



Canadian Association of School Psychologists
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Newsletter

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mately 20% (was this sample a quorum or a quodlibet?) Of these, the majority of participants described their primary role as practitioners in a public education organization (79%), the most common secondary role was that of practitioner in another public setting (such as Child and Youth Mental Health Services). Lastly, the most recurrent tertiary role was that of student or trainee. Surprisingly, 55% of respondents said that they had not read the Newsletter previously. Of those who had read it, 63% had read the hard copy only, suggesting that the Section should retain such a format for the time being. Nevertheless, we should aim towards an electronic-only format in the near future.

The findings suggested a clear mandate for the Newsletter. The item rated as most important by participants was: "To act as a forum for the exchange of ideas, interests and perspectives in applied school and educational psychology" (73% of participants rated this aim as "Very important"). At the same time, only 39.6% of participants felt that their provincial professional association addressed this need (no rivalry intended here). For this reason, I suggest that this newsletter should focus on the exchange of ideas and information. Qualitative responses also supported this direction. Section members indicated that they found previous editions relevant to current educational practice (6 responses), that they enjoyed the conversational and humorous tone (3) and that the News

From the Editor

We had just begun a series of group counselling sessions when one of the twelve year-old participants asked, "Have you been sent from the government to find out if we're crazy?" It was a striking question, but one that also prompted some reflection on the part of this new editor - what exactly do we psychologists think we are doing when we enter educational settings? This revitalized publication aims to address such a question by linking scholars and practitioners across Canada in a manner as engaging and thought-provoking as our twelve year-old's enquiry. This is the first edition of the Newsletter to have

appeared since the fall of 2007. As part of the process of renewal, we set up an online needs assessment to gather the views of Section members concerning the direction and focus of this publication. This initiative also enabled us to establish an editorial team, including a network of regional correspondents. Regional correspondents have been tried before for this publication, but we hope that with a new cohort of contributors, this bulletin will become more sustainable and appear more regularly.

55 Participants began the survey, of whom 98% completed it. At the time of the survey, membership stood at 275 members, indicating a return of approxi-

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.

letter provided access to recent research and intervention suggestions, including those employed by other practitioners (2). Critical comments included the need for more frequent publications (2) and for more specific and in-depth information about the issues encountered in practice (2). Bearing in mind the focus I propose for the Newsletter, two needs can be identified: to foster a culture of writing among practitioners and to build links between academics and school psychologists.

It could be argued, however, that the plan outlined here is overly ambitious. The Newsletter is just that, not a journal; some of the proposals here may seem to overstep the remit of such a publication. It is questionable whether Canadian psychologists in education are in a position to sustain an additional, national journal at this point in the profession's growth. To an extent this is true. Yet, as several reviewers of the field in Canada have noted, it is vital to develop a unified voice in order to move the profession forward in this country. The exchange of information and views on aspects of practice and research is in itself likely to engender greater unity between scholars and practitioners (in terms of social psychology, an 'ingroup'). Secondly, the Newsletter could be designed simply to transmit the decisions and actions of the Executive to members of the Section. Such a Newsletter, I suggest, would make for rather thin reading and would lack the breadth of content that readers seem to be seeking. For instance, more than 85% of respondents stated that they would like to see summaries and critiques of relevant, recent research in this publication, a need that is embodied aptly by Elizabeth Ring Cassidy's piece in this edition.

This issue, then, aims to renew the exchange of perspectives and information between practitioners and researchers through a wide variety of content. Following news and comment from our Section Chair, Joseph Snyder, we have a rundown of current issues from our regional correspondents:

Robert Williams (for Atlantic Canada), Debra Lean (Central and International), Janine Montgomery (Western) and myself (Northern).

Thirdly, Ester Cole, one of the leading Canadian psychologists in education, provides us with a summary of her paper given at the 2008 Convention in Halifax. Fourthly, an informal case study from Robert Williams illustrates cooperative work between a university and schools. Fifthly, comes Elizabeth Ring Cassidy's perceptive review of a recent paper on mental health issues among adults with learning disabilities. The issue ends with a call for some additional types of content and a brief bonus item.

In light of this new beginning for the Section Newsletter and the mandate from members as to its direction, I propose that this publication should be renamed *ED Exchange* (*PIE Exchange* seemed a little too homely, even though I am writing from the Prairies!) The

Message from the Chair aka A Word from the President

It has been said before: it's been awhile, but we're back in print! This time, I am very pleased to announce that we have a new Editor. Our Editor-Designate, Laurie Petch, conducted a needs survey, recruited an editorial board, solicited contributions, assembled an informative issue, and voila: this issue of the Newsletter is a testament to Laurie Petch's move from Editor-Designate to fully fledged Editor. I trust that this Newsletter will continue to form an important link in the chain of communication between the Canadian Psychological Association's (CPA) Psychologists in Education (ED) Section and the Canadian Association of School Psychology (CASP).

Some important activities of our two organizations during the past year deserve to be highlighted. Much of the activity of the Section has been in program planning for the myriad of presentations and social networking at the CPA Convention in Montréal. As part of our section program, we were pleased and honoured to have Bruce Shore of

next edition of the Newsletter will reflect this change. At this point I would like to thank Dr Joseph Snyder, the editorial team and all contributors for their hard work and support, without which this edition would have remained only a glimmer. I hope you enjoy this new issue of the Newsletter and I invite your feedback - a selection of which will appear in the next edition.

Best,

Laurie Petch, CPsychol, MSc, MA
Newsletter Editor, CPA ED / CASP
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McGill University as our keynote speaker. His topic was "Giftedness is not what it used to be, school is not what it used to be: Their future, and why psychologists in education should care." Further details will appear in later newsletters.

The majority of CASP activity continues to consist of further development and expansion of the *Canadian Journal of School Psychology* (CJSP), which is now published four times a year. Most ED section members are not subscribers of CJSP. For this reason, to increase awareness of the journal and foster participation by more potential stakeholders, the ED section and CASP co-sponsored the following CPA Convention symposium/conversation session/workshop: "The *Canadian Journal of School Psychology*: Introductions - past, present, and future directions." In the past, most CASP members have not been CPA members. Now, all CASP members, who are not full CPA members, become Associate members of the Psychologists in Education section without any additional intervention being required! Accordingly, this

year's Convention had a joint ED section business meeting held in conjunction with the CASP Annual General Meeting. Now, on to pleasurable and profitable reading of our newly integrated newsletter. Let's hope that this one voice will be a model for the future of our two organizations.

Sincerely,

Joseph Snyder PhD, NCSP
Chair, Psychologists in Education
President of CASP

News and Notes

Atlantic Region

In February 2009, Judge Michael McKee of New Brunswick issued a report on the results of the Province's initiative to develop strategic priorities for mental health entitled *Together into the future: A transformed mental health system for New Brunswick*. The report advocates establishing school-based mental health teams, which it is assumed will include school psychologists. Recent Department of Education statistics indicate that there are over 54 school psychologists serving in New Brunswick schools.

On January 20, 2009, representatives of the Association of Psychology in Newfoundland and Labrador informed Minister Wiseman of Health and Community Services that final approval had been granted for the Doctorate in Psychology (PsyD) program to be offered at Memorial University in Newfoundland and thanked him for his support. The Minister was also informed of an initiative at Eastern Health to develop a training program to support the PsyD program and recruitment and retention needs at Eastern Health.

The Child & Adolescent Psychology Interest Group of the Association of Psychologists of Nova Scotia sponsored a presentation on March 28, 2009 entitled, 'Attitudes and personality of interventionist behaviours.' Its focus was on psychologists' work with teachers and on assessment and interventions with

children and adolescents.

Currently, the Psychological Association of Prince Edward Island has 27 members. Many are school psychologists and several of the Association's advocacy projects are concerned with this specialty.

Robert B. Williams
PhD, MA, CPsychol, CSci, NCSP

Central Region

For this issue, the Central Region Report will focus on Ontario, specifically an initiative from the Ministry of Education entitled the Ontario Psychological Association Student Assessment Project. After describing this project, brief news from Québec follows. In June 2006, the Ontario Psychological Association (OPA) received a grant from the Ontario Ministry of Education for \$20 million. The OPA role was to act as the coordinator and monitoring agency for the project.

The four objectives and key findings were:

1. **OBJECTIVE:** reduce wait times for students from Junior Kindergarten to Grade 4 requiring professional assessments (psychology, speech-language pathology and occupational therapy); **RESULTS:** 77% of boards reported reductions in wait times for professional psychology assessments.

2. **OBJECTIVE:** enhance teacher capacity to provide effective programming for students assessed by these professionals; **RESULTS:** teachers showed greater capacity to implement professional recommendations, especially when it came to transferring them to Individual Education Plans, understanding professional reports and providing effective programming recommendations.

3. **OBJECTIVE:** improve literacy and numeracy for students provided with professional assessments; **RESULTS:** gains were made in literacy and numeracy and teachers and parents observed improvements in student

attitudes and behaviours.

4. **OBJECTIVE:** sustain assessment process improvements for the long term; **RESULTS:** gains were made in procuring the appropriate assessment tools/materials to support early identification, screening and progress monitoring for literacy, numeracy and behaviour, progress was made towards adopting a multi-tiered and continuous assessment process with clear roles and responsibilities for professional support staff and teachers.

Now, as the third year of the project is winding down, a number of collateral benefits have been identified:

1. Processes for entrance to special education services have become more collaborative.

2. Collaboration has increased between special education/support services and curriculum departments in school boards.

3. Assessment reports are more "user friendly."

4. Stronger links have been formed between assessment information and the implementation of sound instructional classroom strategies.

5. Roles of professional services staff (e.g. psychology staff) have expanded to include post-assessment consultation with teachers.

News from Québec: The March 2009 edition of *Psychologie Québec* contained an article about internet addiction that would be of interest to psychologists in education. The Association Québécoise des Psychologues Scolaire held their convention in October 2008 in Trois Rivières, where workshops topics included: student mental health, depression in adolescents, reading and writing disabilities and advanced training in several standardized tests.

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Debra Lean, PhD, CPsych

Western Region

The Government of Manitoba has begun to develop umbrella legislation to restructure the Provincial system of health profession regulation by following a model similar to those in existence in Alberta, Ontario, and British Columbia. The key objectives of the Health Professions Regulatory Initiative (HPRII) are: to improve public accountability, public protection, and to remove barriers to interdisciplinary practice while continuing to maintain a strong commitment to the principle of self-regulation. Manitoba plans to adopt a reserved acts (restricted activities) approach where only those acts or services that pose a significant threat of harm to the public (e.g., communicating a diagnosis) would be regulated. The Minister of Health recently released a consultation document; and the Manitoba Association of School Psychologists (MASP) has submitted comments regarding the proposed legislation to regulate the health professions.

MASP hosted a workshop on May 28 and 29, 2009 with Dr. Kenneth Merrell from the University of Oregon. This two day workshop focussed on mental health. The program topics were 'Social and emotional learning as a foundation for mental health promotion' on the first day followed by 'Mental health interventions at the top of the triangle: Effective practices for children and youth with internalizing disorders'. Visit <http://www.masp.mb.ca/> for more information.

On May 21, 2009 The Saskatchewan Institute of Applied Science and Technology in Kelsey and the Saskatchewan Educational Psychology Association (SEPA) co-sponsored Jim Cummins from the Ontario Institute for Studies in Education to speak on English language learners and literacy development. Information relevant to both immigrant and aboriginal populations was presented. On November 19 and 20 2009, Teresa Paslawski, PhD, will present on the Biological Basis of Behaviour for SEPA. Please see <http://www.saskedpsych.ca/> for updates.

The recently formed School Psychology Advisory Committee (SPAC) is a novel service that the British Columbia Association of School Psychologists (BCASP) is offering to its members. The SPAC is a committee of peers that is prepared to offer consultation in support of best practices in school psychology. The members of the committee are: Dr. Laurie Ford, Jeff Ballou, Simon Bazett, Jillian Morgan, and Michael Scales. The committee will respond to inquiries from members specific to the assessment, diagnosis or identification of a student with special needs, under the Ministry of Education regulations. This committee may prove to be particularly useful to members in remote school districts where they can be the only school psychologist in the area. The Ministry of Education has also recently stated that one must be either a member of the BCASP or a registrant with the College of Psychologists of British Columbia to work as a school psychologist in the province. This statement is viewed by the B.C. Association as endorsement of the BCASP as a professional body for school psychologists in the Province.

Janine Montgomery, PhD

Northern News

The education department of the Northwest Territories' Government published its support guide for schools,

Program for success this year. In addition, following ministerial directives in 1996 and 2006, the Government's inclusive schooling policy will shortly be available on its website (<http://www.ece.gov.nt.ca/index.htm>).

The detailed management of inclusive schooling is devolved to school boards in the Territories. More specifically, psychologists in private practice are typically hired periodically from British Columbia and Alberta to complete assessments on the recommendation of school boards in those provinces. The Territories' Government also completed a needs assessment in 2007, which identified the need for more school-based counselling to address: family concerns, adolescents' needs and vocational issues. The Government is looking at Telehealth and Skype as possible technological solutions to deliver such services in the Territories.

Laurie Petch, CPsychol, MSc, MA

International News

In the United States, the National Association of School Psychologists recently sent an e-mail to all members asking them to support the proposed Student Support Act whereby federal grants will be provided for schools in low income areas to recruit, employ, and retain school psychologists, social workers, and counsellors. In addition, support would be provided for training prospective school-based support professionals, including forgivable student loans for post-graduate study.

Debra Lean, PhD, CPsych.

Convention 2008

(In June 2008, the CPA held its annual Convention in Halifax. The ED Section offerings included, for the first time, a Chair's Symposium, including a wide variety of content. Details appear in the Abstracts Book produced by the CPA. As a flavour of this event, a summary of Dr Ester Cole's presentation follows.)

Effective consultation in multicultural school psychology: Integrative approaches for comprehensive services

by Dr. Ester Cole

Abstract: *In line with trends toward increased accountability in education and mental health, this paper documents comprehensive approaches for psychologists and consultants in multicultural education systems, including multidisciplinary teams. The paper concludes with implications for pre-service instruction for future practitioners, as well as in-service training for practicing psychologists in education.*

In multilingual societies comprised of increasingly diverse cultural communities, children and youth who are at risk for educational underachievement and social maladjustment will continue to pose challenges for teachers, administrators, and mental health consultants. One of the dilemmas faced by North American schools is that they have become intervention sites for numerous learning and social problems affecting students. At the same time, ever expanding educational goals in an era of budgetary constraints have reinforced the demand for more rigorous accountability. Consequently, the pedagogical, social, and budgetary context became a catalyst for the reform movement in education (Fullan, 2000; 2001; Power, 2008).

Simultaneously, there is growing evidence that attitudes within psychology itself and within education are changing. Leaders in education have begun to question whether special education services are the most effective way of dealing with academic underachievement for a heterogeneous

population of students (Cole & Brown, 2003; Shapiro, 2008). Additionally, there is increasing skepticism about the diagnostic power of traditional psychometric assessment (Kamphaus, 1996; Luther, Cole, & Gamlin, 1996). Therefore, school psychologists themselves have begun to consider the importance of a wider range of skills in practice and are requesting training in a variety of areas related to student and school needs (Sandoval, 1996; Thomas & Grimes, 2002; Canadian Psychological Association, 2007). Over the past two decades, publications and conventions (both scholarly and practical) have pointed practitioners in the direction of expanded services (e.g. Zins & Erchul, 2002). Organizations such as the United States National Association of School Psychologists (NASP) are playing a central role in identifying and improving upon training standards (Fagan, 1986) and in providing information to psychologists in education (NASP, 2006). Notwithstanding advocacy by psychology organizations, service providers themselves would benefit from exploring avenues for change which promote cost-effective best practices within a service model that is better adapted to the changing demographics in schools.

New Approaches Exemplified: Multidisciplinary Teams in Multicultural Schools

One of the vehicles for service delivery in many North American schools boards is the multidisciplinary school team, which exemplifies several of the themes explored so far. Overall, teams are designed to support teachers, administrators and parents in providing appropriate interventions for students in need of assistance in regular and special education settings. Not all school systems, however, have been mandated by law to establish such mechanisms for service delivery. In some Canadian school systems, for example, the mandate of the team has been expanded to include consultative services to educators, parents, and community agencies (Cole & Brown, 1996; 2003). Advocates of teams

highlight the following advantages of this service delivery model: teams encourage sharing of knowledge and resources; group participation often increases acceptance of recommendations made and promotes commitment to outcome; and teams provide appropriate referrals to mental health services and can monitor interventions through cost-effective consultation (Kovaleski, 2002).

The composition of multidisciplinary teams is closely linked to school policies and organizational goals (Rosenfield, 2002). The role of members and the functions of teams vary. Teams with broad mandates are more likely address primary, secondary, and tertiary prevention services. Effective teams tend to have several common characteristics highlighted in the literature. These characteristics include clarity of goals and roles, leadership support, effective planning, and team performance monitoring (Adelman & Taylor, 1998; Wagner, 2000).

In a five year follow-up study on school teams, Cole and Brown (1996; 2003) found that schools continued to utilize their teams for consultation about immigrant and refugee students. Indeed, respondents noted those students' common difficulties in coping with adjustment to a new language and culture. About a third of respondents saw English as a second language needs as attributes that were often related to student referral, and about a quarter of the staff surveyed saw refugee needs that were most often related to student referral for team consultation. By using this type of data, school systems can reframe their professional development priorities for staff, create a more systematic link to multilingual community services, and hopefully support interventions which are ecological in orientation (Cole and Brown, 1996). Research findings concerning school teams can provide decision makers at the system level with data about cost-effective services, thus, leading to "bottom up" and "top down" synchronized initiatives. By re-evaluating the functions of multidisciplinary teams within the context of a service

delivery model, decision-makers may broaden and prioritize consultative services linked to educational goals and programs.

Implications for Pre-Service and In-Service Training

Schools are complex organizations which would benefit from school psychologists and other mental health service providers assuming diversified roles (Cole, 1998). A clear commitment to equity and multicultural issues must be reflected in both pre-service and in-service models of training. The profiles of communities dictate the need for more systematic links between university trainers and supervising practitioners. Ecological models for multicultural services in schools require conceptual knowledge and skills training. A broader role for mental health professionals in education will likely provide an avenue for advocacy about prevention-oriented services. This shift, however, will continue to require knowledge of multicultural education, anti-racist policies and programs, violence prevention, crisis management, social skills training, and pre-referral interventions.

In summary, as students become more diverse, education systems become more complex, and demands for accountability grow, educational leaders need to understand that psychology is a dynamic profession that can make significant contributions in supporting school communities. To this end, school psychologists need to become more proactive in promoting the concept that psychology in education is not only about servicing those experiencing difficulties in mainstream programs; rather, that the profession has a significant role to play in supporting teachers and promoting the academic and social growth of all students. This tall order will likely be achieved by utilizing comprehensive service delivery models and restructuring pre-service and in-service practices which promote inclusivity and equity of outcomes for the adults of tomorrow.

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Informal Case Study

(In this section, readers are invited to share descriptions of how they have applied psychology in educational contexts. Case descriptions can be identified from case study research (Stake, 1995; Yin 2008) in their greater informality and by the fact that they do rely on systematic research methods. Most descriptions of cases and processes will be welcomed. Case descriptions of how psychology has benefited children, adolescents, families, teachers, schools, and programs are welcomed. Please consider sharing descriptions of informative or unusual psychoeducational assessments with recommendations and outcomes and effective academic remedial or behavioural interventions with individuals or groups. Needless to say, all identifying details should be removed from the description before submitting it. Teaching about case study research is also of interest. If you are uncertain about whether to submit your case study, please feel free to consult with the Editor or with Dr. Robert Williams, who coordinates this section and can be reached at: Robert.Williams@abu.nb.ca, Psychology Faculty, Atlantic Baptist University, Box 6004, Moncton, NB E1C 9L7. Robert provides an example here of collaborative work between academics and teachers.)

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Child study with teachers by Dr Robert Williams

This section describes the response of the author and his colleagues at the University of Dayton to an Ohio school district's need for the continuing professional development of its teachers (Williams, Gay & Flagg-Williams, 1994; Williams & Gay, 1998). Faculty members facilitated a year-long in-service program involving a series of studies of individual children. The program began with teachers organizing themselves into voluntary study groups of eight to ten members, moderated by a group member who had received specific university training. Each teacher group developed a code of ethics to ensure the protection and confidentiality of the children studied. The code stipulated that all information in the written case study records would be kept confidential. All information presented during meetings was safeguarded by group members. Only information written in the case records was communicated to the group. This practice ensured that the information given to group members about the children being studied was available for use during all the case study activities. Lastly, teacher groups reviewed their codes of ethics at the beginning of each of the eighteen two-hour meetings.

Building a child study record

The teachers identified children they wished to learn to help during the year. Information for the child study activities was drawn from the many sources available to teachers such as: daily observations; academic, creative or vocational work; cumulative records; the community environment and consultation with family, staff and professionals. The information was entered by hand in a bound composition notebook in the form of anecdotes. Group members shared the information about their children and worked together analyzing and interpreting it during their meetings. Child study record building occupied the group during the first six meetings through which participants

learned to distinguish objective from subjective information.

Interpretive activities

There were several forms of analysis that each teacher applied to the child study record during the year. This process allowed the teachers involved to: deepen their understanding and insight into the behaviour, development and learning of the children involved. The first activity, introduced at about the seventh or eighth meeting, consisted of identifying and listing recurring patterns of behaviour. An instance of behaviour was listed in descriptive terms when it clearly occurred twice in the record and subsequent recurrences were noted by adding dates (i.e., month/day) of occurrence. It was likely that at least a dozen patterns would show up in any record, particularly if teachers listed the behaviours in discrete terms. The following are examples of recurring patterns of behaviour from the case of Ben (whose name has been altered), a 5-year-old with cerebral palsy and mild intellectual disability in an inclusive kindergarten class:

1. Ben calls the teacher by her last name omitting a title. (11/10, 11/18, 11/19, 11/30, 1/4, 1/7, 1/12, 1/13, 1/20, 2/22, 3/1, 3/17, and 4/13.)
2. Ben cries in class. (11/10, 12/1, 1/13, 1/19, 2/4, 2/9, 3/29, and 4/8.)
3. Ben asks the teacher for directions. (11/10, 11/19, 11/30, 1/12, and 3/15.)
4. Ben shares his toys with other children. (1/5, 4/6, and 4/8.)
5. Ben drools. (11/16, 12/16, 1/4, 1/7, 1/20, and 4/6.)
6. Ben seeks the approval of peers. (11/16, 1/12, 2/4, and 2/9.)

The second interpretive activity consisted of selecting a pattern of behaviour for analysis using the multiple hypotheses method. Any clear pattern of behaviour that was of interest or challenging to the teacher was

pattern of behaviour that was of interest or challenging to the teacher was eligible to be chosen. The analysis of a behaviour pattern involved two tasks: (1) listing all possible reasons for the behaviour (multiple hypotheses) stated in the most specific and testable forms possible; and (2) validating the hypotheses with reference to the instances noted in the child study record. The study record was read anecdote by anecdote to identify and record facts which supported or refuted the various hypotheses. An abbreviated example of an analysis of one of Ben's behaviours by the multiple hypotheses method follows: Why would Ben or any other 5-year-old boy cry in class? Could it be that Ben (+ = fact supporting hypothesis, - = fact refuting hypothesis):

1. Is neglected at home. (-12/3, -1/14, -3/11.)
2. Cries to get the teacher's attention. (+11/10, -12/1, +1/13, -1/19, +2/4, -2/9, -3/29, -4/8.)
3. Cries when he is angry or frustrated. (-11/10, +12/1, -1/13, +1/19, -2/4, +2/9, +3/29, -4/8.)
4. Lacks the social skills he needs to please peers and adults. (+11/18, +11/30, +12/1, +1/7, -3/1, -3/4, -4/6, -4/8.)
5. Gets what he wants from his parents when he cries at home (facts do not support or refute this hypothesis).

This process gave teachers confidence about a number of the hypotheses tested and a sentence was drawn up to state their thoughts. This task was to be completed and shared with the group no later than the fourteenth meeting. The following is an example of a summary statement:

It appears that Ben cries in class as much from being angry and frustrated (3) and from his lack of social skills (4) as from seeking the teacher's attention (2). There is no evidence to suggest neglect at home (1) and no data to support or refute the notion that Ben's parents have given in to his desires when he

cries at home (5).

The interpretive procedures lead to the study of human development concepts and research through discussion of recommended readings, which faculty members made available to the group. University consultants visited each case study group four times a year to clarify procedures, assisted in analyzing the case records, and shared research findings. At the end of the year, the teachers completed the last procedural step which involved writing a summary of the case study record by answering a series of questions. The following are examples of responses to these questions as applied in the case of Ben:

1. Which developmental tasks is Ben working on?

Ben is working at developing social skills to maintain acceptance by his peers.

Ben is learning how to relate to adults outside his family.

2. Are there any personal problems that arise in Ben's life because of inclusion?

Ben becomes frustrated and upset when he cannot do what is expected of him.

Ben experiences rejection by his peers.

3. What assets or strengths does Ben bring to his inclusion?

Ben expresses a desire to be with and accepted by his peers.

Ben initiates social contacts and readily shares his toys with peers.

Ben shows great tenacity in working at making friends.

4. What skill(s) has Ben developed as a result of inclusion?

Ben has learned to take pleasure in sharing with peers.

Ben has learned to use language to increase peers' interest in him.

5. How has inclusion contributed to Ben's attempts to master developmental tasks and/or resolve adjustment problems?

His inclusion provided life contexts, such as evaluation of behaviour by his peers, which would have had to be faced by Ben at some point during his schooling.

6. What might others do, or what might they do differently, to facilitate Ben's optimum development through inclusion?

His teacher and parents could have identified a 'Circle of Friends' to support Ben as he progresses through school.

The class teacher, his parents, the other children and Ben could participate in the continuous process of developing an action plan to assure Ben's membership and support in the class.

Three or four meetings were scheduled for the summary work so that time was provided to share the child study findings for the benefit of all participants. When the child study activities were completed, the records were surrendered (as part of the code of ethics) to the university consultant who assumed responsibility for safeguarding them.

In short, participation in child study activities enabled teachers to:

1. increase their understanding of the children with whom they work.
2. gain greater objectivity in recording and interpreting behaviour.
3. learn to withhold judgments about behaviour when evidence is lacking.
4. strengthen their willingness to substantiate statements about behaviour with evidence.
5. become more able to appreciate the issues children face at home, at school, and in peer groups.
6. learn to use psychological concepts and research to help children.
7. be more open towards working at understanding the meaning/function of a child's behaviour.

References

Williams, R.B., Gay, J.E. & Flagg-Williams, J.B. (1994) *Inclusion from the perspective of persons with mental retardation*. ERIC Document Reproduction Service No. ED 360 760.

Williams, R.B. & Gay, J.E. (1998) Understanding our students: a case study method. *The Cleaning House* 72(1), 44-46.

results reviewed here represent only selected findings from this research.

The authors used both descriptive statistical analysis and regression analysis to examine six measures of mental health. These measures were identified as: 1) the respondent's level of stress during the previous month, 2) lifetime consultation with a professional for problems with emotions, mental health or substance misuse, 3) a major depressive disorder, 4) a major anxiety disorder, 5) self-reported serious suicidal ideation and 6) self-perception of overall mental health.

The population of interest were those who answered 'yes' to questions about the presence of an LD in their profile. The respondents were able to identify more than one area of learning delay and the sample also included those reporting Attention Deficit Hyperactivity Disorder (ADHD).

Reviews, Research and Queries

Research in practice

Wilson, A.M., Deri Armstrong, C., Fume, A., & Walker, E. (2009) The mental health of Canadians with self-reported learning disabilities. *Journal of Learning Disabilities*. 42(1), 24-40

(Online article can be retrieved at: <http://ldx.sagepub.com/cgi/content/abstract/42/1/24>)

Alexander (Lex) Wilson, the primary author of this study, is an Associate Professor of Psychology at Mount Allison University, Sackville, New Brunswick. He is also the Director of the Meighen Centre for Learning Disabilities Assistance and Research at Mount Allison. Professor Wilson's graduate and postdoctoral research has been in the fields of clinical/school psychology and clinical child neuropsychology. Over the past decade, Professor Wilson has published widely in the areas of learning disabilities (LD) with a specific focus on the phonological processing skills of dyslexic adults. He sees the study of learning disabilities across the lifespan as a relatively new area of research and as Professor Wilson notes "the adult LD field remains largely undeveloped." Previous studies of school and clinical samples indicate that individuals with LD often have higher incidence of mental health problems, including: depression, suicidal ideation, anxiety and stress. While the majority of research has focused on adolescents, those few studies which have considered adult populations also suggest the presence of associated psychiatric problems particularly around adjustment and depression.

Using the *Canadian Community Health Survey: Mental Health and Well-being*,

Cycle 1.2(CCHS), the researchers considered how adults with self-reported LD differ from their nondisabled peers across a number of mental health dimensions. This 2002 sample represented 98% of the population aged 15 or older residing in all 10 Canadian provinces (n = 36,984). Using self-reported LD, the study examined the differences in mental health outcomes after controlling for confounding variables such as income and education. The paper also considered differences between males and females and the presence of protective factors. It is a complex and multifaceted study that resists being condensed in a review such as this. Consequently, the

Sample used in Lex et. al. (2009) study

	Persons with LD (PWLD)	Persons without LD (PWOLD)
Total Population	670	14,265
School aged persons (15-21)	244	3,096
Transitioning Adults (22-29)	161	3,394
Older Adults (30-44)	265	7,775

Age 44 was chosen as an upper limit to reflect the changes in diagnostic procedures over time. The authors concluded that older adults were unlikely to have received an LD diagnosis. This categorization reduced the sample size and several specification checks were run to compensate for this change. The category for people reporting dyslexia was run separately as it reflects what the authors call a "cleaner" subsample of LD.

Of the nine tables presenting the research data, two tables report descriptive results, one provides the main regression analysis while the remaining six reflect a variety of checks for robustness completed across age, sex, province, co-morbidity with ADHD (overall), co-morbidity with ADHD (by age) and dyslexia.

Results from this study confirm previous research and conclude that: "In all cases (for both genders and all six measure of mental health), having LD was associated with significantly poorer mental health outcomes." (p.31) The researchers found elevated levels of stress among persons aged 15-21 and suggested that this may have been due to specific stressors such as academics or other school/peer related issues. The LD subjects "had more than 2 times the odds of reporting an anxiety disorder." (p. 33). While PWOLD had a 10% occurrence across ages, those reporting LD had levels that ranged from 20.4% at age 15-21 to 31% at age 30-44. Because no specific measure for Generalized Anxiety Disorder was included in the data, the authors conclude that the anxiety levels identified in their data "may be an underestimate of anxiety disorders in PWOLD" (p.33).

In the case of depression, statistically significant differences were found for all age groups of PWOLD but disappeared after controlling for confounding factors. It was suggested that "the results for older adults were not consistent with existing literature where higher rates have been identified in both young and old populations."

Suicidal ideation was elevated among PWOLD and, confirming previous studies, it was found that such thoughts increased into older adulthood. This is a different pattern from that found in the PWOLD sample where suicidal thoughts peaked at age 29 and declined for older adults. The rates of use of professional services and perceptions of poor mental health were found to be two (2) times greater in the PWOLD group "After controlling for confounding factors these significant differences remained" (p.34).

Wilson and colleagues go on to consider the impact of LD across the lifespan and conclude that studying the interaction of anxiety, LD and social functioning remains complex: "To date no studies have investigated specific types of anxiety disorders in adults with LD" (p.34). Using multivariate analysis, gender differences were also isolated. Within the PWOLD population, males were found to have three of six elevated mental health problems: depressive episodes, anxiety disorders and mental health consultation. Females with LD were also found to have three areas of mental health problems: high distress, suicidal thoughts and poorer general mental health in relation to peers.

Wilson and colleagues are careful to delineate the limitations of this research and identify three issues that may impact how widely the findings can be generalized:

- Self-report of LD without specific diagnostic criteria being met
- Lack of consideration in the *CCHS 1.2* of confounding variables, particularly intellectual deficits
- The cross-sectional design which made it difficult to develop "strong arguments in relation to age-group trends" (p.36)

The authors identify four implications from this study and go on to address each of these in turn: 1) the need to identify specific risk factors in stress reactions in this population, 2) specific attention should be paid to the problems of stress in females with LD,

- 3) early identification of LD should not be undertaken just from an academic perspective but with view to screening and intervention before mental health problems emerge and
- 4) recognition of the importance of social/familial support as a protective factor against mental health problems.

This study presents a thorough and well thought-out analysis of the data set available through the *CCHS 1.2*. Beyond the limitations noted by the researchers, studies such as this run into the intrinsic problems that arise with retrospective research in psychology. The researchers are bound by the questions in a survey which were not designed to test the hypothesis postulated by the research. They must apply robust statistical techniques to the data, provide several checks of robustness and tease out the impact of possible confounding variables. This issue is one that occurs whenever large data sets such as the *CCHS 1.2* or the American National Survey of Youth are used as opposed to case-controlled studies. At the same time, however, recruiting adult LD subjects and controls would be a daunting task. Without mandated attendance at an institutional/school program, identifying LD adults who meet specific diagnostic criteria is difficult and in the end self-reporting would be necessary. These minor methodological caveats aside, this paper provides a solid benchmark for understanding how LD adults view their own mental health. The results from this research will prove to be an important source for other researchers in the field. Likewise, the study provides valuable information for those psychologists in educational settings who are tasked with assessing and counselling learning-disabled adolescents as they transition into the community. Wilson and colleagues underscore the need to view LD beyond the realm of academic skill acquisition and within a more holistic context, since the presence of LD will continue to impact the lives of adult Canadians.

Elizabeth Ring-Cassidy,
Registered Psychologist

Queries & Replies

(Editor: Please submit any questions that may be answerable from a research perspective to Elizabeth Ring-Cassidy at eringcassidy@show.ca. Preference will be given to questions connected to the featured article, but other issues will also be considered. Elizabeth's responses will then appear in the next issue of the Newsletter/ED Exchange.)

Book Reviews

(Note to publishers: The Newsletter is now accepting books for review. Any relevant books received will be listed for Section members to review. Books should be sent to: Dr. Joseph Snyder, Department of Psychology, Concordia University, Montréal, QC H4B 1R6, Joseph.Snyder@concordia.ca or to Dr. Jack Kamrad, Chief Psychologist, Peel District School Board, 5650 Hurontario Street, Mississauga, Ontario, L5R 1C6, jack.kamrad@peelb.com. A decision will then be made as to whether ED Exchange or the Canadian Journal of School Psychology is the most appropriate outlet.)

Portrait Gallery: Profiles of Canadian Psychologists in Education

(Editor: We invite pen portraits, appreciations and obituaries of psychologists working in education in Canada, living or deceased, for this section.)

We also seek a Section member to coordinate this item as a member of the editorial team.)

And Finally...

A selection of ED Section T-Shirts is now available. Choose from a variety of shades matching most major Wechsler test cases with one of the following slogans:

"Stanley Milgram: Electrical Contractor"

"I'm all over that like Bandura on Bobo"

(t-shirt with a pink picture of Freud) "Pink Freud"

"Grad Student: Will psychoanalyze for food"

And our most popular item:

"I am 99.7% confident that I fall within three standard deviations of the mean"

(Adapted from author(s) unknown- retrieved from <http://forums.studentdoctor.net>. Please send in your suggestions for other slogans.)

By Laws For The Section On Psychologists In Education Of The Canadian Psychological Association

NAME

1. The organization shall be called the Section on Psychologists in Education hereinafter referred to as "the Section".

II. PURPOSE

1. Sections are the primary agents through which the particular and special needs of members of the Canadian Psychological Association (herein after referred to as "CPA") are met and interests are served. The purpose of this section is to promote the development of Educational and School Psychology as special interest areas in psychology.

2. In pursuance of this purpose, the Section is expected to:

a) provide information to members about current activities, events, research and practice developments in the area;

b) organize sessions at the annual CPA Convention that are of interest to members;

c) represent the interests of the Section within CPA through initiating such activities as position papers, policy statements, and special meetings; and make representations on behalf of its members to external organizations or agencies with the approval of the Executive Committee of the CPA Board of Directors.

d) prepare and distribute at least two newsletters during the course of the year;

e) engage in other activities designed to promote educational and school psychology as approved by the Section's Executive Committee.

III. FORMATION

1. The Section is an agent of the CPA and operates in accord with By-Law VII of the Association

2. Approval to establish the Section within the Association is granted by the CPA Board of Directors in accord with CPA By-Law VII.2.

3. The Section may be dissolved by the CPA Board of Directors in accord with By-Law VII.3.

IV. MEMBERSHIP

1. Full membership in the section is open to all Fellows, Members and Student, Foreign and Special Affiliates of CPA.

2. Associate membership in the Section is open to those who do not meet the

requirements for full membership; that is, those who are not CPA members, but who nevertheless declare an intention to pursue the stated purposes of the Section. Applications for Associate membership shall be reviewed by the Executive Committee of the Section and a recommendation made to the general membership

3. Members of the Section who are full members of CPA may exercise full voting rights, and may nominate, vote and hold office. Affiliate members of CPA who are members of the Section and Associate members of the Section may enjoy full privileges of membership except for holding office, with the exception that Student Affiliates may be elected to the non-voting office of Student Representative on the Executive Committee.

4. Any member of CPA shall be admitted to full membership in the Section upon application to CPA or to the Section and upon stated commitment to the purposes of the Section and upon payment of the annual dues.

5. The Section shall establish annual dues. Membership fees adequate to carry out the purposes of the Section shall be established by a majority vote of members present and voting at the Annual General Meeting. Differential dues may be set for Full members, Student members and Associate members.

6. Any member may resign from membership in the Section by giving written notice to the Secretary-Treasurer of the Section. Membership dues are not refundable following resignation.

7. Any member of CPA whose fees are six months in arrears shall be deemed to have resigned from CPA, and, therefore, is no longer eligible to be a member of the Section. Members whose Section membership fees are six months in arrears shall be deemed to have resigned from the Section, and are therefore not permitted to vote, to make nominations, or to hold office in the Section.

8. Any member suspended from the CPA under its By-Law XI shall be deemed to be suspended from the Section.

V. OFFICERS AND EXECUTIVE COMMITTEE

1. There shall be at least eight elected officers: Chair, Chair-Elect, Past-Chair, Secretary-Treasurer, Program Chair, Member(s)-at-Large, Newsletter Editor, and Student Representative(s) (non-voting). A Member (or Members)-for-Life may be elected also. The term for each elected office is two years, ending at the close of the Annual General Meeting, except for the Member(s)-for-Life, whose term shall be for the lifetime of the member. These eight or more officers shall comprise the Executive Committee of the Section. The management of the Section shall be the responsibility of the Executive Committee.

2. Nominations for the Chair-Elect, Secretary-Treasurer, Program Chair, Member(s)-at-Large, Newsletter Editor, Member(s)-for-Life, and Student Representatives may be made up to the time of the annual election.

3. The Chair-Elect, Secretary-Treasurer, Program Chair, Member(s)-at-Large, Newsletter Editor, Member(s)-for-Life, and Student Representative, shall be elected by majority vote of members present and voting at the Annual General Meeting.

4. The Chair shall:

a) provide the overall supervision and administration of the affairs of the Section and ensure that all policies and actions approved by the general membership or by the Executive Committee are properly implemented;

b) preside at general meetings of the Section and chair meetings of the Executive Committee;

c) represent the Section on the CPA Committee on Sections, to the CPA Board of Directors, and to external bodies;

d) provide an Annual Report to the members and to CPA.

5. The Chair-Elect is available to carry out duties assigned by the Chair or requested by the Executive Committee or the general membership.

6. The Past-Chair shall:

a) fulfill the duties of the Chairperson when that person is temporarily absent or otherwise unable to perform the duties of the office;

b) perform duties assigned by the Chairperson or requested by the Executive Committee or the general membership.

7. The Secretary-Treasurer shall:

a) issue notices and agenda, and prepare, maintain, and distribute the minutes of general meetings and of the Executive Committee;

b) work with CPA Central Office to maintain an up-to-date list of members, including a record of the dues paid by members in order to establish those in good standing;

c) be responsible for the care and custody of the funds and other assets of the Section and for making payments for all approved expenses;

d) maintain books of the accounts which shall be made available for inspection by members at any reasonable time on request;

e) annually, at least four weeks before the Annual Meeting of the Association, submit an Annual Report, including a financial statement, to the Board of Directors of the

Association; the financial statement shall include a budget for the ensuing year which shall be subject to approval by the Board of Directors;

f) carry out other duties as may be assigned by the Chair.

8. The Program Chair shall:

a) oversee all of the Section's participation in the Annual Convention Program of the CPA.

b) be the correspondent of the Section with the Convention Coordinator.

c) obtain reviewers of Section programme submissions for the Convention, and oversee the completion of this process.

d) be responsible for obtaining a Speaker for the Annual Business Meeting.

e) co-ordinate the Section's efforts to sponsor a pre-Convention Workshop.

9. The Newsletter Editor shall:

a) edit the Section Newsletter;

b) serve as media contact person;

10. The Member(s)-at-Large and the Member(s)-for-Life shall:

a) act as consultant(s) to the Executive Committee.

b) perform whatever duties the Chair shall ask of them.

11. The Student Representative(s) shall:

a) act as liaison between the Section and student affiliate members.

b) perform whatever duties the Chair shall ask of them.

12. The signing officers of the Section shall be the Chair and the Secretary-Treasurer.

13. Officers shall remain in office until their successors are elected or appointed unless they resign or are removed from office by a two-thirds vote of the body that elected or appointed them. Proper notice must be given of a motion to remove a person from office and the individual concerned shall be given an opportunity to speak before such a motion is put to a vote.

14. Vacancies that occur on the Executive Committee shall be filled by appointment by the Executive Committee. A vacancy in the office of the Past-Chair shall normally be filled by the next immediate Past-Chair.

VI. GENERAL MEETINGS

1. The general membership shall retain all powers of the Section except the management duties delegated in Section By-Law V to the Executive Committee of the Section.

2. An Annual General Meeting shall be held at the time and in the location of the annual convention of the CPA.

3. The Executive Committee of the Section may call a special general meeting by giving at least 30 days notice of the time and place of the meeting and of the specific agenda items to be considered

4. The meetings of the general membership shall be conducted in accordance with the latest edition of Procedure for Meetings and Organizations, by M. K. Kerr and H.W. King (Carswell Legal Publications, Toronto).

VII. COMMITTEES

1. The Executive Committee may appoint standing or other committees as it deems desirable to facilitate the achievement of the purposes of the Section.

2. Terms of reference of standing committees shall be prepared by the Executive Committee of the Section and put before the membership for approval at a general meeting. Ad hoc committees may be established by approval of a motion or at a meeting of the Executive Committee of the Section.

VIII. AMENDMENTS

1. These By-Laws may be amended by approval of a motion by a two-thirds majority of votes cast at the Annual General Meeting of the Section, provided that at least thirty days notice is given for such a motion, and that the amendments receive subsequent approval by the Executive of CPA.

Adopted May 2002