

PSYNOPSIS 46.1 – LA PSYCHOLOGIE SCOLAIRE

DOCUMENT DE POSITION : SOINS DE SANTÉ MENTALE POUR LES ENFANTS ET LES JEUNES DU CANADA – LE RÔLE DES PSYCHOLOGUES SCOLAIRES

MARIA KOKAI, Ph.D., C.Psych.

1. Mental Health Research Canada. Mental Health During COVID-19 Outbreak: Canadian Alliance on Mental Illness and Mental Health (CAMIMH) Report. [Mental Health During COVID-19 Outbreak: Poll #3 \(camimh.ca\)](https://www.camimh.ca/Mental-Health-During-COVID-19-Outbreak-Poll-#3)
2. Boak, A., Elton-Marshall, T., & Hamilton, H.A. (2022). The well-being of Ontario Students: Findings from the 2021 Ontario Student Drug Use and Health Survey. www.camh.ca/osduhs
3. Protecting Youth Mental Health: The U.S. Surgeon General's Advisory <https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html>
4. Madigan, S., Racine, N., Vaillancourt, T., et al. (2023). Changes in Depression and Anxiety Among Children and Adolescents From Before to During the COVID-19 Pandemic: A Systematic Review and Meta analysis. *JAMA Pediatr*, 177(6), 567–581. doi:10.1001/jamapediatrics.2023.0846
5. Vaillancourt, T. & Szatmari, P. (2022). Major Disruptive Events—Public Health Implications. *Child Development*. Published online: 15 August 2022. <https://doi.org/10.1093/acrefore/9780190632366.013.159>
6. Children First Canada (2023). Raising Canada 2023. <https://childrenfirstcanada.org/campaign/raising-canada/>
7. Centre for Addiction and Mental Health (2021). 2021 Ontario Student Drug Use and Health Survey. www.camh.ca/osduhs
8. Office of the U.S. Surgeon General (n.d.). Protecting Youth Mental Health: The U.S. Surgeon General's Advisory. <https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html>
9. Madigan, S., Racine, N., Vaillancourt, T., et al. (2023). Changes in Depression and Anxiety Among Children and Adolescents From Before to During the COVID-19 Pandemic: A Systematic Review and Meta-analysis. *JAMA Pediatr*, 177(6), 567–581. doi:10.1001/jamapediatrics.2023.0846

10. Vaillancourt, T. & Szatmari, P. (2022). Major Disruptive Events—Public Health Implications. *Child Development*. Published online: 15 August 2022. 013.159”<https://doi.org/10.1093/acrefore/9780190632366.013.159>
11. Children First Canada (2023). Raising Canada 2023. <https://childrenfirstcanada.org/campaign/raising-canada/ns/educational/education-position-papers/>”<https://cpa.ca/sections/educational/education-position-papers/>
12. Vaillancourt, T., et al. (2021). Children and Schools During COVID-19 and Beyond: Engagement and Connection Through Opportunity. Royal Society of Canada. <https://rsc-src.ca/en/voices/covid-19-policy-briefing/children-and-schools-during-covid-19-and-beyond-engagement-and>

LA PSYCHOLOGIE SCOLAIRE, UN SERVICE PUBLIC ESSENTIEL

GLENN BRIMACOMBE, M.A. ;
MARIA KOKAI, Ph.D., C.Psych.

1. Canadian Psychological Association (2007). Professional Practice Guidelines for School Psychologists in Canada <https://cpa.ca/cpsite/UserFiles/Documents/publications/CPA%20Practice%20Guide.pdf>
2. Canadian Psychological Association (2007). Professional Practice Guidelines for School Psychologists in Canada <https://cpa.ca/cpsite/UserFiles/Documents/publications/CPA%20Practice%20Guide.pdf>
3. Canadian Psychological Association (2022). Mental Health Care for Canadian Children and Youth – The Role of School Psychologists. <https://cpa.ca/docs/File/Sections/EDsection/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>
4. Vaillancourt, T., & Szatmari, P. (2022). Child Development, Major Disruptive Events—Public Health Implications. *Oxford Research Encyclopedia of Global Public Health*. <https://oxfordre.com/publichealth/view/10.1093/acrefore/9780190632366.001.0001/acrefore-9780190632366-e-159>
5. World Health Organization (2005). Promoting mental health: Concepts, emerging evidence, practice. A report of the World Health Organization in collaboration with Victorian Health Promotion Foundation and Melbourne University. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/43286/9241562943_eng.pdf?sequence=1

6. Mental Health Commission of Canada (2012). Changing directions, changing lives: The mental health strategy for Canada. Calgary, AB.
7. Pan-Canadian Joint Consortium for School Health (2013). Schools as a setting for promoting positive mental health: Better practices and perspectives. Second edition. Pan-Canadian Joint Consortium for School Health. ISBN 978-0-9866785-0-9
8. Vaillancourt, T. et al. (2021). Children and schools during COVID-19 and beyond: Engagement and connection through opportunity. Royal Society of Canada. <https://rsc-src.ca/en/covid-19-policy-briefing/children-and-schools-during-covid-19-and-beyond-engagement-and-connection>
9. Canadian Psychological Association (2021). Mental health care for Canadian children and youth. The role of school psychologists. <https://cpa.ca/docs/File/Sections/EDsection/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>
10. Cole, E. & Kokai, M. (Eds.). (2021). Consultation and mental health Interventions in school settings: A scientist-practitioner's guide. Gottingen: Hogrefe Publishing GmbH.
11. Canadian Psychological Association (2007). Professional Practice Guidelines for School Psychologists in Canada. <https://cpa.ca/cpaweb/UserFiles/Documents/publications/CPA%20Practice%20Guide.pdf>

PROMOUVOIR LA PSYCHOLOGIE SCOLAIRE AU CANADA : ACTIVITÉS DE SENSIBILISATION DE LA SECTION DE LA PSYCHOLOGIE ÉDUCATIONNELLE ET SCOLAIRE

TASMIA HAI, Ph.D.

1. Children First Canada (2023). Raising Canada. Children First Canada. <https://childrenfirstcanada.org/campaign/raising-canada/>
2. Madigan, S., Korczak, D. J., Vaillancourt, T., et al. (2023). Comparison of paediatric emergency department visits for attempted suicide, self-harm, and suicidal ideation before and during the COVID-19 pandemic: A systematic review and meta-analysis. *The Lancet Psychiatry*, 10(5), 342-351. [https://doi.org/10.1016/S2215-0366\(23\)00036-6](https://doi.org/10.1016/S2215-0366(23)00036-6)
3. Madigan, S., Racine, N., Vaillancourt, T., et al. (2023). Changes in Depression and Anxiety Among Children and Adolescents From Before to During the COVID-19 Pandemic: A Systematic Review and Meta-analy-

sis. *JAMA Pediatrics*, 177(6), 567-581. <https://doi.org/10.1001/jamapediatrics.2023.0846>

PROBLÈMES RELATIFS AU RECRUTEMENT ET AU MAINTIEN EN POSTE DES PSYCHOLOGUES SCOLAIRES : PERSPECTIVES D'ÉTUDIANTS DIPLÔMÉS ET DE PSYCHOLOGUES EN DÉBUT DE CARRIÈRE AU CANADA

EMILY CÔTÉ, M.A.; DORNA RAHIMI, M.A.; PAIGE WALKER, M.A.

1. Grimley, L. K. (1978). Identity Crisis in School Psychology. *Journal of School Health*, 48(9), 538-540. <https://doi.org/10.1111/j.1746-1561.1978.tb04583.x>
2. Bardon, J. I. (1983). Psychology applied to education: A specialty in search of an identity. *American Psychologist*, 38(2), 185-196. <https://doi.org/10.1037/0003-066x.38.2.185>
3. Sheridan, S. M., & Gutkin, T. B. (2000). The Ecology of School Psychology: Examining and Changing our paradigm for the 21st century. *School Psychology Review*, 29(4), 485-502. <https://doi.org/10.1080/02796015.2000.12086032>
4. Canadian Psychological Association (2022). Mental Health Care For Canadian Children And Youth The Role of School Psychologists. Canadian Psychological Association. Retrieved October 1, 2023, from <https://cpa.ca/docs/File/Sections/EDsection/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>
5. Conoley, J. C., Powers, K., & Gutkin, T. B. (2020). How is school psychology doing: Why hasn't school psychology realized its promise? *School Psychology*, 35(6), 367-374. <https://doi.org/10.1037/spq0000404>
6. King, S., Khalil, M., & McGonnell, M. (2022). School Psychology Practice in Nova Scotia: An Update and Implications for Role Diversification. *Canadian Journal of School Psychology*, 37(2), 189-203. <https://doi.org/10.1177/082957352111037810>
7. Brown, T. J., & Sobel, D. (2021). School psychologists' job attitudes: A systematic review. *Contemporary School Psychology*, 25, 40-50.
8. Cheng, D., & Cooper, J. M. (2014). The APPIC Internship Process: Then, Now, and School Psychology. *The School Psychologist*. American Psychological Association.

9. Gayer, H. L., Brown, M. B., Gridley, B. E., & Treloar, J. H. (2003). Predoctoral psychology intern selection: Does program type make a difference? *Social Behavior and Personality: An International Journal*, 31(3), 313-321. doi:10.2224/sbp.2003.31.3.313
10. Keilin, W. G. (2015). Internships in school psychology: Selection and accreditation issues. *Psychology in the Schools*, 52(10), 962-971.
11. Mahoney, E. B., Perfect, M. M., & Edwinson, R. M. (2015). Internship training directors' perceptions of school psychology internship applicants. *Psychology in the Schools*, 52(10), 984-997. doi:10.1002/pits.21880
12. Association of Psychology Postdoctoral and Internship Centers (APPIC). (2023). Directory. <https://www.appic.org/Directory>
13. Schilling, E. J., Randolph, M., & Boan-Lenzo, C. (2018). Job burnout in school psychology: How big is the problem? *Contemporary School Psychology*, 22, 324-331. doi:10.1007/s40688-017-0138-x
14. Young, E. L., Moulton, S. E., Julian, A., Smith, A., & Butler, R. (2020). Retention and job satisfaction of school psychologists. *Psychology in the Schools*, 58, 585-600. doi:10.1002/pits.22465
15. Boccio, D. E., Weisz, G., & Lefkowitz, R. (2016). Administrative pressure to practice unethically and burnout within the profession of school psychology. *Psychology in the Schools*, 53(6), 659-672. doi:10.1002/pits.21931

LA PÉNURIE DE PSYCHOLOGUES SCOLAIRES AU CANADA : LE RÔLE DES PROGRAMMES DE FORMATION UNIVERSITAIRE

STEVEN R. SHAW, Ph.D.; YEON HEE KANG, B.A.

1. Korczak, D. J., Madigan, S., & Vaillancourt, T. (2022). Data divide—disentangling the role of the COVID-19 pandemic on child mental health and well-being. *JAMA Pediatrics*, 176(7), 635-636.
2. Bocanegra, J. O., Gubi, A. A., Zhang, Y., Clayson, E., Hou, M., & Perihan, C. (2022). Upending the shortages crisis: A national survey of school psychology recruitment. *School Psychology*, 37(2), 97.
3. Rosenfield, S. (2022). Strengthening the school in school psychology training and practice. *School Psychology Review*, 51(6), 785-794.

4. Gross, S., & Morris, M. V. (2022). The impact of school psychology shortages on students and the profession. *Communique*, 51(1), 12-13.

COLMATER LES FUITES, EXTRAIRE LE TALENT : S'ATTAQUER À LA CRISE DE LA PSYCHOLOGIE SCOLAIRE DANS LE PAYSAGE DE L'ÉDUCATION AU CANADA

TODD CUNNINGHAM, Ph.D., C.Psych.

1. National Association of School Psychologists (2023). Student to School Psychologist Ratio 2021–2022 Based on the US Department of Education Common Core of Data (No. 21-22 Student to School Psych Ratio Chart). Retrieved September 29, 2023, from [https://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/Ratio by state 21-22.pdf](https://www.nasponline.org/Documents/Research%20and%20Policy/Research%20Center/Ratio%20by%20state%2021-22.pdf)
2. Government of Ontario (n.d.). Facts about elementary and secondary education. Retrieved September 29, 2023, from <https://www.ontario.ca/page/facts-about-elementary-and-secondary-education>
3. People for Education (2023). Principals sound the alarm about students' mental health. Retrieved September 29, 2023, from <https://peopleforeducation.ca/report/principals-sound-the-alarm-about-students-mental-health/#:~:text=Among%20the%20findings%20from%20the,report%20no%20access%20at%20all.>
4. Statistics Canada (2022). Perceived mental health, by age group (No. 13-10-0096-03). Retrieved September 29, 2023, from https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1310009603&pickMembers%5B0%5D=1.1&pickMembers%5B1%5D=3.1&cubeTimeFrame.startYear=2015&cubeTimeFrame.endYear=2021&referencePeriods=20150101%2C20210101&request_locale=en
5. Canadian Psychological Association (2015). Considering a career as a school psychologist in Canada? Role, training, and prospects. Retrieved September 29, 2023, from <https://cpa.ca/docs/File/Sections/EDsection/School%20Psychology%20in%20Canada%20-%20Roles,%20Training,%20and%20Prospects.pdf>

DÉBAT SUR LA FORMATION : RECONNAÎTRE LA DIVERSITÉ DE LA PRATIQUE DE LA PSYCHOLOGIE SCOLAIRE AU CANADA

SIMON LISAINGO, Ph.D., psychologue agréé.

1. Fagan, T. K., & Wells, P. D. (2000). History and status of school psychology accreditation in the United States. *School Psychology Review*, 29(1), 28-51. <https://doi.org/10.1080/02796015.2000.12085996>
2. Bennett, V. D. C. (1968). Editor's comments on recent activities within the Division. *The School Psychologist*, 22(3), 175-179.
3. Fagan, T. K., & Wells, P. D. (2000). History and status of school psychology accreditation in the United States. *School Psychology Review*, 29(1), 28-51. <https://doi.org/10.1080/02796015.2000.12085996>
4. Vickers, M.T. (2023). The Current Status of School Psychology in New Brunswick. CPA Educational & School Psychology Section Newsletter, Spring/Summer 2023. <https://cpa.ca/docs/File/Sections/EDsection/CPA%20ESP%20Section%20Newsletter%20Spring%20Summer%202023%20FINAL.pdf>
5. Lisaingo, S. (2023). Changes Ahead for School Psychologists in British Columbia. CPA Educational & School Psychology Section Newsletter, Spring/Summer 2023. <https://cpa.ca/docs/File/Sections/EDsection/CPA%20ESP%20Section%20Newsletter%20Spring%20Summer%202023%20FINAL.pdf>
6. Brown, D. T., & Minke, K. M. (1986). School psychology graduate training: A comprehensive analysis. *American Psychologist*, 41(12), 1328-1338. <https://doi.org/10.1037/0003-066X.41.12.1328>
7. Reschly, D. J., & McMaster-Beyer, M. (1991). Influences of degree level, institutional orientation, college affiliation, and accreditation status on school psychology graduate education. *Professional Psychology, Research and Practice*, 22(5), 368-374. <https://doi.org/10.1037/0735-7028.22.5.368>
8. Reschly, D. J., & Wilson, M. S. (1997). Characteristics of school psychology graduate education: Implications for the entry-level discussion and doctoral-level specialty definition. *School Psychology Review*, 26(1), 74-92.

EXPÉRIENCE DE STAGE EN PSYCHOLOGIE SCOLAIRE DANS LES COMMUNAUTÉS DU NORD

JANINE NEWTON MONTGOMERY, Ph.D., C.Psych.; ALANNA BEYAK, M.A.; A.J. MARTENS, B.A (Hons); JONATHAN BERRINGTON, M.A.; CANDACE WILSON, M.Sc.

1. Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
2. Canadian Psychological Association (2018). Psychology's response to the Truth and Reconciliation Commission of Canada's report: A report of the Canadian Psychological Association and the Psychology Foundation of Canada. Retrieved from: <https://cpa.ca/aboutcpa/committees/cpataskforces/>
3. Office of the Auditor General of Manitoba. (2016). Improving educational outcomes for kindergarten to Grade 12 Aboriginal students. Winnipeg, MB. Retrieved from: <https://www.oag.mb.ca/audit-reports/report/improving-educational-outcomes-for-kindergarten-to-grade-12-aboriginal-students/>

COMPÉTENCES DE BASE EN MATIÈRE DE DIVERSITÉ INDIVIDUELLE, SOCIALE ET CULTURELLE ET D'INTERCULTURALISME AUTOCHTONE DANS LA FORMATION ET LA PRATIQUE DE LA PSYCHOLOGIE SCOLAIRE

LAURIE FORD, Ph.D.; ANISA NASSERI, B.A., (spécialisé); ANTONIA SOLDVIERI, B.Sc. (spécialisé)

1. Canadian Psychological Association (2022). Mental health care for Canadian children and youth: The role of school psychologist.
2. Canadian Psychological Association (2023). Canadian Psychological Association: Accreditation standards for doctoral and residency programs in professional psychology (6th ed). Canadian Psychological Association.
3. Bronfenbrenner, U. (1994). Nature-Nurture reconceptualized in developmental perspective: A bio-ecological model. *Psychological Review*, 101(4), 568-86.
4. Canadian Psychological Association and Psychology Foundation of Canada (2018). Psychology's response to the Truth and Reconciliation Commission of Canada's report. Canadian Psychological Association.

5. Gold, M. (1978). Try another way: A training manual. Marc Gold and Associates Inc.

LE RACISME ET LA SANTÉ MENTALE DES ENFANTS ET DES JEUNES NOIRS : ARGUMENTS EN FAVEUR DE L'AMÉLIORATION DES SERVICES DE SANTÉ MENTALE EN MILIEU SCOLAIRE

LINDA IWENOFU, Ph.D., C. Psych.

1. Priest, N., Paradies, Y., Trenerry, B., Truong, M., Karlsen, S., & Kelly, Y. (2013). A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. *Social Science & Medicine* (1982), 95, 115-127.
2. Elisha, I. M., & Collins, R.N. (2022). Resilience: Within-Group Variations in the Impact of Racial Discrimination on Black Youth's Mental Health. *Policy Insights from the Behavioral and Brain Sciences*, 9(1), 11-17.
3. Abdillahi I. & Shaw A. Social determinants and inequities in health for Black Canadians: a snapshot. (2020). Government of Canada. <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health/social-determinants-inequities-black-canadians-snapshot.html>
4. Public Health Agency of Canada (2020). Social determinants and inequities in health for Black Canadians: A snapshot. <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health/social-determinants-inequities-black-canadians-snapshot.html>
5. City of Toronto (2020, June 8). Addressing Anti-Black racism as a public health crisis in the city of Toronto. Toronto Board of Health Report. <https://www.toronto.ca/legdocs/mmis/2020/hl/bgrd/backgroundfile-147784.pdf>
6. Williams, D. R., Lawrence, J. A., & Davis, B. A. (2019). Racism and Health: Evidence and Needed Research. *Annual Review of Public Health*, 40(1), 105-125.
7. Turner Consulting Group (2022). Honouring our promise: Ending anti-Black racism. https://www.turnerconsultinggroup.ca/uploads/2/9/5/6/29562979/executive_summary-jan_18.pdf
8. Fante-Coleman, T., & Jackson-Best, F. (2020). Barriers and Facilitators to Accessing Mental Healthcare in Canada for Black Youth: A Scoping Review. *Adolescent Research Review*, 5(2), 115-136.

9. Black Health Alliance. (n.d.). Anti-Black racism. <https://blackhealthalliance.ca/home/antiblack-racism/>
10. Canadian Psychological Association (2022). Mental Health Care for Canadian Children and Youth: The Role of School Psychologists. Retrieved from <https://cpa.ca/mental-health-care-for-canadian-children-and-youth-the-role-of-school-psychologists/>
11. Ontario Anti-Racism Directorate (2017). A Better Way Forward: Ontario's 3-Year Anti-Racism Strategic Plan. Retrieved from <https://www.ontario.ca/page/ontarios-anti-racism-strategic-plan>
12. James, C.E. & Turner, T. (2017). Towards Race Equity In Education: The Schooling of Black Students in the Greater Toronto Area. Toronto, Ontario, Canada: York University.
13. Ofosu, H. (2023). A Snapshot of Black Psychologists in Canada. *ioadvisory.com*. <https://ioadvisory.com/a-snapshot-of-black-psychologists-canada/>

L'ACCÈS AUX SOINS DE SANTÉ MENTALE DES ENFANTS ET DES JEUNES AUTOCHTONES AU CANADA : OBSTACLES ET FACTEURS FACILITANTS

SIMON LISAINO, Ph.D., psychologue agréé.;
MARIA A. ROGERS, Ph.D., C.Psych.;
MONA TOLLEY, M.Ed.; ALBERT BECK;
KAREN AGLUKARK, B.A.

1. Task Force on Responding to the Truth and Reconciliation Commission of Canada's Report (2018). Psychology's Response to the Truth and Reconciliation Commission of Canada's Report. Canadian Psychological Association. https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf
2. Ames, M. E., Rawana, J. S., Gentile, P., & Morgan, A. S. (2015). The protective role of optimism and self-esteem on depressive symptom pathways among Canadian Aboriginal youth. *Journal of Youth and Adolescence*, 44, 142-154.
3. Mykota, D. B., & Schwan, V. L. (2016). Moderator factors in First Nation students at risk for psychosocial problems. *Canadian Journal of School Psychology*, 21, 4-17.
4. Nguyen, K. (2014). Social support and self-determination: Protective factors for Aboriginal mental health and the effects of post-colonialism. *Inkblot: The Undergraduate Journal of Psychology*, 3, 13-19.

5. Wingert, S. (2010). Social determinants of mental health and well-being among Aboriginal peoples in Canada (Doctoral dissertation, Western University, London, Ontario). <https://ir.lib.uwo.ca/etd>
6. Fuller-Thomson, E., Lee, S., Cameron, R. E., Baiden, P., Agbeyaka, S., & Karamally, T. M. (2020). Aboriginal peoples in complete mental health: A nationally-representative Canadian portrait of resilience and flourishing. *Transcultural psychiatry*, 57(2), 250-262.
7. Yi, K. J., Landais, E., Kolahdooz, F., & Sharma, S. (2015). Factors influencing the health and wellness of urban Aboriginal youth in Canada: Insights of in-service professionals, care providers, and stakeholders. *American Journal of Public Health*, 105, 881-890.
8. Ning, A., & Wilson, K. (2012). A research review: Exploring the health of Canada's Aboriginal youth. *International Journal of Circumpolar Health*, 71(1), 18497.
9. Chandler, M., & Lalonde, C. (2008). Cultural continuity as a moderator of suicide risk among Canada's First Nations. In L. J. Kirmayer & G. G. Valaskakis. *Healing traditions: The mental health of Aboriginal peoples in Canada* (pp. 221-248). Vancouver, BC: web.uvic.ca.
10. Nelson, S. E., & Wilson, K. (2017). The mental health of Indigenous peoples in Canada: A critical review of research. *Social Science & Medicine*, 176, 93-112.
11. Mental Health Commission of Canada (2016). The mental health strategy for Canada: A youth perspective. <https://www.mentalhealthcommission.ca/sites/default/files/2016-07/Youth Strategy Eng 2016.pdf>
12. Nowrouzi, B., Manassis, K., Jones, E., Bobinski, T., & Mushquash, C. J. (2015). Translating anxiety-focused CBT for youth in a First Nations context in northwestern Ontario. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 24, 33-40.
13. Sareen, J., Isaak, C., Bolton, S.-L., et al. (2013). Gatekeeper training for suicide prevention in First Nations community members: A randomized controlled trial. *Depression and Anxiety*, 178, 1021-1029.
14. Miller, L. D., Laye-Gindhu, A., Bennett, J. L., et al. (2011). An effectiveness study of a culturally enriched school-based CBT anxiety prevention program. *Journal of Clinical Child & Adolescent Psychology*, 40, 618-629.
15. Nuttgens, S. A., & Campbell, A. J. (2010). Multi-cultural considerations for counselling First Nations clients. *Canadian Journal of Counselling and Psychotherapy*, 44(2).
16. Hart, M. (1999). Seeking Mino-pimatasiwin (the Good Life): An Aboriginal approach to social work practice. *Native Social Work Journal*, 2(1), 91-112.
17. Kirmayer, L. J., Sheiner, E., & Geoffroy, D. (2016). Mental health promotion for Indigenous youth. In: M. Hodes & S. Gau, *Positive mental health, fighting stigma and promoting resiliency for children and adolescents* (pp. 111-140). Elsevier.
18. Jongen, C. S., McCalman, J., & Bainbridge, R. G. (2020). A systematic scoping review of the resilience intervention literature for Indigenous adolescents in CANZUS nations. *Frontiers in Public Health*, 7, 351.
19. Lopez-Carmen, V., McCalman, J., Benveniste, T., Askew, D., Spurling, G., Langham, E., & Bainbridge, R. (2019). Working together to improve the mental health of Indigenous children: A systematic review. *Children and Youth Services Review*, 104, 1-11.
20. Crooks, C. V., Chiodo, D., & Thomas, D. (2010). *Engaging and empowering aboriginal youth: A toolkit for service providers*. Trafford Publishing.
21. Janelle, A., Laliberté, A., & Ottawa, U. (2009). Promoting traditions: An evaluation of a wilderness activity among First Nations of Canada. *Australasian Psychiatry*, 17, 108-111.
22. Provincial Advocate for Children and Youth. (2014). *Feathers of Hope: A First Nations youth action plan*. <http://provincialadvocate.on.ca/main/en/about/about-us.cfm>

**SCIENCE DE LA MISE EN ŒUVRE ET
PSYCHOLOGIE SCOLAIRE : UTILISER
LES SYSTÈMES DE SOUTIEN À PALIERS
MULTIPLÉS POUR AMÉLIORER LES
RÉSULTATS DES ÉLÈVES**

YEON HEE KANG, B.A.

1. Sanetti, L. & Collier-Meek, M. (2019). Increasing implementation science literacy to address the research-to-practice gap in school psychology. *Journal of School Psychology*, 76, 33-47. <https://doi.org/10.1016/j.jsp.2019.07.008>
2. Loftus-Rattan, S. M., Wrightington, M., Furey, J., & Case, J. (2023). Multi-tiered system of supports: An ecological approach to school psychology service delivery. *Teaching of Psychology*, 50(1), 77-85. <http://doi.org/10.1177/00986283211024262>
3. August, G. J., Piehler, T. F., & Miller, F. G. (2018).

Getting “SMART” about implementing multi-tiered systems of support to promote school mental health. *Journal of School Psychology*, 66, 85-96. <http://doi.org/10.1016/j.jsp.2017.10.001>

4. Korczak, D. J., Madigan, S., & Vaillancourt, T. (2022). Data divide—disentangling the role of the COVID-19 pandemic on child mental health and well-being. *JAMA Pediatrics*, 176(7), 635-636. <http://doi.org/10.1001/jamapediatrics.2022.0791>

EN AMONT, AXÉE SUR LA COLLABORATION ET DURABLE : LE POUVOIR ET LA CONTRIBUTION DE LA SANTÉ MENTALE EN MILIEU SCOLAIRE AU SEIN DU SYSTÈME DE SOINS GLOBAL

ELIZABETH PAQUETTE, Ph.D., C Psych.;
LINDSAY BUNN, M.A.Sc., C.Psych.;
SUSAN SWEET, Ph.D., C.Psych.;
KATHY H. SHORT, Ph.D., C.Psych.

1. Mitchell, R.H.B., Toulany, A., Chung, H., et al. (2023). Self-harm among youth during the first 28 months of the COVID-19 pandemic in Ontario, Canada: a population-based study. *CMAJ*, 195(36). <https://doi.org/10.1503/cmaj.230127> <https://doi.org/10.1503%2Fcmaj.230127>
2. Racine, N., McArthur, B. A., Cooke, J. E., Eirich, R., Zhu, J., & Madigan, S. (2021). Global prevalence of depressive and anxiety symptoms in children and adolescents during COVID-19: A meta-analysis. *JAMA Pediatrics*, 175(11), 1142-1150. <https://doi.org/10.1001/jamapediatrics.2021.2482>
3. Vaillancourt, T., Szatmari, P., Georgiades, K., Krygsman, A. (2021). The impact of COVID-19 on the mental health of Canadian children and youth. *FACETS*, Vol 6. <https://doi.org/10.1139/facets-2021-0078>
4. Moore, S., Long, A.C.J., Coyle, S., et al. (2023). A roadmap to equitable school mental health screening. *Journal of School Psychology*, 96, 57-74. <https://doi.org/10.1016/j.jsp.2022.11.001>
5. School Mental Health Ontario (2021). #HearNowON 2021: Student Voices on Mental Health – Final Report – School Mental Health Ontario (smho-smsso.ca) Wisdom to Action. <https://smho-smsso.ca/online-resources/hearownon-2021-student-voices-on-mental-health-final-report/>
6. School and Community System of Care Collaborative (2022). Right time, right care: Strengthening Ontario's mental health and addictions system of care

for children and young people. <https://smho-smsso.ca/online-resources/right-time-right-care-strengthening-ontarios-mental-health-and-addictions-system-of-care-for-children-and-young-people/>

7. Canadian Psychological Association (2022). Mental Health Care for Canadian children and Youth: The Role of School Psychologists. A position paper of the Canadian Psychological Association. <https://cpa.ca/docs/File/Position/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>

RÉSEAU D'INTERVENTION EN CAS DE CRISE ET DE CATASTROPHE EN MILIEU SCOLAIRE

ESTER COLE, Ph.D., C. Psych.

1. UN Office for Disaster Risk Reduction (2020). Human Cost of Disaster: An overview of the last 20 years 2000-2019. Centre for research on epidemiology of disasters (CRED). <https://www.undrr.org/publication/human-cost-disasters-overview-last-20-years-2000-2019>.
2. Weir, K. (2019). Confronting the climate crisis. *Monitor on Psychology*, November, 28- 33.
3. Cole, E. & Kokai, M. (2021). Addressing the needs of immigrant and refugee students. In: Cole, E. & Kokai, M. (Eds.). *Mental health consultation and interventions in school settings: A scientist-practitioner's guide*. (2019-246). Hogrefe Publishing GmbH.
4. National Association of School Psychologists (2016). *Natural disasters: Brief facts and tips* [handout]. Bethesda, MD.
5. National Association of School Psychologists (2017). *Care for the caregiver: guidelines for administrators and crisis teams*. [handout]. Bethesda, MD.
6. National Association of School Psychologists (2022). *NASP statement. Urges support for psychological safety in schools, calls for action to reduce gun violence*. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources/talking-to-children-about-violence-tips-for-parents-and-teachers>
7. Romano, D.J. (2021). Responding to Mass Shootings: Intervention Considerations following the Disaster Cycle. In: Cole, E. & Kokai, M. (Eds.). *Mental health consultation and interventions in school settings: A scientist-practitioner's guide*. (293-332). Hogrefe Publishing GmbH.
8. Wang, J-J. & Tsai, N-Y. (2022). Factors affecting elemen-

tary and junior high school teachers' behavioral intentions to school disaster preparedness based on theory of planned behavior. *International Journal of Disaster Risk Reduction*, Science Direct, 69. <https://doi.org/10.1016/j.ijdr.2021.102757>.

- Canadian Psychological Association. (2022). Mental health care for Canadian children and youth: The role of school psychologists. <https://cpa.ca/docs/File/Sections/EDsection/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>
- Cole, E. & Kokai, M. (2022). School psychology. More than changing lives one child, one class, one school at a time. Canadian Psychological Association: *Psynopsis*, 44 (3), 8-9.
- Cole, E. & Kokai, M. (2024, in press). Psychological Health and Wellbeing within School Organizations: Clinical Reasoning for Assessment and Intervention. In: Andrews, J.W. & Saklofske, D.H. (Eds.). *Clinical Reasoning and Decision Making in School and Child Clinical Psychology*. NY: Elsevier.
- Vaillancourt, T., Beauchamp, M., et al. (2021). Children and schools during COVID-19 and beyond: Engagement and connection through opportunity. Royal Society of Canada. <https://rsc-src.ca/en/covid-19-policy-briefing/children-and-schools-during-covid-19-and-beyond-engagement-and-connection>
- Canadian Psychological Association. (2017). Canadian code of ethics for psychologists (4th ed.). Ottawa.
- O'Ferrell Beacham, A., Westfall King, A., et al. (2023). Psychologists' role in addressing healthcare provider burnout and well-being. *Journal of Health Service Psychology*, 49 (2), 61-73.
- Schwanz, K.A., & Paiva-Salisbury, M. (2022). Before They Crash and Burn (Out): A Compassion Fatigue Resilience Model. *Journal of Wellness*, Vol. 3 (Iss. 3, Article 7). DOI: <https://doi.org/10.55504/2578-9333.1100> <https://ir.library.louisville.edu/jwellness/vol3/iss3/7/>

PRATIQUE DE LA PSYCHOLOGIE SCOLAIRE DANS LES TERRITOIRES DU NORD-OUEST ET AU NUNAVUT

MERRIL DEAN, M.Ed., psychologue agréé.;
SHAYLA RICHARDS, M.Ed., psychologue agréé.

- Canadian Psychological Association & Psychology Foundation of Canada. (2018). Psychology's response to the Truth and Reconciliation Commission of Canada's

report. https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

- GNWT (2023) Education, Culture and Employment Official Languages, retrieved from <https://www.ece.gov.nt.ca/en/official-languages>
- GNWT (2016) Ministerial Directive on Inclusive Schooling, retrieved from https://www.ece.gov.nt.ca/sites/ece/files/resources/inclusive_schooling_handbook.pdf (page 1)
- Colp, M., Matchullis, R., Pawluk, C., Laing, J. (2023). Clinical considerations for conducting psychological tele-assessment. Canadian Psychological Association: *Psynopsis*, 2, 26-27.
- Calkins, H. (2022). Telehealth practice will remain and evolve after the pandemic. *Monitor on Psychology*, 53 (7). <https://www.apa.org/monitor/2022/10/future-of-telehealth>

LES ÉQUIPES SPÉCIALISÉES : UTILISER L'EXPERTISE DU PERSONNEL POUR ÉLARGIR LE RÔLE DE LA PSYCHOLOGIE SCOLAIRE

DEBRA LEAN, Ph.D., C.Psych.

- Canadian Psychological Association (2022). Mental Health Care for Canadian Children and Youth: The Role of School Psychologists: A Canadian psychological Association Position Paper. Ottawa. <https://cpa.ca/docs/File/Position/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>

LEADERSHIP ET COLLABORATION CHEZ LES PSYCHOLOGUES SCOLAIRES : EXEMPLES D'ÉTABLISSEMENTS DE CONSENSUS ET DE DÉFENSE DES INTÉRÊTS

CAROLYN LENNOX, Ph.D., C.Psych.

- Ontario Psychological Association (2018). Guidelines for Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities <https://www.psych.on.ca/getmedia/3458c484-2de8-403c-9005-6f2969bb6cad/OPA-Guidelines-for-Diagnosis-and-Assessment-of-Learning-Disabilities-November-7-2022-correct-pg-41-duplicateJWedits.pdf>
- Learning Disabilities Association of Ontario (2001). Learning disabilities: A new definition. Retrieved from www.ldao.ca/documents/Definition_and_Supporting%20Document_2001.pdf

3. Learning Disabilities Association of Canada (2015). Official Definition of Learning Disabilities. <https://www.ldac-acta.ca/official-definition-of-learning-disabilities/>
4. Williams, T. et al. (2022). Lessons Learned: Achieving Consensus About Learning Disability Assessment and Diagnosis. *Canadian Journal of School Psychology*, 37(3), 215-236.
5. Canadian Psychological Association. Course #18: Putting the LEARNING back in Learning Disabilities. <https://cpa.ca/professionaldevelopment/webcourses/catalogue/#Course18>
6. Ontario Psychological Association (2021). The Role of School Psychology in the Mental Health Care for Children and Youth in Ontario (p.2). <https://www.psych.on.ca/getmedia/9ebc9674-aff3-4826-8c55-b6d-2c63d876b/8-School-psychology-in-mental-health-care-2021-02-05.pdf>
8. Iachini, A. L., Rogelberg, S., Terry, J. D., & Lutz, A. (2016). Examining the feasibility and acceptability of a motivational interviewing early intervention program to prevent high school dropout. *Children & Schools*, 38(4), 209-217.
9. Palacio, A., Garay, D., Langer, B., Taylor, J., Wood, B. A., & Tamariz, L. (2016). Motivational interviewing improves medication adherence: a systematic review and meta-analysis. *Journal of general internal medicine*, 31, 929-940.
10. Cordisco Tsai, L., & Seballos-Llena, I. F. (2020). Reflections on adapting motivational interviewing to the Filipino cultural context. *Practice*, 32(1), 43-57.
11. Oh, H., & Lee, C. (2016). Culture and motivational interviewing. *Patient education and counseling*, 99(11), 1914.
12. Frey, A. J., Lee, J., Small, J. W., Seeley, J. R., Walker, H. M., & Feil, E. G. (2013). The Motivational Interviewing Navigation Guide: a process for enhancing teachers' motivation to adopt and implement school-based interventions. *Advances in School Mental Health Promotion*, 6(3), 158-173.
13. Frey, A. J., Lee, J., Small, J. W., Walker, H. M., & Seeley, J. R. (2017). Motivational Interviewing Training and Assessment System (MITAS) for School-Based Applications. Report on emotional & behavioral disorders in youth, 17(4), 86.
14. Herman, K. C., Reinke, W. M., Frey, A., & Shepard, S. (2014). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. Springer Publishing Company, LLC.

LIBÉRER LE POTENTIEL : INTERACTIONS TRANSFORMATRICES ENTRE ADULTES ET JEUNES DANS LES ÉCOLES

ALLISON H. CLOTH, Ph.D.

1. Miller, W.R. & Rollnick, S. (1991). *Motivational interviewing: Preparing people to change*. Guilford press.
2. Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). The Guilford Press.
3. Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3rd ed.). Guilford Press.
4. Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow* (4th ed). Guilford Publications.
5. Rollnick, S., Kaplan, S. G., & Rutschman, R. (2016). *Motivational interviewing in schools: Conversations to improve behavior and learning*. Guilford Press.
6. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
7. Substance Abuse and Mental Health Services Administration (SAMHSA) (2021). *Using Motivational Interviewing in Substance Use Disorder Treatment*. Advisory. <https://store.samhsa.gov/sites/default/files/PEP20-02-02-014.pdf>