

EDUCATIONAL AND SCHOOL PSYCHOLOGY

SECTION OF THE CPA

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

PSYCHOLOGIE ÉDUCATIONNELLE ET SCOLAIRE
SECTION DE LA SCP



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

Canadian Psychological Association
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PSYCHOLOGISTS IN EDUCATION / PSYCHOLOGUES EN EDUCATION

Joint Newsletter

FALL/WINTER 2017

Featured Articles:

Embracing Reconciliation:
FAQs for Educators

Introducing the Manitoba
First Nations School
System

Reconciliation and Ribbon
Skirts: Let the Youth Lead

Thank you to our issue reviewers:

Internal reviewers:

Judith Wiener (CPA
Section), Joseph Snyder
& Juanita Mureika
(CASP)

External Indigenous Reviewers:

Chris Scribe (ITEP,
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Desmaris (Access and
Aboriginal Focus
Programs, Extended
Education, University of
Manitoba)

Kind thanks to our Copy Editor:

Mindy Black

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.

Message from the Newsletter Editor

Janine Montgomery, PhD, Psych (Cand.) MB.

It is my sincere pleasure to introduce this special themed issue for the Canadian Psychological Association's section on Educational and School Psychology/Canadian Association of School Psychologist's (CASP) joint newsletter. The theme of **Truth and Reconciliation** was chosen for this issue to highlight considerations relevant to educators, and more importantly, to increase awareness of issues and strategies relevant to schools, practice, and research. While awareness is building, we still have a lot of work towards Reconciliation to do, given the legacy of harm incurred by hundreds of thousands of Indigenous children and families in residential schools, during the 60's scoop, and within the context of systemic historical racism which has continuously hurt and disadvantaged Indigenous people. The devaluing of Indigenous people is clearly evident in discussions emerging not only from the Truth and Reconciliation Commission, but also from the Inquiry on Missing and Murdered Indigenous Women and Girls (MMIWG), which highlights ongoing violence against women and particularly, the impact of historical

KEY LINKS

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discriminatory treatment of Indigenous people. The impact of this dark period in Canadian history on generations of families and Canadian society will not be easily repaired; however, **building awareness for all Canadians is an essential step towards Reconciliation** for those working with schools- to enhance understanding and facilitate willingness to address these issues clearly and sensitively to move forward.

In this issue, you will find information related to educators' questions about discussing residential schools, systemic and historical racism, and other aspects of Canadian history with their students. A number of Indigenous and non-Indigenous contributors have graciously submitted varied articles to meet these purposes and we thank all authors for their effort and contribution. This issue features information on a **new initiative to create a First Nations School division in Manitoba**, highlights **practical implications for research with Indigenous collaborators**, and contains **student news and tips for getting the most out of your attendance at CPA Convention**. Further, several contributors have highlighted research and practical considerations relevant to those who are embarking on the Path to Reconciliation with the goal of supporting school and educational psychologists' efforts to build cultural competence and engage in sensitive, aware practice. We hope that this meagre step towards building awareness of past harms is helpful for keeping these events in mind, as you work to make better outcomes for new generations of students. **We would like to thank all contributors for openly sharing their thoughts and perspectives to meet this aim and hope that these articles are useful for your work with teachers, particularly in the context of consultation and supporting school initiatives towards Reconciliation.**

We offer sincere gratitude to the Indigenous community members who volunteered to review this issue to ensure sensitive and appropriate coverage in our efforts to change the scene for upcoming generations. I would specifically like to thank Chris Scribe, Diedre A. Desmarais, and Audrey Hobman for agreeing to serve in this role and generously giving their time for this purpose. Further, I would like to extend additional thanks to Audrey Hobman for submitting an article on the Ribbon Skirt Project to demonstrate how small steps can build awareness and understanding for all Canadians. Finally, we would like to thank Ms. Mindy Black who has volunteered as copy editor for our newsletter and has provided invaluable assistance assembling this issue.

Message from the CPA Educational and School Psychology Section Chair

Judy Wiener, PhD, Psych

The Educational and School Psychology Section (ESPS) has many exciting plans that involve both the Executive and several highly competent and enthusiastic members. We had a major presence at the CPA Convention in Toronto in June

2017. Coordinated by our outstanding Convention Chair, Dr. Tina Montreuil, we had several excellent speakers, symposia, and posters. From the various meetings held before and during the convention, and the symposium on challenges and barriers to school psychology practice in Canada, we developed proposals for several projects that have the potential to enhance the knowledge and skills of school psychology practitioners and promote the profession to the public. The following are some of them:

Providing a Vehicle for Collaboration among School Psychology Practitioners Across Canada: CPA is the organization in Canada that speaks for and serves psychologists across the country, and the ESPS is specifically devoted to the goals and needs of educational and school psychologists. We are striving to find a vehicle for school psychology practitioners who work in school systems to communicate with each other. The first step is to identify who you are and to then have a dialogue. Juanita Mureika is coordinating this. Please email her at juanita.mkm@gmail.com if you would like to be involved.

Development of Promotional Materials and Methods for Communicating about School Psychology to the Public: Coordinated by Dr. Coranne Johnson, we intend to develop materials that can be used to communicate with the public about the role and value of school psychologists. This includes but is not limited to our website, posters, and social media.

Collaboration among Trainers: Immediately prior to the CPA Convention approximately 30 psychologists attended a meeting where we discussed important professional training issues. This meeting was organized by Laurie Ford, Troy Janzen, Jen Theule, Tina Montreuil, and myself. The participants included practicum and internship supervisors in the Greater Toronto Area and faculty members in school psychology programs across Canada. We discussed several important issues such as having one organization speak for us federally, credentials, strengths and challenges, and sharing resources. The meeting was so successful that we decided to hold a similar meeting in conjunction with the 2018 convention in Montreal. If you would like more information please email Dr. Laurie Ford (laurie.ford@ubc.ca).

Continuation of Student Poster Awards: I would like to personally congratulate the recipients of the Student Poster Awards for their excellent work. First prize went to Sarah Babcock (McGill), second prize to Clarissa Cheung (U of Alberta), and third prizes to Loredana Marchica (McGill), Lindsey Nadon (U of Alberta), Gabrielle O'Hara (McGill), Elizabeth Leong (UBC), and Tasmia Hai (U of Calgary). Thank you to Troy Janzen and Jen Theule for chairing the awards committee and coordinating the reviews. We intend to continue to provide awards to the top posters that are first-authored by student members of ESPS, and encourage students to submit their posters for consideration.



2017 CPA Section Activities

Continuing Education for School Psychologists: We are exploring the possibility of having webinars and courses on the CPA website that would develop the knowledge and skills of school psychologists and provide continuing education credits. We are at an early stage in this process so I would like to find more from the membership as to what might be helpful. Please email me at judy.wiener@utoronto.ca

Development of a Consensus on the Role, Training, and Regulations Governing School Psychology: This first step in this long-term project involves consolidating the various documents from CPA and provincial organizations. If we can obtain funding, we intend to have a summit meeting to work on the consensus document and communicate it.

As you likely can tell, the theme of all of the above projects is to raise the profile of our profession as well as foster the ongoing learning of school psychologists. The reason why we should be proud of what we do is that we are the area of psychology that knows how to assess and provide interventions to children in schools regarding learning and mental health, communicate and consult with parents and educators, work with culturally and linguistically diverse children and families, and conduct research that informs this process. Connected to our strengths, this newsletter will describe some of the important activities of school psychologists regarding truth and Reconciliation in relation to our indigenous peoples. I am appreciative of Dr. Janine Montgomery's initiative to edit a newsletter mainly devoted to this issue. We have lots to learn about it and lots to contribute.

Message from the CASP President

Joseph Snyder, PhD, NCSP

Welcome to yet another issue of the joint CASP/CPA Section newsletter! As some of you probably know, this collaborative effort dates back at least 25 years, and has continued to the present. Although CASP tends to represent primarily school psychology practitioners, the CPA Section includes these professionals as well as trainers and their students, so the domain of school psychology is well represented through the collaboration of the two groups.

Canada is now facing a number of serious challenges to the profession of school psychology, and a strong, single advocacy voice is needed now more than ever!

As you no doubt have seen in the September 2016 special issue of the *Canadian Journal of School Psychology* (a CASP publication and benefit of membership), and the follow up symposium at the June 2017 CPA Convention in Toronto, practice varies widely both across and within provinces. A proposal is in the offing to address these needs with a 5-year plan, but we need cooperation and action NOW if we are to survive as a profession! Together, CASP and the Section can do this, and there are efforts underway to ensure that collaboration!

CJSP, the only Canadian school psychology journal, has provided Canadian school psychologists with 4 excellent issues each year. Among them, have been special issues on the development and status of school psychology in Canada over the period

1990 – 2016, in addition to recent special issues on clinical reasoning in School Psychology, and contemporary issues in school-based practices for students with Autism Spectrum Disorder, as mentioned elsewhere in this newsletter. **To keep up with your profession in Canada, be sure to join CASP and benefit from these journals.** The link to CASP Membership renewal forms can be found in the sidebar!

That's not all: in addition, CASP has an interactive bulletin board of current news and views on school and educational psychology. The site is not closed to CASP. Be sure to check us out at: <https://canschoolpsych.wordpress.com> and join the discussion! Comments and new suggestions for posts can be received at casppost@gmail.com from site viewers.

Cheers from the CASP President,
Joseph Snyder PhD, NCSP

FEATURED ARTICLES

Embracing Reconciliation: Frequently Asked Questions (FAQs) from Educators

Tricia Logan, PhD
Research, Education, & Outreach Coordinator,
National Centre for Truth and Reconciliation

There are 94 'Calls to Action'. This seems quite daunting and like quite a long list of things to address, how do educators handle the important work of Reconciliation and the 94 calls?

During the proceedings of the Truth and Reconciliation Commission (TRC), Survivors and intergenerational Survivors of residential schools were often asked: What does Reconciliation mean to you? Quite often, Survivors and Indigenous community members wanted education of future generations to be reflected in the calls to action and the findings of the TRC. The themes of education are well represented throughout all of the calls to action and many reflect the words of Survivors who wished that the secrecy of the residential school history would end and that Canada could acknowledge what happened during over 150 years of the schools' administration. Indeed, a step towards removing secrecy involves **openly and actively discussing how to approach this in schools**. Given this need, several FAQs regularly asked in our consultations with teaching staff are directly addressed in this article.

Though the 94 calls and their focus on education for Reconciliation seems like a tall order, we are reminded that **even if we can focus on one of the calls to action and find the best way forward, we can make a meaningful contribution to Reconciliation**. If we can select just one task or one call to action and focus on it,

expand on it or create our own vision for it, we are making change. Our calls for Reconciliation are part of a long term vision and there is no real ‘end date’ or ‘checklist’ approach to the Calls. Creating change can come in gradually and by taking small steps as well. The first step in this process involves awareness and willingness to openly discuss the many difficult issues emerging from the legacy of residential schools and systemic racism. The following questions and responses may provide insight for school staff that will move the process of Reconciliation forward.

Question: *The histories of residential schools and of Indigenous peoples in Canada are often complex and not everyone has a background in Indigenous topics, but we are now asked to teach these topics in our classes. How do we respectfully and appropriately integrate new curricula, Indigenous topics or Indigenous knowledge if we are new to it?*

The Truth and Reconciliation Commission identified many deficits in the overall teaching of Canadian history and highlighted how history instruction and curriculum has not represented residential schools or Indigenous peoples well or fairly. While K to 12 school divisions, colleges and universities are rapidly changing course content and curricula to meet some of these deficits, authors, textbook writers, editors and educators are trying to keep up with these changes. It is true that there may be fewer resources for topics of residential schools and Indigenous themes in some regions, and especially for some subjects at the moment. However, these resources are rapidly growing and strong changes are being made. Trying to identify good, reliable and valued resources for all subjects to integrate Indigenous perspectives, history of residential schools, and projects for Reconciliation is still a work in progress. Increasingly, more resources are coming available for math, sciences, music and physical education.

- Check with your school division, teachers, union or school board, as many have started their own Reconciliation resource pages.
- For educators taking their first look at Reconciliation or residential schools we often recommend including existing literature, art, films or documentaries. One place to start is the NCTR website, education tab: <http://nctr.ca/map.php>
- Many of the provided resources (listed by age and grade level) can be applied to any subject area.

Question: *As educators, we are afraid of getting this wrong. There is a fear that as teachers, we will say something offensive or that we do not have the authority to speak about stories that do not belong to us. How do we face these fears?*

Become more familiar with your local Indigenous communities. Increasingly, local school boards and school divisions have formed partnerships with First

Nations, Métis and Inuit communities, who can help to provide support for educators and may be willing to come in to help you plan content, or even be guest speakers to get the process rolling.

- While not all regions have provided this kind of support, there are often educational liaison positions inside local Indigenous communities or governments that can answer questions, provide resources and speak with you about how to connect with Elders or Survivors.
- Connecting with local Indigenous communities is sometimes difficult in rural or remote areas, so continue seeking out textbooks written with Indigenous contributors, resources by Indigenous communities, novels, stories or films with Indigenous content. There should be ways available to let First Nations, Metis and Inuit individuals and communities speak for themselves, so you do not have to feel like you are representing someone else's story.
- In addition, being aware of the sensitivity needed to address the legacy of Residential schools is the first step in addressing it effectively. However, try not to let discomfort or lack of familiarity or feelings that you lack authority to speak lead you to avoid or bury this topic, as moving forward requires educators and all Canadian work through this process. If you are uncertain, feel free to ask for help from curriculum specialist, school division staff, and other Indigenous resources listed in these responses.

Question: *What kind of resources do you have for younger students, on residential school histories?*

There are resources on residential schools and Indigenous topics for all age groups, grade levels and abilities. While we recognize that the conversation on traumatic histories and stories of residential schools may not be appropriate for all ages, there are still developmentally appropriate conversations that can be highlighted for younger learners. For example, while keeping the truths and the legacy of residential schools at the core of education for Reconciliation, the conversation can expand to be about social justice, human rights, fairness and education, for all. Often, the mere idea that a child would be forcibly removed from his or her parents and taken away is a frightening thought for children to learn. However, there are still a number of resources on learning about social justice topics, anti-discrimination and advocacy for younger learners.

Question: *What does 'decolonization' look like in the classroom, what does this mean for educators?*

Like the term Reconciliation itself, the term 'decolonization' takes on different meanings in different situations. In terms of education and broadly, there should be a way to find the 'best path forward'. Decolonization is a complex term, but at the core it is a path towards a nation-to-nation partnership. Decolonization requires awareness of past harms, and learning more about this is the first step in being part of the healing process. If educators and schools can assure that First Nations, Métis and Inuit communities are partners in work, moving forward it will be important to decolonizing how Indigenous nations have been seen, in the past.

Question: *Are there any training opportunities or lesson plans I can access to build this area?*

All provinces and territories in Canada are working to address the 94 calls to action and Reconciliation, especially as it applies to education and curriculum development. While comprehensive training opportunities and lesson plans vary from province to province and region to region, they are still becoming increasingly available to teachers and to school divisions.

Question: *If my school or division does not explicitly highlight this focus, how can I advocate for change?*

Often, individual school divisions, schools or teachers have advocated for changes, using the Calls to Action from the TRC. Calls 62 to 65, focus on 'education for Reconciliation' and they make specific calls on provinces and territories to develop age-appropriate curriculum on residential schools, Treaties and Indigenous people's histories.

Additional Resources:

National Centre for Truth and Reconciliation – Education Resource Page

The National Centre for Truth and Reconciliation has compiled a few key resources and links for educators, including a list of literature, films and short documentaries. Also check out the NCTR tabs for 'research' and 'reports', as there may be additional information under those links as well. <http://nctr.ca/educator-newbackup.php>

First Nations Caring Society <https://fncaringsociety.com/educational-resources>

Legacy of Hope Foundation <http://legacyofhope.ca/education/>

Project of Heart <http://projectofheart.ca/>

BC Teacher's Federation e-book, with additional resources on Project of Heart <https://bctf.ca/HiddenHistory/>

Saskatchewan teacher's e-book resource and lesson plans
<http://www2.uregina.ca/education/saskindianresidentialschools/>

Secret Path <http://secretpath.ca/>

Manitoba Teachers Society - Secret Path Lesson Plans

<http://www.mbteach.org/mtscms/2017/04/26/secret-path-lesson-plans/>

Orange Shirt Day

<http://www.orangeshirtday.org/>

<https://www.bctf.ca/GladysWeNeverKnew/>

Books on Indigenous topics and residential schools

<https://www.strongnations.com/>

<http://www.goodminds.com/>

Educational Resources from First Nations Education Steering Committee

<http://www.fnesc.ca/wp/wp-content/uploads/2015/07/PUB-LFP-IRSR-10-2015-07-WEB.pdf>

Introducing the Manitoba First Nations School System

*Nora Murdock, PhD, Director, System Development,
Manitoba First Nations Education*

*Editorial support from Barry Malin, PhD
Univeristy of Manitoba*

The Manitoba First Nations Educational Resource Centre (MFNERC) recently signed an historic Education Governance Agreement with the Honourable Carolyn Bennett, Minister of Indigenous and Northern Affairs, for the creation of a Manitoba First Nations School System (MFNSS).

The MFNSS is a First Nations-led initiative to create a new, culturally relevant, high-quality education system. Its purpose is to build a strong system that will support First Nations schools, improve the quality and relevance of education, improve academic standards, and improve student outcomes including retention, completion and graduation rates. Recently the MFNERC newsletter the Arrow (AN) spoke with Dr. Nora Murdock, who will administer and manage elementary and secondary education programs and services for participating First Nations. The following information has been updated, with permission, from that interview:

AN: How will the MFNSS be governed?

NM: The MFNSS governance model was developed based on discussions with participating First Nations. This will evolve as the system develops and once there is sustainable funding in place. The MFNSS is under the umbrella of the MFNERC governance structure during Phase One. The MFNERC Board has established operating budgets and set school division policies.

AN: What is the benefit of having a school system as opposed to what we have now?

NM: The MFNSS has resulted in larger overall budgets and greater financial and programming flexibility. Funding per student increased to approximately \$18 000 versus the previous \$4000 to \$5000. We have the ability to attract and retain education staff, share resources, and provide students with access to a wide range of opportunities. Our aim is to stem teacher turnover by paying salaries comparable to those of provincial teachers.

AN: Will First Nations have a say in how the education money is spent?

NM: Funding will flow directly from INAC to the MFNSS, which administers funds for the participating First Nations schools. **The priorities of each First Nation school are identified by local First Nation representatives who are responsible for seeking meaningful involvement of parents and community in providing input into education.** The MFNSS ensures that the standards for a high-quality education and school improvement are applied equally to all the schools, as well as ensuring the standards are administered utilizing best practices for effective schools for First Nations students.

AN: Will the MFNSS still follow the provincial curriculum?

NM: Yes, the MFNSS follows the provincial curriculum and provide additional supports to foster comparable education outcomes to allow for student transferability and to foster

academic success in post-secondary studies. The MFNSS is responsible for adapting the provincial curriculum to incorporate locally identified needs and priorities including language and culture.

AN: How would we know if the MFNSS is achieving its goals?

NM: A performance measurement strategy is being used to track, monitor and assess academic achievement. A performance measurement tool is being used to conduct regular assessments and collect the data to measure aggregate student success rates with the enhanced supports provided by the MFNSS.

If you would like more information on the MFNSS please contact Dr. Nora Murdock at noram@mfnerc.com

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Reconciliation and Ribbon Skirts: Let the Youth Lead

Audrey Hobman, B.A.

Member, Saskatoon Indigenous Grandmother Circle



The release of the Truth and Reconciliation Commission (TRC) report on Indian Residential Schools (IRS) was followed by Calls to Action. What a gift those calls from Commissioners who were looking forward to the next seven generations are for moving forward and building a better future. The calls challenge all of us to look beyond recommendations and actually do...something! Essentially, anyone can take action regardless of their age, position in the community, or financial situation and across the country youth are responding to the calls.

One small action I have taken to respond to these calls is to tell people about a Chante Speidel, a young woman I know who just turned 15 a week ago and is a quiet leader who is rapidly finding her voice and confidence. **By sharing her story, I hope to inspire readers to think of little things they can do to support youth, acknowledge the ongoing impact of past harms, and move forward towards a better future.** This past May, Chante won the title of Miss Manito Ahbee as Youth Ambassador. The Manito Ahbee Festival honours the memory of Murdered and Missing Indigenous Women and Girls (MMIWG) and every four years picks a specific victim and her family to raise awareness. It is the responsibility of the reigning Miss Manito Ahbee to carry that story forward for the year of her reign.

Chante decided that she needed to make more of this opportunity than just dancing and speaking at powwows, so very early on she decided to wear a ribbon skirt on every day of her reign as a way of honouring MMIWG. She is also expanding her presentations and has spoken to organizations and government departments across the country to educate and raise awareness. She is supported in all of this by her

parents, Donnie and Deanna Speidel who both work in the field of education, Deanna as Indigenous Strategy Coordinator at Saskatchewan Polytechnic and Donnie as Cultural Resource Liaison at Saskatoon Public Schools. The family is committed to education and Chante is an honour roll student. She is also supported by her sisters, numerous extended family members, and even more friends – we are all invested in helping her succeed. Likewise, I am pleased to **use this opportunity to encourage clinicians and educators reading this issue to think about how they can support Indigenous youth to contribute their voices.**

While Chante may seem quite young to be doing advocacy work on such a difficult topic – her wisdom and service are beyond her years. She has strong role models in her parents who meld a traditional indigenous way of life with walking and working in the contemporary world. Her most powerful influence on others has been with her peers. It is not easy at her age to wear clothing that frankly makes her stand out a bit in a crowd and there are days she would rather wear her jeans and a t-shirt but she continues to honour her commitment and puts on her ribbon skirt each day. It led to conversations with her friends, then acquaintances, then teachers, and finally the entire school. **She reports being told that her peers are bringing her message home to their families where difficult conversations are occurring, despite the pain these topics can reveal.** The youth are challenging outdated thinking and education received by their parents- and this all started because Chante decided to put on a ribbon skirt to help communicate her message and start to make a difference- and people noticed.

For my part, I show my support for Chante and her parents by wearing a ribbon skirt at least once per week to let her know she isn't alone. Wearing the skirt has offered me opportunities to talk with many people about the impact of historical legacy of systemic racism and the specific issue of MMIWG. Chante committed to walk this path for a year-and it is along difficult path, so I walk with her, figuratively speaking to support her as she continues to find her voice and lead us toward Reconciliation. **I encourage you all to take steps, even small ones to learn more, support Indigenous youth as they make meaning of the past, and to be part of a better future for Canada** by increasing your understanding of the issues and by being open to discussions about this difficult topic, amongst other difficult moments relevant to our Indigenous history.

STUDENT NEWS

Hi everyone! We are your new student representatives for the Educational and School Psychology Section of CPA. Here is a little about each of us:



My name is Shalini and I'm a third-year PhD student in School/Applied Child Psychology at McGill University. My research interests involve multimodal emotion recognition in children with autism spectrum and other neurodevelopmental disorders, and how we can utilize strengths-based interventions, such as music education. You can contact me at shalini.sivathanan@mail.mcgill.ca



My name is Alexandra and I'm a second-year School Psychology Master's student at the University of British Columbia. In terms of my research, I am interested in school mental health climate, particularly how schools (and their environments) address and support student mental health. You can contact me at aruddy@alumni.ubc.ca.



My name is Lauren and I'm a third-year PhD student in Educational Psychology at the University of Alberta. My research examines students with disabilities during their post-secondary studies investigating topics such as academic engagement, transition, motivation and accessibility. You can contact me at goegan@ualberta.ca.

We are looking forward to meeting students at the next CPA Convention in Montreal in June 2018! **Stay tuned for more information about student social gatherings at the Convention.** Also, keep an eye out to **for our upcoming Facebook group** where we will be updating you on information about the Section, the upcoming Convention, and sharing student news from schools across Canada. Feel free to contact us if you have any questions or student/school news or information you would like us to share with the Section!

Capitalizing on Your Experience at CPA's Annual Convention



Melissa Mueller
1st year Master's Student
School and Applied Child Psychology
University of Calgary

Whether you attend CPA's annual convention to present on research you conducted, or attend to learn and network, this established convention has many wonderful opportunities to capitalize on in only a few short days. To ensure you get the most out of your experience, especially if you are a new attendee, consider the following suggestions from a student who attended for the first time in June 2017.

1. **Use the conference App.** The conference App allows you to create your own schedule by selecting the presentations you would like to attend, so you can streamline the rooms you need to hurry between for those often limited seats.
2. **Attend sessions in other areas.** While you will likely want to attend all the sessions that relate to your field because those interest you the most, try to challenge yourself to join sessions outside of your area to gain a different perspective of psychology.

3. **Attend sessions because you want to.** If you attend the conference with friends or establish friendships during the conference, be sure to attend sessions that you think will be beneficial for you and not because everyone else is going. Do not leave the conference regretting that you did not attend a session: you can always meet up with friends later.
4. **Take advantage of mixer opportunities.** Several mixers are held for students generally and in specific sections in CPA (e.g., School Psychology), so be sure to look for them. These opportunities not only often supply a free bite to eat, but they offer the chance to learn tips that can inform your future decisions from students further along in their educational journey.
5. **Ask for business cards.** At any point during the convention, if you meet someone whom you think you may want to collaborate with or ask questions of later, be sure to ask for their business card or write down their information. Not everyone is on LinkedIn, so you may not be able to find them later.
6. **Get lots of sleep.** Convention days can be long, so it is vital to get enough sleep to retain focus during the sessions you choose to attend.
7. **Fit in some fun.** If you are travelling somewhere new for a convention, you may want to consider staying an extra day or visit sites in the evenings to also enjoy the attractions of the city.

RESEARCH NEWS

A Mixed Methods Exploration of Benefits for Youth Mentors in an Indigenous High School Peer Mentoring Program

*Melissa Coyne-Foresi, M.Ed., RSW, MA Candidate
(Applied Psychology in Schools, Faculty of Education, Western University,
London, Ontario, Canada)*

Although benefits of youth mentees are well documented, benefits of youth as mentors have not been explored to the same extent. **This case study investigated the benefits of youth mentoring their younger peers as part of the Fourth R: Uniting Our Nations Peer Mentoring Program.** Interview data were collected from 11 youth mentors and returned to them for interpretation and meaning-making through a statement sorting activity as part of a larger concept mapping procedure, as well as traditional thematic analysis. The concept mapping revealed three themes: 1) Cultural Connections, 2) Benefits to Self, and 3) Relationships with Family and Friends. Four root codes identified through thematic analysis were: 1) Contributions, 2) Relationships, 3) Culture, and 4) Aspirations. Findings indicated that mentors identified the program's cultural relevancy, such as participation in cultural practices, connecting with their Indigenous peers, and exploring their cultural identities as the biggest benefit in their roles mentoring their younger peers. Youth reported that their positions as mentors positively influenced their behavioural

conduct and academic initiative at school. Other benefits reported by mentors included improved self-perception, relationships with others, and connection to school. This study contributes to strengths-based research that supports Indigenous youth development, cultural engagement and leadership potential.

Finding Middle Ground and Ethical Space: Lessons in Supporting the “Ally” Student Researcher Working in Aboriginal Communities

Michelle Drefs, PhD, R. Psych. (AB)

Associate Professor/Director of Training, School and Applied Child Psychology, Werklund School of Education, University of Calgary

& Yvonne Poitras Pratt, PhD

University of Calgary Teaching Scholar/Assistant Professor, Werklund School of Education, University of Calgary

We believe that as schools and other allied learning communities increasingly respond to the *Calls to Action* issued by the Truth and Reconciliation Commission of Canada (2015), **there is much benefit to be derived from examining how the process of Reconciliation is enacted across these educational settings.** As post-secondary educators interested in supporting our graduate students in how they might “redress the legacy of residential schools and advance the process of Canadian Reconciliation” (p. 1) or more broadly research psychology-related areas currently impacting Indigenous¹ peoples, we offer a suite of lessons learned through our recent collaboration.

An initial question that arises is *who can*, and *who should*, undertake this type of research—a question that itself is mired in a longstanding history of non-Aboriginal researchers conducting research ‘on’ Aboriginal populations (Smith, 1999; 2012). As Maori educator Linda T. Smith (1999) reminds us, **there are numerous ethical considerations when researching Indigenous knowledge particularly in light of the historical reality of colonization.** Past research involving Aboriginal peoples has been heavily criticized for ignoring Indigenous worldviews and approaches and for providing little, if any benefit, back to Aboriginal communities. Given this fact, it should not be surprising that “Aboriginal peoples continue to regard research, particularly research originating from outside their communities by non-Indigenous experts, with a certain level of apprehension and mistrust” (Canadian Institutes of Health Research et al., 2014, p. 109).

With few Indigenous psychologists available to mentor non-Indigenous individuals interested in research that involves Aboriginal peoples and communities, one possible solution is to adopt a co-supervision approach. This is the route that we recently undertook; involving the partnership of an Aboriginal scholar in education and a non-Aboriginal scholar in school psychology. Our supervisee, a school psychology graduate student, worked alongside a northern Indigenous community to develop a working model of student success and lifelong learning (Wick, 2017). **This arrangement helped to better ensure that Indigenous ways of knowing were valued and incorporated into the student’s research and ultimately, we feel, increases the prospects that such work is well-received by those it was intended to benefit as well as the broader Indigenous community.**

In reflecting on our experience, we identified a number of salient issues and key indicators of success that we view as benefit to others interesting in pursuing a similar co-supervision arrangement.

Salient issues within a co-supervision arrangement:

- Hold initial meetings to explore the values, backgrounds, and belief systems of each person (student and two co-supervisors) to ensure compatibility with one another *prior* to any formal arrangements;
- Candid discussions around what each member can, and cannot, contribute and whether the specific project criteria are best met by this particular group of researchers;
- A careful approach to language and an ongoing dialogue around the research process are required to ensure the Indigenous community voice is fully respected, heard, and valued. If done in a “good way,” the community will recognize the researcher as an ally. This title is earned, not prematurely claimed;
- Consider the negotiation of power, by way of intellectual property rights and final editing privileges, within the research process and also within the negotiation of who will meet with the community; and
- Community will determine the “validity” (catalytic validity) of the research such that they must be able to see their needs recognized and voices expressed in the research project. They are the final arbiters.

Key Indicators of Success or “How you know you’re on the right track”

- Non-Aboriginal student researcher demonstrates knowledge, self-awareness, and humility around their emerging role as “ally” researcher. As stated by Max (2002), “Becoming an ally is not a destination that we arrive at, [finish] and complete. Instead, we are always in the process of becoming” (p. 62).
- Research entails strong community involvement from inception, throughout its duration, and, most importantly, beyond the student researcher’s involvement. In other words, the community is “empowered” through the research process and product to take on the next steps of this work (i.e., continued uptake of work from where the non-Aboriginal student researcher left off informed by the study findings).

While there is not just one approach to supporting non-Indigenous individuals interested in research that involves Aboriginal peoples and communities, **our experience supports the co-supervision approach as an ethical approach whereby different perspectives—one from school psychology, and the other an**

Aboriginal perspective—have come together to realize salient and significant project outcomes for the community. Ultimately, this is what truly counts.

¹ *The term Aboriginal is used within a Canadian context for First Peoples while the term Indigenous applies to an international context.*

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Indigenous Parents Of Students With Special Needs In Education: The Lived Experience

Melanie Nelson & Laurie Ford
University of British Columbia

Parents of Indigenous students with special needs may experience stressors that may impact their perception of the education system beyond those of non-Indigenous parents as a result of an incompatibility between traditional Indigenous cultural values and the values of mainstream education, constructs in special education that may not exist in the same way for Indigenous people, and a belief by some that assessment is attempted assimilation. For those with previous involvement with residential schools, the experience has continued impact given the loss of language and culture, and abuse experienced by many. The perceptions of Indigenous parents of students with special needs were explored to better understand the experience of their child receiving a special education designation and their navigation of services. Using Interpretative Phenomenological Analysis and elements of decolonizing research, six broad themes emerged. Parents stressed the importance of involvement in their child's education and relationships with educators, the inclusivity of Indigenous communities, possible cultural discontinuity between the home and school, the construct of special needs not existing or existing in a different way in traditional culture, and the impact a family member who attended residential school may have on the current view of schools for children and their parents.

References

- Nelson, M. (2017). *Indigenous parents of students with special needs in education: The lived experience* (Master's Thesis). cIRcle: UBC's Digital Repository: Electronic Theses and Dissertations (ETDs) 2008+. Available at: <https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0343287>
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Symposium presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Nelson, M., & Ford, L. (February 2017). Indigenous parents of students with special needs in education: The lived experience. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

CLINICIAN'S CORNER

CALL FOR SUBMISSIONS

Are you Interested in sharing practical tips and ideas that are relevant to clinical work? If you have an idea for a submission that fits this call, please contact the newsletter editor directly by email at Janine.montgomery@umanitoba.ca

NEWS & NOTES

The Canadian Journal of School Psychology has recently published a special double issue on **Contemporary Issues in School-Based Practice for Students with Autism Spectrum Disorder (ASD)** that may be of interest to CPA and CASP members. Topics covered in the special issue include teacher perspectives on school-based interventions for students with ASD, communication intervention involving speech-generating devices, interventions for enhancement of memory, bullying of students with ASD and coping strategies that such students implement when experiencing bullying, relations among executive and social-emotional skills in the context of social ability of students with ASD, emotional intelligence in students with ASD, and screening for ASD. Interested clinicians, practitioners, or researchers can access the special issue [here](#).

-Submitted by Adam McCrimmon, PhD, Psych., AB.

Share this Newsletter with colleagues and students. Encourage them to join CPA and/or CASP.

Renew or Join our Organizations:

CPA Membership: If you are not a member of CPA, we encourage you to join by clicking [here](#). For those of you who were members in 2017, notice of renewal of CPA membership was sent to your email on or shortly after November 15th. Please don't forget to add the Educational and School Psychology Section when joining CPA or renewing your membership and encourage your colleagues and students to do so.

CASP Membership: Join or Renew today! Click for the link to the 2018 Membership form [here](#).

We Need Input! Share your ideas with the Editorial Team:

Here's your chance to help us create a better newsletter by identifying areas you would like to see highlighted in upcoming issues. [Complete Newsletter Survey](#) by clicking the link.

UPCOMING CONFERENCES/EVENTS

Effective Communication and Leadership in a Crowded Landscape

January 26 (8:00-4:30) and January 27th (8:00-12:00), 2018, Ottawa, Canada
Hosted by the Practice Directorate of the Canadian Psychological Association
[Register Here](#)

Please contact Dr. Rozen Alex at ralex@cpa.ca with any questions.

American Educational Research Association Conference (AERA)

April 13-17, 2018
New York
Abstract submission opening soon
<http://www.aera.net/>

29th International Congress of Applied Psychology/79th Canadian Psychological Association Convention

June 26-30th, 2018 Montreal, Canada
These conferences will be held as a joint conference for 2018
<http://www.icap2018.com>

Interested in submitting articles for future newsletters?

Contact janine.montgomery@umanitoba.ca to ascertain fit and details required.

The submission deadline for our Spring, 2018 Newsletter highlighting CPA/ICAP Convention activities is **March 15, 2018**