

MORNING ANNOUNCEMENTS

Education and School Psychology
Section Newsletter

SPRING/SUMMER
2025 EDITION



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EDITORIAL TEAM

Co-Editors:
Laurie Ford &
Sara King

**Designers & Editorial
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Ivy Debinski &
Paige Walker

Land Acknowledgment

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

CHAIR'S MESSAGE



Steven R. Shaw, Ph.D.

Greetings

These are exciting and optimistic times for educational and school psychology. So much is happening to strengthen and grow our profession. We are building capacity. Here is a sampling:

The section documents and materials on professional advocacy and outreach is a widely used set of resource for many audiences. These are a a wonder set of videos, Power Point presentations, and documents that explain the roles, functions, and career options in school psychology. <https://cpa.ca/sections/educational/advocacy-and-outreach-resources/>

The section documents and materials on the role of school psychologists in mental health care for Canadian children and youth are also well used information. <https://cpa.ca/sections/educational/education-position-papers/>

The working group for developing the professional practice guidelines for school psychology is underway. The previous practice guidelines were published in 2007. The new guidelines will reflect the evolution of the profession, the 2023 CPA accreditation requirements, and the Truth and Reconciliation Committee's Call to Action. The new guidelines are expected to be approved in 2027.

The shortage of school psychologists is a well-documented problem in all of Canada. Tangible progress to increase the numbers of school psychologists across Canada is being made. The University of Toronto/Ontario Institute for Studies in Education has a long-standing and excellent PhD program. Now their EdD program is well underway and producing additional school psychology professionals with a focus on clinical practice over research. McGill University is following this trajectory with a new PsyD program that has been approved by Quebec's Ministère de l'Enseignement Supérieur. New students will be accepted in the fall of 2026. Mount Saint Vincent University in Halifax has also had their PsyD program approved at the provincial level and is on track to continue their excellent history of training school psychologists, but now at the doctoral level. More to come.

The annual CPA convention is being held in St. John's, Newfoundland this year. This is excellent timing as Newfoundland and Labrador is a source of dynamic growth in school psychology. Their new provincial organization, Psychology in Education, is responsible for a number of provincial regulatory reforms, expansion of field sites and internships, a well-attended provincial conference (June 9-10, 2025), and recruitment efforts.

The convention is a great place to see and hear research, innovation, policy initiatives, information, and inspiration. I hope to see you there.

CO-EDITORS MESSAGE



Sara King Ph.D., R.Psych.

Laurie Ford, Ph.D. R.Psych.

Dear Section Members,

Welcome to a long overdue edition of the Educational and School Psychology Section newsletter. We hope you have all had a good spring and are gearing up for summer! We're excited to share lots of news and events with you that reflect the energy of our section.

In this edition, you'll find a comprehensive guide to section events and sessions at the upcoming CPA convention in St. John's. Building on the momentum of last year's convention, we have excellent representation from the Educational and School Psychology Section, with 98 presentations of all types. Be sure to check the guide included in the newsletter to note the topics that are of interest to you. And don't forget to join us at the section social event after the AGM on Friday June 13 – we'll be hosting the social off-site at The Newfoundland Embassy Pub this year from 6:30pm – 8:30pm (<https://newfoundlandembassy.com/>) We can't wait to see you in St. John's – it promises to be a great convention!

In exciting academic news, as Dr. Steven Shaw notes in his Chair's Message, two new PsyD programs have recently been announced at McGill University in Montreal and Mount Saint Vincent University in Halifax. Some details of these programs are included in the newsletter, but we hope to share more details as they become available. These programs train exceptional clinicians to meet the growing and complex mental health needs of children, youth, and families in Quebec and Nova Scotia. Dr. Shaw also provides details about a new Building Research Relevance initiative to make relevant research more accessible to practicing school psychologists, bridging the gap between research and practice.

In addition to our usual Country Check-In, we also feature an article about supporting newcomers, an area that – up until recently – has received little attention in the school psychology literature. And, if you're looking for some summer reading, please be sure to check out our summer reading list to keep your psychology skills fresh.

Finally, the theme for our next newsletter edition in Fall 2025 will be Mental Health and Wellness for School Psychologists. If you'd like to contribute a piece for this, please get in touch with either Laurie (laurie.ford@ubc.ca) or Sara (sara.king@msvu.ca).

We're grateful, as always, for your continued engagement with the section and look forward to connecting with as many of you as possible at the convention.

Safe travels to St. John's!

Laurie and Sara
Newsletter Co-editors

MEET & GREET YOUR SECTION EC



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YOUR SECTION EC

CONTINUED...



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Mount Saint Vincent University



ADVOCACY COMMITTEE UPDATES

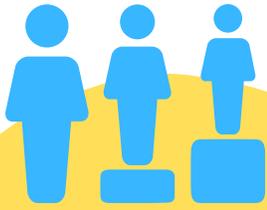
Maria Kokai, Ph.D., C.Psych.

While continuing to disseminate our existing advocacy resources and encouraging colleagues and provincial/territorial psychology associations to use them, there is a new important project we are engaged in.

Given the crisis in mental health care for children and youth across the country, we are concerned about students not receiving timely assessment and prevention/intervention support. However, in order to advocate for equitable access to psychological services, we need data.

Starting a year ago with a pilot in BC, we are in the process of collecting data about access to and availability of psychological services in publicly funded school boards across Canada. A survey was developed by Thomas Schanding of UBC and administered in school districts in BC last spring. The survey focuses on available vs. unfilled vs. desirable school psychologist FTEs, compared to the size of student population per school district, so we can determine the psychologist to student ratio in each province/territory. To gain insight about the scope of practice, the survey also asks about the different roles and responsibilities of school psychologists. We are grateful to Thomas for getting us started with the pilot, to the members of the Advocacy committee for their contributions, and to the CPA for taking on the job of distributing the survey and analyzing the results.

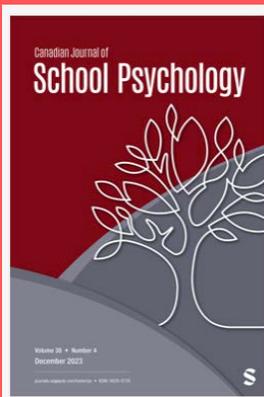
Stay tuned!



EQUITY, DIVERSITY, INCLUSION AND ACCESSABILITY COMMITTEE UPDATES

Luke Hupton, M.A. Chair

The EDIA committee, under the leadership of its new Chair, Luke Hupton, is working on developing Terms of Reference and consulting with Drs. Maria Kokai and Steven Shaw to begin developing a mentorship program for BIPOC school psychology students and clinicians working in the field.



CANADIAN JOURNAL OF SCHOOL PSYCHOLOGY UPDATES

Dr. Virginia Tse, Editor-in-Chief

In 2024, CJSP received a total of 94 new submissions, and there were 19 manuscripts accepted. A special issue entitled “How Research Reform Can Influence the Practice of School Psychology” was published alongside with three other regular issues in 2024. It was excited to report that the impact factor is at 3.3 in 2024.

RESEARCH AND PRACTICE FEATURE

BUILDING RESEARCH RELEVANCE: PART ONE—THE CONSORTIUM

Steven R. Shaw, Ph.D.

How many school psychologists read professional journals? I knew a guy named Ed who would read journals, but that is about it. We don't. School psychologists are not lazy, anti-intellectual, or against evidence-based practices. The problem is that published research is often irrelevant to the theory, knowledge, or clinical practices that we need. We can address this. McGill University's School and Applied Child Psychology program is starting the Building Research Relevance project. There is a video series outlining the premises of the project.

<https://www.youtube.com/@ConnectionsLab/playlists>

The next phase is to create a giant consortium of Canadian educational and school psychologists to create a crowd-sourced project of ideas, large scale research, and repository of vetted and accessible relevant research that professionals will want to read. If you are interested in the being kept current on the project or even participating, then contact me at: steven.shaw@mcgill.ca

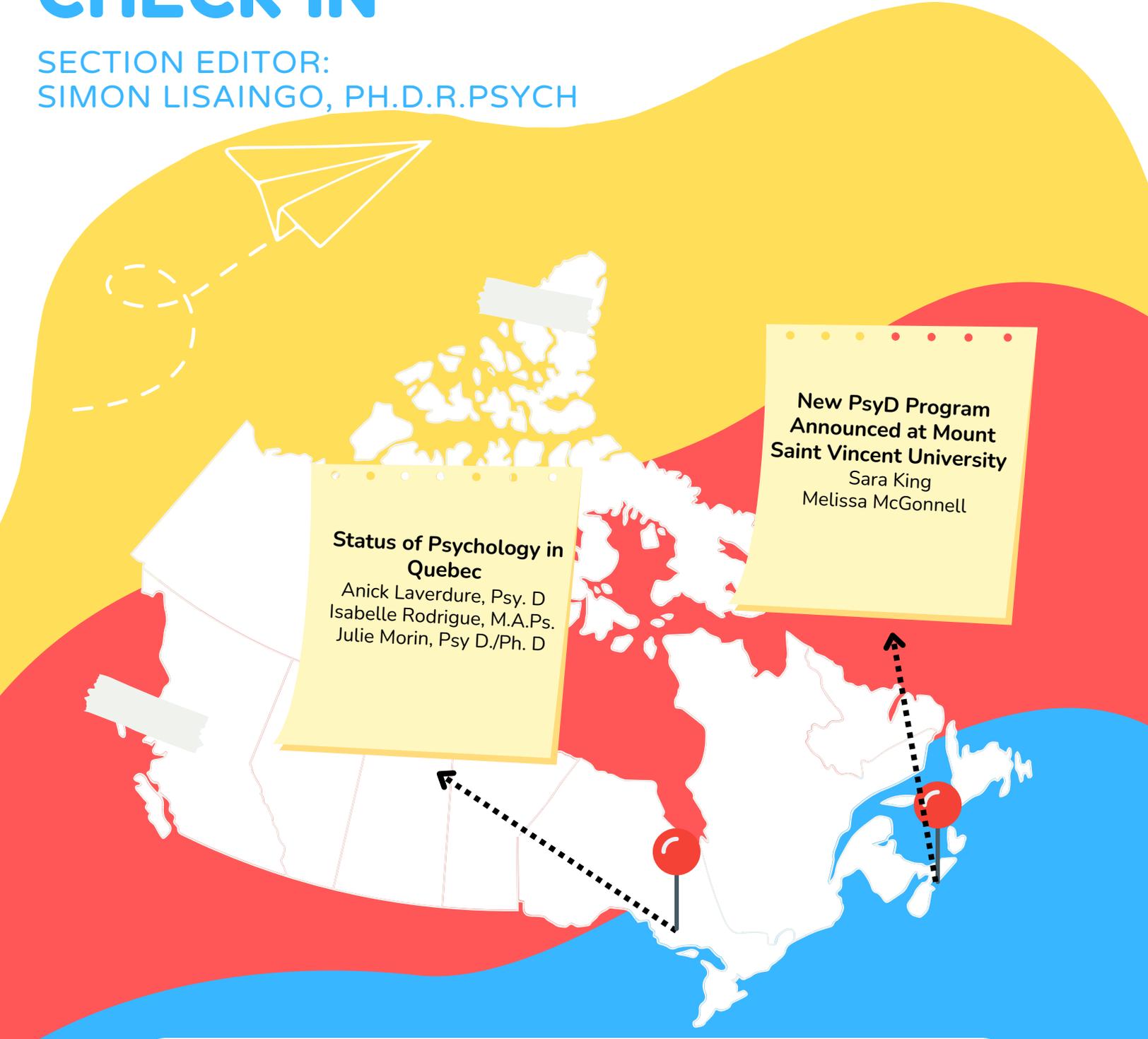
PREVIEW OF SECTION FEATURED CHAIR DISCUSSION BEING CREDIBLE IN THE ERA OF MISINFORMATION AND AI

STEVEN R. SHAW, PH.D.

This year the section is deviating from the usual guest speaker as the section chair will deliver the address and lead a discussion. Practicing school psychology in the public and private sectors is becoming more challenging as there are growing threats to our perceived credibility. Attacks on credibility adversely influence our ability to support children, adolescents, teachers, parents, and communities. The goal is to review the threats based on misconception, misinformation, mistrust, and artificial intelligence; and their effects on our ability to do good work. Suggestions for creating and promoting a credible psychology will be outlined. There will be much time allotted for discussion and ideas from all attendees that is intended to lead to crowd-sourced ideas to take back to work.

CROSS COUNTRY CHECK IN

SECTION EDITOR:
SIMON LISAINGO, PH.D./R.PSYCH



**New PsyD Program
Announced at Mount
Saint Vincent University**
Sara King
Melissa McGonnell

**Status of Psychology in
Quebec**
Anick Laverdure, Psy. D
Isabelle Rodrigue, M.A.Ps.
Julie Morin, Psy D./Ph. D

Introduction to Cross Country Check In

We introduced the "Cross Country Check In" in our Fall/Winter 2023 newsletter edition. One purpose of this column is to help us better understand what is happening in educational and school psychology practice across the country. Our hope is that we can learn from and support each other with not only our challenges but also share positive developments and successes. We encourage multiple contributions in each edition. If you're interested in learning more, know someone with valuable insights, or wish to contribute, please reach out to our Cross Country Check In section editor, Simon Lisaingo at simon.lisaingo@ubc.ca.

CURRENT STATUS OF PSYCHOLOGY IN QUEBEC

ANICK LAVERDURE, PSY. D
ISABELLE RODRIGUE, M.A.PS.
JULIE MORIN, PSY D./PH. D

Psychologists and neuropsychologists working in the Quebec education system are all required to be members of the Ordre des Psychologues du Québec (OPQ; <https://www.ordrepsy.qc.ca/english>) in the same way as those working in other sectors of activity. A large proportion of them are also members of the Quebec Association of School Psychologists (AQPS; <https://aqps.qc.ca/>), an organization that has been in existence for more than 35 years and brings together about 300 psychologists. The organization's mission is to promote school psychology and encourage professional practices supported by research that ensure quality services to Quebec students. In order to fulfill its mandate, the AQPS translates in French and summarizes rigorous articles that are relevant to the practice of school psychology which are posted on a blog reserved for members called Litterapsy.

For two years now, the AQPS has also been responsible for the Community of Practice (CoP) of school psychologists. The meetings (5) held virtually during the school year allow participants to share and discuss on different issues, which is also a great way for psychologists practicing in more remote areas and smaller school boards, to break isolation. A representative from the OPQ attends these CoPs, which allows participants to express the challenges, concerns and successes they face as school psychologists. Regarding continuing education specific to school psychology, the AQPS annual convention is a key event. Approximately 400 psychologists as well as about fifteen speakers and researchers gather for two days. Furthermore, building on its leadership role in the field and its collaboration with several partners from practice, teaching and research, the AQPS has developed the Quebec model of school psychology to highlight the extent of the role, as well as all its variations. It illustrates the varied skills of the school psychologist, whose valuable contribution is not always recognized at its fair value: [Quebec Model of School Psychology](#).

Finally, the lack of recognition of the work of school psychologists combined with the demanding conditions of practice undoubtedly contributes to the exodus of psychologists from the public sector (health and education) to the private sector over the past 20 years. This trend, which has been occurring for several years, is of sufficient concern to the government in place that in 2022, the Minister of Higher Education, Ms. Pascale Déry, mandated a working group chaired by Ms. Hélène David, to investigate the optimization of training in mental health and especially in psychology. However, at the time of the tabling of the committee's report in April 2023, Quebec had no fewer than 9222 psychologists, or nearly half of the psychologists in Canada. However, less than 20% of them work mainly in the health and social services sector, and only 9% in the education system, while 47% of them work in private practice. Of the 786 psychologists who practice in the school system, only 166 of them offer supervision. This finding is worrisome for the training of the next generation of school psychologists: 180 psychologist positions remain vacant.

CURRENT STATUS OF PSYCHOLOGY IN QUEBEC CONTINUED...

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As a result of the committee's work and numerous consultations, 18 recommendations were made to the government, which are divided into 3 main areas (<https://cdn-contenu.quebec.ca/cdn-contenu/enseignement-superieur/publications/recherche-developpement/synthese-psychologie-sante-mentale.pdf>): 1- Optimize the training offer in psychology and mental health, 2- Improve the attractiveness of the public sector, and 3- Work in a concerted manner with all the partners of each network concerned by the increase and improvement of mental health services. Concretely, in order to optimize training, but not limited to, the following measures are encouraged: involve bachelor's degree holders in psychology in schools, develop bridging programs to develop skills in a field related to psychology, and specifically to the development of the skills necessary for the practice of psychotherapy, then optimization of the doctoral course in clinical psychology for a 4-year graduation and Increase in student cohort size. Recommendation #8 specifically refers to school psychology: "Universities encourage their students to learn about and take into consideration the education sector for their stages and internships." As a course of action chosen, the Ministry of Higher Education is committed to "invite the universities concerned to the implementation committee so that they can look into the increase in the number of admissions in school psychology".

It is in this context, in order to obtain better recognition of the profession, to increase the accessibility of psychological services in the public sector and to defend a certain social justice that the Coalition of Psychologists of the Quebec Public Sector (CPRPQ; <https://www.coalitionpsy.org/>), a non-profit organization, was incorporated. The organization, which has a strong presence in the Quebec media, has judiciously highlighted the gap between the salary conditions offered by the public sector and the private sector. At the end of the last collective agreement negotiation exercise, when the new labour agreement was signed in June 2024, psychologists obtained an additional 10% wage increase (in addition to the 17.4% increase over five years for all professionals), as well as the maintenance (in part) of a 6.5% retention bonus for psychologists working full-time in health or education. It is too early to measure the effects, but at first glance, the difficulties in recruiting psychologists in schools still seem to be worrisome. School psychology in Quebec brings together a handful of passionate professionals who are determined to offer the best services to students who need them more than ever. The number of school psychologists however is dwindling, which is forcing many school boards to reorganize they way they offer services.



CURRENT STATUS OF PSYCHOLOGY IN QUEBEC CONTINUED...

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Les psychologues et neuropsychologues qui travaillent en milieu scolaire au Québec sont tous obligatoirement membres de l'Ordre des psychologues du Québec (OPQ ; <https://www.ordrepsy.qc.ca/>) au même titre que ceux qui exercent dans d'autres secteurs d'activités. Une large proportion d'entre eux sont aussi membres de l'Association québécoise des psychologues scolaires (AQPS ; <https://aqps.qc.ca/>), une organisation qui existe depuis plus de 35 ans et qui regroupe environ 300 psychologues. La mission de l'organisme est de promouvoir la psychologie scolaire et d'encourager des pratiques professionnelles appuyées par la recherche qui assurent des services de qualité aux élèves du Québec. Afin de remplir son mandat, l'AQPS produit des textes en français qui résument des articles rigoureux et pertinents pour la pratique de la psychologie en contexte scolaire et qui sont déposés sur un blogue réservé aux membres, le *Littérapsy*.

Depuis 2 ans maintenant, l'AQPS est également responsable de la Communauté de pratique (CoP) des psychologues scolaires. Les rencontres (5) tenues virtuellement au cours de l'année scolaire permettent aux participants de réaliser de véritables partages professionnels, ce qui constitue pour les psychologues exerçants dans de plus petits centres de services scolaires en région, une bonne façon de briser l'isolement. L'OPQ assiste à ces CoP, ce qui permet de faire connaître et entendre auprès de représentants de l'Ordre les défis, les préoccupations comme les réussites des psychologues en milieu scolaire. Enfin, en ce qui concerne la formation continue spécifique aux psychologues scolaires, le congrès annuel de l'AQPS est un rendez-vous incontournable. Cet événement, qui se déroule sur deux jours et qui regroupe une quinzaine de conférenciers, chercheurs et professionnels, rassemble jusqu'à 400 psychologues. Fort de son rôle de leader dans le domaine et de sa collaboration avec plusieurs partenaires issus des milieux de pratique, de l'enseignement et de la recherche, l'AQPS a élaboré le modèle québécois de la psychologie scolaire afin de mettre de l'avant la richesse du rôle, ainsi que toutes ses déclinaisons. Cette carte de visite permet de bien illustrer les compétences variées du psychologue scolaire, dont le précieux apport n'est pas toujours reconnu à sa juste valeur : **Modèle québécois de la psychologie scolaire**.

D'ailleurs, le manque de reconnaissance du travail des psychologues scolaires conjugué aux conditions de pratiques exigeantes contribue sans aucun doute à l'exode des psychologues du réseau public (santé et éducation) vers le privé depuis ces 20 dernières années. Cette tendance qui se dessine depuis plusieurs années préoccupe suffisamment le gouvernement en place pour qu'en 2022, la ministre de l'Enseignement supérieur, Madame Pascale Déry, mandate un groupe de travail présidé par Madame Hélène David, pour se pencher sur l'optimisation de la formation en santé mentale et spécialement, en psychologie. Pourtant, au moment du dépôt du rapport du comité, en avril 2023, le Québec comptait pas moins de 9222 psychologues, soit près de la moitié des psychologues au Canada. Or, moins de 20% de ceux-ci exercent principalement dans le milieu de la santé et des services sociaux, et seulement 9% dans le réseau de l'éducation, tandis que 47% d'entre eux travaillent en cabinet privé. Parmi les 786 psychologues qui exercent dans le réseau scolaire, seulement 166 d'entre eux offrent de la supervision. Ce constat est inquiétant pour la formation de la relève en psychologie scolaire : 180 postes de psychologues demeurent vacants.

CURRENT STATUS OF PSYCHOLOGY IN QUEBEC CONTINUED...

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À l'issue des travaux du comité et des nombreuses consultations, 18 recommandations ont été faites au gouvernement, lesquelles se déclinent en 3 axes principaux (<https://cdn-contenu.quebec.ca/cdn-contenu/enseignement-superieur/publications/recherche-developpement/synthese-psychologie-sante-mentale.pdf>): 1- optimiser l'offre de formation en psychologie et en santé mentale, 2- améliorer l'attractivité du réseau public, et 3- travailler de façon concertée avec l'ensemble des partenaires de tous les réseaux concernés par l'augmentation et l'amélioration des services en santé mentale. Concrètement, afin d'optimiser la formation, mais sans s'y limiter, les mesures suivantes sont promues: mettre à contribution les bacheliers en psychologie dans les écoles, développer des programmes passerelles permettant de développer les compétences dans un domaine connexe à la psychologie, et spécifiquement au développement des compétences nécessaires à l'exercice de la psychothérapie, puis optimisation du parcours doctoral en psychologie clinique pour une diplomation en 4 ans et augmentation de la taille des cohortes d'étudiants. La recommandation #8 concerne spécifiquement la psychologie scolaire: «**Les universités encouragent leurs étudiants à connaître et à prendre en considération les milieux scolaires pour leurs stages et leurs internats**». Comme piste d'action retenue, le ministère de l'Enseignement supérieur s'engage à «**convier les universités concernées au comité de mise en œuvre pour qu'elles puissent se pencher sur l'augmentation du nombre d'admissions en psychologie scolaire**».

C'est dans ce contexte, afin d'obtenir une meilleure reconnaissance de la profession, d'augmenter l'accessibilité des services psychologiques dans le réseau public et de défendre une certaine justice sociale que la Coalition des psychologues du réseau public québécois (CPRPQ ; <https://www.coalitionpsy.org/>), un organisme sans but lucratif, a été constituée. L'organisme, très présent dans les médias québécois a judicieusement permis de mettre de l'avant l'écart entre les conditions salariales qu'offre le secteur public en comparaison au privé. Au terme du dernier exercice de négociation des conventions collectives, à la signature de la nouvelle entente de travail en juin 2024, les psychologues ont obtenu une majoration salariale additionnelle de 10% (en plus de l'augmentation de 17,4% sur cinq ans pour l'ensemble des professionnels), ainsi que le maintien (en partie) d'une prime de rétention de 6,5% pour les psychologues exerçant à temps plein en santé ou en éducation. Il est trop tôt pour en mesurer les effets, mais à première vue, les difficultés de recrutement des psychologues en milieu scolaire semblent encore à un niveau très préoccupant. La psychologie scolaire au Québec rassemble une poignée de professionnels passionnés et déterminés à offrir les meilleurs services aux élèves qui en ont plus que jamais besoin, mais les effectifs s'amenuisent, ce qui pousse plusieurs centres de services scolaires à revoir leur organisation de services.

NEW PSYD PROGRAM ANNOUNCED AT MOUNT SAINT VINCENT UNIVERSITY

SARA KING, PH.D., R.PSYCH.
MELISSA MCGONNELL, PH.D., R.PSYCH.

On April 2, the Government of Nova Scotia announced \$7.9M in funding to establish a PsyD in School and Child Clinical Psychology, an associated on-campus training clinic, and four new predoctoral residency positions at Mount Saint Vincent University in Halifax. This represents the culmination of several years of work and collaboration between MSVU and the Provincial government. The PsyD program will play an important role in increasing access to psychological services for youth and families in Nova Scotia and the Maritimes.

Pending approval, the inaugural class of students will begin their studies in the fall of 2026. The program will consist of three years of coursework and practica, followed by the predoctoral residency in the fourth year of study. Students will complete practica in the on-campus clinic as well as in community settings with schools and partner agencies. The goal is to apply for CPA accreditation as soon as possible.

Although still in development, the PsyD curriculum will provide students with the advanced knowledge, skills, and tools they require to be competent in assessment, consultation, intervention, supervision, and program evaluation. Most importantly, the program will provide the opportunity with more time in which to learn from multiple instructors and supervisors and to consolidate their learning. The goal is to help graduates to feel prepared to work with children, youth, and families from diverse backgrounds and to ensure they feel competent to manage increasingly complex mental health challenges when they begin their careers.

The on-campus clinic will provide much-needed services for families across the province. Currently, families are struggling to gain access to affordable psychological services, both in schools and in the community. We know that the longer children and youth wait for mental health services, the greater their risk for poor long-term outcomes. MSVU has a long history of community engagement and providing access and support to underserved populations. The clinic will offer mental health services - including assessment and intervention - to children, youth, and their families who have been unable to obtain the support they need.

We are currently working with University administration and government to work through the necessary steps for program approval. We hope to open applications in the fall of 2025 for admission in fall of 2026. Please check the MSVU website for news and updates about the program or contact us at psyd@msvu.ca for more information.

SPECIAL HEADLINES

**Pan-Canadian Analysis of SEL in
Canadian Elementary Curriculum**
Julia Hall, MA

**From Arrival to Inclusion: Supporting
Newcomer Youth in Education**
Sophia Vennesland, BA and Anusha
Kassan, PhD



A PAN-CANADIAN ANALYSIS OF SOCIAL EMOTIONAL LEARNING IN CANADIAN ELEMENTARY CURRICULA: SUMMARY OF FINDINGS AND IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS

JULIA HALL, MA

For the past few decades, Social Emotional Learning (SEL) has been a popular concept for teaching young students the social and emotional skills that will help them succeed in life. There has been substantial research literature, including several meta-analyses, indicating that when SEL is taught effectively, it can lead not only to improved social and emotional skills but also to more distal benefits such as increased rates of high school graduation, better mental health outcomes, higher academic achievement, lower rates of suicidality, and fewer arrests, among other benefits (Cipriano et al., 2023; Durlak et al., 2011; Taylor et al., 2017; Soto et al., 2024; Wilcox et al., 2008). Despite the promising evidence for SEL programming, there has been little to no investigation of the current state of SEL instruction in Canadian provinces and territories.

We examined Canadian elementary curriculum documents from all provinces and territories except Yukon and Nunavut, which borrow curriculum materials from other provinces. Specific learning outcomes in the subject areas of health, physical education, English language arts, social studies, and religion/ethics (if applicable) were examined. Jones et al.'s (2021) framework of six broad domains and 23 sub-domains of SEL were used to categorize the curriculum outcomes and analyze the current inclusion of SEL outcomes in Canadian elementary curricula. Jones et al.'s six broad domains, or facets, of SEL include cognitive (attention control, working memory/planning skills, inhibitory control, cognitive flexibility, critical thinking/problem solving), emotion (emotional knowledge/expression, emotional/behavioural regulation, empathy/perspective taking), social (understanding social cues, conflict resolution/social problem solving, prosocial/cooperative behaviour), values (ethical values, performance values, civic values, intellectual values), perspectives (optimism, gratitude, openness, enthusiasm/zest), and identity (self-knowledge, purpose, self-efficacy/growth mindset). Each specific learning outcome was examined, and sub-domains were used as codes to apply to the data.

The results of the analysis indicated three main similarities between all the provinces and territories that were included in the analysis. First, all provinces and territories included each of the six domains to some extent. Although Jones et al.'s (2021) framework of SEL was based on existing SEL models and programs rather than educational curriculum documents, all aspects of their model were represented across Canadian elementary curricula. The second similarity was that all provinces and territories prioritized the social domain. The social domain was most heavily represented in all provinces and territories except for Quebec and British Columbia, in which the social domain was the second most heavily represented (after the cognitive domain).

A PAN-CANADIAN ANALYSIS OF SOCIAL EMOTIONAL LEARNING IN CANADIAN ELEMENTARY CURRICULA: SUMMARY OF FINDINGS AND IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS

CONTINUED

In all provinces and territories, including Quebec and British Columbia, the social domain represented at least 10% of all specific curriculum outcomes examined. This demonstrates that all provinces and territories place great emphasis on teaching elementary students social skills such as showing empathy, solving conflicts, and being cooperative. The third main similarity between provinces and territories was that the perspectives domain was consistently the least frequently included, which indicates that it is not presently a priority to cultivate perspectives of optimism, gratitude, openness, and enthusiasm in the school setting.

Aside from these three similarities, there was significant variation between the provinces and territories in their overall inclusion of SEL in their curricula. A national average for each domain was calculated for the purpose of comparison between the provinces and territories, and no province had more than three out of six domains that were considered “typical” when compared to the national average. It was much more common for a province’s inclusion of a domain to be high or low compared to the national average, which demonstrates that there truly is no “typical” inclusion of a domain across the country. Ideally, SEL inclusion in curriculum documents should be based on research evidence.

However, there has been very little research on “what” SEL content is important to teach, and instead most of the research has focused on “how” SEL should be taught in order to be effective. Durlak et al. (2010; 2011) found that SEL programs which were associated with the strongest positive outcomes shared four characteristics in common, which can be represented by the acronym S.A.F.E. The first characteristic is *Sequenced*, as skills should be taught in a scaffolded, stepwise manner so that students can easily follow along and learn. The next characteristic is *Active*, as teachers should be providing opportunities for students to practice and use the skills in appropriate situations rather than simply learning about the skills. The third characteristic is *Focused*, which refers to whether the SEL program focuses on skill development. SEL programs which focus on knowledge acquisition have not been shown to lead to strong positive outcomes when compared to programs that involve teaching specific, concrete skills. Taylor et al. (2017) also found that positive long-term follow-up effects of SEL programs were predicted by skill development rather than students’ attitudes. The final characteristic is *Explicit*, as there should be clearly outlined objectives regarding what skills students will be expected to learn and demonstrate. Meta-analyses by Durlak et al. (2011), Taylor et al. (2017) and Cipriano et al. (2023) demonstrate the importance of the S.A.F.E. criteria for SEL instruction to be truly effective.

A PAN-CANADIAN ANALYSIS OF SOCIAL EMOTIONAL LEARNING IN CANADIAN ELEMENTARY CURRICULA: SUMMARY OF FINDINGS AND IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS

CONTINUED

In the school context, school psychologists are the most highly trained staff in psychology and evidence-based psychological practice, and therefore it is important for them to be involved not only with tier two and three interventions but also with tier one, preventative education such as SEL instruction whenever possible (Sheridan & Gutkin, 2000; Jordan et al., 2009). Even when it is not possible for psychologists to assist with SEL instruction, school psychologists are trained both as scientists and clinicians and thus they can use their expertise in research and evidence-based practice to consult with administrators and teachers to choose an evidence-based SEL program which aligns with Durlak et al.'s (2010; 2011) S.A.F.E. criteria and coach teachers as they implement the program (American Psychological Association, 2006; Dozois et al., 2014). Although there is not presently a national directive regarding SEL implementation, school psychologists can support school staff in choosing and implementing evidence-based, skill-focused SEL programs to support the well-being of students.

FROM ARRIVAL TO INCLUSION: SUPPORTING NEWCOMER YOUTH IN EDUCATION

SOPHIA VENNESLAND, BA
ANUSHA KASSAN, PHD

Recently arrived newcomer youth often enter unfamiliar school environments with a limited understanding of the culture, language, and structure of their new home country and school, which can cause barriers to their learning. According to Immigration, Refugee, Citizenship Canada, newcomers represent a diverse group of immigrants, refugees, and international students who have been in the country for less than five years (IRCC, 2022).

To support newcomer students in overcoming their unique challenges, schools and educators must first understand the difficulties they face while integrating into a new school environment. This understanding can then inform the implementation of meaningful support strategies to assist with their needs. Current research shows that newcomer youth can struggle in several domains, and in parallel, provides several support recommendations to mitigate these challenges.

School Integration Experiences

Adapting to a new life in Canada presents youth with simultaneous challenges of cultural adjustment and navigating a new education system. Academic integration is often hindered from differences in teaching styles, not having access to resources due to financial reasons, and interrupted schooling (Kassan et al., 2024; Molyneux et al., 2024). Students from war-affected regions feel frustrated and confused about their grade placement where they are expected to perform at their grade level despite years of missed schooling because of wars. Language barriers also pose several challenges as many students are unable to understand instructions or assignments from teachers and may not be able to communicate with their teachers due to a fear of embarrassment (Kassan et al., 2024; Ayoub & Zhou, 2021).

Furthermore, many newcomer youth find themselves not able to create and maintain friendships with Canadian-born peers, as they feel misunderstood by their classmates (Selimos and Daniel, 2017). Efforts to create friendships outside of their own ethnocultural communities have regularly led to being teased or criticized, which then leads to isolation and exclusion. This experienced isolation is also a result of being intimidated to approach people due to having a different sounding accent, often leading to lower academic performance (Parada et al., 2021; Oxman-Martinez & Choi, 2014). Additionally, various youth have experienced racism from their peers and teachers, due to their accents and/or physical appearance (Parada et al., 2021). Students with accents have reported having teachers assuming they have limited English proficiency despite being fluent in English. Other students have reported experiencing racial discrimination, with some peers touching them and falsely accusing of them of spreading a disease due to their skin colour, creating an environment where newcomer students are afraid to speak up in class (Guo-Brennan & Guo-Brennan, 2021).

Support Recommendations

It is evident that the challenges discussed above can lead to many consequences for newcomer students, such as deficits in their academic performance and social isolation. To foster a sense of belonging, schools should display that they value diversity through diverse ethnocultural celebrations, such as decorating hallways with flags, for example (Selimos and Daniel, 2017). Teachers may also pair newcomer students with Canadian-born peers to foster cross-cultural interactions, which encourages social engagement, improves academic performance, and motivates participation in extra-curricular activities (Elia et al., 2022; Brar-Josan & Yohani, 2017).

FROM ARRIVAL TO INCLUSION: SUPPORTING NEWCOMER YOUTH IN EDUCATION

CONTINUED

Engagement in after-school activities can enhance one's sense of belonging, happiness, and English skills by providing opportunities to build friendships and view Canada as an inclusive country (Brar-Josan & Yohani, 2017; Rich et al., 2015).

Additionally, newcomer youth have shared regularly feeling disengaged in schools across Canada as a result of not being able to understand the curriculum or its purpose due to language barriers. Teachers can mitigate this disengagement by incorporating creative lesson plans, such as going on field trips, role-playing, and journaling (Elia et al., 2022). Additional helpful interventions may include the use of bilingual teaching aids to provide one-on-one support as well as inclusive communication strategies, such as slowing down speech, using simpler vocabulary, providing instructions orally and written, and regularly assessing comprehension (Karanja, 2007).

Trauma-informed mental health support is a critical piece in aiding newcomer students, as many come from traumatic backgrounds. Educators should continuously receive training on current world events to be able to effectively communicate about these topics with youth and help them cope with stress and fears (Guo-Brennan & Guo-Brennan, 2021). It is also essential to minimize stigma around mental health for parents and students. This can be done by using more inclusive language such as "wellness" as well as educating parents about trauma and the process of therapy (Brar-Josan & Yohani, 2017).

Within a school environment, school psychologists are ideally positioned to connect with and support the newcomer students (Palova et al., 2023) and also provide assistance to key partakers in the school setting, including teachers, settlement workers, administrators, etc. (Newman, & Rosenfield, 2024). This consultation and advocacy is best conducted when engaging with newcomer students, to ensure accurate representation of their needs and experiences. To be able to do so in a culturally responsive manner, it is important for school psychologists to maintain a broad role in their work (Côté et al., 2022) and avoid being tasked with excessive psychological assessment demands.

Ultimately, newcomer youth can experience several setbacks when beginning school. By gaining a deeper understanding of how they adjust into their new environments, school psychologists and other key personnel can understand how these experiences impact their overall educational journey. To ensure a successful transition to their new school and country, the focus must shift to providing belonging-based support, personalized education, and trauma-informed mental health support.

ESP SECTION PEOPLE & PLACES



CPA Accreditations: Congratulations to **Angela Fountain and Associates Residency Program** on their new (4 years), **Holland-Bloorview Predoctoral Psychology Internship Program** (5 years), **Hospital for Sick Children Predoctoral Internship in Paediatric Psychology** (6 years), **BC Children's Hospital** (7 years), and **UBC School and Applied Child Psychology** (5 years reaccreditation)

Congratulations to **Anisa Naseri** (Ph.D. Student) and **Yasmin Elliot** (M.A. Student) from UBC's School Psychology program on their SSHRC awards.

Congratulation to **Emma Becker** and **Yara Yazbek** from MSVU's School Psychology program on their SSHRC-CGS awards.

Congratulations to all the student members graduating this spring and starting their programs this fall! The field is lucky to have you!

Share Your Updates With Us

We would like this to be a place to celebrate good news in an effort to get to know our ESP community better. Do you have a colleague who got a promotion? received an award? started a new position? made a move? Let us know and we will share and celebrate together as an ESP community. Here are few things happening with our ESP section people recently.

CONTRIBUTIONS TO SCHOOL PSYCHOLOGY



Dr. Laurinda Cudmore, Psychology Lead at the Ottawa Catholic School Board (OCSB), has received Educational and School Psychology Section Contributions to School Psychology award. This award acknowledges Dr. Cudmore's exceptional dedication and impact in the field and recognizes her invaluable contributions to the OCSB community and beyond.

At the heart of this award lies Dr. Cudmore's commitment to advancing school psychology through myriad avenues, including clinical practice, research, teaching, and advocacy. Her leadership within our board has been nothing short of exemplary, characterized by collaboration, innovation, and a steadfast dedication to promoting equitable practices.

Dr. Cudmore's approach is marked by a profound interest in adopting new methodologies and solutions to address the diverse needs within our educational system. Her advocacy for meaningful change, rooted in evidence-based practices, has been instrumental in driving forward numerous board-level initiatives to foster systemic equity and enhance pedagogical practices.

As the OCSB, Dr. Cudmore has created a culture of continuous learning and collaboration. She has inspired a sense of purpose and fulfillment in all her colleagues. Her holistic and innovative approach not only improves current practices but also paves the way for future advancements in the field of school psychology.



ST. JOHN'S CONVENTION CENTRE, ST. JOHN'S, NL

Session Descriptions:

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

All times listed below are Atlantic Standard Time

CONVENTION UPDATE

HELLO SECTION MEMBERS!

WE ARE EXCITED TO SEE YOU AT THE 2025 ANNUAL CONVENTION IN ST. JOHN'S, NEWFOUNDLAND FROM JUNE 12-14, 2025. THIS YEAR'S CONVENTION WILL BE HELD AT THE DELTA HOTELS ST. JOHN'S CONFERENCE CENTRE. HERE IS THE LINK TO THE CONFERENCE WEBPAGE: [HTTPS://CONVENTION.CPA.CA/](https://convention.cpa.ca/).

THIS YEAR, OUR SECTION RECEIVED 108 SUBMISSIONS FOR PRESENTATIONS, OF WHICH 98 WERE ACCEPTED! HERE IS THE BREAKDOWN:

- 2 REVIEW SESSIONS
- 4 WORKSHOPS
- 5 SYMPOSIUMS
- 6 SNAPSHOTS
- 9 ROUND TABLE CONVERSATIONS
- 17 12-MINUTE TALKS
- 8 VIRTUAL POSTERS
- 47 PHYSICAL POSTERS

WE ARE ALSO EXCITED FOR THIS YEAR'S KEYNOTE DISCUSSION, LED BY OUR SECTION CHAIR, DR. STEVEN SHAW. THIS SESSION IS TITLED BEING CREDIBLE IN THE ERA OF MISINFORMATION AND AI. HERE IS A DESCRIPTION OF THIS SESSION:

EFFECTIVE PSYCHOLOGISTS ARE CREDIBLE TO TEACHERS, CLIENTS, STUDENTS, POLICYMAKERS, AND THEIR FAMILIES. THE DEATH OF EXPERTISE HAS BEEN DECLARED AS ACCESS TO KNOWLEDGE IS EQUAL AND EVERYONE IS EQUALLY EXPERT. ALL EXPERTS ARE BEING CHALLENGED BY CONSUMERS WHO RELY ON WEBMD, INTERNET SEARCHES, CONSPIRACY THEORISTS, AND PODCASTERS. EVERY PSYCHOLOGIST HAS BEEN CHALLENGED BY A NON-PROFESSIONAL WHO HAS "DONE THEIR OWN RESEARCH" AND HAVE ACHIEVED THE TITLE OF DR. GOOGLE. NON-PROFESSIONAL SKEPTICISM AND ACCOUNTABILITY ARE VALUABLE AND HEALTHY FOR PSYCHOLOGISTS, BUT THE CURRENT CULTURE IS ONE OF CYNICISM AND OFTEN INTENTIONAL MISINFORMATION. THE GOAL OF THIS PRESENTATION IS THREEFOLD: TO PROVIDE SPECIFIC METHODS OF PRODUCTIVE AND HEALTHY COMMUNICATION AND EXACT RESPONSES TO CHALLENGES THAT ARE MORE THAN USEFUL SKEPTICISM; HOW THE PROFESSION CAN ENGAGE IN KNOWLEDGE TRANSLATION METHODS THAT BETTER SUPPORT INDIVIDUAL CLINICIANS; AND THROUGH ANALYSIS OF CONCEPT MAPS MAKES THE CASE THAT THE USE OF ARTIFICIAL INTELLIGENCE (AS IT IS CURRENTLY CONSTITUTED), SPECIFICALLY LARGE LANGUAGE MODELS (LLMS), FOR ANY PURPOSE CREATES SIGNIFICANT DAMAGE TO THE CREDIBILITY OF PSYCHOLOGISTS. SPECIFIC EXAMPLES FROM PARTICIPANTS WILL BE WELCOMED AND DISCUSSED. ALL PARTICIPANTS WILL ACQUIRE SPECIFIC APPROACHES TO BOLSTER THE CREDIBILITY AND EFFECTIVENESS OF PSYCHOLOGICAL SERVICE DELIVERY, INCLUDING WORK-SAVING ALTERNATIVES TO LLMS.

ALSO, THIS YEAR, WE ARE MOVING OUR SECTION'S RECEPTION OFF-SITE! WE WILL BE HOSTING OUR RECEPTION FROM 6:30-8:00 PM ON FRIDAY JUNE 13TH AT THE NEWFOUNDLAND EMBASSY PUB & EATERY: [HTTPS://NEWFOUNDLANDEMBASSY.COM/](https://newfoundlandembassy.com/)

WE LOOK FORWARD TO SEEING YOU IN ST. JOHN'S!

**ERICA MAKARENKO, PSYD, RPSYCH
CONFERENCE CHAIR**

CPA EDUCATIONAL & SCHOOL PSYCHOLOGY SECTION CPA 2025 ANNUAL CONVENTION SESSIONS

JUNE 12, 13, & 14, 2025

ST. JOHN'S CONVENTION CENTRE, ST. JOHN'S, NL

Day 1 - Thursday, June 12 th					
Time	Session Type	Session #	Title	Presenter(s)	Location
8:30-8:55 am	Opening Ceremony	115403	Opening Ceremony		Bowering 1,3,5
9:00-9:55 am	CPA Keynote Address	114486	For the Love of Learning: Fostering Growth and Compassion in the Face of Challenge	Anita Gupta	Bowering 1,3,5
10:00-11:25 am	Workshop (85 minutes)	113648	Building Positive Relationships Through Meaningful, Culturally Responsive Communication of Assessment Findings	Laurie Ford	Bannerman 2
10:30-10:55 am	Round Table Conversation (25 minutes)	112180	Improving the Postsecondary Transition: A Conversation about How Best to Support Neurodiverse Students	Lauren Goegan	Bowering 1,3,5
10:30-10:55 am	Round Table Conversation (25 minutes)	113379	Building Research Relevance: A Multidimensional Approach to Creating a True Evidence-Based Professional	Steven Shaw	Bowering 1,3,5
11:30-12:55 pm	Workshop (85 minutes)	113912	Bridging Legal and Psychological Approaches: Enhancing Psychological Techniques to Benefit High-Conflict Families	Trudy Hopman & Laine Jackart	Victoria 3
11:30-11:55 am	Round Table Conversation (25 minutes)	113959	Psychologists' Roles in Supporting Early Inclusion Efforts in Schools	Laurie Ford	Bowering 1,3,5
11:30-11:55 am	Round Table Conversation (25 minutes)	111906	Clinical Reasoning and Decision Making Process in Assessment and Intervention	Donald Saklofske & Jac Andrews	Bowering 1,3,5
1:00-1:55 pm	CPA Keynote Address	113976	The Healing Power and Potential of Mattering	Gordon Flett	Bowering 1,3,5
2:00-2:55 pm	Symposium (55 minutes)	112537	Enhancing Educator Mental Health Literacy in Nova Scotia: Training, Policy Gaps, and Implications for Student Well-being	Moderator: Damian Page	Victoria 2
2:00-2:55 pm	Snapshots (5 minutes)	112388	Evaluation of Story Maker Workshops in Greater Victoria Area Schools: A Collaboration between University and Community	Barbie Jain	Harbourside
2:00-2:55 pm	Snapshots (5 minutes)	112492	The Social Context of Pain in Youth with Cerebral Palsy: The Influence of Caregiver Mental Health, Parenting Style, and Protective Behaviors	Kendra Mueri	Harbourside
2:00-2:55 pm	Snapshots (5 minutes)	113129	Validation of the Use of the Wechsler Adult Intelligence Scale Canadian for Tele-Assessment of Adult Intelligence	Ryan Matchullis & Angela Epp	Harbourside
2:00-2:55 pm	Snapshots (5 minutes)	113553	Classroom Revelations: Students Speak to Impacts of Instructor Disclosures of Mental Illness and/or Neurodiversity	Janae Jordan	Harbourside
2:00-2:55 pm	Snapshots (5 minutes)	113755	Evaluating the Effectiveness of a DBT-Based Course on Student Mental Health and Well-Being	Anya Sharma	Harbourside
2:00-2:55 pm	Snapshots (5 minutes)	113946	When it is Too Early to Tell but Support is Needed: K to 3 Educators' Responses to Uncertainty and Creative Inclusion Solutions	Antonia Soldovieri	Harbourside
2:30-2:45 pm	12-Minute Talk	113037	Evaluating the Test of Self-Conscious Affect-Guilt Subscale: Psychometric Properties and An Item Response Theory Analysis in Adolescents	Sepideh Yasiniyan	Victoria 2
2:45-3:00 pm	12-Minute Talk	113411	Academic Workload: Moderating the Relationship Between Academic Stress and Depression	Claire McGuinness	Victoria 2
3:00-3:15 pm	12-Minute Talk	113354	We Don't Have Enough Direction, Support and Time: An Overview of Wellstream's Pan-Canadian Substance Use Harm Prevention Initiative in K-12 Schools	Dana Dmytro	Victoria 2
3:15-3:30 pm	12-Minute Talk	113758	A Partnered Research Approach in Evaluating a Student Wellbeing Framework in a Large School District in Alberta: Celebrations, Challenges, and Data Insights	Kheana Barbeau	Victoria 2

CPA EDUCATIONAL & SCHOOL PSYCHOLOGY SECTION CPA 2025 ANNUAL CONVENTION SESSIONS

JUNE 12, 13, & 14, 2025

ST. JOHN'S CONVENTION CENTRE, ST. JOHN'S, NL

Day 2 - Friday, June 13 th					
Time	Session Type	Session #	Title	Presenter(s)	Location
8:00-8:55 am	CPA AGM	115375	CPA Annual General Meeting		Bowering 1,3,5
9:00-9:55 am	Poster Session C		Educational & School Psychology Section Poster Session	47 Posters	Bowering Ballroom 2,4
9:00-9:55 am	Symposium (55 minutes)	113186	Leveling Up with ADHD: Understanding Risk and Fostering Resilience in a Post-Secondary Context	Moderator: Tara McAuley	Victoria 2
9:30-9:55 am	Round Table Conversation (25 minutes)	112181	Canadian Faces of Learning Disabilities: A Struggle for Identity	Lauren Goegan	Bowering 1,3,5
10:00-10:15 am	12-Minute Talk	112177	Grades, Goals, and Growth: The Experiences of First-Year Undergraduate Students	Lauren Goegan	Victoria 2
10:15-10:30 am	12-Minute Talk	112225	Navigating APA Guidelines: An Error Analysis of Canadian Undergraduate Citation Practices	Jeremy Roberts	Victoria 2
10:30-10:45 am	12-Minute Talk	112935	Success Coaches' Perspectives on Outcomes of the WRaP Project for Students with Fetal Alcohol Spectrum Disorder	Kiana Chubey	Victoria 2
10:45-11:00 am	12-Minute Talk	113287	Evaluating the Effectiveness of a Game Based Reading Intervention	Daniel Millar	Victoria 2
11:00-11:55 am	Symposium (55 minutes)	113509	Understanding and Addressing Stress in University Students: Predictors, Patterns, and Support Strategies	Moderator: Yvonne Hindes	Victoria 2
11:00-11:25 am	Round Table Conversation (25 minutes)	112895	Contemporary Issues for Training Masters Level School Psychologists	Janine Montgomery	Bowering 1,3,5
12:00-12:55 pm	Symposium (55 minutes)	113098	Navigating Success-Psychological Predictors and Pathways to Student Well-being and Achievement	Moderator: David Nordstokke	Victoria 2
1:00-1:55 pm	CPA Keynote Address	113974	The Art of Coping	Esther Greenglass	Bowering 1,3,5
2:00-3:25 pm	Workshop (85 minutes)	111653	Understanding Bias-based Bullying in School Contexts: Developing Skills We Can Use from the Perspectives of Adolescents and Educators	Alexa Martin-Storey & Liz Baker	Bannerman 1
3:30-3:55 pm	Review Session (25 minutes)	112657	Purposeful, Intentional, Persistent: Self-care, Resilience and Service Delivery Optimization as Means to Psychological Health for School Psychologists	Ester Cole & Maria Kokai	Bannerman 1
4:00-5:00 pm	Section Featured Chair Discussion	113360	Being Credible in the Era of Misinformation and AI	Chair: Steven Shaw	Victoria 2
5:00-6:00 pm	Section Annual General Meeting	113357	Education and School Psychology Section Annual General Meeting	Chair: Steven Shaw	Victoria 2
6:30-8:00 pm	Section Reception	113358	Education and School Psychology Section Reception	https://newfoundlandembassy.com/	The Newfoundland Embassy Pub

CPA EDUCATIONAL & SCHOOL PSYCHOLOGY SECTION CPA 2025 ANNUAL CONVENTION SESSIONS

JUNE 12, 13, & 14, 2025

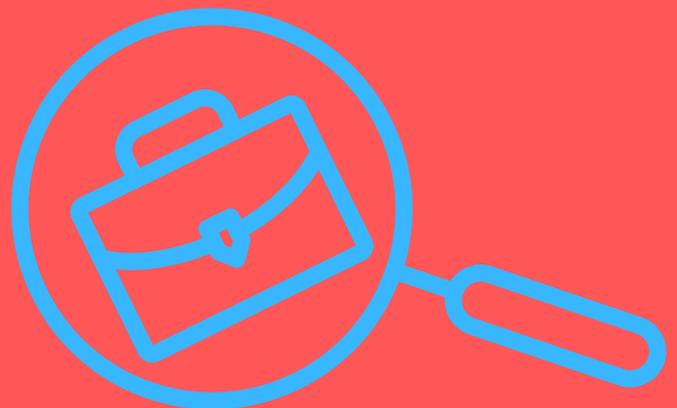
ST. JOHN'S CONVENTION CENTRE, ST. JOHN'S, NL

Day 3 - Saturday, June 14 th					
Time	Session Type	Session #	Title	Presenter(s)	Location
8:00-8:55 am	Symposium (55 minutes)	113179	Psychological Assessment: Time to Shake it up	Moderator: Chris Pawluk	Victoria 2
9:00-9:25 am	Review Session (25 minutes)	111659	Impact of Early Childhood Educator Professional Development on Child Outcomes: A Meta-Analysis of Randomized Controlled Trials	Zhangjing Luo	Victoria 2
9:00-9:25 am	Round Table Conversation (25 minutes)	113134	How can Psychologists Enhance Parental Involvement in Inclusive Education?	Katharine Elliott	Bowering 1,3,5
10:00-10:55 am	CPA Keynote Address	113970	Understanding the Experiences of Contingent Workers	Catherine Connelly	Bowering 1,3,5
11:00-12:25 pm	Workshop (85 minutes)	113674	From Data to Decisions: Leveraging CBM for Educators and Psychologists	Todd Cunningham	Bannerman 2
11:00-11:15 am	12-Minute Talk	111789	A Scoping Review of Professional Activities of School Psychologists to Promote Social Justice	Colin King, Annie Beatty, & Israa Ibrahim	Victoria 2
11:15-11:30 am	12-Minute Talk	112520	Cognitive Interviews with People of Colour Past Applicants on a Survey Measuring Systematic Barriers in Getting into Professional Psychology Training Programs	Virginia Tze	Victoria 2
11:30-11:45 am	12-Minute Talk	113655	School Psychologists' Training, Competence, and Needs when Working with Indigenous Students in Nova Scotia: Implications for Training and Practice	Sara King	Victoria 2
11:30-11:55 am	Round Table Conversation (25 minute)	113930	Changing Role of School Psychologists in Inclusive Schools	Frederick French	Bowering 1,3,5
11:30-11:55 am	Round Table Conversation (25 minute)	113364	Developing a Mentorship System for Improving Recruitment, Retention, Professionalism, Diversity, and Professional Development: A Section-wide Discussion	Steven Shaw	Bowering 1,3,5
11:45-12:00 pm	12-Minute Talk	113410	Comparing Stress Levels by Year of Study at University	Claire McGuinness	Victoria 2
12:00-12:15 pm	12-Minute Talk	113413	Factors Impacting Academic Stress Among University Undergraduate Students	Claire McGuinness	Victoria 2
12:15-12:30 pm	12-Minute Talk	113714	The Elephant in the Room: The Lived Experiences of Autism Diagnostic Disclosure and Nondisclosure	Brittany Lorentz	Victoria 2
12:30-12:45 pm	12-Minute Talk	113291	Predictors of Social Support and Year of Study on Academic Stress in University Students	Patricia Fontanilla	Victoria 2
12:45-1:00 pm	12-Minute Talk	113460	Intégrer et Valoriser la Culture Autochtone au Sein des Programmes Solaires: Vers une Approche Holistique de L'apprentissage Fondée sur L'épanouissement Intégral de la Personne	Khaled Taktek	Victoria 2
1:00-1:15 pm	12-Minute Talk	113666	Supporting Perfectionistic Students: A Qualitative Study of Elementary and High School Teacher Strategies and Approaches	Danielle Molnar	Victoria 2

HIRING!



Join our Continuing Education committee!
Offering continuing education events to psychologists involved in the field of educational and school psychology is one of the mandates of our section. We are seeking ESP section members to join the section CE committee. Please connect with Maria Kokai mariamkokai18@gmail.com if you are interested.



PARLEZ-VOUS FRANÇAIS?

Do You Speak French?

We would like to have a few articles in each newsletter edition translated in to French. We are looking for a few French speaking (and writing) educational and school psychologists to join our editorial team. This is a great opportunity for a graduate student or others looking for some editorial experience. If you are interested reach out to Laurie (laurie.ford@ubc.ca) or Sara (Sara.King@MSVU.CA) or respond to our survey at the link below.

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhqDxdB8Ez3RI

Parlez-vous français?

Nous aimerions que quelques articles dans chaque édition du bulletin soient traduits en français. À cette fin, nous recherchons quelques psychologues pédagogiques et scolaires francophones (parlé et écrit) qui seraient intéressés à joindre notre équipe éditoriale. Ceci s'agit d'une excellente opportunité pour un(e) étudiant(e) diplômé(e) ou pour toute personne cherchant une expérience éditoriale. Si vous êtes intéressé, SVP contactez Laurie (laurie.ford@ubc.ca) ou Sara (Sara.King@MSVU.CA) ou répondez à notre sondage en cliquant sur le lien ci-dessous.

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhqDxdB8Ez3RI

Merci

CALL FOR SUBMISSIONS TO THE FALL EDITION OF MORNING ANNOUNCEMENTS

We're excited to announce an upcoming special issue focused on:

Health and Wellness in Educational and School Psychology

We invite your contributions to this important topic. Stay tuned for more details in October!



JOIN OUR MORNING ANNOUNCEMENTS TEAM!



Laurie Ford, Ph.D. R.Psych.



Sara King PhD, RPsych.

We are very excited about the new directions for the ESP Newsletter. We hope you are enjoying the updates and changes. To keep our momentum we need YOU! If you would like to join our editorial team and help put the editions together let us know. We are looking for section members to help support with leadership on reviews (books, media, tests, intervention programs), student column, practice column, training column, recruiting infographics, and people and places. If you have other ideas, let us know. If you cannot commit to the editorial team, then submit a short article or contributions to one of our current columns. This is a great avenue to share ideas and experiences. Faculty, encourage student to submit or join us. Submissions for the Spring/Summer Edition will be due in early May. If you are interested reach out to Laurie (laurie.ford@ubc.ca) or Sara (Sara.King@MSVU.CA) or respond to our survey at this link:

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhqDxdB8Ez3RI