

## Canadian Psychological Association Educational & School Psychology Section

Newsletter  
Spring/Summer 2023

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...and more!

*In the spirit of Reconciliation, we would like to  
acknowledge the Original Nations of Canada:  
the First Nation, Metis, and Inuit people whose  
knowledge has existed on this land for thousands of years.  
We are grateful for the opportunity to live, learn, work,  
and play on these lands.*

### Message from the Co-Editors

Welcome to the latest edition of the Section newsletter! We hope this finds you all well, enjoying spring, and looking forward to the 84<sup>th</sup> Annual CPA Convention in Toronto. For this edition of the newsletter, we've curated a collection of news, information, and clinical practice topics from around the country that we hope you enjoy.

Please be sure to read the messages from our section Chair, Dr. Maria Kokai, in which she discusses the role of school psychologists in addressing the post-pandemic mental health and learning challenges facing children and families across the country. Although we must continually be asking how we can do more to

support these increasing needs, Dr. Kokai reminds us that compassion fatigue is real and that

we must ensure that we are practicing self-care. In addition to her Chair's message, Dr. Kokai has also provided some useful advocacy materials that can be used to promote the role and importance of school psychology in meeting the mental health needs of Canadian children.

We know that many of you are interested in hearing about training and internship opportunities in School Psychology and in this edition, we feature articles on two exciting new developments in our field: the CPA accreditation of the PhD program at the University of Calgary and the internship in the Ottawa-Carleton District School Board. Many people worked tirelessly to ensure accreditation was successful and we congratulate everyone for a job well done!

This edition of the newsletter also features our new "Cross Country Check-In," highlighting issues in school psychology practice across the country. There are lots of changes happening in multiple jurisdictions that could result in changes to registration and licensing for school psychologists. In this edition, we have input from opposite ends of the country – British Columbia and New Brunswick – both of which are currently experiencing significant changes to school psychology practice that could have implications for other provinces in the future.

In our Clinician's Corner, we have included a piece on Developmental Coordination Disorder (DCD), a poorly understood disorder of childhood that more school psychologists might wish to learn about. Although we may often come across students exhibiting signs and symptoms of DCD, many psychologists lack training in this disorder and might therefore mistakenly diagnose another condition. In our featured article, Dr. Paulene Kamps describes DCD and how school psychologists can be more aware of the disorder in their day-to-day practice. Julianne Dymterko and Antonia Soldovieri share perspectives on Neurodiversity Affirming Care, another contemporary topic of interest to many school psychologists.

In this our Convention Edition we highlight our section program and events and feature some highlights of the 84<sup>th</sup> CPA Convention in Toronto June 23<sup>rd</sup> to 25<sup>th</sup>. We hope the session guide is helpful for those of you attending the convention. Once again the ESP section has a large presence at the convention, presenting several posters, talks, and symposia covering a wide range of topics. We hope you enjoy the newsletter. We welcome your contributions and look forward even more and diversity if contributions in the future. Hope to see you in Toronto!

Finally, we have included a book reviews to get you started on your summer reading lists. If you have read an interesting book (or paper) recently, please let us know if you'd like to write a short review!

We'd like to express our sincere thanks to everyone who contributed to this edition of the newsletter. As we experiment with a new format, please don't hesitate to let us know what works and what doesn't so that we can continue working on a newsletter that's useful to you. Looking forward to seeing as many of you as possible in Toronto!

Welcome Summer!

*Laurie Ford and Sara King*  
Newsletter Co-Editors

## From the Section Chair

Greetings!

As we approach the end of this school year, described as “post-pandemic” and characterized by increased mental health needs and “learning gaps”, I am wondering how you all, as “helpers” and “caregivers” are coping.... Do you feel overwhelmed by the mounting demands? Frustrated by not having enough time to address your students’ needs? By the limitations and inertia of the existing systems? I hope you are regularly including self-care in your daily routine, and the compassion satisfaction keeps the compassion fatigue away<sup>1</sup>....

Besides the work demands, there is also the constant bombardment by research findings, survey results, media articles and interviews about the increasing need for mental health care in general, and specifically, the crisis in child and youth mental health. I don’t know about you, but it makes me sad, frustrated, upset, and also inpatient.... I question myself: are we, as a profession doing enough? And as these voices of clinicians, researchers, organizations, schools, families and the young people are intensifying, I repeatedly ask: how can we, educational and school psychologists, improve the situation?

The 2023 Canadian Alliance for Mental Illness and Mental Health report<sup>2</sup> indicates that the majority of Canadians believe the mental health supports available in the country are NOT meeting peoples’ needs, and that governments need to increase the availability of mental health professionals for timely access to care. Access to services is even more challenging in rural areas<sup>3</sup>. The 2021 Ontario Drug Use and Health Survey by CAMH<sup>4</sup> points to a decrease in students’ mental health due to the pandemic, finding that close to half of all respondents (2225 grade 7-12 students from 122 school) reported moderate to serious psychological distress, and 18% reported seriously contemplating suicide in the previous year. These are significant mental health challenges, and without timely intervention they will have long-term consequences for these students’ well-being. We see a similar trend internationally: a meta-analysis of longitudinal studies across 12 countries found that depression symptoms increased during the COVID-19 pandemic in children and youth<sup>5</sup>. At the same time, our teacher and principal colleagues are also reporting burnout and overwhelming stress.... A 2020 survey by the Canadian Teachers’ Federation found that 70% of teachers had concerns about their own mental health and/or well-being, and the vast majority of their 2022 follow-up participants reported declining mental health and well-being<sup>6</sup>. More than half of Ontario principals surveyed felt that their recent levels of stress at work were not manageable; and indicated the need for more resources to support the mental health and well-being of students<sup>7</sup>. Our youth, and our

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<sup>1</sup> <https://proqol.org/>

<sup>2</sup> [Mental Health During COVID-19 Outbreak: Poll #3 \(camimh.ca\)](https://www.camimh.ca/en/mental-health-during-covid-19-outbreak-poll-#3)

<sup>3</sup> <https://theconversation.com/in-canadas-two-tiered-mental-health-system-access-to-care-is-especially-challenging-in-rural-areas-202121>

<sup>4</sup> [www.camh.ca/osduhs](https://www.camh.ca/osduhs)

<sup>5</sup> doi: 10.1001/jamapediatrics.2023.0846

<sup>6</sup> <https://www.ctf-fce.ca/ctf-fce-pan-canadian-research-report-on-teacher-mental-health/>

<sup>7</sup> [2022 Annual report on schools: A perfect storm of stress - People for Education](https://www.pef.ca/2022-annual-report-on-schools-a-perfect-storm-of-stress-people-for-education/)

educators and principals are asking for more resources in schools<sup>8</sup>. The quote I included in the fall newsletter (Vaillancourt and Szatmari) resonates again: ***"Our collective future depends on the wellbeing of our most vulnerable — children and youth. Accordingly, we must act now and swiftly. We cannot, in good conscience, continue to ignore the emerging evidence of who has been harmed, nor can we disregard that the needs of children and youth will very likely outlast COVID-19."***<sup>9</sup>

The ESP Section has been working hard to contribute to addressing the problem. We have created several tools to be used for **advocating for universal, equitable and accessible school based mental health services**: <https://cpa.ca/sections/educational/education-position-papers/>

Educational and school psychologists, in collaboration with other school and community based mental health professionals can and should be part of achieving this goal. Let's meet the challenge, through advocacy and action! I will be happy to hear your suggestions and discuss ideas further in person at the CPA convention in June!

Maria  
Dr. Maria Kokai  
Chair, ESP Section  
[mariamkokai18@gmail.com](mailto:mariamkokai18@gmail.com).

*Our collective future depends on the wellbeing of our most vulnerable children and youth. Accordingly we must act now and swiftly. We cannot, in good conscience, continue to ignore the emerging evidence of who has been harmed, nor can we disregard that the needs of children and youth will very likely outlast COVID-19.*

## Your Section EC

Your 2022-2023 ESP Section Executive Committee who will continue in their roles for 2023-2024. For more information on the EC members and their backgrounds go to:  
<https://cpa.ca/sections/educational/executive/>



**Chair:** Dr. Maria Kokai is a registered psychologist with over 35 years of experience that includes work in school board and private practice settings in Ontario.

<sup>8</sup> Toronto Youth Cabinet, Joint statement on addressing the rising mental health crisis facing children and youth in Ontario April 24, 2023

<sup>9</sup> Child Development, Major Disruptive Events—Public Health Implications Tracy Vaillancourt, and Peter Szatmari, <https://doi.org/10.1093/acrefore/9780190632366.013.159> Published online: 15 August 2022



**Past Chair:** Maria Rogers, Ph.D. R.Psych. Canada Research Chair in Child and Youth Mental Health and Well-being, Associate Professor, Carleton University



**Secretary-Treasurer:** Laurie Ford, Ph.D. University of British Columbia, Director of Training, Ph.D. Program in School and Applied Child Psychology, Director Early Childhood Education



**Chair Elect:** Steven Shaw, Ph.D. McGill University School and Applied Child Psychology Program, Department of Educational and Counselling Psychology



**Member-at-Large:** Debra Lean, Ph.D. C.Psych.; School and Clinical Psychologist, Private Practice, Ontario



**Member-at-Large:** G. Thomas Schanding, Jr., Ph.D., R.Psych.; University of British Columbia; Program Program Director, School and Applied Child Psychology

## Ex-Officio Members of the Section EC



**Newsletter Co-Editor:** Sara King, Ph.D., R.Psych. Mt. Saint Vincent University Co-Coordinator, School Psychology Program



**Convention Chair:** Erika Makarenko, Psy.D., R.Psych University of Calgary, Academic Director, Integrated Services in Education

## Welcome to Our New Section

We are pleased to welcome the new members of our Section Executive Committee who will begin their two-year terms at the 2023 CPA Convention.

### **Member at Large**

***Simon Lisaingo***, Ph.D., R.Psych., Assistant Professor of Teaching  
University of British Columbia

### **Student Representatives**

***Stephanie Andreason***, M.Sc. Student; School & Applied Child Psychology Program  
University of Calgary

***Yeon Hee (Jenny) Kang***, M.A. Student, Educational Psychology Program  
McGill University

***Antonia Soldovieri***, M.A. Student; School & Applied Child Psychology Program  
University of British Columbia

## **Thank-You for your Service to the Section**

A very special thank you to the out going members of our section executive committee



***Member-at-Large:*** Virginia Tze, Ph.D., C. Psych.; Department of Educational Administration, Foundations and Psychology; Faculty of Education, University of Manitoba



***Student Representative:*** Harris Wong, M.A., Ph.D. Student; University of British Columbia Program, School and Applied Child Psychology Program



***Student Representative:***  
Amanda Krause, M.A.;  
University of Ottawa, Clinical  
Psychology Program



***Student Representative:***  
Candice Riopel; University of  
Calgary; M.Ed. Student, School  
and Applied Child Psychology  
Program

## **We Want You!!! Join a Section Committee!!**

### **Convention**

We have a review coordinator who works with the section chair on the reviews and pulling together the program each year. Now that we are back in person for conventions, we are looking for your support. Our goal is to learn from our recent experiences and successes and build upon them. We are exploring ways to do more collaborative programming with other sections to enhance our capacity for a strong and diverse program while still maintaining a rich program targeting the needs of education and school psychology in Canada. If you are interested in working with the section Convention Committee on the 2024 ESP Section program for CPA in Ottawa June 2024, let us know. Contact Erika Makarenko ([Erika.makarenko@ucalgary.ca](mailto:Erika.makarenko@ucalgary.ca))

### **Equity, Diversity, and Inclusion Committee**

We are looking for members to join this new and exciting committee. If you would like to share your insights and perspectives on how school and educational psychology can move to more equitable, diverse, and inclusive approaches in our profession and practice come join this committee. The committee is co-chaired by Dr. Virginia Tze ([virgina.tze@umanitoba.ca](mailto:virgina.tze@umanitoba.ca)) and Dr. Thomas Schanding ([thomas.schanding@ubc.ca](mailto:thomas.schanding@ubc.ca)). They anticipate moving to an initial meeting next term. If you have interest, let them know.

### **Awards**

Our section awards committee expanded from awards to outstanding conference posters and presentations to new awards in 2022. These awards continue to grow in 2023. We look forward to continuing to work with and expand these awards in the future. We also would like to see more CPA Fellows from the ESP section. Anticipated awards in 2024 include: Student Research Grants, Student Conference Contributions award, Canadian School/Educational Psychologists of the Year; and Contributions to School Psychology award. These awards include awards and cash prizes. It takes a village to organize and review award applications. If you are interested in being a part of this committee, please contact Steven Shaw ([steven.shaw@mcgill.ca](mailto:steven.shaw@mcgill.ca))

### **Advocacy**

Our advocacy committee continues to take on new and important projects. If you would like to work with this active and engaging committee contact Maria Kokai ([mariamkokai18@gmail.com](mailto:mariamkokai18@gmail.com))

### **Communications**

Communications committee has several subcommittees. We would love your talents and support as we re-name, re-format, re-envision, and re-structure our **Section Newsletter**. A long term goal is to have a team, committee, or advisory/editorial board who support our co-editors and others taking the lead on various sections. If you are interested in working with the newsletter or have great ideas please contact Laurie ([laurie.ford@ubc.ca](mailto:laurie.ford@ubc.ca)) or Sara ([Sara.King@msvu.ca](mailto:Sara.King@msvu.ca)). We also have a number of **Social Media** activities including our website: <https://cpa.ca/sections/Educational/>; **Twitter** account @SchoolEdPsyc ; **School and Educational Psychology Practice mailing list:** [cespract@googlegroups.com](mailto:cespract@googlegroups.com). It is a closed group. To join contact To join, simply write to [juanita.mkm@gmail.com](mailto:juanita.mkm@gmail.com); **Canadian School Psychologists Facebook Group**. A private group with all kinds of fun sharing from School Psychologists from across Canada managed by Dr. Thomas Schanding ([Thomas.Schanding@ubc.ca](mailto:Thomas.Schanding@ubc.ca))



## Canadian Journal of School Psychology Update

The Canadian Journal of School Psychology has remained on a consistent path for the last four years. We continue to receive approximately 125 manuscripts per calendar year and have two special issues each year. The rejection rate for unsolicited manuscripts is 12.6%. We maintain a five-year impact factor of 1.457. Currently, 62% of submitted manuscripts received a desk rejection as they were outside the scope of the journal or deemed fatally flawed.

Sage Publishing is currently seeking a new Editor-in-Chief for the Canadian Journal of School Psychology. If you are interested in this role, please contact Ian Balisy ([ian.balisy@sagepub.com](mailto:ian.balisy@sagepub.com)) for additional information. I have spoken to a few individuals who might be interested in the position. I highly recommend serving as an editor for this significant journal in Canadian school psychology. It presents a wonderful opportunity to influence the research foundation of our profession.

As my term will end in December 2023, I would like to express my gratitude to all the authors and manuscript reviewers. Your tireless volunteer work is an extraordinarily valuable contribution to the professional field of school psychology. I would also like to extend special thanks to Adam McCrimmon, Shannon Stewart, Janine Montgomery, and Damien Cormier, who served patiently and with great wisdom as associate editors

## Advocacy Corner

### Advocacy Committee Updates – May 2022

**The Esp Section Offers Easy To Use Advocacy Tools To Be Utilized In National, Provincial/Territorial And Local Advocacy Efforts:**

<https://cpa.ca/sections/educational/education-position-papers/>

#### **Why is there a need for advocacy?**

- increasing mental health needs
- insufficient access to services for children and youth
- Increased frequency of aggressive and violent incidents often connected to the lack of mental health supports
- Two-tiered mental health care that leaves marginalized, vulnerable populations without access to needed supports.
- 

**We know that universally available school psychology services could greatly contribute to improving the situation.**

#### **Advocacy tools**

1. **CPA Position Paper on School Psychology** (includes Executive Summary)

##### **English:**

<https://cpa.ca/docs/File/Sections/EDsection/Mental%20Health%20Care%20for%20Canadian%20Children%20and%20Youth%20-%20FINAL%20EN.pdf>



**French:**

<https://cpa.ca/docs/File/Sections/EDsection/Soins%20de%20Sante%20Mental%20Pour%20Les%20Enfants%20et%20Les%20Jeunes%20du%20Canada%20-%20FINAL%20FR.pdf>

2. **2-minute animation** explaining the position paper

**English:** [https://youtu.be/\\_yS7bXvXGbg](https://youtu.be/_yS7bXvXGbg)

**French:** <https://vimeo.com/823024180>

3. Webinar recording: ***Universal, accessible, equitable... The role of school psychologists in the mental health care of Canadian children and youth.*** (English)  
Focused on recommendations to address the challenges; any segment appropriate for the audience can be picked and shown. <https://youtu.be/C6ca4gtqS2k>

4. A one-page chart summarizing the recommendations (English).

<https://cpa.ca/docs/File/Sections/EDsection/Summary%20-%20Mental%20Health%20Care%20for%20Canadian%20Children%20&%20Youth%20Recommendations.pdf>

In order to collect data about dissemination, please indicate the organizations you have shared these resources with at

[https://docs.google.com/document/d/1S5Zz0QyXtrGkiwBfw7LgyL5BXy6Z0LkT/edit?usp=share\\_link&ouid=102211363640900792556&rtpof=true&sd=true](https://docs.google.com/document/d/1S5Zz0QyXtrGkiwBfw7LgyL5BXy6Z0LkT/edit?usp=share_link&ouid=102211363640900792556&rtpof=true&sd=true) We would also love to hear about any advocacy efforts. Please share with [mariamkokai18@gmail.com](mailto:mariamkokai18@gmail.com)

## Training Corner

As highlighted in our last newsletter in the number of accredited doctoral programs in School Psychology and internships/residency with a school psychology focus in Canada continues to increase. We want to congratulate the newly accredited program with a focus on training School Psychologists recently accredited at the Spring 2023 Accreditation Panel Meeting. We are also provide information from the Directors of Training for the two programs accredited at the Fall 2022 panel meeting. We look forward to sharing more about these (and other) programs with a school psychology focus in future newsletters.

**University of Western Ontario**

**Ph.D. Program in School and Applied Child Psychology Program**

London, Ontario

Director of Training: Shannon Stewart, Ph.D.

<https://www.edu.uwo.ca/graduate-education/phd/applied-child-psychology.html>

## Residency/Internship Program Feature

**Ottawa-Carlton District School Board**

**Internship Program in School Psychology**

Ottawa, Ontario

Director of Training: Gillian Stanley, Ph.D., R.Psych.  
[https://www.ocdsb.ca/about\\_us/careers/internship\\_program\\_in\\_school\\_psychology](https://www.ocdsb.ca/about_us/careers/internship_program_in_school_psychology)

Thirteen years ago, a Ph.D. candidate in school psychology approached the psychology department at the Ottawa-Carleton District School Board, looking for an informal internship in school psychology. At the time, no accredited sites dedicated to school psychology existed. This remains a common problem for trainees in school psychology: accredited doctoral programs require accredited internships, but there are only a few sites in Canada that offer internships in school psychology, and most of those are part of consortiums. Many interns therefore seek unaccredited settings and sometimes end up setting up informal opportunities with local school districts. We all did the best we could to provide quality training to future school psychologists, recognizing the vital importance of this training. The OCDSB continued providing this type of informal training for interns for several years, typically accepting one or two interns a year. In 2018, we started on the long path toward accreditation, and we successfully obtained CPA accreditation in the fall of 2022. This achievement makes us the first accredited stand-alone internship in school psychology in Canada!

I acknowledge that I am biased, but I truly believe we have built a strong program that enables interns to receive excellent training in school psychology. We offer experience providing direct psychological services to children, adolescents, and families. There are also opportunities to engage in system-level activities, including class-, school-, and district-wide consultations and capacity building. This provides interns with valuable hands-on training in a wide variety of roles, equipping them with the skills needed to practice in schools. Another unique aspect of our training setting is that we are a public school board located in a major urban centre. This means that our student body mirrors the diversity of the city. Providing psychological services in a school setting allows equity-seeking communities easier access to psychological services, and provides interns the opportunity to work with a wide variety of clients. Our internship strives to support trainees on their journey to developing anti-racist, anti-oppressive practice.

The OCDSB is the largest public employer of psychologists in Ottawa, meaning that interns are part of a collaborative, welcoming team; although our interns are assigned their own schools to facilitate the development of autonomy, they are never isolated and can always consult with team members. We also work closely with our colleagues from other disciplines, training interns in interdisciplinary practice.

To meet CPA accreditation standards, an internship must span twelve months, which presents a unique challenge for school boards: clients are only available during the ten-month school year, leaving two months of training time without direct clinical opportunities. We have worked hard to turn these two months into a meaningful time for program development, applied research, and personal growth. Interns choose a research project that has been informed by their clinical experiences, and produce an empirically-driven resource that feeds back into clinical practice. We also offer dedicated time for interns to tackle the tasks they say they will do “when they have time,” allowing them to pursue areas of need or interest.

The OCDSB Internship Program in School Psychology has been deliberately created to provide quality training in school psychology. It is essential for future school psychologists to have training specifically in schools, and we look forward to continuing to evolve our program to meet the needs of interns in school psychology.

We know other programs across the country are working on applications for accreditation. Best of luck on your journey to accreditation. The visibility of School Psychology as a profession in our country continues to grow in part due to the increasing numbers of accredited programs and presence of School Psychology at the national level. More internship programs and residencies with settings and clientele relevant to the training of students in school psychology are becoming APPIC members and others are moving to accreditation. There are currently two members of the Accreditation Panel with backgrounds in School Psychology and a number of CPA Site Visitors with backgrounds in School Psychology. Serving as a site visitor is great way to serve the profession and learn about school psychology (clinical psychology, counseling psychology, and clinical neuropsychology too!) around the country. You can contact the CPA Accreditation Office for information on becoming a site visitor [accreditationoffice@cpa.ca](mailto:accreditationoffice@cpa.ca).

To start our training series, we highlight Canadian programs in School Psychology currently accredited. In future newsletter editions we would like to focus more in depth on specific training programs and their models and innovations and eventually share information about all School Psychology training programs in Canada. In addition to the two programs above here is a list of programs currently accredited, their location, training directors, and program websites. Also see <https://cpa.ca/accreditation/>

*I valued my training at the Ottawa-Carlton School District (OCDSB) for the diversity, breadth, and depth of internship experiences with students from a variety of ages, backgrounds, and presentations. As an intern, I appreciated the wealth of experienced psychologists on staff that were available to support my training. I felt welcomed, supported, and valued by the district. I had the opportunity to provide counselling to complex youth at-risk attending their alternate program, to provide consultation and assessment with refugee families, to be involved in new initiatives related to mental health and responding to crisis, and to be involved in district-level and city-wide didactic training opportunities.*

*Simon Lisaingo 2020-2021 Intern*

*OCDSB Internship was one of the best experiences of my life- Everything was catered so interns have a fulfilling learning experience. I am so glad I could be part of the OCDSB team for a year and learn from them, I can't wait to see how this internship evolves in the future!*

*Dorna Rahimi 2021-2022 Intern*

## Training Program Feature

### **University of Calgary School and Applied Child Psychology Program**

Calgary, Alberta

Director of Training: Kelly Dean Schwartz, Ph.D., R.Psych.

In December, 2022, we were pleased to be notified that our School and Applied Child Psychology (SACP) program had received CPA Accreditation. Our doctoral (PhD) program builds upon the skills developed in our MSc program and enhances the research and clinical acumen of our graduates. Our goal is to prepare school psychologists to be contributors to and effective

collaborators in enhancing learning and mental health outcomes for all individuals within a wide variety of settings. Using a scientist-practitioner model of training, we cultivate graduates who are theoretically and scientifically-informed critical thinkers and who understand and respect the diversity of human characteristics and conditions in order to demonstrate excellence as providers of high-quality, evidence-based prevention, assessment, intervention, and research services.

One of several educational study areas in the Werklund School of Education at the University of Calgary, our SACP program is home for over 60 Masters and PhD students training and studying child and youth social, emotional, cognitive, and academic development. Graduates of our SACP PhD program advanced training in consultation, school- and clinical-based interventions, neuropsychological assessment and intervention, program evaluation, and statistics. We are very proud that our program provides competitive funding, with students receiving \$18,000 in funding for four years and strong mentorship and support in applying for additional national, provincial, and local scholarships. Our program intentionally focuses on training that equips graduates for work in diverse professional settings, including research, applied, or administrative settings. All of our students have access to award-winning and profession-leading faculty, many of whom have research and/or practice connections with various community agencies and schools (e.g., CanLearn, Society for the Treatment of Autism, Renfrew Educational Services) and other research institutes at the University of Calgary (e.g., Hotchkiss Brain Institute, The Owerko Centre, Alberta Children's Hospital Research Institute, Mathison Centre for Mental Health ). Students are also availed to practicum and internship opportunities (i.e., assessment, intervention, consultation) in the Centre for Wellbeing in Education which is also housed in the Werklund School of Education.

As advocates for children, the SACP program is committed to children's well-being by training student to employ a robust child and family-centered service delivery model that responds directly to need in the most appropriate manner – a model that reaches out to children and families where they live, learn, and play through evidence- based prevention, direct and indirect intervention and remediation, and community promotion and development. Graduates of our program are positioned to serve as educational leaders in the effective application of educational and psychological principles to the learning environment at both the individual and systems levels.

## Practice Corner

### Developmental Coordination Disorder (DCD)

**Paulene Kamps, Ph.D. R.Psych.**  
**Calgary, Alberta**

Have you ever completed a psycho-educational assessment, your final report, and the feedback session – yet felt like you may have missed something? Or have you ever felt that certain diagnoses may not have fully captured a student's difficulties? If so, let me introduce you to a fascinating and mysterious – but seldom-diagnosed condition called Developmental Coordination Disorder (DCD).

Perhaps you have already heard about DCD but have no idea how this condition relates to your role as a school psychologist. Given over two decades of specialization and clinical practice in DCD, I am delighted to share some basics about DCD. Specifically, this article will discuss the what, when, where, why, who, and how of DCD.

**“What is DCD and how common is it?”** According to the American Psychiatric Association (APA), DCD is a ‘motor disorder’ that has had a consistent prevalence rate of about 5 to 6 percent for 35 years. In 2022, the prevalence rate for DCD in Canada rose to 7 to 8 percent. That’s about two students per average-sized class of pupils! Students with DCD are typically uncoordinated and clumsy and might have difficulty reading and responding quickly to the nonverbal gestures of others. In the classroom, children with DCD are often slow to begin classroom assignments. Most struggle to hold a pencil and/or scissors properly, and they may use excessive pressure/force when writing or cutting; for these reasons, teachers and school psychologists might observe avoidance of these activities in the classroom. As well, because many students with DCD have low muscle tone and poor posture, they tend to slouch when sitting or standing, they may be seen propping their head up when working at a desk, and/or they seem to wiggle and move their bodies for no apparent reason. Researchers and clinicians specializing in DCD believe these fidgety and wiggly behaviours likely function to activate the muscles in the trunk region to help maintain an upright posture. Finally, because DCD can also affect the muscles of the lips, tongue, mouth, and jaw region, approximately 50 percent of students with DCD struggle with fluency of speech and articulation.

**“I’ve never heard of DCD. Is it new? When was it first listed in the DSM and where is it located?”** You may be surprised to learn that DCD has been included in every edition of the DSM starting with the DSM-III-R in 1987. In the DSM-5-TR, DCD is listed in the Neurodevelopmental Disorders section immediately following Specific Learning Disorder. Coded as 315.0 in former versions of the DSM, DCD is now identified as F82. See pages 87 to 89 in the DSM-5-TR (2022).

**“Why haven’t I heard of DCD before?”** Referred to as the ‘best kept secret of the DSM’, there are many reasons school psychologists might lack knowledge of DCD. For example, it is rarely mentioned or taught in university classes. There are also very few psychologists with proper training and experience in the psychomotor domain; therefore, few feel competent to assess and diagnose the condition. Instead, some psychologists and/or allied professionals might use other unofficial or informal terms such as “slow learner” or “nonverbal learning disability” to indicate the presence of incoordination. Additionally, DCD is seldom diagnosed by psychologists because there are currently no comprehensive DCD tests or accepted assessment approaches designed exclusively for use by psychologists. Finally, DCD co-occurs with many other DSM disorders, meaning that it is easy to mistake the visible signs and symptoms of DCD as being indicative of other disorders. Psychologists who lack understanding of the way DCD impacts a person may inadvertently misdiagnose those who present with DCD as having a learning disorder, ADHD, social pragmatic disorder, social anxiety, and/or Asperger’s syndrome/high-functioning ASD. Once such a formal diagnosis is made, psychologists seldom look for other underlying issues.

**“Who can diagnose DCD and how does DCD relate to school psychologists?”** Given that DCD is always evidenced by way of clumsiness and/or motor difficulties in the early developmental period, both of which may also affect the child’s oral-motor skills, DCD is often

first noticed by speech-language pathologists. Issues with gross and/or fine motor skills tend to be noted by physiotherapists and/or occupational therapists. However, because DCD is considered a mental disorder, the allied professionals who initially observe the overt signs and symptoms of DCD are not permitted to make an official DCD diagnosis. Hence, they and other professionals who are not well-versed in DCD, may refer to these individuals as having “clumsy child syndrome”, dyspraxia, sensory integration disorder, sensory-processing disorder, perceptual-motor dysfunction, slow processing speed, emotional dysregulation, and/or “executive functioning disorder.”

However, international researchers who study DCD and psychologists who specialize in DCD assert that DCD is much more than a motor disorder. That is, the impact of general incoordination can reduce one’s self-confidence, extend to one’s psychosocial well-being, and result in anxiety and depression. Consequently, school psychologists would do well to enhance their professional knowledge of and skills in diagnosing DCD and then supporting individuals who daily deal with DCD.

For example, as well-educated professionals who understand child development, I invite you to think about the following: If a child is uncoordinated and clumsy, you can imagine that their motor difficulties and delays will not only impact their general motor skill acquisition, but their ability to perform activities of daily living (e.g., eating, dressing, toileting), their involvement in play and games with peers (e.g., running, jumping, throwing, biking), their expressive language skills (i.e., articulation and speech-sound production), their ocular-motor skills (e.g., visual tracking, accommodation, visual focus, depth perception, eye-gaze, and other visual skills/perceptual abilities), and their academic skills (e.g., colouring, cutting, printing, writing, and full engagement in physical education, music and other performance-based classes). Much different than a person with classic ASD behaviours who displays no or very little social interest, the child with DCD ***does*** want friends and to join in play. However, because they cannot keep up with peers or perform skills and tasks in a coordinated manner, they may be teased, ridiculed, and even excluded by peers. That creates social difficulties for the student with DCD. And, when the child with DCD who has been mocked or rejected by peers, looks away, withdraws, or asks an adult for help or justice, those basic coping mechanisms may be read as ‘rigid thinking’, poor eye-contact, social disinterest, and other features of ASD.

But there is more. People with DCD also struggle to integrate/coordinate multiple sensory signals consistently. So, ***they need to think about*** maintaining their balance, posture and how to plan and perform desired movements. They also have difficulty managing the information coming at them – all while trying to read non-verbal cues, processing what someone is showing/saying to them, and deciding what to say and how to respond to others in a busy social setting. Teens and adults with DCD often struggle to display quick and proficient skills in their pre-vocational and employment sites, they seldom participate in physically active recreational activities, and they may struggle when learning to drive. Many people with DCD have informed me that, not only is there a mismatch between what their mind wants and what their body will do for them, there is simply too much information for them to coordinate all at once. When overwhelmed, they may withdraw or display emotional dysregulation. Once again, psychologists may mistake these behaviours and/or emotional outbursts as features of other mental health conditions.

Scientists and clinicians who specialize in DCD also recognize that individuals with DCD struggle with executing coordinated cognitive tasks. They cannot process information quickly or efficiently and have difficulty with the planning, organizing, sequencing, timing and execution of various cognitive processes. This is why DCD is rightly considered a mental disorder.

**“Why should school psychologists learn more about DCD?”** Because, as children with DCD increase in age, many professionals forget to ask the right questions about early motor issues. Any missed or inaccurate diagnosis will then result in more years of misunderstanding, improper treatment goals and less-than-successful intervention methods. Consequently, DCD can manifest in more complex social, emotional, and psychological concerns. Indeed, for many years, the APA has documented the negative impacts of DCD on many aspects of well-being and human functioning.

**“How does DCD affect a person over the life span?”** The APA reports that the functional consequences of DCD may result in emotional or behaviour problems, low self-worth and poor self-esteem, academic underachievement, limited employment options, reduced participation in play, physical activity and social interactions, reduced physical fitness, and even obesity. For any and/or all of these reasons, school psychologists should be familiar with and properly educated about DCD.

If your interest in the topic of DCD is now piqued and you are thinking about a puzzling or complex student you have been involved with in the past/or presently, I congratulate you for your insight. To learn more about this topic, feel free to check out my website at [www.drkamps.ca](http://www.drkamps.ca)

Because Dr. Kamps loves to present on DCD, feel free to invite her to your school district, university, or public/private agency to learn more. Or, if you sense DCD is an area you want to specialize in, please contact her and let her know if you would be interested in some extensive training about DCD. With sufficient interest, Dr. Kamps will offer a two-day professional development course in the fall of 2023.

## **Neurodiversity Affirming Care: A Strengths Based Approach**

**Juliane Dymterko, Ph.D. Candidate & Antonia Soldovieri, M.A. Student  
University of British Columbia**

Neurodiversity is a relatively new idea becoming increasingly known within the mainstream and adopted by various service providers. It started as a concept that developed into a social justice movement as an alternative paradigm to view and understand individuals with neurological differences and a model of care and practice often referred to as neurodiversity-affirming care. Research in this area is emerging, largely built upon the lived experience of neurodivergent individuals, validating disability while celebrating strength. Importantly, it is a shift away from traditional, deficit-focused models of care and is fast transforming from a grassroots social justice movement into a legitimate model of care that is strength-based in its approach. School psychologists are uniquely qualified and situated to engage in neurodiversity-affirming care due to their work with neurodivergent groups and their ability to connect individuals to supports tailored uniquely to them.



## What is Neurodiversity?

The idea of neurodiversity is simple: every human has a different brain; herein lies neurodiversity. Supporters of this paradigm posit that the majority of individuals (the typically developing or Average) have similar and **neurotypical** brains. Individuals whose brains diverge from the neurotypical, that is, those with atypical development, often with a scattered profile of strengths and difficulties, may be diagnosed with one or more diagnoses from the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev; American Psychiatric Association, 2022), and are considered **neurodivergent**. What is considered typical is determined by society, meaning that disability itself arises from and is defined by the social environment (i.e., the social model of disability), which fails to meet the needs of everyone in it. As such, neurodivergent brains aren't better or worse but are just different from neurotypical brains. Therefore, the focus should be on individual strengths while understanding the difficulties faced in navigating a world that is not made for their way of being.

## Five Ways School Psychologists Can Engage in Neurodiversity-Affirming Care

### 1. Language Matters

The language used to describe neurodivergent individuals can profoundly impact how they are perceived and treated. It is important to use inclusive and respectful language that recognizes the strengths and challenges of neurodivergent identity.

- **Person-First or Identity-First Language.** Many neurodivergent individuals prefer the use of identity-first language because they believe that their neurodivergence is an important part of their identity that they cannot be separated from. However, some still prefer person-first language, so use the language the individual prefers.
- **Labels.** Instead of using "high- " or "low-functioning," which can be stigmatizing and oversimplify the individual, use descriptive language that acknowledges the individual's unique strengths, challenges, and support needs.

### 2. The Importance of Neurodivergent Identity

It is important to treat neurodivergent individuals with respect, compassion, and empathy and to avoid stigmatizing or pathologizing their differences.

- **Validating Lived Experiences and Self-Expertise of Neurodivergent Individuals.** Listening to neurodivergent adults and the neurodivergent community is vital to understanding the neurodivergent experience and culture. Make room for individuals to share and be open to feedback and learning/unlearning.
- **Being Mindful and Respectful of Differences in Communication.** Neurodivergent individuals' ways of communicating, interacting, and processing differ from the typical. Dr. Damien Milton proposed the double empathy problem and suggested that autistic individuals have their own communication style, which is different from neurotypical. Autistic communication differences have been previously framed as "social difficulties" and did not consider the mutual misunderstanding in autistic-neurotypical miscommunications. This means that practitioners should not seek to change the person's way of communicating but rather accept them as they are and provide support and accommodations so they can more easily exist in and navigate a neurotypical world without experiencing distress and stigma.

### 3. Person-centered, Individualized Care

Person-centred, individualized care prioritizes the individual's unique needs, preferences, and experiences, and seeks to empower the individual to take an active role in their own care.

- **Integrate Accommodations into Your Assessments and Practice.** This may involve frontloading (e.g., providing forms or questions in advance), using visual aids or other assistive technology, giving options for responding (e.g., responding orally or in written form), providing clear and concise instructions, or allowing extra time for processing information.
- **Know What Tools and Interventions are Useful for Neurodivergent Populations.** Interventions which typically work for neurotypical people aren't necessarily as effective for neurodivergent individuals. Therapies can be adapted or other therapies explored to support these individuals.

#### ***4. Understanding and Accommodating Sensory Differences***

Many neurodivergent individuals have sensory differences that can impact their experiences. Be aware of these differences and adjust the environment as needed to ensure everyone's comfort.

- **Make Accommodations to Your Physical Space.** Complete a sensory audit to create a safe and comfortable environment for your client. Make changes to sensory elements in your space, such as dimming the lights, using white noise machines, or providing noise-cancelling headphones or earplugs. Welcome the use of sensory regulation tools such as fidgets. If you aren't sure what would be helpful, you can ask your client what works best for them.
- **Encourage Stimming and Provide Breaks.** Allow stimming behaviours, including movement, to help neurodivergent people focus and regulate. Built-in sensory breaks are vital to ensure that the client does not become tired or overloaded and can give their best to the assessment or intervention.

#### ***5. The Role of Advocacy and Community Support***

Finally, neurodivergent affirming care requires a commitment to advocacy and community support. This means recognizing the broader societal barriers that neurodivergent individuals may face, such as discrimination, lack of access to healthcare, and social isolation. It also means connecting neurodivergent individuals with resources and support networks, such as advocacy organizations, peer support groups, and mental health services.

- **Report Writing.** Reports can be tools individuals and professionals use to understand individual needs and provide relevant support. Practical, feasible, low-cost resources and tools are beneficial.
- **Support and Resource Access.** Clients may need support to access resources, such as an email or phone call from you to the support or resource provider. Also, keep in mind that community sources and tools should:
  - Be vetted by neurodivergent people.
  - Be geographically and financially accessible.
  - Have options for both in-person and virtual access.

#### **Selected Resources**

- Reframing Autism: <https://reframingautism.org.au/>
- Dr. Nick Walker: <https://neuroqueer.com/throw-away-the-masters-tools/>
- Therapist Neurodiversity Collective: <https://therapistndc.org/>
- Autistic Women & Nonbinary Network: <https://awnnetwork.org/>

## Equity, Diversity, and Inclusion Corner

**G. Thomas Schanding, Jr., Ph.D., R.Psych.  
University of British Columbia**

How can we better train school psychologists to support the development of Indigenous youth? A recent article by Leigh-Osroosh and colleagues (2023) proposes a collaborate Indigenous-centered framework and shares some of the structure of the Native and Indigenous Scholars Project (NAISP). The proposed Indigenous-centered framework for school psychology preparation includes four critical domains: 1) transformative learning, 2) survivance, 3) transformational resistance, and 4) giving back to Indigenous communities. Transformative learning involves critical conscious raising, personal growth, and advocacy/actions supporting the cultural knowledge systems and thriving of Indigenous communities. Survivance refers to the capacity of Indigenous peoples to survive and thrive despite the ongoing impacts of colonialism. Transformational resistance involves challenging and disrupting colonialist structures and pursuing sovereignty in the forms of nation-building and land rematriation. Giving back involves contributing towards Indigenous futurity through actions that support the preservation and thriving of language, ceremony, and autonomy of Indigenous cultures. These domains are integrated and relational, with one often including the presence of another, aligning with the relationality of Indigenous epistemologies counter to linear Western frameworks. Indigenous-centered frameworks actively decenter colonialist approaches to teaching and learning while re-centering Indigenous epistemologies, interconnectedness, and practices.

Graduate student participants, known as Scholars, engage in critical self-reflection, deconstruct colonialist narratives, and incorporate evidence-based culturally adapted interventions. The program also includes immersion experiences where students explore their community's resilience and sovereignty in the face of settler ideology and institutions. The article highlights the importance of community input and involvement, mentorship by Tribal leaders, and challenging Western therapeutic models by incorporating Indigenous knowledge systems in practice. The framework aims to empower students to understand their story and the strengths inside of them, and to better prepare future school counselors, psychologists, and educators for the field by engaging in deep identity work together.

Leigh-Osroosh, K. T., Hutchison, B., & Sarche, M. (2023). Truth seeking, truth telling, and deep listening: An Indigenous-centered framework for school psychology training. *School Psychology Training and Practice*, 39(3-4), 1-17. <https://doi.org/10.1037/sptp0000329>

**If you'd like to be involved in the section's EDI committee, please contact Dr. Virginia Tze ([virginia.tze@umanitoba.ca](mailto:virginia.tze@umanitoba.ca)) or Dr. Thomas Schanding ([Thomas.schanding@ubc.ca](mailto:Thomas.schanding@ubc.ca)).**

## Book Review

**Lichtenstein, R.L. & Ecker, B. (2019). *High-impact assessment reports for children and adolescents: A consumer responsive approach*. Guilford. [ISBN-978-4625-3849-2] Kindle version available.**

Reviewed by Anisa Nasser, M.A. Student and Dorna Rahimi, Ph.D. Candidate  
University of British Columbia

*High Impact Assessment Reports for Children and Adolescents: A Consumer-Responsive Approach* is a thought-provoking and undoubtedly useful read. This book outlines the psychoeducational assessment process from start to finish using the newly devised consumer-responsive approach. Lichtenstein and Ecker posit that psychoeducational assessments often fall short of achieving their goals due to the inaccessible nature of reports. Thus, they call for change in how school psychologists conduct assessments to ensure consumers understand the findings and recommendations.

This book is written for psychologists conducting psychoeducational assessments and may be particularly useful to school psychology graduate students beginning their training. Chapters 1-3 introduce the consumer-responsive approach, discuss current practice, and summarize the fundamentals of assessment. Next, chapter 4 delves into the consumer-responsive approach, while chapter 5 focuses on consumer-responsive report writing. Chapter 6 discusses oral communication of findings, chapter 7 focuses on reports for particular purposes, and finally, chapter 8 discusses the implications, impact, barriers, and solutions of the consumer-responsive approach. The book concludes with a helpful appendix that includes many practical examples of what the authors discuss, such as full-length reports, rubrics, follow-up procedures, case examples, data summary templates, and a feedback conference simulation.

The principles of consumer-responsive assessment practices focus on building collaborative relationships, writing relevant and meaningful reports, and effectively communicating the results to parents and other stakeholders. One major strength of this book is the multitude of sample scripts and explanations throughout the text. For example, it provides sample explanations to parents about the assessment and examples of culturally sensitive interview questions (e.g., "Is faith important to you? What beliefs guide you in your life?", p. 66). What many may find particularly useful is the extended list that outlines plain English alternatives to academic jargon commonly used in reports. Perhaps most helpful is the extended appendix that provides sample reports and rubrics for instructors to evaluate reports using the consumer-responsive approach. Another strength is the accessible nature of the book. It is clear and easy to read. This book would be particularly useful to graduate students learning about assessments as it outlines the entire process. More advanced graduate students and new school psychologists may wish to use the text as a reference book. Even more seasoned school psychologists and supervisors would find this book helpful in reconceptualizing some common practices and guiding their supervision of new graduate students.

One thing that readers should be aware of is that the book is written for an American audience, and there are many references to American special education laws and various policies that are irrelevant in Canada. There are also, of course, several practical barriers that can make writing

consumer-responsive reports challenging. In Chapter 8, *Making It Happen*, the authors suggest various ways that institutions and individuals can start to overcome these barriers, such as by adjusting the expectations in graduate school or having healthcare insurers allow reimbursements for school visits. Some of these suggestions may be idealistic, but with sufficient advocacy and dedication, one can remain hopeful that these barriers will be overcome. As the authors point out, many have called for changes to traditional report writing so that psychoeducational assessments have a greater impact on children and thus maximize the benefits of an assessment. This book is an important part of that change, and we encourage those in the field to utilize it as a guidebook and resource in their future assessments and report writing.



## Cross Country Check Up

### **The Current Status of School Psychology in New Brunswick** **Mark T. Vickers, M.A., Licensed Psychologist**

In recent years, the role of school psychology in New Brunswick has shifted significantly. As such, school psychologists in the province are faced with unique opportunities, as well as unique issues. It is my hope to provide some information about our profession in a province that is often forgotten.

School psychologists in New Brunswick are licensed with the College of Psychologists of New Brunswick. Until January 1, 2023, psychologists were able to be licensed at both the master's level and the doctoral level (e.g., PhD or PsyD). However, beginning in 2021, anyone wishing to practice psychology in New Brunswick can only do so at the doctoral level. Although psychologists who had been previously licensed at the master's level were grandfathered in, the new requirement to have a doctoral degree has resulted in difficulty recruiting psychologists to the province. The change in requirement has

caused specific difficulty in recruiting school psychologists, as these positions have historically been filled by people with master's degrees. Occasionally, people with master's degrees who had previously been eligible for licensure are hired as psychometrists; however, this often raises new issues. For instance, psychometrists require frequently (i.e., weekly or more) direct supervision, which, in New Brunswick, also requires all their reports and assessments to be carefully reviewed by their supervising psychologist, who are already burdened by heavy workloads. Additionally, psychometrist positions, when they are available, can only be posted as contract and term position, meaning that the few psychometrists who are hired cannot maintain their employment long-term, and they often end up leaving to pursue to the doctorate degrees or, in some cases, other careers.

Relatedly, recruitment and retention of school psychologists, and psychologists in general, has been a long-standing challenge for the public sector. Anecdotally, challenges in recruitment increased when the Integrated Service Delivery (ISD)

Framework was implemented by the Government of New Brunswick in the mid-2010s to increase the communication between the primary partners that service children and youth in the province (e.g., mental health, education, public safety, and the department of social development). School psychologists are included on the child and youth teams that are scattered across the province. The goal of the ISD framework is a noble one – to provide child- and family- centered care for children and youth with mental health, behavioural, social, and learning needs. The ISD framework also allows for school psychologists to be able to expand their roles beyond being “testing machines”; instead, school psychologists can use the skill that they may have in group and individual interventions, crisis response, and multidisciplinary and multiagency collaboration.

However, there are many pitfalls to the ISD model that have led to much frustration among school psychologists. Although they can expand their scope of practice, school psychologists often express frustration about being viewed as generalists whose specific competencies and specializations are largely ignored. Further, as members of the child and youth teams, school psychology services are often placed at Tier III and, at times, beyond. This is challenging for many reasons. They may be expected by their employer/supervisors/managers to work outside of their competencies (e.g., providing individual intervention with adolescents with chronic suicidality, eating disorders or psychosis). Further, placing school psychologists at the top of the period of intervention creates a gap in preventative services for children and youth with more mild concerns. These concerns, along with poor working conditions (e.g., lack of private workspaces in both schools and homebases; perceived lack of respect from

management and politicians; workloads that far exceed recommend numbers, 12-month work calendars) have led to significant vacancies in school psychology positions; in 2021, less than a third of school psychology positions in New Brunswick were filled. This means, that there is approximately only one school psychologist for every 5600 students, which in turn, has led to incredibly long waitlists for psychoeducational assessments (up to three years). To address this, in 2021, the Government of New Brunswick passed a bill (despite significant local and national backlash due to concerns around the ethics of such a bill) allowing “specially trained resource teachers” to administer the WISC-V. As of the writing of this article, several teachers have been hired for these positions and are “in training”, although there is little transparency regarding the roles of these teachers and how they will work in tandem with school psychologists. Anecdotally, this bill has resulted in several school psychologists making the decision to work in private practice, a trend that has been occurring since the implementation of the ISD framework.

Certainly, the recruitment and retention of school psychologists, and psychologists in general, in the public sector has been an issue for quite some time. To give credit to the government, initiatives have been put in place to support recruitment and retention. These strategies included increased pay for psychologists and residents in psychology, signing bonuses condensed work years (e.g., the psychologist works an extra half hour a day and accumulates this time to take extra time off at other parts of the year, such as summer), and overtime pay for completing additional assessments. At this time, it is not clear how these incentives will affect the recruitment and retention of school psychologists. However, several psychologists who have already left the public sector have highlighted that these do not necessarily address the issues

that led to them leaving – namely, the lack of space in schools, disrespect, feelings of micromanagement, and heavy workload demands. Overall, school psychology in New Brunswick is at a pivotal moment, and it is a region to watch closely with respect to how school psychology moves forwards.

### **Changes Ahead for School Psychologists in British Columbia** **Simon Lisaingo, Ph.D. R.Psych.**

The field of school psychology in British Columbia (BC) is about to undergo a series of significant changes. These changes will have far-reaching impacts on various stakeholders, including students pursuing a career in school psychology, practicing school psychologists in schools and the community, professionals considering a move to the province, and most importantly, the children, youth, and families who rely on the invaluable services provided by school psychologists.

Historically, Masters' level school psychologists trained in BC have been required to seek certification from an independent association rather than being provincially regulated by a College. This arrangement was established through an Exemption Clause in provincial legislation, called the *Psychologist Regulation* of the *Health Professions Act*. The purpose of this clause was to allow master's-level psychologists to use the title "psychologist" in specific work environments, such as schools, government agencies, hospitals, and universities. It was intended to be a temporary measure while the Ministry of Education negotiated with the Ministry of Health regarding the regulation of Certified School Psychologists by the College of Psychologists of BC (CPBC; referred to as "the College"), with minimal disruption to psychological services in schools. Of note, doctoral trained students in school psychology programs are and continue to

be able to register as Registered Psychologists with no limitations on practice.

However, on September 21, 2022, the Minister of Health approved changes to the *Psychologists Regulation* which will bring school psychologists under the regulation of the College. These changes will eliminate the exemption for non-registrant use of the title "school psychologist" and require all school psychologists to be registrants of the College after May 1, 2024. The amendments also establish restricted activities, including what is referred to as "psychology diagnosis" and "school psychology diagnosis", which can only be performed by registered psychologists and licensed school psychologists respectively, after May 1, 2024.

Throughout the past year, the College has sought feedback on the proposed changes, leading to several concerns raised by professionals, advocates, and academics in the field. An overview of some of these concerns are described in this article, including the scope of practice, restrictions on diagnosis, limitations on online and hybrid training programs, independent practice, inter-provincial mobility, and various practice-related issues.

One major concern is the unclear and narrow definition of the scope of practice. The current regulations differentiate between psychology and school psychology in ways that do not appear to align with the definitions by national and international associations. For instance, the definition of school psychology used in the regulation replaces the words "prevention and treatment" found in the definition of psychology with "understanding and assessing". This limited description raises concerns that the scope of school psychologists' roles may be unduly restricted (e.g., solely to assessment),



potentially hindering the evolution of the field. Moreover, the language used in the definition of school psychology, such as "the creation, protection, and promotion of learning environments," is unclear and may be perceived as overlapping with the responsibilities of teachers. School psychologists are not teachers, and a teaching credential is not a requirement to practice as a school psychologist in BC and elsewhere. These ambiguous elements in the definition have the potential to create uncertainty among the public and school boards regarding the capabilities of school psychologists, potentially leading to underutilization of their skills and expertise.

Another significant concern raised is related to the restricted activities described in the regulations, which limit the types of diagnosis school psychologists can perform. Specifically, the regulations mention school psychology diagnosis "as it relates to learning and intellectual functioning." This statement may potentially restrict the scope of diagnosis to specific categories such as Specific Learning Disorder and Intellectual Disabilities, excluding other conditions that can also impact learning, such as Attention-Deficit/Hyperactivity Disorder, Anxiety, Depression, or Autism Spectrum Disorder (ASD). School psychologists are currently trained to diagnose a range of conditions that may affect learning. Limiting the scope of diagnosis could impede equitable access to learning and hinder students from receiving the special education services they need to optimally function and achieve at school.

The potential limitations on online/hybrid training program components outlined in the proposed regulatory bylaws, is another concern that has been raised. The College's response has been that they will assess individuals who have undergone training in these programs on a case-by-case basis. Of note, the CPA Training Standards has

introduced options for flexibility in defining "residency" for psychology training programs to accommodate hybrid models. This approach aims to address the shortage of psychologists, including school psychologists, in rural and remote areas of Canada, as well as to promote diversity among underrepresented groups. Currently, the University of Columbia is the sole in-person training program for school psychology in the province. As a result, many individuals interested in becoming school psychologists in BC choose to complete their training at the University of Calgary, which offers a hybrid training program. The proposed amendments specify that the residency requirement for distance education or electronically mediated formats would involve completing a minimum of two academic years of full-time resident graduate study, with "resident training" defined as in-person participation in courses. These changes will limit the potential development of new and existing online/hybrid training courses/programs, as well as impact the registration of those who may have completed online/hybrid training programs elsewhere.

Practicing school psychologists also have practical concerns about navigating the transition to the College. They are unsure about who will cover the increased fees associated with registration, release time to complete additional jurisprudence and practice exams, the need for insurance coverage, potential pathways to independent practice, and how obtaining consent for school-based consultation may conflict with bylaws primarily developed for private practice. They are also concerned about the impact of the new title of licensed school psychologist will have for inter-provincial mobility. The term and the unclear limitations on their ability to practice in independent practice may have a significant impact on those who supplement their income through private practice

(currently under supervision of a Registered Psychologist).

Looking ahead, there is also a proposed amalgamation of the College with other health professionals in British Columbia, as outlined in the Health Professions and Occupations Act (HPOA), which is expected to take effect within the next year. The College is designated to be amalgamated with professionals in fields such as Dietetics, Optometry, Occupational Therapy, Physical Therapy, and Speech and Hearing. However, concerns have been raised regarding the varying regulatory needs of each profession, particularly for psychologists who often work with clients in crisis situations and require specific systems to handle such cases. The impact of this

amalgamation process on newly registered school psychologist is unclear at this time. The forthcoming changes in BC's school psychology landscape will have wide-ranging impacts on various stakeholders, including students, practicing school psychologists, prospective professionals, and the children, youth, and families who depend on school psychological services. Addressing the concerns related to scope of practice, diagnosis limitations, training program flexibility, and practical considerations during the transition will be key to fostering a robust and effective school psychology system in the province. Additionally, the proposed amalgamation of the psychologists with other health professionals is a major change that professionals in the field will need to navigate.

## 84<sup>th</sup> Annual CPA Convention



This Year's convention, CPA 2024, will take place at the Sheraton Centre Hotel in Toronto from June 23-25, 2023, and will be held in conjunction with the 5th North American Correctional and Criminal Justice Psychology Conference (NACCJPC). The ESP section has a very full and engaging program at this year's convention with 94 offerings across the various convention formats including Snap Shots, Posters, Papers, Conversation, and Workshops and an Invited Session. ***If you are in Toronto please join us for our Section Annual General Meeting on Saturday June 24<sup>th</sup> 4:00 to 5:00 pm (EDT) followed by a reception held jointly with the Family Section 5:00 to 6:30 pm.*** Before we have our meeting and our social time we hope you can join us for our ***Section Featured Symposium (Saturday 3:00 to 4:00 pm) Disaster Response in School Settings: Coping Effectively with Natural and Human Made Disasters***, Moderated by Ester Cole with speakers: Rebecca Thomley, David Romano, & Ester Cole. The session will be very timely for many given the recent wildfires. A full section program is located at the end of this newsletter to help you with your conference planning.

## 2023 Section Award Winners

Our section award winners have just been announced. The awards will be presented at the section annual meeting. We will provide more details on the awardees in the fall newsletter but wanted to recognize them now.

### **CPA ESP Student Conference Contributions Awards**

1<sup>st</sup> (\$250 Award): Antonia Soldovieri, University of British Columbia

2<sup>nd</sup> (\$100 Award): Lili Boulet, University of Victoria

3<sup>rd</sup> (\$50 Award): Sohyun Cho, McGill University

### **CPA ESP Student Research Awards**

Dorna Rahimi, University of British Columbia (\$1000)

Minyeong Cho, University of British Columbia (\$1000)

*Many thanks to Meadow Schroeder and Virginia Tze on the awards committee. We had a hard time with reviewers due to conflicts of interest with people having to recuse themselves from reviews due to conflicts of interest.*

### **Newly Elected CPA Fellows from the ESP Section**

Dr. Lia Daniels, University of Alberta

Dr. Laurie Ford, University of British Columbia

Dr. Judith Wiener, University of Toronto, OISE (Emeritus)

<b>Contributions to School Psychology</b>	<b>Educational/School Psychologist of the Year</b>
<b>Dr. Judith Wiener</b>	<b>Dr. Ted Wormeli</b>
The ESP Section's <b>Contributions to School Psychology Award</b> recognizes individuals who have advanced the profession of school psychology through clinical practice, research, teaching, training, supervision, advocacy, policy influencing/policy making, and outreach.	The ESP Section's <b>School/Educational Psychologist of the Year Award</b> is designed to recognize outstanding delivery of school psychology or educational psychology services to children, adolescents, families, and communities.

## Upcoming Conferences

National Association of School  
Psychologists (NASP)

February 14 -17, 2024

New Orleans, LA USA

<https://www.nasponline.org/professional-development/nasp-2024-call-for-presentation-proposals>

International School Psychology Association  
(ISPA)

July 5-8, 2023

Bologna, Italy

<https://2023.ispaweb.org>

Canadian Psychological Association (CPA)

June 23-25, 2023

Toronto, ON

<https://convention.cpa.ca>

American Psychological Association  
(APA)

August 3 - 5, 2023

Washington, DC, USA

<https://convention.apa.org/>

If you have favourite upcoming conferences in 2023-2024 and you would like to highlight them, please forward and we will post them in our next newsletter. We look forward to seeing you at upcoming national, regional, and international conferences.



<https://schoolpsychologyfutures.com/>

This **Futures** conference includes a series of interactive events occurring both in-person and on-line. We invite school psychologist practitioners, scholars, and students to *imagine* how the field can expand its commitment to services helping all children. Using a social justice lens to inform how our practices will meet the needs of the next generations of children, join us for the kickoff event on [Tuesday, June 20, 2023](#).

**Futures** is meant to be an interactive journey where self-reflection, group discussions and active participation is welcomed. **You may join at any time, for as many activities that match your interest and schedule!** You will also be given opportunities to learn from other participants who are on the same journey with you. Those who sign-up will receive a monthly update regarding ongoing activities. Be part of school psychology **Futures**. [\*\*Sign up now!\*\*](#)

**Activity #1: Kick Off the Journey: June 20, 2023, 3pm Eastern (NY) United States**  
**Introduction to Re-Imagining School Psychology through a Social Justice Lens**

Activity #2: **Continue the Journey:**

What more can I Learn about Social Justice and these School Psychology Pillars?

June **Kickoff** & CPA Conference activities

July **Leadership Webinar** & ISPA Conference activities

August **Science and Scholarship Webinar** & APA Conference activities

September **Practice Webinar** & NASP Leadership Assembly activities  
October **Education and Lifelong Learning Webinar & Workforce Development Webinar**  
November **Advocacy Webinar**

Activity #3: **Pause your Journey to Self-Reflect:**

What does my Social Justice Journey Look Like?

Activity #4: **Share Your Journey Experiences:**

What Can You Learn from the Journey that others are on?

Activity #5: **Celebrate Our Journey:**

What Have We Learned and How Will That Impact the Future of School Psychology?

### **Futures** History

In 2002 the national and international school psychology organizations held a conference to discuss the future of school psychology. Now called the **Futures** conference, this has been held every 10 years. One of the major outcomes of the first conference was the formation the *School Psychology Leadership Roundtable* (SPLR), where leaders from the various constituent organizations come together annually to communicate, combine efforts where possible, and promote positive outcomes for children, families and schools. SPLR also serves to organize, monitor and facilitate the implementation of the specific goals outlined by the **Futures** conference. The 2023 **Futures** conference (delayed due to COVID-19) was planned by the SPLR community. The constituent organizations are listed below.

- American Board of School Psychology (ABSP)
- American Psychological Association, Division of School Psychology (16)
- Canadian Psychological Association, Educational & School Psychologyt Section (CPA- ESP)
- Council of Directors of School Psychology Programs (CDSPP)
- International School Psychology Association (ISPA)
- National Association of School Psychologists (NASP)
- Society for the Study of School Psychology (SSSP)
- Trainers of School Psychologists (TSP)

Questions contact [schoolpsychologyfutures@gmail.com](mailto:schoolpsychologyfutures@gmail.com)

## **Knowledge Translation: Infographics**

Infographics are great way to translate your research and practice through graphic visual representations of information, data, or knowledge intended to present information quickly and clearly to diverse audiences. They have been shown to improve cognition and the use of graphics enhances our visual system's ability to see patterns and trends. They are more and more popular in translating both our reseach and practice to audiences who might not sit through a full presentation or read and academic joiurnal. We would love to include some infographics in future newsletter editions – especially if they feature student research or a

practice you are engaged in. Harris Wong, our section Student Representative a graduate student in School and Applied Child Psychology at UBC has provided one sample from his thesis for this edition at the end of our newsletter. If you and/or your students have infographics you'd like to have included in future editions of the newsletter, please submit them to the editors and we will feature them in an upcoming edition!

## **Request for Feedback for our Future Newsletter Planning**

We want your input in making this a newsletter that meets YOUR needs. Please take a few minutes (really less than 3 minutes) to offer your suggestions. Thank you.

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**CPA Educational & School Psychology Section  
CPA 2023 Annual Convention Sessions  
June 23, 24, & 25, 2023  
Sheraton Centre, Toronto, ON**

**Session Descriptions:**

- Snapshot – 5-minute presentation
- 12-Minute Talk – 12-minute presentation
- Review Session – 25-minute presentation
- Conversation Session – 25-minute presentation
- Symposium – 55-minute presentation
- Panel Discussion – 55-minute presentation
- Poster – 55-minute presentations
- Workshops – varying times, includes 3-hour, 6-hour, and 85-minute workshops

**All times listed below are Eastern Standard Time**



Friday, June 23 <sup>rd</sup>					
Time	Session Type	Session #	Title	Presenter(s)	Location
8:00-8:55 am	Opening Ceremony	93067	Opening Ceremony	Kokum Beverly Keeshig-Soonias	Grand East
9:00-9:55 am	Presidential Symposium	93025	Mentorship, Allyship, and Diversity: Elevating Voices and the Profession of Psychology	<i>Moderator:</i> Kerri Ritchie <i>Speakers:</i> Alejandra Botia, Farena S. Pinnock, & Komal T. Shaikh	Grand East
10:00-11:55 am	Snapshots (5 minute)	82559	Barriers, Supports, and Implementation of Evidence-Based Practices in the Development of Individualized Educational Plans	Erika Infantino	Kenora
10:00-11:55 am	Snapshots (5 minute)	84322	Student Perceptions of the Use and Effectiveness of Engagement Strategies in the Online Learning Environment	Tanisha Bali	Kenora
10:00-11:55 am	Snapshots (5 minute)	84811	The Effects of Executive Functioning on Academic Stress in First-Year Undergraduate Students	Aurélia Mir-Orefice	Kenora
10:00-11:55 am	Snapshots (5 minute)	84864	Understanding Factors Leading to Self-Care in First-Year Undergraduate Students	Claire McGuinness	Kenora
10:00-11:55 am	Snapshots (5 minute)	84957	Enhancing Early Career Academics' Personal Value: A Faculty Motivation Intervention	Meiting Chen & Nathan Hall	Kenora
10:00-11:55 am	Snapshots (5 minute)	85361	Risk Factors Related to School Absenteeism in Canadian Students: An Individual and Systems Level Analysis	Ashutosh Upreti	Kenora
10:00-11:55 am	Snapshots (5 minute)	85369	Non-Suicidal Self-Injury Among Elementary-Aged Children: Educators' Experiences and Professional Development Needs	Amanda Simundic	Kenora
10:00-11:55 am	Snapshots (5 minute)	85691	Helping Others versus Making Money: Contrasting Academic Majors on Motivation and Personality	Laura Johnson	Kenora
10:00-11:55 am	Snapshots (5 minute)	87027	Student Perceptions of Rapport Across Ethnic & Cultural Groups	Vana Mann	Kenora
10:00-11:55 am	Snapshots (5 minute)	87304	Supporting Students' Well-Being: A Qualitative Evaluation of Student Engagement in Daily Social Emotional Learning Practices	Elizabeth Al-Jbouri & Emma Peddigrew	Kenora
10:00-11:55 am	Snapshots (5 minute)	88026	The Impact of Misophonia on Students' Attention Control and Academic Performance	Mandana Jafarian	Kenora
10:00-11:55 am	Snapshots (5 minute)	87824	Conceptions of Sexual Orientation Throughout School Integration	Julia Toews	Kenora

10:00-11:55 am	Snapshots (5 minute)	87876	An Exploratory Study on the Relationship between Understanding, Emotion, and Physiological and Trait Variables	Milan Lazic	Kenora
10:00-11:55 am	Snapshots (5 minute)	87309	The Association Between Specialized Artistic, Athletic, and Academic Programs in Schools and Peer and Teacher Relationships Over Time: Controlling for School Engagement	Olivia Gardam	Kenora
10:00-11:55 am	Snapshots (5 minute)	87908	The Impact of Children's BMI and Body Image Issues on School Engagement: A Longitudinal Study with Elementary School Students	Philip Aucoin	Kenora
1:00-1:55 pm	Honorary Presidential Address	93024	Deaf and Hard of Hearing (DHH) Persons in the Canadian Justice System: The Need for Major Reform	James MacDougall	Grand East
2:15-2:40 pm	Conversation Session	84958	Boosting Teaching Motivation and Effectiveness of Post-Secondary Faculty: Potential Intervention Approaches	Meiting Chen & Nathan Hall	Grand East
2:30-2:55 pm	Conversation Session	87928	Discussions on Culturally Responsive and Decolonizing Approaches in Assessment Practices with Children and Youth	Melanie Nelson & Laurie Ford	Willow East
6:00-6:25 pm	CPA Awards	90383	CPA Awards Ceremony		Grand East
6:30-7:25 pm	Presidential Reception	93075	Presidential Reception		Grand Ballroom Foyer
7:30-9:00 pm	Social Event: Trivia Night	94970	Social Event: Trivia Night		Grand East

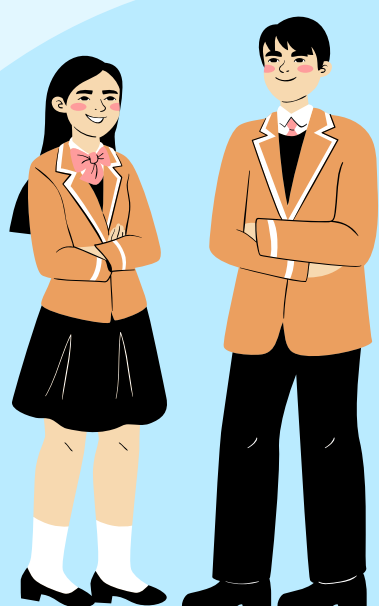
Saturday, June 24 <sup>th</sup>					
Time	Session Type	Session #	Title	Presenter(s)	Location
8:00-8:55 am	CPA AGM	93066	CPA Annual General Meeting (Breakfast Provided)		Grand East
9:00 - 9:25 am	Conversation Session	87991	CPA Telepsychology Guidelines: Conversation with the Working Group About the Implementation of the New CPA Guidelines	Elizabeth Church & Laurie Ford	Birchwood
9:00 - 10:25 am	Workshop	87501	Using Original Music & Experiential Activities to Enhance Mental Health and Meaning Mindset in School Children: A Second Wave Positive Psychology Perspective	Laura Armstrong	Osgoode
9:00 – 9:15 am	12-Minute Talk	82695	Vers La Réussite: Screening and Navigation Service Pilot Study for At-Risk Postsecondary Students in Linguistic Minority Settings	Kevin Prada	Willow Centre
9:15-9:30 am	12-Minute Talk	80733	Protective Behavioural Strategies and their Predictors in the Consumption of Cannabis Among the University Student Population	David Mykota	Willow Centre
9:30-9:45 am	12-Minute Talk	79778	The Sleeper Effects of COVID-19 on Youth Anxiety, and Post-Pandemic Mental Health Outcomes in Clinical and Non-Clinical Samples	Sierra Pecsí	Willow Centre
9:45-10:00 am	12-Minute Talk	83535	Comparison of Full-Day and Half-Day Kindergarten: A Systematic Review	Jasmeet Khatkar	Willow Centre
10:00-10:15 am	12-Minute Talk	82084	The Chapter after High School: Stories from Three Students with Learning Disabilities	Lauren Goegan	Willow Centre
10:15-10:30 am	12-Minute Talk	85202	Supportive and Structured School Climate as a Protective Factor Against the Negative Impact of School Victimization Among Gender Nonconforming Youth	Randolph C. H. Chan	Willow Centre
10:30-10:45 am	12-Minute Talk	87720	Undergraduate Students' Perceptions of the Value of Exemplars in Psychology Courses	Claire McGuinness	Osgoode
10:45-11:00 am	12-Minute Talk	82075	Plans for After High School for Students with Learning Disabilities: An Examination of Emotions and Basic Psychological Needs	Lauren Goegan	Osgoode

10:45-11:00 am	12-Minute Talk	86516	Experiences of Trauma, Perceptions of Safety and Other Discoveries in Graduate Students with Learning Disabilities	Amy Dominique Gadsden	Chestnut West
10:45-11:40 am	Poster Session D		Educational & School Psychology Section Poster Session	Multiple	Grand C/E
11:00-11:25 am	Conversation Session	82818	Entry and Retention: A Growing Problem in the Field of School Psychology	Paige Walker & Emily Cote	Osgoode
11:30-11:55 am	Conversation Session	86417	Ways with Words with Young Children: Educators' Conversations with Students About Neurodiversity	Antonia Soldovieri	Osgoode
1:00-1:55 pm	Plenary Address	93027	Three Lessons About the Brain (or, Stuff I've Learned By Studying Emotion)	Lisa Feldman Barrett	Grand East
2:00-2:55 pm	Symposium	86433	Two Years and Counting: A Longitudinal Study of Student Wellbeing, Stress Reactions, and the Unequal Impacts of the COVID-19 Pandemic	<i>Moderator:</i> Kelly Schwartz <i>Speakers:</i> Erica Makarenko, Sarah Williams, Ciana Anhorn, & Kelly Schwartz	Osgoode
2:15-2:30 pm	12-Minute Talk	85055	Exploring Barriers to Self-Care in First-Year Undergraduate Students	Claire McGuinness & Aurelia Mir-Orefice	Chestnut East
3:00 – 4:00 pm	Section Featured Symposium	82092	Disaster Response in School Settings: Coping Effectively with Natural and Human Made Disasters	<i>Moderator:</i> Ester Cole <i>Speakers:</i> Rebecca Thomley, David Romano, & Ester Cole	Osgoode
4:00 – 5:00 pm	Section Annual General Meeting	81691	Education and School Psychology Section Annual General Meeting	Chair: Maria Kokai	Osgoode
5:00 – 6:30 pm	Section Reception	86988	Education and School Psychology Section Reception *Co-hosted with Family Psychology Section		Osgoode

Sunday, June 25 <sup>th</sup>					
Time	Session Type	Session #	Title	Presenter(s)	Location
8:30-8:55 am	Conversation Session	87806	Best Practice in the Psychoeducational Assessment of Linguistically Diverse Canadians: Policy, Practice, and Future Directions	Laine Jackart, Laurie Ford, & Thomas Schanding	Birchwood
8:30-8:55 am	Conversation Session	87690	Innovations in Knowledge Translation: A Conversation in Contemporary Ways to Improve Communication for Educational and School Psychologists Across Canada	Laurie Ford & Sara King	Linden
9:00-9:25 am	Conversation Session	83559	Family-Centered Ethos to Practice: How Can We Empower Parents with Children Who Have Developmental Disorders In and Out of the Classroom?	Teija Yli-Renko & Laurie Ford	Linden
9:00-9:55 am	Panel Discussion	84809	Innovative Practices in School Psychology Training: Responding to the Recommendations of the 2022 CPA Position Paper on School Psychology	<i>Moderator:</i> Maria Kokai <i>Panelists:</i> Todd Cunningham, Sara King, Gillian Stanley, & Steven Shaw	Birchwood
9:30-10:55 am	Workshop	86341	Exploring Culturally Responsive and Decolonizing Assessment Training and Practice with Children and Youth	Laurie Ford & Melanie Nelson	Linden
10:00-10:55 am	Symposium	87615	Strengths and Stigma in Youth with ADHD	<i>Moderator:</i> Kirsten Neprily <i>Speakers:</i> Courtney Miller, Emma Charabin, & Kristina Jelinkova	Birchwood
11:00-11:55 am	CPA Plenary Address	93029	Risk and Redemption: The Centrality of Stigma to the Psychology of Crime	Shadd Maruna	Grand East
12:45-1:00 pm	12-Minute Talk	81524	Students' Mindset about Changing Boredom	Virginia Tze & Johnson Li	Linden
12:45-1:40 pm	Poster Session G		Educational & School Psychology Section Poster Session	Multiple	Grand C/W
1:15-1:40 pm	Conversation Session	85083	Understanding the Development of Critical Consciousness in Youth	Harris Wong	Birchwood
1:45-2:10 pm	Conversation Session	87570	Anti-Racism in Early Childhood Education (ECE) Settings: A Conversation	Negar Khodarahmi	Birchwood

1:45-2:40 pm	Symposium	87144	Use of the Classroom Check-Up in School-based Consultation for Early Childhood, Elementary, and Secondary Classrooms	<i>Moderator:</i> Thomas Schanding <i>Speakers:</i> Linnea Kalchos, Harris Wong, & Julia Toews	Willow East
2:45-3:15 pm	Closing Ceremony	93074	Closing Ceremony	Kokum Beverly Keeshig-Soonias	Grand East

# CHINESE CANADIAN YOUTH'S EXPERIENCE WITH **Anti-Asian Attitudes** During COVID-19



# 1

## Chinese Canadian Youth

COVID-19 has caused an uprising of anti-Asian attitudes around the world. However, the experiences of Chinese Canadian youth with anti-Asian attitudes has largely been unexplored.

# 2

## Methodology

Using Interpretive Phenomenological Analysis, (IPA), the researchers interviewed 6 Chinese Canadian youth ages 16-18 about their experiences with anti-Asian attitudes during the COVID-19 pandemic.



# 3

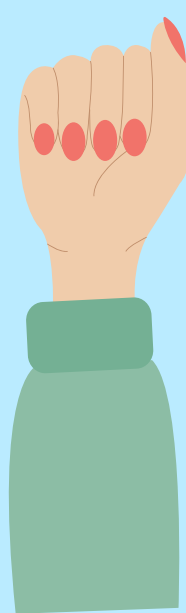
## What do their experiences tell us?

From the interviews, three main themes were identified. The youth were indeed experiencing anti-Asian attitudes, they perceived a lack of support from their schools and community, and they created their own support systems

# 4

## What do they want others to know?

The youth emphasized that they were disappointed with the lack of support, especially with the Stop Asian Hate movement. They also want others to learn more about issues pertaining to the Chinese community



## STOP ASIAN HATE

# 5

## What can School Psychologists do?

School psychologists can work towards providing culturally competent care, identifying how their own positionality affects their biases, and providing a safe space for their students who may be experiencing anti-Asian attitudes



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