



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

September 2011

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Message from the CASP/CPA Psychologists in Education

Perhaps it's a truism or cliché that things get lost in translation. But the cover of the current issue of *Psynopsis* provides us with an exception. The phrases 'The Best Convention Ever' and 'Le plus grand congrès à ce jour' act in a synergistic fashion to give us a qualitative and quantitative description of the 2011 CPA Convention. And as for our Psychologists in Education section, we were very pleased that this 'evaluation' applied to us. In addition to the excellent posters, students had a very noticeable presence in symposia, workshops, and conversation sessions. However, the highlight of our section program was the keynote address by Dr. Gordon Flett to a standing room audience. Some of this work on perfectionism, rumination, worry and depressive symptoms in early adolescents done by Gord and his students at York appears in the September issue of CASP's *Canadian Journal of School Psychology*. But that was then.

Now, it's on to the planning of CPA 2012 to be held in Halifax from June 14 to 16. Let's not rest on our laurels. Instead we should try to equal or better our program and showing. See the CPA website for the latest information on the convention, especially the submission deadlines – SOON!

And just as exciting is knowing that CASP continues to grow in membership. A combination of revitalized interest, purpose, and pride in the practice of school psychology together with the increasingly important role played by CASP as a professional association for school psychologists and which includes the journal (*Canadian Journal of School Psychology*) together with this newsletter, website and blog, has given school psychology a large and significant presence in the psychology and education communities. CASP is contributing to the organization of the ISPA conference to be held in 2012 in Montreal, and the increasing links between CASP and CPA have benefited both associations.

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Resource Links

<http://canschoolpsych.wordpress.com/> *Check out the new CASP Blog*

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CPA's 73rd Annual convention to be held in Halifax, Nova Scotia, June 14-16, 2012 at the World Trade and Convention Centre. See

<http://www.cpa.ca/convention/> for more info and deadlines for conference submission!

Message from the Editor

Wow! Another summer has flown by and here we are again with the start of a new school year in Canada. In an effort to ramp things up we've put together a jam-packed edition of our fall newsletter. These are interesting and exciting times in school psychology. Within this issue you'll see many useful resources and bits of information that are very relevant to school psychologists and students of school psychology. In this vein, kicking off the newsletter is an article on sound field amplification use in classrooms from Dr. Flagg-Williams. Juanita Mureika has submitted two very helpful articles, one providing us with an update on the progress of CPA's School Psychology Task Force and their efforts to produce a Standards document for the field; and the other describing the CASP blog site. There is also a list of helpful resources for school psychologists provided from Shane Jimerson. Students will want to tune into the article describing the various school psychology and related programs in Canada including their contact links. Finally check out the news and notes at the bottom of the page. The light blue lettering are all internal document links that should permit you to go quickly to whatever interests you. Enjoy!

Troy Janzen, Ph.D., R. Psych. (AB),

CPA/CASP Joint Newsletter Editor

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Classroom Sound Field Amplification: What School Psychologists Need to Know

by Joan B. Flagg-Williams, Faculty of Education, Crandall University

Classrooms are filled with sounds and learning depends largely on how well students can understand spoken messages within these environments. In an optimum classroom listening environment the verbal messages would be heard with little or no effort, but most typical classrooms are not ideal soundscapes (Crandell & Smaldino, 2000;

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Knecht, Nelson, Whitelaw, & Feth, 2002). Three major factors that contribute to successful auditory-based learning include student characteristics, room acoustics, and the proper use of amplification technology.

The characteristics of students that impact their hearing and understanding of verbal messages are their developmental level, hearing status, learning ability, and language experience. Learning problems such as hearing impairments, developmental disabilities, and deficits in attention, speech, language, or auditory processing interfere with children's ability to access spoken messages in typical noisy classroom environments. As well, children's hearing systems are not fully developed until adolescence and clearly hearing the sounds of the teacher's speech is essential in the acquisition of the phonology of oral language, a fundamental factor in early literacy learning (Flexer, 2004, 2005). In addition, second language learners cannot rely on previous linguistic experience and must depend more heavily on hearing spoken messages accurately (Nelson, Kohnert, Sabur, & Shaw, 2005).

In regard to the second factor, classroom acoustics, there is a complex relationship among multiple elements within the space, including reverberation, background noise, and the distance between the speaker and the listeners (Berg, Blair, & Benson, 1996; Crandell, Smaldino, & Flexer, 2005; Nelson & Soli, 2000). Reverberation refers to the sound waves that reflect off hard surfaces in the room, rather than travelling directly to listeners' ears (Smaldino, Crandell, & Kreisman, 2005). When reverberation levels are too high, as they are in many classrooms, the intelligibility of the verbal message is negatively affected. Background noise from sources inside or outside the room is also typically very high in most classrooms. The most common significant classroom noise sources are school heating, ventilation, and air conditioning (HVAC) systems (Choi & McPherson, 2005). There are a number of steps that schools can take to reduce reverberation and noise problems. Strategies can also be implemented to reduce the effects of teacher-student distance as a negative influence in the listening environment. Among others, Siebein, Gold, Siebein, and Ermann (2000) and Crandell and Smaldino (2005) provide analyses of how these acoustical problems can be assessed and managed.

The technology of amplifying the teacher's voice with a microphone and speakers placed within the classroom is called sound field amplification or sound field distribution. The purpose of this technology is to allow the teacher's voice to be clearly heard by all students above the background noise. Research has found that the use of sound field amplification benefits students with and without special needs (see Flagg-Williams, Rubin, & Aquino-Russell, 2011; Sockalingam, Pinard, Caissie, & Green, 2007 for literature reviews). Studies have reported academic gains, improved attention, and other positive school behaviours in amplified classrooms (for example,

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Cornwell & Evans, 2001; Eriks-Brophy & Ayukawa, 2000; Flagg-William, Rubin, & Aquino-Russell, 2009; Nelson et al., 2005). Further, it must be mentioned that classrooms with students who have hearing impairments should be evaluated by specialists to determine that appropriate sound systems for the individual circumstances. Finally, using sound field amplification technology in the classroom, like all technology tools, should be accompanied by teacher education on its use and the equipment should be monitored and maintained by trained technologists.

Another aspect of the use of this technology is that teachers can benefit from its use because it reduces their voice strain, resulting in improved verbal clarity and teacher health. The high prevalence of teacher voice problems such as hoarseness, voice weakness, vocal nodules, and laryngitis is well documented (Roy, Merrill, Thibeault, Gray, & Smith, 2004; Russell, Oates, & Greenwood, 1998; Thomas, Kooijman, Donders, Cremers, & de Jong, 2007). For teachers, the use of amplification technology helps reduce the need for using a loud voice in the classroom, which decreases vocal strain and fatigue.

In conclusion, the inclusive classroom environment of today can benefit from the use of sound field technology by increasing students' attentiveness and their ability to hear and understand the verbal messages that are vital to their learning. School psychologists need to understand the three major components of the soundscape within classrooms, including student characteristics, classroom acoustics, and proper use of sound field amplification. Awareness of the complexity of the various components within the listening environment of the classroom is necessary to support strategies that lead to clear auditory signals for all students.

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Interim Report of the CPA's School

Psychology Task Force By Juanita Mureika, Task Force Chair

The Canadian Psychological Association's Board of Directors established a task force on publicly funded psychological services in March 2010. Under the overall direction of Lorne Sexton, the mandate of this task force is to examine the current state of psychology in the three major public service sectors (hospitals, schools, and corrections), identify needs in each area, and ultimately prepare a position paper that will outline a vision and role for both management and working psychologists in public service.

The school psychology sub-committee of the task force has been very busy. It is comprised of representatives from every province, as well as the Practice Directorate chair, John Service. There has been regular and lively communication among the group members regularly by e-mail, and the sub-committee chair has attended several conference calls with the other subcommittee chairs and the CPA CEO Karen Cohen and staff. The committee developed a national survey that was posted on the CPA website with the able assistance of Lisa Votta-Bleaker. At its closing on July 1, 2011, the survey had collected responses and information from over 650 individuals working (and studying to be) in school psychology positions located in all 10 provinces and 2 of our territories. The data from that survey are now being collated and will be disseminated soon. Preliminary results have been tabulated according to trends, and are attached here.

A number of committee members were able to meet face-to-face at the CPA Convention in Toronto. As well as discussing the survey results and "holes" in the capability of psychologists to offer effective services in schools, some new directions were identified. The variability of educational preparation, working conditions, role descriptions, school board priorities for psychologists, and hiring practices across the country were striking. Since each province, and in effect, each school board sets their own parameters for psychologists, it seemed a monumental task to describe what school psychology in Canada does look like today.

In an attempt to provide usable clarity and parsimony to that jumble of information, the committee decided to draft a "Standards for the Practice of School Psychology in Canada" document. As opposed to the Guidelines document which CPA has already published (2007), it is anticipated that the Standards document will speak more strongly to governments and school board employers concerning the requirements for education, hiring, and professional working conditions needed to

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ensure responsible and ethical public access to psychological services in schools. The task force will present its first draft outline of the Standards document to the CPA Board in November.

We have a lot of work to do, however we are excited about the opportunity that CPA has given us to improve the quality of the role school psychologists in Canada through this task force! CPA Section members and CASP members are urged to stay tuned for news of the committee's progress – there will be work for us all to do when the Standards are made available!

Evidence-Based Interventions Particularly Relevant to School Psychology: Internet Sources of Information

The following offers a brief summary and links to internet sources of information regarding evidence based interventions that may be particularly relevant to school psychology. The topics include; children's mental health, social, emotional, and behavioral, and academic resources. This resource was graciously compiled and provided by Shane Jimerson of the International Institute of School Psychology. They welcome additions to this effort. For this and more resources on school psychology contact them at:

E-mail Jimerson@education.ucsb.edu

<http://education.ucsb.edu/jimerson/IISP/index.html> as the source of this information and other valuable information.

Children's Mental Health

AMERICAN PSYCHOLOGICAL ASSOCIATION	
http://www.apa.org/pi/cyf/childminds.pdf Brown, R.T., Antonuccio, D.O., DuPaul, G.J., Fristad, M.A., King, C.A., Leslie, L.K., McCormick, G.S., Pelham Jr., W.E., Piacentini, J.C., &	Focus: Childhood mental health disorders (e.g., ADHD, ODD, Tourette's, OCD, Autism, PTSD, Depression, Eating Disorders) Literature regarding each mental health disorder includes a summary of the following factors: <ul style="list-style-type: none"> • Evaluation of Benefits <ul style="list-style-type: none"> - psychosocial interventions - psychopharmacological interventions - combined interventions • Safety and Ethical / Legal Issues • Developmental and Contextual Considerations • Diversity Issues

<p>Vitiello, B. (2008). Childhood Mental Health Disorders: Evidence Base and Contextual Factors for Psychosocial, Psychopharmacological, and Combined Interventions. Washington, DC: American Psychological Association.</p>	<ul style="list-style-type: none"> • Assessment Issues • Risk Benefit Analysis • Future Directions • Summary Table <ul style="list-style-type: none"> - Quality of Studies - Effect Sizes (Acute and Long Term) - Adverse Outcomes
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**ASSOCIATION FOR BEHAVIORAL AND COGNITIVE THERAPIES
SOCIETY OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY**

<p>http://www.abct.org/sccap/?m=sPro&fa=pro_ESToptions</p> <p>Evidence-Based Mental Health Treatment for Children and Adolescents</p>	<p><u>Focus:</u> Childhood mental health disorders (e.g., Anxiety & School Refusal Behaviours, Obsessive-Compulsive Disorder (OCD), Posttraumatic Stress Disorder (PTSD), Social Phobia, Specific Phobia, Depression, Attention-Deficit/Hyperactivity Disorder (ADHD), Disruptive Behaviour Problems (ODD & CD)).</p> <p>Provides a summary table for each classification indicating interventions that are;</p> <ul style="list-style-type: none"> - Well-Established - Probably Efficacious - Possibly Efficacious
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NATIONAL INSTITUTE FOR HEALTH AND CLINICAL SERVICE

<p>http://www.nice.org.uk/Guidance/Topic</p> <p>Mental Health and Behavioural Outcomes</p>	<p><u>Focus:</u> NICE offers guidance documents that aim to ensure that the promotion of good health and patient care in local health communities is in line with the best available evidence of effectiveness and cost effectiveness. There are some guidance documents addressing children’s mental health, including Depression, ADHD, and Conduct Disorders.</p> <p>The aim of the clinical literature review was to systematically identify and synthesize relevant evidence from the literature in order to answer the specific clinical questions developed by the GDG. Thus, clinical practice recommendations are evidence-based, where possible, and if evidence was not available, informal consensus methods were used and the need for future research was</p>
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	<p>specified.</p> <p>Each clinical evidence statement was classified according to a hierarchy. Recommendations were then graded A to C based on the level of associated evidence or designated as a good practice point (GPP).</p> <p>I Evidence obtained from a single randomised controlled trial or a meta-analysis of randomised controlled trials.</p> <p>II Evidence obtained from at least one well-designed control study without randomization.</p> <p>III Evidence obtained from well-designed non-experimental descriptive studies, such as comparative studies, correlation studies and case studies.</p> <p>IV Evidence obtained from expert committee reports or opinions and/or clinical experiences of respected authorities.</p> <p>GPP Recommended good practice based on the clinical experience of the Guideline Development Group</p>
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SUBSTANCE ABUSE AND MENTAL HEALTH SERVICE ADMINISTRATION (SAMHSA): NATIONAL REGISTRY

<p>http://nrepp.samhsa.gov/</p> <p><i>National Registry of Evidence-based Programs and Practices</i> (ongoing)</p> <p>Department of Health And Human Services, Substance Abuse and Mental Health Services Administration</p>	<p><u>Focus:</u> Prevention and treatment of mental and substance use disorders. The National Registry combines resources previously disseminated under a number of other initiatives administered by SAMHSA. The Registry does not approve nor endorse programs. Programs rated in two domains:</p> <p><u>Quality of Research (0-4):</u></p> <ul style="list-style-type: none"> • Reliability • Validity • Intervention fidelity • Missing data and attrition • Potential confounding variables • Appropriateness of analysis <p><u>Readiness for Dissemination (0-4)</u></p> <ul style="list-style-type: none"> • Availability of implementation materials • Availability of training and support resources • Availability of quality assurance procedures
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Social, Emotional, and Behavioral Resources

COOPERATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING - CASEL	
<p>http://www.casel.org/sel/meta.php</p> <p><i>Safe and Sound (2003)</i></p> <p><i>The Positive Impact of SEL for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews (2008)</i></p>	<p><u>Focus:</u> School based programs for developing social, emotional, and academic skills including those that promote student engagement, attachment to school, social skills, and safety.</p> <p>Programs rated on 10 dimensions:</p> <ul style="list-style-type: none"> • Academic Integration Strategies • Sound SEL Instruction • Evidence of Effectiveness • Professional Development • Classroom Monitoring Tools • Student Assessment Measures • School wide Coordination • School Family Partnerships • School Community Partnerships • Documented Behavioral Outcomes <p><u>Select programs:</u></p> <ul style="list-style-type: none"> • Provide outstanding coverage of five essential SEL skill areas • Have at least one well-designed evaluation study demonstrating their effectiveness • Offer high-quality professional development.
EVIDENCE FOR POLICY AND PRACTICE INFORMATION – CENTRE	
<p>http://eppi.ioe.ac.uk/cms/</p> <p><i>Support for pupils with emotional and behavioural difficulties (EBD) in mainstream primary school classrooms: a systematic review of the effectiveness of interventions (2003)</i></p> <p><i>The impact of population inclusivity in schools on student outcomes (2005)</i></p> <p><i>Inequalities and the mental health of young people: a systematic review of secondary</i></p>	<p><u>Focus:</u> The EPPI-Centre carries out systematic reviews and developing review methods in social science and public policy. There are education topics reviewed including efforts to promote social, emotional, and behavioural development.</p> <p>Reviews include the quality, appropriateness, and relevance of the studies reviewed. In addition to recommendations, the EPPI-Centre reports include a summary of the following;</p> <ul style="list-style-type: none"> • A = The trustworthiness of the results judged by the quality of the study within the accepted norms for undertaking the particular type of research design used in the study (methodological quality) • B = The appropriateness of the use of that study design for addressing the systematic review's research question (methodological relevance) • C = The appropriateness of focus of the research for answering the review question. (topic

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<p><i>school-based cognitive behavioural interventions (2008)</i></p>	<p>relevance)</p> <ul style="list-style-type: none"> • D = Judgment of overall weight of evidence (WoE) based on the assessments made for each of the criteria A-C.
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US OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

<p>http://www.dsgonline.com/mpg2.5/mpg_index.htm</p> <p><i>Model Programs Guide (MPG)</i> (ongoing)</p> <p>Other resources: www.dsgonline.com</p>	<p><u>Focus:</u> Identifies evidence-based programs that address a range of issues, including substance abuse, mental health, and education programs.</p> <p><u>Exemplary:</u> When implemented with a high degree of fidelity, program demonstrates robust empirical findings using a reputable conceptual framework and an evaluation design of the highest quality (experimental).</p> <p><u>Effective:</u> When implemented with sufficient fidelity, program demonstrates adequate empirical findings using a sound conceptual framework and an evaluation design of the high quality (quasi-experimental).</p> <p><u>Promising:</u> When implemented with minimal fidelity, program demonstrates promising (perhaps inconsistent) empirical findings using a reasonable conceptual framework and a limited evaluation design (single group pre- post-test) that requires causal confirmation using more appropriate experimental techniques.</p>
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NATIONAL INSTITUTE OF DRUG ABUSE: NATIONAL CLEARINGHOUSE

<p>http://ncadi.samhsa.gov/</p> <p>Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders, Second Edition (2003)</p> <p>http://www.drugabuse.gov/Prevention/Prevopen.html</p>	<p><u>Focus:</u> drug prevention and reduction.</p> <p>Each program was developed as part of a research study, which demonstrated that over time youth who participated in the programs had better outcomes than those who did not. There are no specific criteria for program inclusion.</p>
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PREVENTION RESEARCH CENTER FOR THE PROMOTION OF HUMAN DEVELOPMENT	
<p>http://prevention.psu.edu/pubs/documents/MentalDisordersfullreport.pdf</p> <p><i>Preventing mental disorders in school-aged children: A review of the effectiveness of prevention programs (1999).</i></p> <p>http://www.prevention.psu.edu/pubs/Mental_Health_pubs.html</p>	<p>Focus: Aggression, depression, and anxiety prevention programs for children ages 5-18. Thirty-four effective Universal, selective and indicated programs are discussed in detail.</p> <p>Effective Programs: Comparison and control groups with randomized or quasi-experimental design; pre and post-test data, preferably follow-up data; written implementation manual; documented improvements in specific psychological symptomology/factors directly associated with increased risk for child mental disorders.</p> <p>Promising Programs: Seem promising but do not meet the above criteria. May lack controlled design, small sample, indirectly related to mental health outcomes.</p>
PROMISING PRACTICES NETWORK – RAND CORPORATION	
<p>http://www.promisingpractices.net/programs.asp</p> <p>Programs that Work (ongoing) Promising Practices Network</p>	<p>Focus: range of subjects relating to children and families organized by outcomes and indicators.</p> <p>Programs rated on the following- criteria for each is provided on the website:</p> <ul style="list-style-type: none"> • Types of outcomes • Effect size • Statistical significance • Comparison groups • Sample size • Program Evaluation Documentation <p>Proven programs: Program must meet highest rubric standards including direct impact on PPN outcome indicator, experimental or quasi-experimental design with sample sizes in control and comparison groups >30, effect size >20% change statistically significant at .05, program documentation publicly available.</p> <p>Promising programs: Program may effect outcome associated with PPN indicator, comparison group with sample sizes >10, may have design weaknesses, >1% change in effect, statically significant at .10, , program documentation publicly available</p> <p>Screened: Programs have not undergone a full review</p>

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	by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.
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SAFE AND DRUG FREE SCHOOLS, US DEPARTMENT OF EDUCATION

http://www.ed.gov/admins/lead/safety/exemplary01/panel.html <i>Exemplary and Promising Programs (2001).</i>	<p><u>Focus:</u> Programs related to making schools safe, disciplined, and drug-free such as reducing substance use, violence, and other conduct problems,</p> <p><u>Exemplary and Promising Criteria</u></p> <ul style="list-style-type: none"> • evidence of efficacy based on a methodologically sound evaluation • program’s goals are clear and appropriate for the intended population and setting; • rationale is clearly stated; program’s content and processes aligned with goals • program content considers characteristics of intended population and setting • program implementation process effectively engages intended population • describes how the program is integrated into schools’ educational missions • program provides necessary information and guidance for replication
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SURGEON GENERAL’S REPORT (2001)

http://www.surgeongeneral.gov/library/youthviolence/default.htm <i>Youth violence. A report of the Surgeon General (2001).</i> http://mentalhealth.samhsa.gov/youthviolence/surgeongeneral/SG_Site/home.asp	<p><u>Focus:</u> violence prevention and intervention.</p> <p><u>Model programs:</u> rigorous experimental design, significant effects on violence, serious delinquency or risk factor for violence, large effect size of .30 or greater, replication with demonstrated effects, sustainability of effect.</p> <p><u>Promising programs:</u> meet the first two criteria (although effect sizes of .10 or greater are acceptable), but programs may have either replication or sustainability of effects (both not necessary).</p>
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Academic Resources

CENTER ON INSTRUCTION

http://www.centeroninstruction.org <i>Center on Instruction: Information on</i>	<p><u>Focus:</u> Collection of scientifically based research and information on K-12 instruction in reading, math,</p>
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<p><i>Research-based Instruction</i></p>	<p>science, special education, and English language learning.</p> <p>Criteria vary by document and are described within each published paper or report.</p>
<p>WHAT WORKS CLEARINGHOUSE – US DEPARTMENT OF EDUCATION</p>	
<p>http://ies.ed.gov/ncee/wwc/</p> <p><i>What Works Clearinghouse</i> (on-going)</p> <p><i>What Works Clearinghouse Helpdesk</i></p> <p>http://ies.ed.gov/ncee/wwc/tech_assistance/helpdesk.asp</p> <p>http://ies.ed.gov/</p>	<p><u>Focus:</u> Educational interventions that improve student outcomes (e.g., Adolescent Literacy, Beginning Reading, English Language Learners, Early Childhood Education, Elementary School Math, Middle School Math, Dropout Prevention, & Character Education)</p> <p>Only reports that <i>Meets Evidence Standards</i> or <i>Meets Evidence Standards with Reservations</i> are published. Detailed criteria at http://ies.ed.gov/ncee/wwc/twp.asp</p> <p><u>Positive Effects:</u> Strong evidence of a positive effect with no overriding contrary evidence.</p> <p><u>Potentially Positive Effects:</u> Evidence of a positive effect with no overriding contrary evidence.</p> <p><u>Mixed Effects:</u> Evidence of inconsistent effects</p> <p><u>No Discernible Effects:</u> No affirmative evidence of effects.</p> <p><u>Potentially Negative Effects:</u> Evidence of a negative effect with no overriding contrary evidence.</p>

NOTE: The material that appears in this table has been adapted and extended from that originally developed by members of the Research-to-Practice Committee of the Task Force on Evidence-Based Interventions in School Psychology. Special thanks also to Dr. Thomas Kratochwill for his support and

contributions in developing and reviewing the summary of resources.

Additional Recent Books that Address Evidence Based Practices

Steele, R.G., Elkin, T.D., & Roberts, M.C. (Eds.) (2008). Handbook of evidence-based therapies for children and adolescents: Bridging science and practice. New York: Springer.

LeCroy, C. W. (2008). Handbook of Evidence-Based Treatment Manuals for Children and Adolescents (2nd edition). New York: Oxford University Press.

Walker, H., Shinn, M., & Stoner, G. (Eds.) (2010). Interventions for achievement and behavior in three-tier model including RTI (3rd ed.). Bethesda, MD: National Association of School



School Psychology Programs in Canada: Key Information for Grads and Prospective Grads by Wence Leung and Ellis Chan, University of Alberta

There are a great number of programs in Canada that cater either directly to, or are similarly related to the professional line of work in school psychology. For many prospective students, it is a daunting task to determine which program best suits their interests. Each one offers unique instructional content and style that must be taken into consideration before accepting and enrolling into a rigorous and intensive department. The following article aims to provide a starting point for hopeful students in making such decisions and provide resources to simplify further investigations into the program of interest. Please note that while most of the programs below are school psychology programs, some are clinical programs training students to work with school-aged population. Presented in alphabetical order by province are:

Alberta, Calgary University of Calgary

The Psychological Studies in Education: Professional School Psychology Stream in the Division of Applied Psychology provides a M.Ed., M.Sc. and a Ph.D. stream. Students can expect a two to three-year program duration in the masters programs and four years in the doctoral program. The School & Applied Child Psychology program prepares students to work as school psychologists or develop specialized knowledge of school and applied child

psychology for use in school or community settings. The program's core content includes the topic areas of psychological foundations, assessment, intervention, school psychology practice and development, and research and program evaluation. Core content areas are complemented by field experience in school and/or community settings.

For further information please contact the department at:

Dr. Michelle Drefs

Program Coordinator

e-mail: madrefs@ucalgary.ca

Phone: 403 220 3675

Website:

<http://www.ucalgary.ca/gpe/programs/master-education-school-and-applied-child-psychology>

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-apsy-school-msc.html>

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-apsy-school-phd.html>

Alberta, Edmonton

University of Alberta

The Psychological Studies in Education: Professional School Psychology Stream at the Department of Educational Psychology offers both an M.Ed. and Ph.D. stream. Students should expect a program duration of two and four years respectively in the M.Ed. and Ph.D. program. The PSE Professional Stream (School Psychology) at the University of Alberta is designed for students interested in practicing as psychologists with a school-age population. The program provides a strong focus on intervention, including assessment and counselling. Program graduates are devoted to the diagnosis, prevention, remediation and amelioration of emotional, cognitive, behavioural, and interpersonal difficulties of children and adolescents.

For further information please contact the department at:

Dr. Robert Klassen

Coordinator

e-mail: robert.klassen@ualberta.ca

Website:

<http://www.edpsychology.ualberta.ca/en/GraduatePrograms/PsychologicalStudiesInEducation.aspx>

British Columbia, Vancouver

The University of British Columbia:

Located in the Department of Educational & Counselling Psychology, and Special Education, the School Psychology program offers a thesis based M.A. and Ph.D. and a course based M.Ed. route. Students in the Masters route can expect a 3 year program duration, while the Ph.D. requires an additional two years and 1600 hours of a pre-doctoral internship. The program prepares students to become psychologists who work in school, academic, research, community and private practice settings. It strives to develop psychologists whose research, training and practice activities increase the educational and psychological wellbeing of children and youth. It follows a scientist-practitioner model, with emphasis on the integration of theory, research and clinical skills. Training encompasses academic, social, behavioural,

consultation, intervention and prevention domains, and students receive training in the integration of assessment and intervention and in relevant professional, legal and ethical issues.

For further information please contact the department at:

Dr. William McKee

SCPS Area Coordinator

e-mail: william.mckee@ubc.ca

phone: 604 822 6572

Website: <http://ecps.educ.ubc.ca/scps/school-psychology>

British Columbia, Vancouver, Burnaby, Surrey

Simon Fraser University

Located in the Psychology Department, the Clinical Child Stream of the Clinical Psychology program offers both a thesis based M.A. and Ph.D. route. Students in the M.A. stream can expect 2 to 3 years of program duration, while the Ph.D. stream adds an additional 2 years on top. The program strives for the education and training of clinical psychologists who excel in both research and clinical practice in a variety of settings, and who are guided through an understanding of the mutual and interdependent relationship of science and clinical practice. It is expected that graduates possess knowledge of ethical standards, guidelines, codes, and provincial and national regulations as they relate to the practice of clinical psychology. Graduates will be capable of taking positions in academia, research, and clinical practice.

For further information please contact the department at:

Anita Turner

Graduate Program Assistant

Phone: 778 782 4367

Website: http://www.psyc.sfu.ca/grad/index.php?topic=clin_overview

Manitoba

University of Manitoba

The School Psychology program of the Department of Psychology at the University of Manitoba offers a course based M.A. with a duration of 2 years. The program aims to train students in the principles and practices of school psychology, preparing students to deliver psychological services within the school community context. This includes intensive training in various theoretical perspectives (e.g., biological, cognitive, social, etc.) regarding the development of positive mental well-being and the aetiology and treatment of psychological disorders. It also covers assessment and measurement and the implementation and evaluation of prevention and treatment programs. It includes course content focused on instructional processes and school systems.

For further information, please contact the department at:

Graduate Programs Coordinator

Phone: 204 474 6377

e-mail: Psych_Grad_Office@UManitoba.ca

Website:

<http://umanitoba.ca/faculties/arts/departments/psychology/graduate/programs/school.html>

**Nova Scotia, Halifax
Mount St. Vincent University**

The School Psychology program offers a 2-year M.A. route. The Master of Arts Program in School Psychology is a clinical, specialty program that prepares students to enter the profession of school psychology. The program is designed to address the academic, research and professional practice requirements for certification as a psychologist in provinces/territories where masters level preparation is permitted. As well, the program is designed to enable participants to move to PhD level programs. The two-year full-time program balances research, theory and practice. It follows a holistic approach to children, youth, and young adults as key collaborators, along with their parents/guardians and other professionals, in addressing their individual strengths and needs within the context of home, school and community.

For further information, please contact the department at:

Dr. Frederick French

Associate Professor/Coordinator, School Psychology

Phone: 457-6186

e-mail: Frederick.french@msvu.ca

Website:

<http://www.msvu.ca/en/home/programsdepartments/graduatecalendar/graduateprograms/education/schoolpsychology/default.aspx>

**Ontario, Guelph
University of Guelph**

The Clinical Psychology: Applied Developmental Emphasis of the Psychology Department at the University of Guelph offers both a thesis based M.A. and a thesis based Ph.D. stream, with a duration of 2 and 4 years respectively. The Clinical Psychology: Applied Developmental Emphasis (CP:ADE) Program at the University of Guelph is accredited by the Canadian Psychological Association and follows a scientist-practitioner model in which an integrated series of courses, research experiences, and clinical practica at the MA and Ph.D. levels collectively contribute to the acquisition of competence as both clinicians and researchers.

For further information please contact the department at:

Dr. Stephen P. Lewis

Assistant Professor

Clinical Psychology: Applied Developmental Emphasis

University of Guelph

Guelph, Ontario, Canada N1G 2W1

Phone: 519.824.4120 (x53299)

e-mail: stephen.lewis@uoguelph.ca

Website: <http://www.uoguelph.ca/cpade/>

**Ontario, Sudbury
Laurentian University**

The Clinical Psychology: Applied Stream at the Psychology Department offers a thesis based M.A. with a 2-year duration. The Applied stream prepares students for work in a clinical setting and through course work and a rigorous

research thesis, students will cover a variety of topics including psychodiagnosis and assessment in children or adults, counselling and behavioural interventions, psychology of individual differences and psychological disorders.

For further information, please contact the department at:

Dr. Michael Emond

Arts Building, Room A238

Telephone: 705-675-1151, ext. 4246

Email: memond@laurentian.ca

Website:

http://www.laurentian.ca/Laurentian/Home/Departments/Psychology/Master+of+Arts+in+Psychology/Welcome.htm?Laurentian_Lang=en-CA

Ontario, Toronto

University of Toronto

The School and Clinical Child Psychology of the Department of Human Development and Applied Psychology provides both a M.A. and Ph.D. stream with 2 years and 4 years in duration respectively. The program aims to provide students with theoretical and professional training in preparation for psychological work with children, adolescents and families in school, mental health, private practice, and research settings. Program content includes assessment, therapy, and other psychosocial and instructional interventions, professional consultation, and prevention. The MA in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The PhD in SCCP is designed to meet the academic requirements for registration as a Psychologist.

For further information on the program, please contact the department at:

Diana Robinson

Program Assistant & Liaison:

e-mail: diana.robinson@utoronto.ca

Website:

http://hdap.oise.utoronto.ca/Programs/School_Clinical_Child_Psychology/index.html

Ontario, Windsor

University of Windsor

The Child Clinical Psychology program at the Department of Psychology offers both a thesis based M.A. and thesis based Ph.D. stream with a duration of 2 and 5 years respectively. The aim is to prepare students for independent clinical practice and research involving children, adolescents, and families. The program embraces the scientist-practitioner model and provides a balance in emphasis between training in research and clinical skills. Through courses and practical experiences students foster early integration of clinical and research skills. The program focuses on normal child development and developmental psychopathology, as well as a broad range of clinical assessment and intervention techniques. Students generally plan to work in clinical, clinical/research, or academic positions after graduation.

For further information, please contact the department at:

Dr. Sylvia Voelker

email: voelker@uwindsor.ca

Website:

<http://web4.uwindsor.ca/units/psychology/Child.nsf/inToc/10FF8B04FF3A317885256D88005720F6?OpenDocument>

York University:

The Clinical-Developmental Psychology of the Department of Psychology at York University provides both a thesis based M.A. and a thesis based Ph.D.. In addition to obtaining rigorous research training, students are expected to obtain core competencies in the scope of practice of clinical psychology as applied to children and adolescents. This includes coursework and practical training (mainly in external practica) in psychological assessment and diagnosis of children and adolescents (including various types of internalizing disorders, externalizing disorders and developmental disorders), as well as a variety of evidence-based modalities of child, adolescent and/or family intervention.

For further information, please contact the department at:

Dr. Maggie Toplak

Clinical-Developmental Area Coordinator

Email: mtoplak@yorku.ca

Website: <http://www.yorku.ca/gradpsyc/field3.html>

Saskatchewan, Saskatoon

The School and Counselling Psychology program at the University of Saskatchewan's Department of Educational Psychology and Special Education offers a thesis based M.Ed. stream. Students can expect a two-year program duration that integrates both research and practice, and content that is unique across Canada by providing training in both school psychology and counselling psychology. Graduates are prepared as future psychologists who provide direct (assessment, intervention) and indirect (consultative, collaborative, advocacy) psychological services to children, youth, adults, their families, school personnel, and the community working as members of interdisciplinary teams in various academic, research, school, mental health, government, community agency, and private practice settings.

For further information, please contact the department at:

Graduate Secretary

(306-966-5255)

e-mail: epse.gradsec@usask.ca

Website: <http://www.usask.ca/education/epse/graduate-program/mscp.php>
or http://www.usask.ca/cgsr/grad_programs/programs/EPSE.php

**Quebec, Montreal
McGill University**

The School/Applied Child Psychology at the Department of Educational and Counselling Psychology offers both a thesis based M.A. and thesis based Ph.D.. The program is based upon the science of psychology, with a primary foundation in the study of human development, as well as psychopathology, the study of individual differences, learning, and the theory of assessment of human performance, potential, and other characteristics. The program focuses

upon three basic domains; research, professional development; and the acquisition of technical skills necessary for the practice of psychology. Through coursework, research apprenticeships, and clinical work students are exposed to a multidisciplinary approach to applying research and empirical findings in helping children and adolescents experiencing a wide range of psychological problems.

For further information please contact the department at:

Alexander Nowak, Graduate Program Advisor

School/Applied Child Psychology Programs

Tel.: 514.398.4245

e-mail: schoolpsych.education@mcgill.ca

<http://www.mcgill.ca/edu-ecp/prospective/graduate/schoolapplied/>

NEWS & NOTES

Did you know that CPA has a Discussion Board?

In response to a need for Canadian school psychologists and school psychology trainers to have a means of exchanging and sharing information relevant to the profession in Canada, CASP has established the Canadian School Psychology Blog:

<http://canschoolpsych.wordpress.com/>

Here's how it works. Although it is called a blog, the editors use the site to post current articles of interest from recent research and news sources on a regular basis. There are also a number of references to other websites containing resources for school psychologists, found in the "Blogroll" section on the main page. Subscribers to the CASP blog (anyone interested can subscribe – no cost – just submit your e-mail address on the "Sign me up" box on the front page) will be notified each time a new article is posted. There is also the option to "comment" on the posts, and those comments enable Canadian School Psychology subscribers to exchange ideas, offer opinions, and have a virtual national discussion on issues of relevance to our profession. Anyone is welcome to suggest a post, as well. Article suggestions can be sent to the editors at casblog@gmail.com. The editors are always pleased to receive submissions from readers.

The Canadian School Psychology blog is a vehicle for national communication and news exchange. Let's use it to knit our profession together and strengthen it across the country.

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UPCOMING CONFERENCES OF INTEREST

**International School Psychology Association (ISPA)
Conference 2012, Montreal, Canada, July 9- 13th, 2012.**

For Brochure see

<http://www.ispaweb.org/conferences.aspx>

- **Articles of interest to school psychologists:** The most recent issues of the CJSP (March and June 2011) contain several articles that will be of interest to school psychologists. For example, there are articles on RTI and Cyberbullying in Vol 26 (1); as well as a review of the new Wechsler Individual Achievement Test III (WIAT-III) and a helpful article on report writing from Mastoras et al. Check these out and more on <http://cjs.sagepub.com/> Remember that the CJSP is a member benefit of CASP!
- Graduate Students! Want to join our newsletter editorial board? Contact me at cpa.edexchange@gmail.com with a brief description of yourself to see how you can become involved.
- Trainers in school psychology, I encourage you as well as your students to get involved and contribute to the newsletter!