

# 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 2017

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

Judy Wiener, PhD, C.Psych

It is my pleasure to provide you with information about the activities of the Educational and School Psychology Section. I am working with the Executive Committee with many interesting ideas and lots of energy. The members include Laurie Ford (Chair Elect), Juanita Mureika (Past Chair), Allyson Harrison (Secretary Treasurer), Tina Montreuil (Convention Chair), Janine Montgomery (Newsletter Editor), and Troy Janzen, Debra Lean, Adam McCrimmon (Members at Large), and Don Saklofske (Honorary Member). The executive has been busy with many projects since the last newsletter, including revising the Section website, initiating the student poster awards, amending the bylaws/terms of reference, collaborating with Penny Corkum and her colleagues for the *Teacher Help* project, and creating an exciting program for the annual convention in Toronto on June 8<sup>th</sup> to 10<sup>th</sup>. We worked on the Section website to make it more informative and easy to navigate. Go to <http://www.cpa.ca/aboutcpa/cpasections/Educational/> to learn more.

The website has the bios and photos of our executive, criteria and procedures for our student poster award, previous newsletters, and several documents about the roles and activities of educational and school psychologists. The document entitled *School Psychology in Canada – Roles Training and Prospects* might be of special interest to undergraduate and graduate students thinking about a career in the field because, in addition to describing the role of school psychologists, it discusses the advantages and disadvantages of CPA accredited graduate training programs, provides a list of the universities where training can be obtained including the web link to descriptions

## KEY LINKS

<http://www.cpa.ca/CASP/>

<http://www.cpa.ca/aboutcpa/cpasections/Educational/>

## Resource Links

**Check out the CASP Blog**

<https://canschoolpsych.wordpress.com>

<http://www.cpa.ca/CASP/index.html>

<http://www.cpa.ca/CASP/index.html>

Read the School Psychology Task Force report:

[http://cpa.ca/docs/File/Sections/EDsection/School\\_Psychology\\_TFpaper\\_Aug2014\\_Final.pdf](http://cpa.ca/docs/File/Sections/EDsection/School_Psychology_TFpaper_Aug2014_Final.pdf)

of the programs, and includes links to the websites of the licensing or registration bodies in all of the Canadian provinces and territories. In essence, it is one-stop shopping.

I would like to thank Laurie Ford and Troy Janzen for their work in creating the first awards for student posters at the CPA convention. A photo of the award winners is on our website and more information is provided in this newsletter. We are having a new competition at the 2017 convention in Ottawa. The awards committee comprises Jennifer Theule and Troy Janzen.

We also amended our 2002 bylaws, which are now called Terms of Reference. This job is much bigger than one might think because of all the details that need to be considered. I would like to thank Joseph Snyder, Juanita Mureika, and Laurie Ford who worked with me on this. The key change is that we have moved to electronic voting for election of executive members and for getting input from the membership on various issues. This change means that members can have a voice even when they are unable to attend the Section Annual Meeting at the annual convention.

Penny Corkum, our featured speaker at the 2016 convention, developed *Teacher Help* – an eHealth program funded by the Canadian Institutes of Health Research (CIHR) that supports teachers in the provision of evidence-based interventions with students with learning disabilities, ADHD, and autism spectrum disorders. School psychologists provide support and guidance to teachers using the program. Several members of the Section organized meetings with school psychologists in their communities in order to recruit them to work on this project. For more information see <http://www.teacherhelp.ca/>

I would like to thank Tina Montreuil, who stepped into the challenging position of coordinating our Section's program at the CPA annual convention in Toronto, June 8<sup>th</sup> to 10<sup>th</sup>. We have an exciting program beginning at 3:00 PM on Thursday, June 8<sup>th</sup>. At that time, Richard Gallagher, who is Associate Professor of Child and Adolescent Psychiatry and Psychiatry at the NYU School of Medicine will speak about "Selective History and Future Directions for Interventions in School Settings: Potential Challenges and the Need for Collaboration between Home and School". This will be followed by our Section Annual Meeting and a reception. I hope to meet many of our members there. On Friday, June 9<sup>th</sup> at 10:00 AM we have a session organized by Michael Zweirs and Coranne Johnston on challenges and barriers to school psychology practice that features speakers from several provinces, and from 2:15 to 3:45 we have approximately 80 posters on a variety of topics. On June 10<sup>th</sup> the Section is sponsoring two workshops: 1) on early detection and intervention for school adjustment problems (Debra Lean), and 2) on building resiliency in LGBTQ youth (Ashleigh Yule et al.). We are sponsoring symposia on June 10<sup>th</sup> on culturally sensitive interventions for the multicultural classroom (Esther Geva et al.), the "ripple effect" of adolescent ADHD (Judy Wiener et al.), cultivating data-informed practice in clinical, school and community-based settings (David Nordstokke et al.), and preparing preservice teachers to program for individual student needs (Gabriel Wilcox et al.). Just prior to the convention, on June 7<sup>th</sup> at 5:30 PM the Section is sponsoring the first inaugural meeting of trainers in school psychology, which will be held at OISE. Our goals are to have a facilitated discussion of the issues involved in school psychology training in our country, and to develop a communication network among professional trainers. On June 9<sup>th</sup> we are

organizing a student pub event – details to follow.

I look forward to seeing you at the convention at the Royal York Hotel in Toronto and hearing from you if you have ideas for projects that the Educational and School Psychology Section should undertake.

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## Message from the Newsletter Editor, Janine Montgomery, PhD, C.Psych (Cand.)MB.

It is my pleasure to introduce the first issue of the newsletter that I have had the privilege to edit. In this role, I hope to be able to communicate with members to provide a resource that is useful for clinical and research needs. However, any endeavor of this nature improves with diverse and numerous contributions, so I would like to take this opportunity to invite interested members, whether researchers, trainers, students, clinicians, or other members to contact me directly if you are interested in contributing to a future newsletter. Further, as a former Student rep for various groups, I know that students have a lot to share and contribute that could strengthen our newsletters. Given the important role of students in shaping our section, I would particularly like to take this opportunity to encourage student submissions. We'd be interested in hearing about student initiatives, learning about your research, or even hearing about events you are planning, or have participated and summarized. Indeed, we are open to considering a variety of submission forms; so if you think you have something that others would find meaningful, please don't hesitate to contact me at the email listed below.

While I am relatively new in this role, I would like to thank Drs. Troy Janzen and Judy Wiener for your support and contributions in launching this first edition. In particular, I would like to specifically take this opportunity on behalf of our members to thank Dr. Troy Janzen for years of committed service to this role. I will do my best to live up to the model you have provided-and I am very grateful for your mentoring support. Further, kind thanks to undergraduate student Adrienne Sande for interviewing Penny Corkum, and to Penny Corkum and Sarah Brine for agreeing to be interviewed about the teacher help program. Thanks also to students Sonya Gill and Michelle Ward for organizational and content assistance on this issue.

Finally, as the CPA convention nears, I would like to encourage all who can attend to make sure to plan ahead for section sessions, as they are not only directly relevant to our members, but provide current updates on research and innovative new approaches to supporting wellness and achievement for school and other educational settings. I wish you a productive, learning-filled and exciting convention!

Happy Convention!

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

Joint Newsletter Editor

Email: [janine.montgomery@umanitoba.ca](mailto:janine.montgomery@umanitoba.ca)

# Meet Your CPA Educational and School Psychology Section 2016-2017 Executive



## **Section Chair:**

### **Judith (Judy) Wiener, Ph.D., C. Psych**

Professor, School and Clinical Child Psychology  
Department of Applied Psychology and Human Development  
Ontario Institute for Studies in Education (OISE), University of Toronto

Judith (Judy) Wiener, PhD, is Professor of School and Clinical Child Psychology in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education (OISE), University of Toronto. Dr. Wiener, who was a school psychologist in Quebec and Ontario, is Past President of the International Academy for Research in Learning Disabilities, in addition to being Chair of CPA Educational and School Psychology Section and a member of the CPA accreditation panel. She is also on the editorial board for several journals. Her current research is on self-perceptions, family and peer relationships of children and adolescents with ADHD and learning disabilities and the efficacy of school-based and mindfulness interventions on their self-perceptions and relationships. In addition to presenting professional talks and workshops throughout Canada and the United States, she is regularly interviewed and consulted in Canada's mass media regarding ADHD, bullying in schools, and other children's mental health and education issues. She recently published a book on psychological assessment of culturally and linguistically diverse children and adolescents.



## **Chair Elect:**

### **Laurie Ford, Ph.D.**

Associate Professor  
Department of Educational and Counselling Psychology, and  
Special Education  
University of British Columbia

Laurie is an Associate Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia and currently serves as the Director of Training for the UBC Doctoral Program in School Psychology. She has a strong passion for cross-disciplinary approaches in her teaching, research, and professional service. In addition to School Psychology at UBC Laurie has affiliations with the in Human Development, Learning and Culture Early Childhood Education Programs. Her early professional background is in psychology and special education where she worked as an Early Childhood Special Education teacher as well as a teacher of students with Behaviour Disorders and Learning Disabilities. She is energized and excited to begin her term as Chair-elect. Laurie looks forward to working with others on the section Executive Committee to engage more and diverse school and educational professionals from across Canada in our section to make sure the strongest section we can be and the place to turn to for leadership in Educational and

School Psychology across all of Canada. When she is not working she enjoys spending time with friends outdoors in beautiful British Columbia, time in the sun (when they have it), cooking, enjoying good cider and wine, and hanging with her dogs Cooper and Gracie.

### **Past Chair:**

#### **Juanita Mureika, MA., L.Psych.**

Juanita is a graduate of the Catholic University of America and the University of New Brunswick. Although she began her career as a guidance counsellor, her passion has been school psychology. She has worked in several school districts in NB, at the UNB Learning Center, for Social Services, and as a consultant at the NB Department of Education. Juanita has authored several seminal documents, including *Guidelines for Professional Practice for NB School Psychologists* (2002), which was adopted by CPA and several other provinces, and then reworked as [Professional Practice Guidelines for School Psychologists in Canada](#) (2007). In addition, as chair of the CPA Task Force on Publically Funded Psychology (schools), she edited the Section's Position Paper, [School Psychology: An Essential Public Service In Canada](#) School Psychology: An Essential Public Service In Canada (August 2014). She was twice President of the College of Psychologists of NB, and was among the founding members of NBASP, of which she was Chair for several terms. She also served two terms on the CPA Board of Directors, and was secretary/treasurer and co-Chair of CPAP. She is now an Honorary Member of the College of Psychologists of NB, of NBASP, and of CPA. She continues to be involved with CASP, the CPA Section, and the NBASP.



### **Secretary/Treasurer:**

#### **Allyson G. Harrison, Ph.D.**

Clinical Director, Regional Assessment & Resource Centre  
Department of Clinical Psychology  
Queen's University

Allyson G. Harrison is currently the clinical director of the Regional Assessment & Resource Centre at Queen's University, one of two centers mandated to support postsecondary students through the provision of assessments, applied research, and professional development for psychological practitioners. She also holds an appointment as an associate professor in the Department of Clinical Psychology at Queen's University. Her research is dedicated to issues of differential diagnosis in LD and ADHD.



### **Newsletter Editor:**

#### **Janine Montgomery, Ph.D., C. Psych. Candidate**

Professor, School Psychology Graduate Program  
Department of Psychology  
University of Manitoba

Dr. Montgomery is a former classroom teacher who completed her B. Ed and PhD (School Psychology) at the University of Saskatchewan. She joined the faculty at the University of Manitoba in 2007, serving primarily in the School Psychology Graduate program,

but also teaching undergraduate classes in Abnormal Psychology. She conducts and supervises research in social cognition (social thinking) with a focus on ASD. She aims to bring research-based information to knowledge users in practical and easy to apply forms. Janine is an Associate editor for CJSP and regularly reviews manuscripts for several school/educational and autism journals. Please feel free to contact Janine directly if you have input, ideas, or potential submissions you would like considered for future newsletter editions. Janine is also mother of 3 amazing kids (Tomas, Brigid, and Brian) and 2 fantastic dogs (Sadie & Cassie), all of whom may occasionally be ‘participants’ in applied behavioral (home-based) interventions.



**Member at Large:**

**Troy Janzen, Ph.D., Registered Psychologist**

Clinical Supervisor and Practicum Site Coordinator

School and Clinical Child Psychology Program

Department of Educational Psychology

University of Alberta

Following an undergraduate degree with a specialization in Psychology, Troy received his Master’s and Doctoral degrees in Counselling Psychology in the Department of Educational Psychology at the University of Alberta. He has been practicing as a licensed psychologist in Alberta since 1993. The focus of his clinical training and practice from the time of his doctoral training and onward has been in working with school-aged children and adolescents and their families. He has worked extensively in schools in Edmonton and surrounding regions. Troy has also had considerable experience in working with aboriginal populations on reservations in central Alberta. Much of his clinical work with children has been in the context of Alberta Child and Family Services and doing therapy with children who have experienced abuse and exposed to other trauma and conducting parenting capacity assessments and to testify as an expert in Family Court. Over the past seven years Troy has been serving as a Clinical Supervisor and Practicum Site Coordinator for the School and Clinical Child Psychology Program at University of Alberta. From 2011 to 2015, he served as the Editor for the Canadian Psychological Association – School and Educational Psychology Section/ Canadian Association of School Psychologists Joint Newsletter. Over the same time frame he has served on a standing committee through the Psychologists Association of Alberta, dedicated to raising awareness and advocating for the role of the school psychologist in Alberta. Troy continues to serve on this committee. On a more personal note, he is the father of three boys and he enjoys playing hockey, coaching football, and, when he has the time, singing in choirs.

**Member at Large:**

**Debra Lean, Ph.D.**

School and Clinical Psychologist

Chief Psychologist, Dufferin-Peel Catholic District School Board

Dr. Debra Lean is a School and Clinical Psychologist with 30 years of experience in school boards and hospital mental health departments, as well as private practice. She received her Master’s and Doctorate in Clinical Psychology from Concordia University in Montreal and has been registered with the College of Psychologists of Ontario since 1988. She is currently in her 15th year as the Chief Psychologist of the

Dufferin-Peel Catholic District School Board, in the Greater Toronto Area, providing school psychology services for the Board for 13 years previous to her appointment as Chief. She has been the Chair of the Ontario Psychological Association's Section on Psychology in Education since 2011 and is a member of the Editorial Board of the Canadian Journal of School Psychology. Dr. Lean is the co-author of two books on integrating school-based mental health services, *Barriers to Learning: The Case for Integrated Mental Health Services in Schools* (2010) and *School-based Mental Health: A Framework for Intervention* (2013). Her recent research activities include school-based mental health service models, a play-based mental health prevention program for primary age children with school adjustment difficulties, cognitive behaviour intervention for anxious students, and alternative school psychology delivery models.



**Member at Large:**

**Adam McCrimmon, Ph.D., R.Psych.**

Director, Autism Spectrum Education, Research, and Training (ASERT)  
School Psychology, Faculty of Education  
University of Calgary

Adam completed his undergraduate degree at the University of Calgary and his M.A. in Clinical-Developmental Psychology at York University. He then went back home to Calgary to complete his doctorate in School and Applied Child Psychology. A Registered Psychologist in Alberta since 2010, Adam has focused his research and clinical work on Autism Spectrum Disorder (ASD). He currently directs the Autism Spectrum Education, Research, and Training (ASERT) lab at the University of Calgary where he oversees research on ASD and trains students in assessment of and intervention for individuals with ASD. He is a Certified Trainer for the ADOS-2 and ADI-R, considered “gold-standard” measures in the assessment of ASD and regularly conducts trainings to clinicians and researchers interested in using these measures. He was elected as a Member-at-Large of the School and Educational Psychology section of CPA in 2013 and also serves as an Associate Editor of the *Canadian Journal of School Psychology*. He is the father of two young boys and enjoys spending time with them and his family.



**Honorary Member:**

**Don Saklofske, Ph.D.**

Full Professor, Psychology Department, University of Western Ontario

Don is a professor in the Psychology Department at the University of Western Ontario and also an Adjunct Professor at the University of Calgary and University of Saskatchewan, Visiting Professor at the School of Psychology, Beijing Normal University, China, and Research Associate in the Laboratory for Research and Intervention in Positive Psychology and Prevention, University of Florence, Italy. Editorships include the *Journal of Psychoeducational Assessment* and the *Canadian Journal of School Psychology*; Associate Editor for *Personality and Individual Differences* and Editor for the *Human Exceptionality* book series published by Springer. He is a Fellow of the Canadian Psychological Association

and the Association for Psychological Science. His research interests include personality, intelligence, individual differences, and psychological assessment.



**Student Representative:**

**Cynthia Maya Beristain, M.S., C. Psych. Associate, Ph.D. Candidate**

School and Clinical Child Psychology  
Department of Applied Psychology and Human Development  
Ontario Institute for Studies in Education (OISE)/University of Toronto

Cynthia is a doctoral candidate in the School and Clinical Child Psychology program at Ontario Institute for Studies in Education (OISE) at the University of Toronto. She obtained her Master of Science degree in School Psychology at the University of Southern Maine in 2002. Her training and professional practice includes providing psychological services in highly diverse school settings in Framingham, Massachusetts and Toronto, Ontario. Cynthia has been licensed as a Psychological Associate in Ontario for school psychology practice with children and adolescents since 2008. In her doctoral program, she has worked with Dr. Dale Willows to develop and make available information for a comprehensive research-into-practice website for knowledge mobilization in literacy education ([www.litdiet.org](http://www.litdiet.org)). Cynthia's doctoral research, under the supervision of Dr. Judith Wiener, aims to understand the friendships of adolescents with ADHD and explore the association between ADHD symptoms and the development, stability, and quality of adolescent friendships. She has a strong commitment to the practice of school psychology. As a student representative, her goal is to increase awareness of the depth and breadth of training and clinical experiences available in the field of school psychology. Areas of professional interest include culturally-informed practices, evidence-based assessment and intervention, knowledge mobilization, and mental health promotion.



**Student Representative**

**Simon Lisaingo, Ph.D. Student**

School Psychology  
Educational and Counselling Psychology, and Special Education  
University of British Columbia

Simon is a PhD student in the School Psychology program at the University of British Columbia. After teaching secondary school in rural Yukon, he decided to pursue further education in order to better understand and support students. He is interested in studying in how students overcome challenges they face at school and at home. He is also interested in examining the evolving role of school psychologists in Canada. When not at school or at work, he can be found on the soccer field or in the great outdoors.





### **Convention Review Coordinator:**

**Dr. Tina C. Montreuil, Ph.D., Psy.D.**

Assistant Professor, School/Applied Child Psychology  
Department of Educational & Counselling Psychology  
McGill University

Dr. Tina Montreuil received her Ph.D. and Psy.D. in Clinical Psychology at UQÀM in 2013 and has been an Assistant Professor of School/Applied Child Psychology at McGill University since 2015. As a licensed member of the Quebec Order of Psychologists and the College of Psychologists of Ontario, as well as a credentialed member of the Canadian Association of Cognitive-Behavioural Therapies, she practices privately with children and adult populations, focusing on cognitive-behavioural and mindfulness approaches. In 2016, Dr. Montreuil was invited as guest editor to oversee the preparation of a special issue for the *Canadian Journal of School Psychology* entitled “School and Educational Psychology in Canada: A 2016 Perspective”, where 11 provinces and territories reported on the status of school psychology in their respective geographic area. Her current research, for which she was awarded two highly competitive research grants as a principal applicant, one of which, a Social Sciences and Humanities Research Council Insight Development Grant (2016-2018), focuses on investigating the role of emotion regulation and anxiety disorders in children and how related deficits may not only lead to the development of psychopathology, but also affect school adaptation and academic achievement. Furthermore, she has developed an educational program aimed at improving emotion regulation skills and metacognition in children through a mindfulness-based approach that is currently implemented as part of the school curriculum in various elementary schools. Her emotion-focused program is also geared towards teachers and parents, as these two represent key variables that play a critical role in influencing the development of emotion regulation skills in children.

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## FEATURED ARTICLE

### **The Teacher Help Program: Interview with Dr. Penny Corkum & Sarah Brine**

**Interviewer: Adrienne Sande,  
BA (Hons) Psychology, University of Manitoba**

Dr. Penny Corkum is a scientist-practitioner and professor at Dalhousie University specializing in child psychopathology and pediatric sleep. She is one of the lead developers of the *Teacher Help* program and the principal investigator of the CIHR eHealth Innovation Partnership Program (eHIPP) grant that is evaluating the program. Sarah Brine has a background in school psychology and is the project manager for *Teacher Help*. This eHealth program is an online program for classroom teachers (grades 1-12). The program was developed to address the barriers teachers have identified in using evidence-based interventions for students with mental health disorders. Currently, the program is focused on neurodevelopmental disorders. There are three online

modules: one for Attention-Deficit/Hyperactivity Disorder (ADHD), one for Autism Spectrum Disorders (ASD), and one for Learning Disabilities (LD). For more information about the *Teacher Help* program, or if you're interested in participating in the research project described below, please go to [www.teacherhelp.ca](http://www.teacherhelp.ca) or email [Teacher.Help@dal.ca](mailto:Teacher.Help@dal.ca).

Recently Dr. Corkum and her project manager, Sarah Brine, joined me for an interview to discuss the *Teacher Help* program:

*Q: What were some of the reasons that led you to develop this program?*

A: This project is related to some of my previous work. In about 2006, myself along with two other health researchers were working with teachers in Nova Scotia to identify supports they needed in order to provide better education for their students with ASD. The main supports they identified were a **need for well organized evidence-based information about interventions** that would be **easily accessible** and could be taken in at their own pace. This program has been evolving over about a decade; it's a long-term collaborative process between researchers and educators in terms of identifying needs and finding solutions for those needs.

*Q: How did you decide what kind of information to include in each lesson?*

A: Building the lessons was a multistep process that included **looking at current research about effective strategies, working with both clinical practitioners and research experts** in each of the respective fields (ADHD, ASD, & LD), and getting feedback from teachers and content experts at each step in the development process. We also accessed information from the e-learning literature about how to organize information so it can be effectively delivered over the internet. **So, it's a combination of evidence-based research on interventions and clinical best practices, along with feedback and input from the users, that we can present with e-learning to support teachers in developing and implementing evidence-based interventions.**

*Q: What are some ways you are looking into growing the program?*

A: There are so many different areas we could expand into, but I think there is a need to work with school psychologists and teachers in schools to identify their pressing concerns to make sure this program works best for the people who use it. The next module I would like to see would be one on **general behavioural management** because it's something teachers struggle with a lot. In terms of program usage, **expanding into teacher training programs in universities is a possible future direction that would be really useful.**

*Q: What would you say are the most important reasons for school psychologists and teachers with whom they work to get involved in this research opportunity?*

A: I really see this as a **great opportunity to work with school psychologists**, to give them tools they can use to inform teachers in their schools who need access to this information. This will be a good way to provide quality psychoeducation to teachers about these disorders and effective classroom strategies. Using this program, teachers can better meet the needs of these students in their classrooms. It's also a great way to get around resource limitations, because school psychologists, who have huge caseloads, can use this program to reach a larger number of teachers.

Q: *Beyond this research, what are your hopes and future goals for this program?*

A: We hope to **sustain this program over time**. We also hope to “grow” the program to **include additional modules**, such as ones for anxiety, depression, etc. We see school psychologists as having *Teacher Help* as **one of their many resources** they can use to support teachers.

Q: *What should people interested in this program know before beginning?*

A: Currently, the program is geared towards helping classroom teachers work with children who have ASD, ADHD, and LD who are mild-to-moderate in severity. We think that **the program can help teachers address the needs of these children in the classroom, which would allow school psychologists more time to work with the students with more severe challenges**. This program is a resource that school psychologists could use in their practice.

Q: *What kind of people are you looking for specifically?*

A: The current research study is looking for **psychologists working in Canadian public schools who are able to recruit 6-12 teachers who have a student with ASD, ADHD, or LD in their classroom**. It takes about 12 weeks in total to complete the intervention program. There are 6 sessions, and each session takes about 1-2 weeks to complete. Viewing each session and planning the activities for each week takes about an hour. **The *Teacher Help* program is free for participants**, and all materials are provided online, which means accessing them is as easy as having an internet connection and an email address. The teachers will also have to complete research measures at three points in time: prior to starting the program, right after completing the program at 3 months, and at a follow-up point at 5 months. The research measures should only take 30 minutes at each time point. The school psychologist would also need to complete some measures at these time points, which would take approximately 15 minutes per student at each time point.

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## STUDENT NEWS

### Congratulations to our 2016 CPA section Student Poster Award Winners

1<sup>st</sup>- Simon Lisaingo (University of British Columbia :

2<sup>nd</sup>- Chantal Labonte (University of Alberta)

3<sup>rd</sup>- Michele Cheng (University of British Columbia)

3<sup>rd</sup>- Lauren Goegan (University of Alberta)

3<sup>rd</sup>- Sonja Saqui (University of British Columbia)

Chantal Labonte (2nd place, University of Alberta), Lauren Goegan (3rd place, University of Alberta), Simon Lisaingo (1st place, University of British Columbia), Joseph Snyder (Educational and School Psychology Convention Chair), Sonja Saqui (3rd place, University of British Columbia), and Michele Cheng (3rd place, University of British Columbia).



The 2017 competition is underway. We look forward to learning about our student members' research and accomplishments.

# Watch for call in Fall 2017 to participate in the 2018 competition!

**This year at CPA:**

## SAVE THE DATE

Join your peers on June 7 for a  
Section Student Pub Night at CPA

**We always need MORE Student News:** We are interested in having more information on student research, initiatives, and events. Please feel free to send any information you would like included in this section to Janine. In addition, if you have a conference you feel would be of interest to this audience, please send us info for the next edition.

**Highlighting Student Research:** We would also like to highlight student research related to Indigenous issues and reconciliation, so if you are working on or have recently completed work in this area, please contact Janine to highlight your work in our Fall 2017 issue. Also feel free to submit your research summaries for future editions.

### **Student Scholarships/Funding: Upcoming Competitions**

*Canadian Psychological Association (CPA)*

<http://www.cpa.ca/students/resources/studentawards/>

*Alexander Graham Bell Canada Graduate Scholarships-Doctoral Program and NSERC Postgraduate Scholarships-Doctoral Program*

Application Deadline (Through a Canadian university): Set by university

Application Deadline (Directly to NSERC): October 15th

*Canada Graduate Scholarships- Michael Smith Foreign Study Supplements Program*

Available to Canadian citizens or permanent residents who hold a Joseph-Armand Bombardier, an Alexander Graham Bell, or a Frederick Banting and Charles Best Canada Graduate Scholarship (CGS) at the master's or doctoral level, or a Vanier CGS at the doctoral level.

Application Deadline: June 10- October 10 (more information on website)

[http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSForeignStudy-BESCEtudeEtranger\\_eng.asp#granting\\_agency\\_deadlines](http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSForeignStudy-BESCEtudeEtranger_eng.asp#granting_agency_deadlines)

# CALL FOR NEWSLETTER CONTRIBUTIONS

Our fall newsletter is planned to focus on school/educational issues arising from considerations produced by **The Truth and Reconciliation Commission** on the **Residential Schools and Reconciliation Approaches for School Settings**. We are aiming to highlight considerations for educators including children's literature, books for educators, and common teacher Q & A provided to education specialists at the Commission. We are **particularly grateful for contributions from all members. If you have an idea to contribute to this issue, please email Janine for feedback on potential fit.**

## **Call for Practitioner's Corner Submissions:**

Are you a practitioner working in the schools? Have you been involved in innovative practice or programming? Consider submitting a brief article to share your learning with others in the field.

## **Call for Book Reviews and News for Upcoming Events:**

We are always grateful to receive book reviews relevant to our section, if you are interested in reviewing a book for our newsletter, please contact Janine directly. Further, if you have an event to include in future newsletters, feel free to email Janine.

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## NEWS & NOTES

Trainers in School psychology, I encourage you as well as your students to get involved and contribute to the newsletter!

School Psychologists: Share this newsletter with your colleagues.

**Join or Renew** your CASP Membership today! See

<http://www.cpa.ca/CASP/> and look for the link to the 2017 Membership form in this newsletter.

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## UPCOMING CONFERENCES/EVENTS

### **CSSE Annual Conference**

May 27-31, 2017

Toronto Ontario

<http://www.csse-scee.ca/conference/>

### **2017 CPA National Convention and CPA Marketplace Trade Show**

June 8 – 10, 2017

Fairmont Royal York Hotel, Toronto

<http://www.cpa.ca/Convention/>

### **39<sup>th</sup> Annual Conference of International School Psychology Association**

July 19-22, 2017

Manchester England

<https://www2.mmu.ac.uk/ispa2017/>

**2<sup>nd</sup> Annual McGill Summer Institute for School Psychology**

August 23 and 24, 2017

Montreal, Quebec

<http://www.mcgillschoolpsychinstitute.com/home.html>

Abstract submission is open until June 16, 2017. Info available here:

<http://www.mcgillschoolpsychinstitute.com/guidelines.html>

**The 13th Annual CADDRA ADHD Conference and Pre-conference Events**

October 27 - 29, 2017

Hilton Quebec, Quebec City, QC

[caddra.societyconference.com](http://caddra.societyconference.com)

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