

EDUCATIONAL AND SCHOOL PSYCHOLOGY

SECTION OF THE CPA

CANADIAN
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SECTION DE LA SCP



JOINT NEWSLETTER

Spring Issue 2015

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Words from the Educational and School Psychology - Section Chair

Greetings, new and renewed members of the CPA Section of Educational and School Psychology. Hope the New Year is finding you all well and comfortable, and not totally snow-bound as many of us across the country seem to have been in January and February.

Prior to the holidays, the Section participated in the CPA process of reviewing of submissions for Convention presentations. We had a bumper crop of submissions this year – over 75! – but under the competent leadership of our Convention Coordinator, Joe Snyder, a number of members helped with the process and we were able to get our reviews in on time. It seems to be building up to be an excellent Convention for our Section, with a co-sponsored pre-Convention workshop by Chair-elect Judith Wiener and her colleague Esther Geva on **“Practical Strategies for Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents”**. We have a large number of educational sessions and posters scattered throughout the Convention days, as well as our traditional Section block offering keynote, **“Intelligence and Social Context: A Few More Knowns”** presented by past-Chair and CPA Board member Don Saklofske, reception and Section Annual Meeting. It will be a good time!

As a result of a number of requests to post job openings through our distribution list, the Section Executive decided to set a policy. It was agreed that the Section would flag ads on the distribution list as long as the ads were already posted on the CPA website Career Ads [HTTP://WWW.CPA.CA/CAREERS/](http://www.cpa.ca/careers/). We felt that this policy ensured that we were not in conflict with CPA policy, but offered our Section members a second look at ads that might be of interest to them. (It should be noted that CASP also posts ads for job openings on its member distribution list

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without cost to the advertiser.)

Final touches are now being put on the revised by-laws for the Section. These should be completed soon, and will be vetted through Section members so that we can do a final vote for adoption in June. They will then be sent to the CPA Board for approval. Significant changes will include changes in terms of service for executive officers, the option for appointments for unfilled positions, and rewording the by-laws to conform to new federal corporate regulations.

The Section has established an ad hoc committee on Policies and Issues, as requested by CPA Head Office following termination of the task force on publicly funded psychology to inform Head Office of concerns for the profession for the purposes of advocacy. To date, we've had no issues raised; however we are quite certain they are out there. If you have issues in your area that are challenging the profession, its growth, or your ability to practice, please let us know so we can raise the flag to CPA.

We are looking forward to seeing a large number of you in Ottawa in June!

Juanita Mureika

Message from the CASP President

My last message welcomed Juanita Mureika as the incoming Chair of the Educational and School Psychology section of CPA. I am pleased to report we are working well together towards a future for school psychology in Canada. Our immediate goal is to recruit more members for CASP; then we will begin work on programs tailored to the specific needs and preferences of the newly expanded organization.

And, of course, we continue on with the *Canadian Journal of School Psychology*.

We hope to see you at this year's CPA Convention in Ottawa. Expect to see more CASP presence there. Last but not least, join CASP or renew your membership with the handy application form and info – just a click away – at the end of this newsletter.

Warm regards,

Joseph Snyder PhD, NCSP
President of CASP
Past Chair of the CPA section, Psychologists in Education

Message from the Editor

I trust 2015 finds everyone well!

As I lay trying to sleep on the floor of Dallas Fort Worth Airport, after being stranded in a rare snowstorm following the NASP conference in Orlando, I had plenty of time to ponder this upcoming year. NASP was a refreshing experience and it was good to see the strength and vibrancy of thousands of school psychologists meeting to discuss their work. This experience only made me hungry for more connection with my Canadian colleagues. Thus, I strongly urge everyone to seriously consider attending the CPA annual convention in Ottawa this June as I know that the Educational and School Psychology Section has plenty of fantastic things coming up.

In this issue are plenty of things that members will find of interest. First we have the second part of a review of the new Woodcock – Johnson IV Tests of Achievement presented by Simon Lisaingo and Laurie Ford. I know that many of you utilize this test and will be eager to read their independent review. We also have a strong showing of submissions within the Student Voice section.

Happy Reading!

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FEATURE ARTICLE

Part II: A First Look at the Woodcock-Johnson IV Tests of Achievement and Tests of Oral Language

By Simon Lisaingo and Laurie Ford
University of British Columbia

The most recent revision of Woodcock-Johnson assessment battery is the WJ IV (Schrank, Mather, & McGrew 2014a; Schrank, Mather, & McGrew 2014b; Schrank, McGrew, & Mather, 2014). In the previous newsletter we provided a look at the WJ IV COG. Perhaps the most notable change is the organization with three distinct, co-normed batteries: Tests of Cognitive Abilities (COG), Achievement (ACH), and Oral Language (OL). While the WJ IV OL is separate from the WJ IV ACH, many tests and features will be familiar to the experienced WJ user. There are also new tests and enhanced diagnostic capabilities of

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the test, most notably to the Tests of Oral Language. A goal of this review is to provide a first brief look at some of the structural, theoretical, and interpretive revisions to the WJ IV ACH and OL.

A major goal of the WJ IV revision was to provide examiners with greater flexibility in using these test batteries, either independently or in combination. The WJ IV ACH has been streamlined and re-organized to create new clusters that facilitate comparisons across domains and batteries. The newly developed WJ IV OL test battery represents a greater focus on and recognition of oral language abilities as essential to cognitive and academic functioning.

The WJ IV ACH consists of 20 tests, with 11 standard battery tests in three forms (Form A, B, C) and nine extended battery tests measuring academic achievement in reading, mathematics, written language, and academic knowledge. Similar to the approach used with the WJ III, there are pages that substitute Canadian content for selected items such as money and metrics on the mathematics tests and spelling of some words. Unfortunately, the pages were not available at the time of this review but the distributor of the test in Canada (Nelson) indicates that they are expected soon and will be sent to customers who purchased the tests as soon as they are available. The pages have been developed for all three forms. The WJ IV ACH has seen significant changes with three renamed tests, two new tests, one expanded test, and three dropped tests from the WJ III ACH, while others have been moved to the WJ IV OL. Further, the organization of the Standard and Extended easels has changed with the core and most commonly used tests in the Standard Battery easel. Two new tests, Oral Reading and Reading Recall, are useful additions. The Oral Reading test measures the examinee's ability to orally read text fluently through the tracking of students' mispronunciations, word substitutions, hesitations, repetitions, transpositions, and punctuation errors. While a positive addition, this test may take additional practice because scoring as you administer can be challenging. The Reading Recall test is similar to the Story Recall test (now in the WJ IV COG) but students read passages silently to themselves and then recall key elements of the story. The Academic Knowledge test from WJ III ACH has been expanded into three separate tests (Science, Social Studies, and Humanities) in the WJ IV.

Along with familiar broad, basic, and applied clusters for reading, math, written language, and academic knowledge, several new clusters have been added. Revisions aimed to provide improved and ecologically valid methodology for evaluating reading fluency have been added. The WJ IV ACH Reading Fluency cluster is now composed of the new Oral Reading test and renamed Sentence Reading Fluency test. The authors propose that these two tests provide a broader, more cognitively complex reading fluency cluster which examines elements of prosody along with automaticity and accuracy. The new Reading Rate cluster puts the focus

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on automaticity and processing speed. Other new clusters include Reading Comprehension-Extended, Math Problem Solving, and Phoneme-Grapheme Knowledge. A total of 22 clusters are now available.

The WJ IV OL consists of 12 tests (9 English, 3 Spanish) measuring oral language ability and listening comprehension (in English and Spanish), oral expression, and two important cognitive linguistic abilities: phonetic coding and speed of lexical access. The organization for this new test battery brings in eight tests drawn from WJ III COG and ACH, one new test, and three Spanish tests (parallel version of their English counterparts on the WJ IV OL). For example, the new Segmentation test requires examinees to break apart or deconstruct words into their constituent parts. Four tests relocated from WJ III COG are Sound Blending, Rapid Picture Naming, Retrieval Fluency, and Sentence Repetition, and from WJ III ACH Picture Vocabulary, Oral Comprehension, Understanding Directions, and Sound Awareness. Along with these new tests, two new interpretive clusters are available (Phonetic Coding and Speed of Lexical Access) when used independently, and three additional interpretive clusters (Vocabulary, Comprehension-Knowledge-Extended, and Auditory Memory Span) if used in combination with specific WJ IV COG tests. The Speed of Lexical Access is a potentially valuable cluster to examine when working with bilingual and English Language Learners, common in the Canadian context.

An advantage of using all three co-normed batteries, WJ IV COG, WJ IV OL, and WJ IV ACH, is that it allows for data-based predictions and comparisons among selected cluster scores. Two types of difference scores are available for comparing abilities within and across batteries: variations and comparisons. Variation scores help analyze variability in an individual's performance within different domains for understanding their pattern of strengths and weaknesses. While, comparison scores help analyze if an individual's performance is in line with or discrepant from a predictor (e.g. general intelligence). With new cluster composition and scaling procedures, experienced WJ III users should use caution when comparing composites across the WJ III and WJ IV and allow time to familiarize themselves with these changes to the battery when developing an assessment plan.

The format including easel size, test records, and response booklets will be familiar to experienced WJ users. The administration basics across the three batteries (e.g. page rule, item blocks, audio tests) remain largely unchanged. The technical manual and audio recordings are provided digitally on CD.

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As highlighted in Part 1 of our WJ IV review, the normative sample of 7,416 individuals ranging in age from 2 to 90+ years is U.S.-based. The lack of Canadian norms or even a comparative norming study at this time is a drawback for its use in Canada. Representatives of the test publisher indicate to these reviewers that there is a strong desire to conduct a Canadian validity study in the future but at this time no formal data collection has begun. A wide array of psychometric information is provided including strong reliability and validity evidence provided in the Technical Manual (McGrew, LaForte, & Schrank, 2014). As with previous versions of the WJ, the most current methods for determining reliability, validity, and item scaling are reported with strong support across the age range of the test but in particular in the school age and early adult ranges with median reliabilities .80 or higher for the individual tests and .90 or higher for the clusters. External validity correlations between the WJ IV ACH and OL clusters and equivalent achievement test composites are adequate (.70-.90 with KTEA-II; .62-.93 with WIAT-II; .65 with OWLS Written Expression).

The majority of the changes made in the WJ IV ACH and OL have been in its re-organization and interpretive features. For better or for worse, test administration remains largely the same. Some will be happy to see the Writing Fluency test shortened to 5 rather than 7 minutes! While a greater focus has been placed on improving features in the assessment of reading, significant improvements or changes in the area of written language have not yet been realized and the replacement of the Quantitative Concepts test with Number Matrices is the only significant change in the area of math. In addition, a written expression test with longer written passages would be valuable when assessing older students. Parallel French language tests of the three Spanish tests on the WJ IV OL would also be extremely helpful and likely very well received in Canada. Of course, support for the portability of the norms to Canada in the future is also important.

As we indicated before, when transitioning from the WJ III to the WJ IV there are many things that remain the same, especially in the administration of the tests, which makes for an easy transition. With practice, new tests, clusters, and interpretive features will be used with ease. Only time will tell whether or not these three new test batteries will provide practitioners with the intended greater flexibility and ease in assessment and interpretation.

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***Note:** Authors have no current affiliations with WJ IV test authors and were not involved in the development of the test. Dr. Ford does conduct some training on the test in the US and Canada.



Writing and Extended Time for Post- Secondary Students with Learning Disabilities. Does More Time Result in a “Better” Essay?

By: Lauren D. Goegan and Gina L. Harrison

Extended time is the most common accommodation requested by post-secondary students with learning disabilities (LD; Lovett, 2010; Ofiesh 2000; Ofiesh, Hughes, & Scott, 2004; Zuriff, 2000). However, this accommodation has been the topic of much debate, resulting in research that has examined various academic subjects (e.g., reading, mathematics) and age groups (e.g., elementary, high school). The debate has produced two theories: the Maximum Potential Thesis (MPT) and the Differential Boost Hypothesis. The MPT suggests that extended time is an appropriate accommodation for students with LD because they are benefiting from extended time, while students without LD do not benefit from additional time as they are already performing at their “maximum potential” (Lovett, 2010, p. 622; Zuriff, 2000). However, the evidence supporting this theory is tenuous (e.g., Zuriff, 2000). The Differential Boost Hypothesis suggests that all students benefit from extended time to some degree, but there is a differential boost in scores, as students with LD improve their performance significantly more than students without LD (Fuchs & Fuchs, 2001; Lewandowski, Lovett & Rogers, 2008; Sireci, Scarpati & Li, 2005). Research supporting this theory has been found more in the research (e.g., Sireci et al., 2005). However, the research that has examined the validity of these theories

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has not been extensive.

***“WE FOUND THAT STUDENTS WITH LD INDEED WROTE MORE, BUT WHAT THEY WROTE WAS NOT OF BETTER QUALITY WHEN PROVIDED WITH ADDITIONAL TIME. OUR RESULTS SPEAK TO THE NEED FOR INTERVENTIONS TARGETING WRITING, AS EVEN WITH ADDITIONAL TIME STUDENTS WITH LD WROTE ESSAYS WITH MORE SPELLING AND PUNCTUATION ERRORS AND WERE LESS ORGANIZED COMPARED TO THEIR PEERS.*”**

Our study examined the validity of these theories with essays written with regular and extended time (double time) by post-secondary students with LD compared to their non-LD peers. Writing was examined across numerous indices based on the WIAT-II essay scoring criteria (e.g., word count, mechanics, organization, theme development and vocabulary, a measure of lexical diversity in text). Our analyses utilized two separate repeated measures ANOVAs to examine whether there were differences between groups with regular versus extended time on overall WIAT-II Essay Composition scores and word count. Analyses examining overall WIAT-II Essay Composition scores found no support for either theory, as there was no difference in scores based on time provided. However, our results found a significant main effect of group membership as students with LD achieved lower scores on mechanics and organization within the WIAT-II scoring than their peers.

Conversely, there does appear to be some evidence for the Differential Boost Hypothesis with word count, as the number of words written was impacted by the amount of time provided. Follow-up analysis determined students with LD wrote fewer words than their peers when provided with regular time, however, with extended time all students wrote a comparable number of words. Students with LD wrote more than twice as many more words when given additional time, compared to their peers.

Therefore, we found that students with LD indeed wrote more, but what they wrote was not of better quality when provided with additional time. Our results speak to the need for interventions targeting writing, as even with additional time students with LD wrote essays with more spelling and punctuation errors and were less organized compared to their peers. Findings from this study also raise questions as to what is considered doing “better” when it comes to written exams. Is being able to get more words on the page beneficial enough to recommend extended time for a

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student?

The present study is one of the first studies investigating writing within the context of extended time and therefore more research in this area is needed. The limited research on writing performance is surprising given the challenges that students with LD face when it comes to writing (see: Li & Hamel, 2003) and the prevalence of extended time as an accommodation in post-secondary settings. The result of this research will provide important information so that empirically-informed accommodations for students with LD can be suggested by psychologists who conduct the assessments for students with LD pursuing a post-secondary education and appropriate implementation of accommodations by disability service provides on campuses.

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Emotional Intelligence in Teens With and Without Autism Spectrum Disorder

by Roxanne Boily under the supervision of Dr. Janine Montgomery

Do you know someone who always seems to know the right thing to say or do? In contrast, have you ever met someone who seems oblivious to how others are feeling and who has a tendency to make others react or become upset? For these very different types of individuals, what may be impacting the way in which they relate to others is their ability to notice emotional responses and think of ways to respond accordingly, or more specifically, their Emotional Intelligence.

Emotional intelligence (EI) is a relatively new construct consisting of two independent models that offer unique and complementary information about individuals' socio-emotional functioning. The first, the ability EI model, is more knowledge-based and describes individuals' ability to perceive, use, understand, and manage emotions (Salovey, Mayer, & Caruso, 2002). To illustrate, if an individual is upset with you, the ability EI model would consider whether you are able to i) notice that the individual is upset, ii) use your emotions to think about the problem and of a possible solution, iii) understand how the individual is feeling, and iv) regulate your own emotions and those of the other individual.

Alternatively, the second model, the trait EI model, considers how individuals feel they perform in social situations as well as their personality characteristics (Mayer, Salovey, & Caruso, 2000; Petrides & Furnam, 2001). Therefore, in relation to the previous example, the trait EI model would involve looking at how you felt you managed the situation in which the individual was upset with you as well as your personal characteristics that may have impacted how you responded to the individual (adaptability, stress management, etc).

Among adolescents, research demonstrates that teens who obtain elevated EI scores are more likely to show pro-social and cooperative behaviours and less likely to be bullies or the victims of bullying (Frederickson, Petrides, & Simmonds, 2012; Lomas, Stough, Hansen, & Downey, 2012; Mavroveli, Petrides, Rieffe, & Bakker, 2007). EI is also related to life satisfaction, the use of positive coping skills, and a decreased risk for developing disorders such as anxiety and depression (Extremera, Duran, & Rey, 2007; Fernandez-Berrocal, Alcaide, Extremera, & Pizarro, 2006; Mavroveli et al., 2007). Despite its relationship to social-emotional functioning, EI has only been investigated in adults with Asperger Syndrome (AS). Results from these

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studies suggest that EI is a better predictor of social outcomes than Theory of Mind and executive functions and that while adults with AS display intact knowledge about emotions (ability EI), they self-report that their performance in social situations is significantly poorer than individuals without AS (trait EI; Montgomery, McCrimmon, Schwean, & Saklofske, 2010; Montgomery, Stoesz, & McCrimmon, 2012). To extend these findings into the period of adolescence, the first purpose of my project was to examine the EI of teens with ASD to gather information about their social-emotional strengths and weaknesses. The second purpose of my project was to investigate the aspects of EI that predict social outcomes in order to determine which aspects would be more effective to target in interventions.

“these initial results suggest that teens with ASD display certain socio-emotional weaknesses that may be important to target in interventions, namely, their ability to use, manage, and understand emotions, as well as their stress management and interpersonal skills.”

For the project, 26 teens with ASD and 26 teens without ASD between the ages of 13 to 17 years were recruited. Participants completed i) a measure of trait EI, the BarOn Emotional Quotient-Inventory: Youth Version, ii) a measure of ability EI, the Mayor-Salovey-Caruso Emotional Intelligence Test: Youth Revised Version, and iii) a social outcome measure, the BASC-2: Self-Report of Personality, in a randomized order. Parents of the adolescents completed i) a screening instrument for ASD, the Social Communication Questionnaire, ii) a Participant Information Questionnaire, and iii) a social outcome measure, the BASC-2: Parent Rating Scale.

Preliminary results based on the data collected from the first 19 teens in each group revealed that the teens with ASD performed significantly poorer on subtests measuring the ability to use, manage, and understand emotions and self-reported lower levels of interpersonal and stress management skills. Further analyses looking at the aspects of EI that predict social outcomes revealed that while the ability to perceive emotions and self-reported stress management skills were significant predictors of social outcomes for teens without ASD, the best predictor of social outcomes for teens with ASD was their self-reported EI from the

trait EI measure.

Altogether, these initial results suggest that teens with ASD display certain socio-emotional weaknesses that may be important to target in interventions, namely, their ability to use, manage, and understand emotions, as well as their stress management and interpersonal skills. Also, given that it was only the self-reported trait EI measure that predicted social outcomes for teens with ASD, it may be more effective to choose and implement interventions that focus on the application of EI constructs through the use of role plays or applied activities that target the characteristics that facilitate effective social navigation (e.g. stress management, adaptability), as opposed to simply providing instruction about how to identify emotions or react in various socio-emotional situations.

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Cross Cultural Immersion Opportunity for Graduate Students

By Anton Berzins

The Ecuador Professional Preparation Program is pleased to announce its 8th consecutive summer (June and July, 2015) of cultural immersion programs in Quito, Ecuador. Their programs are geared towards graduate students in all areas of psychology, and practitioners who wish to:

- Acquire or reacquire knowledge, confidence and skills associated with Spanish
- Acquire knowledge of a Hispanic culture
- Acquire knowledge of psychological and educational practices in Ecuador
- Acquire a personal understanding of Ecuador

Briefly, participants have the opportunity to:

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

- Live with a traditional host family and participate in all daily activities
- Participate in 1:1 Spanish Instruction (3 hours daily)
- Work daily at either a mental health clinic, orphanage, or educational setting
- Develop a service learning project and presentation that addresses the needs of each work site
- Receive daily individual supervision
- Participate in weekly group supervision on topics pertinent to their work and professional interests
- Attend weekly guest lectures by local and national leaders in the fields of education, psychology, and neuroscience, and
- Visit indigenous markets and monuments, tour historical centers, and places of interest in Quito and Ecuador

As a result of participation in the program, participants shall enhance their:

- openness to new ideas
- dedication to lifelong learning
- ability to adapt to different cultures in an effective and competent manner
- ability to communicate with other from different backgrounds
- appreciation of cultural differences as well as handle unforeseeable situations with a greater level of maturity and independence

If this program is of interest to you or your colleagues, then please visit their updated website: www.EcuadorPPP.com Here, you may learn more about the nature of their cultural immersion programs, read testimonials, and view photo albums.

In addition, folks can contact either of the program directors Dr. Anton Berzins (AntonBerzins@Ecuadorppp.com) or Dr. Tara Raines (TaraRaines@Ecuadorppp.com) for more information. As you shall see, they really feel passionate about their grass-roots work in Ecuador.

NEWS & NOTES

- We are saddened to report the loss of a great colleague and good friend of school and educational psychologists in Canada and around the world, Dr. Tom Oakland. To see a tribute about Tom see <http://www.nasponline.org/in-memorial/tom-oakland.aspx>
- Trainers in school psychology, I encourage you as well as your students to get involved and contribute to the newsletter!
- School Psychologists: Share this newsletter with your colleagues.
- **Join or Renew** your CASP Membership today, see attached membership letter and application below.

- **CPA's 76th Convention and the 3rd North American Correctional and Criminal Justice Psychology Conference, Ottawa, June 4-6, 2015.** See <http://www.cpa.ca/convention/> for more details.



CASP Invitation to Psychologists

Canadian school psychology and school psychologists from the largest boards to most remote areas of Canada are facing some of the most serious challenges in our history. The Mental Health Commission of Canada has targeted children's mental health as a priority. We know that 20% of the population suffer from diagnosable mental health conditions, and most mental health problems arise during school years. Teachers are not trained to identify or intervene with these issues – but school psychologists are! Teachers rely on school psychologists to help them serve these troubled students. However, many boards are cutting psychology positions in a dangerously misguided attempt to balance budgets. Clearly, this is an era of exciting opportunities and possibilities that we can, and must, address to ensure the continuation of the critically important role of school psychology in all areas of education.

Now is the time to work together to promote our profession. School Psychologists need a national voice to protect and promote the essential services they provide in schools. The **Canadian Association of School Psychologists (CASP)** is more than 25 years old and is experiencing a much needed revival and growth. CASP is fully committed becoming truly representative of school psychologists in Canada.

We invite you to renew your membership, or to join CASP now to participate as a member of school psychology's national representation group and to become a part of the proactive and dynamic initiatives currently underway to raise the profile of our profession as we strive to serve the students, teachers, parents, and schools of Canada.

... And here are some good reasons:

- CASP is strategically placed to be a strong voice for Canadian school psychology to professionally support and advocate for school psychologists nationally and locally.
- CASP and the Section of Educational and School Psychology of the Canadian Psychological Association (CPA) have a close reciprocal relationship that includes the joint publication of our *Newsletter*, providing updates on Canadian issues and activities as well as input from members.
- CASP members participate in various key local and national initiatives such as the continuation of the work started by the CPA task force on publicly funded psychology in Canada, with the aim of securing positions and improving working conditions for psychologists who work in public service.
- CASP members are involved in all areas of school psychology from research to teaching, administration to practice.

- CASP is an Affiliate Member of the *International School Psychology Association*, allowing us the opportunity to work with psychologists in other countries to promote the profession globally. CASP members receive the newsletter of the ISPA, as well.
- CASP has established an electronic discussion board to enable members to exchange ideas, research articles, and concerns with the larger group – our attempt at a cross-country check-up and dialogue. Please post your views and information of interest to:
<http://canschoolpsych.wordpress.com/>
- CASP members receive the print version of the *Canadian Journal of School Psychology*, published by SAGE 4 times a year.
- CASP is exploring future initiatives to strengthen the profession, such as national certification for school psychologists, program accreditation for our Master's graduate programs, and provincial representation on the CASP Executive.
- Member questions are often posed to provincial contacts so that the state of the profession in Canada can be better understood by all.

This is an important time to support your profession and join CASP, or renew your membership, and to participate in your national association with school psychologists across Canada as you pursue your career. Attached is the 2015 CASP membership form. Student membership price is **\$50**; regular membership is **\$65**. ***Please respond by as soon as possible to ensure that you receive the next issue of CJSP.*** We look forward to including you as a member of your national professional school psychology association!

Best wishes,

Juanita Mureika L. Psych. (NB)
Membership Coordinator

Don Saklofske PhD
Vice-President

Joseph Snyder PhD, NCSP
President

January 2015



Application for Membership

Members can renew and new Members can join for 2015 with this one form. Just select "Renewal" or "New member for 2015". Members for 2015 will receive all 4 issues of the Canadian Journal of School Psychology published in that year.

New member? Referred by: _____

Name _____
Mailing Address _____
City _____
Province _____
Postal Code _____
Phone (Office) _____
(Home) _____
Fax _____
E-mail _____
Employer _____
Title _____
Registration(s) _____

Current memberships in psychological associations:

Highest degree(s) in psychology held:

Program and university if currently a student:

