and to download registration and abstract submission forms.

## Psychologist Is To Doughnut

Ted Wormeli

Recently, I found myself (how appropriate a phrase for a psychologist!) driving past a brand new Crispy Cream Doughnut shop (I understand that Americans spell the name differently, but advertising agents are probably not hired because they can spell). The purveyors of these gobby delights had obviously researched the market well because the next sign that I passed proclaimed the presence of a local police station in the same shopping mall. I grimaced over the unfair delight taken by cartoonists who pillory the hapless hordes of helpful officers who frequent establishments such as Crispy Cream, but it caused me to wonder: is there a particular food with which psychologists might be so intractably and intimately associated?

For a psychologist, of course, food is not simply something to consume; it is not merely calories; it is not merely something with which to slake hunger; it is not merely . . . ; indeed, it is far more than that – it is something that we must cognitively embrace before we consume; it may, especially for the more psychological among us, be the objectification of our deepest needs. Consider the fact of the doughnut: nutritionists may describe it as simply a gob of sugar and fat (199 calories for the basic Crispy staple; 340 calories for an extra special stuffed sample); philosophers may note that it is shaped like a ring; that is, from one perspective, it has no end, as well as no beginning and thus might be considered as a representation of the cycle of life (I beg indulgence from those philosophers who eschew such a concept). Psychologists, on the other hand, note that it has an edge or border; there is doughnut and not doughnut. Being and not being. Ego and

superego. "Shall I consume this gob of fat and sugar, or shall I restrain myself?" Such thoughts impaled themselves upon me as I drove slower and slower past the Crispy Cream shop.

What is the place of a doughnut in Maslow's hierarchy? It is surely not positioned at the most basic level. Its nutritional value is poor – unless one is an itinerant psychologist, rushing madly from one appointment to another, who has skipped breakfast and lunch and is almost fainting from lack of sugar (with this thought, I removed my foot from the accelerator) – in that event it is a lifesaver and fulfills the basic need for survival. And if it is raining madly, the shelter of the Crispy Cream shop will protect the poor psychologist from hypothermia or drowning (and this thought caused me to begin to apply pressure to the brake pedal). And reproduction – can the doughnut aid the function of reproduction? While I hesitate to elucidate in this public journal, I am certain that the more imaginative among us psychologists can find a place for the doughnut in the reproductive process.

If even the doughnut can be defined as a psychological construct, then is there a food that is to psychologists as the doughnut is to police? That is, is there a more cerebral gustatory satisfier? Or is the doughnut to psychologists as the doughnut is to police? As I stand outside Le Crispy Crème, with mind-altering pheromones of fat and sugar pummeling my olfactory senses and beguiling my mind, I was convinced that there was no better analogy. And one of the items for sale was a "sampler" – how appropriate for psychological research!

As anticipation delivered my body to the door to Crispy Crème, I knew that in order to maintain my objectivity, before I ingested a doughnut, I had to determine the place of the doughnut in psychology. Is it a continuous or dichotomous variable? A dichotomous variable may be easier to manage – especially for those of us who are able to swallow a doughnut in one sigh, but a continuous variable provides a more flexible and more sensitive measurement –suited to those who are simply dainty dabblers in doughnuts.

The more cognitive and experimental among psychologists surely wonder if the doughnut is an antecedent or a consequence. Is it a setting event? Or the event itself? Or the result? Such a discussion can only be resolved by investigating the entire Crispy Crème sampler and then repeating the investigation under the same conditions an infinite number of times in an infinite number of Crispy Crème restaurants. This will probably take a long time; as the door opened to the Crispy Cream Factory, I wondered if I could wait.

Psychologists may not be able to measure the entire nature of the Crispy Crème Construct (CCC) directly, but, as for most other phenomena that we purport to measure, we can rate our perceptions of it

on a Likert scale, e. g.:

- 0 = not in the slightest
- 1 = a teeny, weeny bit
- 2 = possibly
- 3 = maybe
- 4 = could be
- 5 = plausibly

1. A CCC will make me happy.  
1 2 3 4 5
2. A dozen CCCs will make me happier.  
1 2 3 4 5
3. A CCC and a scotch and soda will . . .  
1 2 3 4 5\*
4. Ad infinitum . . .

To determine if the doughnut is an antecedent or a consequence, as I floated into the emporium of doughnut delight, I drafted a proposal on my laptop that included two groups of psychologists, stratified by age, gender and propinquity to the Crispy Crème Shoppe, who would be asked to consume a CCC sampler. We will evaluate salivation, time-on-task and processing speed to determine whether the doughnut is a setting event or a sitting event. Data will be compared by use of a d-test; the level of significance will be  $\alpha = .95$ ; that is, if it looks good – we'll eat it, and this writer would be delighted to hear from psychologists who propose a different food group for the analogy.

M-m-m-m-m-m . . . . .

\*The attentive reader will notice an unintended bias to the results that may be created by omitting the "0" choice.

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2003-2004

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### Student Representatives? :

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