

# 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

Société canadienne de psychologie

PSYCHOLOGISTS IN EDUCATION / PSYCHOLOGUES EN EDUCATION

Joint Newsletter

Spring 2018

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Thank you to our  
issue reviewers:

Internal  
reviewers:

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

Kind thanks for  
editorial support  
provided by:

Mindy Black  
Desiree Gagnon

*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, C. Psych (Cand.) MB.



Happy Spring to all of our CASP and CPA Educational and School Psychology section members. As many of you are aware, this year's annual CPA convention is being held in conjunction with the 29<sup>th</sup> International Congress of Applied Psychology (ICAP), and as such a broader schedule and timeline has been provided to allow you to capitalize on a wider range of learning and development opportunities. To help you get ready for the upcoming combined ICAP/CPA convention, this edition of the

Newsletter highlights some of our section's featured Speakers and Symposia. In addition, our student members have contributed information about student events and other activities you may wish to plan for as you prepare to attend. Conference highlights are located at the end of this newsletter.

We continually aim to increase student contributions to the section and newsletter, and this issue reflects a high rate of student involvement. Specifically, student section members generously contributed several interviews with speakers and summaries of featured section speaker events to this issue. I would like to thank Sidney Kingston, Lauren Goegan, Shalini Sivathasan, & Matt Danbrook for preparing these submissions. In addition, several students collaborated to provide student focused tips for conference attendance, including information on sites and events that may be of interest to members beyond our student members. Thanks to Lauren Goegan, Shalini Sivathasan, & Alexandra Percy for your valued contributions. Strong student

involvement undoubtedly strengthens our section and I thank you for your commitment. In addition, I'd also like to thank Desiree Gagnon for her hard work editing and compiling information for this issue.

In addition to student submissions and involvement, submissions, ideas and feedback from CASP or CPA Educational and School Psychology members are always welcome. Feel free to email me directly for more information, should this interest you.

This issue also includes an overview of news related to our CASP affiliated Journal, The Canadian Journal of School Psychology (CJSP). Dr. Steven Shaw has just taken over as Editor of CJSP. As a section, we would like to welcome Dr. Shaw to this role and thank him for his contribution to this issue. We look forward to a continued tradition of a high quality journal that section members can access (and get for free) when they join CASP. If you are not already a CASP member, info on joining can be found at the end of this issue. Finally, I would like to take this opportunity to thank Dr. Don Saklofske for his many years of leadership and vision as Editor of CJSP. Without your guidance and wisdom, I'm certain this journal would not be as valuable, practical, and well read. We wish you well in your new direction.

Be sure to look for the update on the Teacher Help program that was highlighted in our 2017 Spring edition. Thank you to Penny Corkum for sending this submission, as I know our members will be interested in the practical resources you provide and appreciate the advance notice of conference events highlighting the initiative. Further, this issue includes some information on the School Psychology Practitioners Listserv spearheaded by Juanita Mureika. The aim of this group is to increase discussion and learning opportunities for practitioners, as well as connect clinicians across the country. Thank you to Juanita for leading this important initiative.

In addition, I would like to extend a sincere thanks to our outgoing section chair, Dr. Judith Wiener. Your organizational skills, initiative, and leadership has made this a rewarding section to be part of and I know I speak for many when I say that your leadership has not only been welcoming to all and inspiring to many. We wish you well in your ongoing work.

Finally, I'd like to take this opportunity to say that I am looking forward to seeing many of you at CPA this year in Montreal. If you will be attending, plan to attend our section activities and network with clinicians, academics, students, and other section members at our meetings and reception. For those who are unable to make the convention but would still like to be involved in the section or newsletter, we are always looking for contributions, so please feel free to send ideas for submission, or feedback on the newsletter to me directly. In addition, last issue we included a link to a survey to gather info on member's preference for future themed issues. However, we have received very little feedback at this point, so if you have a few minutes and are willing to help, please click the link (later in the newsletter) to complete our online survey so that we can continue to include relevant topics and reader directed information in future issues. Your contributions will undoubtedly improve the newsletter and will be graciously received. We encourage you to feel free to **share this Newsletter with colleagues and students** and encourage them to join CPA and/or CASP. Email Janine at [janine.montgomery@umanitoba.ca](mailto:janine.montgomery@umanitoba.ca)

## Message from the CPA Educational and School Psychology Section Chair

Judy Wiener, PhD, C. Psych



This is my last newsletter message in the capacity of chair of The Educational and School Psychology section (ESP). Dr. Laurie Ford, School Psychology Program Chair at University of British Columbia, will assume the role at the CPA convention at the end of June, 2018. My two-year experience in this position has been exciting because of the energy of our executive and members, and the many plans we have developed, some of which have come to fruition, and others of which are in progress. It has been wonderful to communicate with you through this newsletter, and to hear from many of our members via email, at the CPA annual convention, and in other contexts.

The following are some of the activities that the section has engaged in over the past few months, including planning a very stimulating convention program in Montreal:

**CPA/ICAP Conference:** The ESP Section will have a very active presence at the 2018 joint CPA/ICAP (International Congress of Applied Psychology) convention in Montreal, June 24 – 30, 2018. The Trainers' Meeting (see below) will be held in the evening of June 25<sup>th</sup> at McGill University, and the main events will begin on June 26<sup>th</sup>. Two of the ICAP-invited State of the Art Speakers, Shelley Hymel (Professor, University of British Columbia), who is speaking about bullying and peer victimization, and Heikki Lyytinen (Professor, University of Jyväskylä, Finland), who will provide a global perspective on early identification of reading disabilities, and an ICAP-invited symposium convened by Esther Geva (Professor, OISE/University of Toronto) on international perspectives on language and literacy development of struggling readers, were nominated by our Section. Jonathan Weiss (Associate Professor York University) is our keynote speaker, giving a presentation on psychosocial interventions for children with Autism Spectrum Disorders, and Laurie Ford (Associate Professor, University of British Columbia) has convened a major symposium focusing on school psychology practice with indigenous populations. I am also giving a presentation as Chair of ESP on the mutually influencing relationship of practice and research. We have 3 90-minute workshops, 9 spoken (15-minute) presentations, 13 GIMME-5 (5-minute) presentations, and over 60 posters. During the conference you can spend your days learning about many of the important new developments in our field, and your evenings (beginning June 28<sup>th</sup>) listening to jazz at the Montreal Jazz Festival. Our Chair's Address, Keynote Speaker, Section Annual Meeting, and Reception are all on June 26 between 1:45 and 6:00 PM. I hope to see you there.

**Canadian Educational and School Psychology Practitioners Group:** I would like to thank Juanita Mureika for coordinating this online group that provides a vehicle for collaboration among school psychology practitioners across Canada. This google group was initiated by the ESP section, but the participants include school psychologists who are, and are not Section members and is not formally associated

with CPA. Members have posted about safe schools, direct instruction in reading, aboriginal suicide, the role of the school psychologist, school crisis preparation and intervention, preschoolers and technology, and many other topics. If you would like to join, or are having technical problems, please email Juanita Mureika at [juanita.mkm@gmail.com](mailto:juanita.mkm@gmail.com)

**Development of Promotional Materials and Methods for Communicating about School Psychology to the Public:** Coranne Johnson, who is a clinical and school psychologist in Alberta, is the Chair of our Promotions Committee (Tina Montreuil, Jennifer Theule, Juanita Mureika, Cynthia Maya Beristain, Elizabeth Leong). The committee is working with graphic designers and others 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. We have the budget and the talent to develop materials that will inform educators, parents, undergraduate students, and the public about what we do and why it is valuable.

**Collaboration among Trainers:** Immediately prior to the 2017 CPA Convention in Toronto, 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, 5:30 to 8:30 PM on June 25<sup>th</sup> at the McGill University Faculty of Education (3700 McTavish Street, room 434). Details will follow by email. If you would like more information please email Laurie Ford at [laurie.ford@ubc.ca](mailto:laurie.ford@ubc.ca)

**Student Poster Awards:** Student members of the ESP Section who are first-authors of a poster that will be presented at the June 2018 convention are eligible for a Student Poster Award. The three award winners will have their student-rate conference registration paid and will receive a cash prize and an award certificate that will be displayed on their posters.

I would like to conclude by thanking you for working with me as Chair of the ESP Section. I hope that I have played a small part in the growth of our field in Canada and look forward to future collaborations.

## Message from the CASP President

Joseph Snyder PhD, NCSP

Greetings from CASP! As you are aware, our membership is primarily school psychology practitioners and educators who look to CASP for fraternal associations and advocacy, when needed. CASP is an affiliate member of the International School Psychology Association (ISPA), which keeps our members in touch with school psychology trends and issues on a global scale. Our journal, the Canadian Journal of School Psychology, continues to be a prime member benefit. This uniquely Canadian journal has recently welcomed a new journal editor, Steven Shaw,

and you can read his vision for the journal in this newsletter. We are excited about the possibilities to continue the excellence this journal has presented to us in the past. Our blog continues to serve as a bulletin board for current research in school psychology, as well as a forum for discussion. All are welcome to view it at <https://canschoolpsych.wordpress.com>, and by “following” the group, you will receive notifications when new items are posted.

CASP is planning an outreach campaign in the fall of 2019 to bolster and revitalize membership among practitioners and students in school psychology. Be sure to watch for news to come and share information about CASP with your colleagues.

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## 29<sup>th</sup> INTERNATIONAL CONGRESS OF APPLIED PSYCHOLOGY (ICAP)

### Invited Educational and School Psychology Section Speaker:

Dr. Jonathan Weiss



Dr. Jonathan Weiss, Ph.D., is a clinical psychologist and an associate professor in the Department of Psychology at York University, where he is head of the Developmental Disabilities and Mental Health Lab. Dr. Weiss’s research is focused on the prevention and treatment of mental health issues in individuals with Autism Spectrum Disorder (ASD) and/or Developmental Disabilities. This includes examining the health care needs, the use of emergency services, the mental health experiences, and the mental health service access

of these individuals. Dr. Weiss is an invited speaker for the Educational and School Psychology section at the 29<sup>th</sup> International Congress of Applied Psychology (ICAP) 2018. For more information about Dr. Weiss and his research, please visit:

<http://ddmh.lab.yorku.ca/>

In anticipation of his talk at ICAP 2018, Dr. Weiss joined me for an interview to discuss his research interests and his views within the field of ASD and Developmental Disabilities research.

*Q: How did you become interested in ASD research?*

A: I have been interested in autism research ever since I volunteered with Special Olympics and worked as a caregiver with young adults with autism and other developmental disabilities in residential settings. I was inspired by the people I had the opportunity to interact with, was honoured to learn from them, and found myself

asking questions about how I could best help improve their lives and the lives of their families. This led me to consider continuing in a research career where I could pose questions, try to answer them, or learn more from others who were doing so.

*Q: What are your current research interests and why do you think they are important?*

A: I am particularly interested in understanding how best to address the mental health challenges often faced by people on the spectrum and their families, as well as those of people with other developmental disabilities. I am interested in identifying the causes and consequences of mental health problems, and in developing and evaluating interventions that promote good mental health or address problems when they arise. If we are to address the interdisciplinary needs of people with developmental disabilities, it's important that we think and work at multiple levels: I focus on individual, family, and broader systemic factors. I study how psychosocial interventions, including Cognitive Behaviour Therapy (CBT) and Mindfulness-based Therapy, can help people with autism and their families, and how service needs and barriers to service use can vary given age periods, needs and kinds of care.

*Q: What practical applications have emerged from your research?*

A: We can implement evidence-based interventions for children and adolescents with autism to improve emotion regulation and address multiple emotional and behavioural challenges, including anxiety, depression, or emotional lability. We've used some innovative Cognitive- Behavioural and Mindfulness-based approaches that take into account the diverse cognitive and learning needs of people on the spectrum. In the process, we have been able to document the kinds of adaptations to psychosocial interventions that can increase the likelihood of successful implementation within the context of mental health care. Of course, other research that I have been a part of has documented how there is a tremendous array of unmet priority needs for people across the spectrum and the life course, and time-limited interventions are best delivered in a responsive continuum of care that can be proactive in how care is provided. Otherwise we continue to risk people entering into psychiatric crisis and being greatly involved with emergency mental health services.

*Q: What do parents of individuals with ASD need to know when navigating supports in health and/or education systems?*

A: Our research has shown how the multiple priority needs that people on the spectrum experience as they age. There are multiple barriers to service access, including waitlists, eligibility issues, capacity to provide sufficient care, as well as challenges with interacting with professionals. The kinds of barriers one experiences will vary across the life course, along with the kinds of needs that emerge. So, it's important that parents consider how they can plan ahead. This is harder said than done, as there are always pressing needs in the moment. But thinking a few years ahead about what a person may need, and looking into it now, can help to give families more time to navigate the process. Speak with other families, find professionals that you trust, and keep records of health and educational interactions.

*Q: What gaps do you see in the ASD and developmental disabilities literature?*

A: Much of the current discourse is very deficit and pathology focused, and we can stand to find a greater balance by seeing the whole person, using interdisciplinary collaboration and mixed methods in our research, and ensuring that we involve people with developmental disabilities and their families in meaningful consultation at every stage of research, from inception to dissemination.

*“Much of the current discourse is very deficit and pathology focused, and we can stand to find a greater balance by seeing the whole person”*

*Q: With regards to ASD research, what research topics are you interested in pursuing in the future? Or, where do you see your future research going?*

A: We are working on mental health promotion efforts, based in positive psychology, so that we can develop interventions that help people thrive and flourish with autism.

*Q: What do you think clinicians, parents, and educators need to know to help individuals with ASD thrive?*

A: Thriving is a process, not an outcome. It reflects the purposeful growth that we experience towards a better sense of ourselves and how we express this in our behaviours. Everyone deserves to thrive and can when we consider their developmental level and contexts. It involves finding developmentally appropriate opportunities for people to experience relatedness to others, autonomy, and competence. We can think about ways to do this when we consider the kinds of individualized strengths and weaknesses people have, and how these characteristics align with the kinds of assets (e.g., the kinds of people, places, and supports that exist) in their environments. When we think about thriving in this way - as a developmental-contextual process - it opens us up to considering how interventions can focus on helping the individual grow and how they can focus on improving situations and opportunities.

*“Thriving is a process, not an outcome.”*

**Interviewed by:** Sydney Kingston, MA Clinical Psychology (Candidate), University of Manitoba

## Featured Symposium

### International Perspectives on Language and Literacy Development of Struggling Readers: From Research to Practice Convenor: Esther Geva



Dr. Esther Geva studied in Israel, the US, and Canada. She is a Full Professor in the department of Applied Psychology and Human Development, OISE/University of Toronto, and a licensed psychologist. Esther's work straddles the broad areas of Educational Psychology, Cross-Cultural Psychology, and Bilingualism. Her research, publications, graduate teaching and supervision relate to: (1) how language and literacy skills develop in children, adolescents and young adults learning to read in a second language (L2); (2) the nature of the relationships between oral language skills and the development of reading and writing skills in L2 learners; (3) transfer issues in L2 literacy development; (4) the contribution of cognitive, linguistic, and background factors to literacy development of typical and atypical L2 learners; (5) approaches to effective intervention with at-risk and vulnerable learners; and (6) cross-cultural psychology pertaining to the well-being of Culturally and Linguistically Diverse (CLD) learners. Esther published numerous chapters and articles in these areas, has presented her work internationally, and served on various advisory, policy, and review committees in the US and Canada, concerned with CLD, including the National Literacy Panel (NLP). Esther, a Canadian Council on Learning Minerva Scholar, is committed to knowledge mobilization. Dr. Geva recently co-authored a book with her colleague, Judy Wiener entitled *Psychological Assessment of Culturally and Linguistically Diverse Children* (2015; Springer) and co-authored another book with former student and now colleague, Gloria Ramirez (2015) entitled *Key Concepts for the Language Classroom: Focus on Reading* (2015; Oxford University Press).

**Symposium Summary:** This symposium brings together an international group of researchers whose work focuses on struggling readers in diverse geographical and educational contexts. Issues addressed in this symposium will answer the following questions:

- What are the sources of word reading and reading comprehension difficulties?
- Are these difficulties language/orthography specific?
- Can one distinguish difficulties associated with deprivation or lack of proficiency in the L2 from difficulties associated with learning disability (LD)?
- Can one reliably identify LD in the L2? How early can these difficulties be identified and treated?

- Can we identify principles of early assessment, prevention, and intervention that are generalizable across contexts and orthographies?

Be sure to plan to attend this session to learn more about International perspectives on Learning Disabilities and Struggling Readers. More info on additional speakers highlighted in this session is available [here](#).

<sup>1</sup>Condensed from ICAP 2018 website info available [here](#).

## State of the Art Speaker: Dr. Heikki Lyytinen



Dr. Heikki Juhani Lyytinen is a professor of Psychology at the University of Jyväskylä in Finland. In 2015, he was appointed Unesco Chair at the Agora Center at the University of Jyväskylä, with the aim of promoting international literacy. He has studied learning, specifically focusing on neuropsychological and psychophysical research for Learning Disabilities. Together with Jari-Erik Nurmen, he co-led the Academy of Finland's Learning and Motivation Research Center, founded in 2006, at the University of Jyväskylä. Dr. Lyytinen has written (some with others) numerous psychology books and scientific articles<sup>1</sup>. Dr. Lyytinen graciously responded to several interview questions to provide more information on his work and upcoming featured talk at this year's CPA convention.

*Q. How did you become interested your current research area?*

A. My initial interest when I started my studies in psychology was related to learning to understand learning, for which I used psychophysiological methods for understanding how emotional learning (conditioning) is happening as seen via electrodermal responses.

*Q. Can you tell us a little about the Graphogame (GG) technology you developed, for those who are unfamiliar?*

A. It is an enjoyable learning game to help children learn the connections between spoken and written language by letting the learner choose the written unit from alternatives falling in the display which correspond to the spoken one the learner gets via headphones. This way all the needed connections from small to word level ones can be acquired.

Dr. Lyytinen's Advice for your academic career:

***“Follow your own interests and define goals for yourself and be persistent in learning what is needed to reach the goals.”***

Learn more about  
Graphogame [here](#)

*Q. Is there anything that attendees should know about your Jyväskylä Longitudinal study of Dyslexia (JLD) before attending your presentation?*

A. The easiest way to learn a lot about that is to read the summary article we recently published in the open access forum:

Lyytinen, H., Erskine, J., Hämäläinen, J., Torppa, M., & Ronimus, M. (2015). Dyslexia: Early Identification and Prevention: Highlights from the Jyväskylä Longitudinal Study of Dyslexia. *Current Developmental Disorders Reports*, 2 (4), 330-338. [doi:10.1007/s40474-015-0067-1](https://doi.org/10.1007/s40474-015-0067-1)

*Q. What will attendees learn from your presentation?*

A. They will learn the most important issues we have learned in the JLD studies concerning the precursors and predictors of dyslexia and factors helping to identify children in need of help early enough to be able to apply preventive support, which helps them avoid the bad experiences resulting from observing that one is a less able and proficient learner than classmates.

**Want more information?**

You can learn more about the Graphogame and try it out by visiting the link [here](#). To learn more about our Dr. Lyytinen's work, please visit this link [here](#).

**Interviewed by:** Lauren Goegan, University of Alberta

<sup>1</sup>Condensed from ICAP 2018 website info available [here](#).

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## STUDENT NEWS

### CPA Educational & School Psychology Student Representatives

Shalini Sivathason (McGill),  
Alexandra Percy (UBC),  
& Lauren Goegan (U of A)

Hello Students!

In preparation for the **29th International Congress of Applied Psychology (ICAP) Convention** taking place June 26-30, 2018, at the *Palais de Congrès de Montréal* in Montreal, Quebec, we would like to let you know of the following exciting opportunities:

**Student “Mini-Conference” & Social:** We are pleased to be able to host our first inaugural student “mini-conference”, which includes special programming for Educational & School Psychology student members (e.g., networking opportunities).

Similar to last year, we are also looking forward to hosting a student social/pub night. More info on both events to come soon!

**Social Media:** We officially have a Facebook page for the Section! Please visit the link [here](#) for updates on Section activities, and to connect with other members!

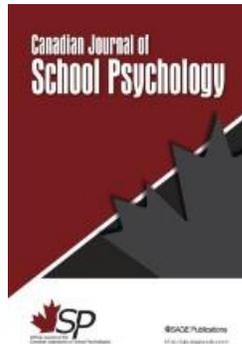
**New to Montreal?** Here are some interesting/important tips on what to see and do!

- From the airport, you can travel to downtown using an Uber (for easy access, an app is available for download), taxi, or the 727 shuttle bus (\$10 gets you downtown, and also provides unlimited metro and bus service for 24 hours). Don't forget that ICAP offers discounts for travel and accommodations. Please visit the website [here](#) for more information.
- The train station, Gare Centrale, is attached to the Metro (subway) and it is only two stops from there to the Palais de Congrès de Montréal.
- Once in the city, Montreal is easily accessible by public transport (metro, bus) and Bixi bike share – Montreal is a very bike-friendly city!
- Quebec is a bilingual province, and though many people's first language in Montreal is French, many speak English as well. However, the further from the downtown core you go, the more you may need to bust out your French skills (highly encouraged!)
- Montreal is a beautiful place to visit in the summer, filled with limitless cafes, terraces (not patios!), parks, restaurants, shopping, old architecture (e.g., Old Montreal is beautiful), trendy neighbourhoods, and more. Check out recommendations on websites such as <https://www.tripadvisor.ca>, <http://montrealvisitorsguide.com/>, or <https://www.mtlblog.com/>
- If you've never been here, a visit to Mount Royal is worth the view alone. There is a fabulous view of the city from the lookout point. This is accessible by stairs or by the trails up the mountain (which is really more like a large hill) – so bring your sneakers! It also has a pond on which you can paddleboat, walking tours, picnic, and if you're here on a Sunday, be sure to check out the “Tam-Tams” drum festival!
- The Montreal Jazz festival will coincide with convention, so those of you who are Jazz fans may want to plan ahead.

See you in Montreal!

### New Directions for the Canadian Journal of School Psychology (CJSP)

Steven R. Shaw, PhD, NCSP,  
McGill University



I am pleased to follow in the footsteps of Don Saklofske as editor of the *Canadian Journal of School Psychology* (CJSP). Don's professionalism, wisdom, vision, and leadership has dramatically shaped and improved CJSP over the last several years and his contributions are undoubtedly reflected in the quality and breadth of journal content. In addition to recognizing the strong and clear impact Dr. Saklofske has had on this journal, I am also grateful for the support provided by associate editors, Drs. Adam McCrimmon (University of Calgary), Shannon Stewart (University of Western Ontario), and Janine Montgomery (University of Manitoba) in ensuring submitted papers are carefully reviewed and timely feedback is provided. Finally, CJSP benefits from a wide range of expertise provided by over 40 editorial board members, to whom I am also grateful for their commitment to producing a high-quality journal. A full list of board members can be viewed [here](#).

CJSP will continue to be a forum for quality scholarship to support school psychologists in Canada and around the world. The three major areas of content focus are research conducted in Canada, focus on indigenous populations, and implementation science. Although we gladly accept diverse content on any topic related to school psychology, these three areas are unique and important for a Canadian publication and Canadian professionals. We also welcome several styles of contributions to CJSP. As in past years, CJSP accepts brief reports, original research, literature reviews and meta-analyses, book and test reviews, and special themed issues. In addition, CJSP is pleased to be the only journal in school psychology that currently accepts registered reports.

A major role for CJSP is to provide peer-reviewed information supporting evidence-based practices. For a scholarly journal to have any influence on clinical practice, research must be held to high scientific standards. There are serious problems with published research in psychology that have been well documented. Some of those issues are known as p-hacking (i.e., collecting data on many variables, conducting statistical analyses, and selecting variables that reach statistical significance for post hoc explanations), underpowered studies, exploratory studies being interpreted as confirmatory evidence, harking (i.e., Hypothesis After Results are Known), and publication bias (i.e., journals only publishing significant results and systematically not publishing results that do not reach statistical significance). These questionable research practices are poor science and make accurate evaluation of interventions and ideas in an evidence-based practice impossible to achieve. CJSP is one of 95 scholarly journals that accept Registered Reports and is listed by the Centre for Open

Science (<https://cos.io/rr/>). CJSP is one of four clinically focused journals to use registered reports to support evidence-based practices. The Registered Report section allows scholars to submit the introduction, methods, and data analysis plan for peer review. The cornerstone of the Registered Reports format is that a significant part of the manuscript will be assessed prior to data collection with the highest quality submissions accepted in advance. Initial submissions will include a description of the key research question and background literature, hypotheses, experimental procedures, analysis proposal, statistical power analysis (or Bayesian equivalent), and pilot data (where applicable). Following review, the article will then be either rejected or accepted in principle for publication. Following in principle acceptance, the authors will then conduct the study, adhering exactly to the procedures reviewed and accepted. When the study is complete, the authors will submit their finalized manuscript for acceptance. Pending quality checks and sensible interpretation of the findings, the manuscript will be published regardless of the results. In this fashion, papers in the Register Report section focus entirely on the importance of the study and the quality of the research methodology. Registered reports can be used for confirmatory studies and can also be used for exploratory studies. However, if evidence-based practices are to be the foundation of professional school psychology, then research must meet basic scientific standards before results are implemented to promote the educational achievement and mental health of children. Transparent science and scholarship are required for evidence-based practices. Although registered reports have been widely adopted in basic research journals, this may be a new and unfamiliar concept for many scholars and I would be happy to guide any interested party in this process. This new direction aims to enhance the quality of our journal, as well as provide early feedback to potential authors, and reduce review delays.

You can find additional information about the journal here

<http://journals.sagepub.com/home/cjs>. CJSP continues to be a leader in providing innovation, quality research, and professionalism to support the practice of school psychology. Consider submitting your research to our journal. In addition, please contact me for queries, questions, and concerns ([steven.shaw@mcill.ca](mailto:steven.shaw@mcill.ca)).

## Update on the *Teacher Help* eHealth Program

Penny Corkum, PhD

Professor, Department of Psychology & Neuroscience,

Dalhousie University

*Teacher Help* is an eHealth program that assists classroom teachers in providing evidence-based interventions to student in grades 1 to 12 with mental health disorders. Currently, *Teacher Help* focuses on three neurodevelopmental disorders (NDDs): Attention-Deficit/Hyperactivity Disorder (ADHD), Learning Disabilities (LDs), and Autism Spectrum Disorder (ASD).

Over the last several months, the Research and Development Team has been working hard on the content for each of the three *Teacher Help* modules, as well as to prepare for a Canada-wide randomized controlled trial (RCT) testing the effectiveness of the

program. We are pleased to share that the content for all three *Teacher Help* modules has been finalized and all three are now online via Velsoft® Training Materials' Inc. eLearning platform.

A usability study on the *Teacher Help for ASD* module was completed to ask experts in ASD and education to evaluate the value of the program, how ready the program was for use by regular classroom teachers, as well as how well the technology works. Participants were asked to provide feedback on the 6 sessions of the module and provided an overall satisfaction rating of 4.53/5. We used their feedback to improve on this module so hopefully now it will be reviewed even more favourably! We had previously conducted usability studies for the ADHD and LD modules, which had received similar positive ratings.

Preparation for the Canada-wide RCT included the development and testing of a research database, as well as significant efforts to recruit school boards across Canada. Over 30 school boards expressed interest, and over 9 formal research applications were submitted to school boards for review. Despite the Research and Development Team's best efforts, the current climate within the education system has made it challenging to engage school boards in this initiative. However, we were successful in partnering with 7 school boards in Ontario and Nova Scotia, and the trial is underway within these boards.

We are looking ahead to next year to see how we can continue to evaluate the *Teacher Help* program. This research is a critical step in ensuring that the program is effective in addressing the needs of students with NDDs in Canadian school systems. If the *Teacher Help* program is found to be effective, we plan to commercialize this program so that it is sustainable and available at low cost to school boards across Canada.

For further information on the *Teacher Help* program, the team, and the research studies, please visit the [Teacher Help website](#). The study is generously funded by the Canadian Institutes of Health Research (CIHR) eHealth Innovation Partnership Program (eHIPP). If you are interested in reading our previous newsletter feature on the teacher help program, click to our Spring 2017 newsletter [here](#).

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## NEWS & NOTES

### School Psychology Practitioners' ListServ

Juanita Mureika, MA., L. Psych.

Following a discussion at the Educational and School Psychology Section's Annual Meeting in June 2017 in Toronto, Ontario it was agreed that a forum for national discussion among educational and school psychology practitioners was needed. Fast forward to April 2018, after numerous discussions and several calls for interest among practitioners, a closed Google group has been set up as a platform to facilitate discussion. There are now 98 members of the group, representing almost all provinces.

To date, many important topics have been discussed on the Listserv including school psychologists' roles, safe schools, suicide prevention, and technology. However, we would like to increase participation.

We would like to find out about the barriers to your participation so we would appreciate responses to the following questions:

- Is it unnecessary for Canadian school psychologists to reach out across provincial boundaries to compare notes and learn from one another because our regional differences are so great?
- Canadian school psychologists simply so overwhelmed with the demands of the job that there is no time left over to read about, and learn from, one another? If so, that in itself is a topic for advocacy!
- Is the platform that had been chosen and recommended by the Section executive, simply not appropriate or useful for practitioners? If that's the problem, how can we solve it?

If you have feedback or ideas to share, why not join the group and chime in and share your voice? If you aren't a member and would like to join, or if you have feedback on this initiative, please contact [juanita.mkm@gmail](mailto:juanita.mkm@gmail.com) to be invited to become a member of the group.

Our Section members believe Canadian school psychology practitioners need a national identity, and this exchange forum, because of the connection to the Section, provides opportunities for advocacy through CPA if issues are identified. We welcome your suggestions to improve and vitalize this discussion!

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

Click the link below:  
[Complete Newsletter Survey](#)

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

## **CALL FOR SUBMISSIONS**

- I. **Student Research:** Do you have research findings to share? Consider providing a brief summary to disseminate your work in our next newsletter.
- II. **Student News:** Any relevant info you wish to share? Upcoming student events, tips for students research, success, etc.
- III. Book reviews, brief articles relevant to school psychology, etc, are always welcome.
- IV. **Clinician's Corner:** 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 these calls, please contact the newsletter editor directly by email at [janine.montgomery@umanitoba.ca](mailto:janine.montgomery@umanitoba.ca)

**The submission deadline for our Fall, 2018  
Newsletter is October 15, 2018  
Email [janine.montgomery@umanitoba.ca](mailto:janine.montgomery@umanitoba.ca)**

## 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 15<sup>th</sup>. 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](#).

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## UPCOMING CONFERENCES/EVENTS

### **29th International Congress of Applied Psychology/79<sup>th</sup> Canadian Psychological Association Convention**

June 26-30<sup>th</sup>, 2018 Montreal, Canada

These conferences will be held as a joint conference for 2018

<http://www.icap2018.com>

### **31<sup>st</sup> Annual BCASP Conference**

November 13<sup>th</sup>-15<sup>th</sup>, 2018 at Pinnacle Harbourfront Downtown Vancouver

<https://bcasp.ca>

### **NASP 2018 Summer Conferences**

July 9<sup>th</sup>-11<sup>th</sup>, 2018 Atlantic City, New Jersey

July 23<sup>rd</sup>-25<sup>th</sup>, 2018 Garden Grove, California

<http://www.nasponline.org/professional-development/nasp-2018-summer-conferences>

### **The 12<sup>th</sup> Annual MABA Conference**

October 25<sup>th</sup>, 2018 Winnipeg, Manitoba

<https://www.maba.ca/maba-conference>



**JUNE 26-30**  
29<sup>th</sup> International Congress  
of Applied Psychology  
**MONTREAL**

## CPA/ICAP EDUCATIONAL & SCHOOL PSYCHOLOGY EVENTS

### Monday, June 25<sup>th</sup>

**Workshop:**

*Title: Trainers' Meeting at McGill Faculty of Education*  
*Laurie Ford Convener*

### Tuesday, June 26<sup>th</sup>

**Section Chair Address:**

*Title: School Psychology in the 21st Century: The Mutually  
Influencing Relationship between Practice and Research*  
*Judy Wiener*

**Keynote:**

*Title: Helping Students with Autism Thrive: Combining  
Psychosocial Interventions within a Framework of Positive Youth  
Development*  
*Jonathon Weiss*

**Business Meeting- All Welcome:**

*Title: Educational and School Psychology Section Annual Meeting*  
*Judy Wiener & Laurie Ford*

**Food, Drink & Socializing:**

*Title: Educational and School Psychology Section Reception*

### Wednesday, June 27<sup>th</sup>

**State of the Art Speaker:**

*Title: Early Identification and Prevention of Difficulties in  
Learning to Read - a Global Perspective*  
*Heikki Lyytinen*

**Congress Invited Symposium:**

*Title: International Perspectives on Language and Literacy  
Development of Struggling Readers: From Research to Practice*



*Esther Geva, Michal Shany, Gloria Ramirez, Fred Genessee & Heikki Lyytinen*

**Workshop:**

*Title: Assistive Technology Selection Protocol, Getting the Right Tool to Support Students with Academic Difficulties  
Todd Cunningham*

**Symposium:**

*Title: School and Educational Psychology Practice with Indigenous Populations in Light of the Truth and Reconciliation Commission  
Laurie Ford, Dennis Wendt, Todd Cunningham, Melanie Nelson & Maria Rogers*

**State of the Art Speaker:**

*Title: Bullying and Peer Victimization in Children and Youth  
Shelley Hymel*

**Thursday, June 28<sup>th</sup>**

**Workshop:**

*Title: The Psychologist's Role in Managing Concussion Recovery within the School System: The Return to Activity Protocol  
Debra Lean & Virginia Frisk*

**Workshop:**

*Title: Guidelines for the Assessment and Diagnosis of Learning Disabilities in School Age Children and Youth  
Debra Lean & Maria Kokai*

**Additional Events of Note:**

***13 Gimme-5 Presentations (5 minutes each):***

*Sample Topics: Mindfulness, Literacy, Teacher Attributions, Mental Health, Aggression, Emotions*

***2 Discussion Forums (25 minutes each):***

*Sample Topics: Assessment and intervention links*

***9 Spoken Presentations (15 minutes each):***

*Sample Topics: Inter-professional Collaboration, LD diagnostic practices, school-based mental health, emotions, cognition and achievement, cultural diversity*

***Poster Session (90 minutes):***

*> 60 Posters on Diverse Topics*

**\*\*For precise times and locations, please see your convention schedule.**

