

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

April 2000

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*Bonjour!* Welcome to the April 2000 issue of our newsletter. Yes, we do not have a new name yet. We did have one entry to our name-the-newsletter contest. It was clever but would not be appropriate until the CPA Section and CASP do merge. So the contest continues. Contest entries, suggestions, and especially articles should be forwarded to the editors.

We have tried to maintain a similar format but there are some differences. In addition to the messages from our president and chair, we do have news from different areas, some research, and book reviews. Ted's humour column is in disguise this issue lest he run afoul of the toiletry industry copyright police.

The main theme of this issue is Convention in Ottawa at the end of June 2000. This year CASP co-sponsors the CPA Section on Psychologists in Education events. Read this newsletter. Enjoy it. If not, please help to change future issues for the better. *Mais oui, on est toujours à la recherche des articles en français.*

Your editors,

Joseph Snyder & Ted Wormeli

## PRESIDENT'S MESSAGE

Serge Lacroix

*Cher collègues,*

*L'année scolaire avance à grands pas et nous nous approchons rapidement, peut-être avec appréhensions, du dernier droit qui doit nous permettre de compléter ce qu'il y a à compléter avant la fin juin. Notre colloque annuelle se tiendra d'ailleurs à la fin juin.*

*Entre-temps, l'association s'occupe de nombreux dossiers à différents niveaux. Le comité sur les standards nationaux est à colliger l'information reçue sur les divers programmes de formation afin de produire un rapport avec des recommandations à soumettre aux universités et instituts de formation existant à travers le Canada. Notre page web (<http://www.stemnet.nf.ca/casp/>) est bien vivante, un gros merci à Ron Martin notre président-élu, qui travaille constamment à améliorer tant son contenu que sa présentation. Il s'y fait des révisions sur une base régulière. Nous sommes aussi à réviser la constitution de l'association afin qu'elle réponde mieux à la réalité d'une organisation nationale comme la nôtre. Parmi les amendements considérés on retrouve la constitution de l'exécutif, les mandats des gens en place ainsi que les rôles de ces personnes. Le tout se fait alors que l'exécutif se penche sur d'autres éléments clé du travail du psychologue scolaire au Canada.*

*Comme plusieurs présidents l'on fait avant moi, j'en profite pour faire un appel à tous et vous inciter à contribuer à l'association par le biais d'une implication au conseil d'administration. Cet engagement offre des gratifications qui sont bien plus grandes que le temps qu'il exige. La chance de pouvoir être partie prenante des changements qui surviennent au niveau de la profession est une motivation en soit. Vous pourriez ainsi vous joindre à une équipe dont les membres comptent pour la plupart en moyenne plus de quatre années d'implication.*

*Tel que mentionné en introduction, cette année l'ACPS tient son colloque conjointement avec la Société canadienne de psychologie. Le colloque se tiendra à Ottawa du 28 juin au 1 juillet. De l'information sur les ateliers, l'horaire et d'autres détails sont inclus dans cette parution. En espérant vous y voir et de tous profiter de cet événement pour terminer une année scolaire bien remplie.*

*Salutations cordiales,*

*Serge Lacroix*

The school year is quickly moving along and we are looking, maybe with some apprehensions, at the last stretch that should see us completing all that can be completed before June. This year, June will also bring us our Conference.

In the mean time, a number of issues were addressed at various levels. The committee on National Standards is sorting through the information they have gathered from the various existing training programs to be able to present us with a report on standards that could eventually be recommended to universities and training centres across Canada. Our web page (<http://www.stemnet.nf.ca/casp/>) is alive and well, thanks to Ron Martin, our President-Elect, who is working on constantly improving its presentation and its content. Revisions are made on a regular basis. A revision of our by-laws is also on the way, to better address our current reality as a national association. Among amendments considered are the constitution of the Executive, the mandates of people in place along with possible modifications in these people's role. All this, while the Executive is reflecting on other key issues for School Psychologists across the country.

Like many Presidents before me, I take this occasion to invite all members to offer their contribution to the organization by becoming a member of the Executive. The engagement it implies by far exceeds the time it takes from one's schedule. The opportunity to be part of the changes always occurring in the profession is in itself a motivation to get involved. You would then be joining a strong core group that have been part of the Executive for an average of more than four years in most cases.

As mentioned in the introduction, this year CASP is holding its joint Conference with the Canadian Psychological Association. It will be held in Ottawa, between June 28 and July 1, 2000. Information on the workshops, the schedule and other details is included in this Newsletter. I hope to see you there, benefiting from this venue to complete another well accomplished school year.

## MESSAGE FROM THE CHAIR

Tom Gardner

In the Fall issue I encouraged you to keep the date of the CPA convention open on your calendar. Wednesday, June 28, Dr. Joe Strayhorn will be giving a pre-Convention workshop on *Teaching Psychological Skills to Children*. Saturday, July 1, Dr. Charles Cunningham and Lesley Cunningham will give the annual invited lecture entitled *Do Student Mediation Teams Reduce Playground Aggression?*

These two Section-sponsored presentations will provide nice parentheses around many interesting presentations and workshops, including at least two sponsored by the Section. The CPA convention is a great opportunity to network with other psychologists from across the country while at the same time enriching your professional development. Ottawa should be a wonderful place to be on July 1, 2000. It is beautiful in the summer.

During the past several years I have had the privilege of sitting on the board of the Association Quebecoise des Psychologues Scolaires. I have always been impressed by the dedication, motivation, hard work, and creativity manifested by my Francophone colleagues. This is evident, for example, in the AQPS annual convention. Careful planning and preparation has led to it always being a success, with an extremely high proportion of AQPS members attending. Also, an AQPS committee spent many hours researching and preparing a paper on alternative models of psychological services in the schools, which was mailed to every school board in the province at a time when services were under duress. Yet another committee is presently working on the identification of requisite competencies for school psychologists. The adjective that comes to mind when I think of the last several years' work by this group of dedicated psychologists is *strength*. It is very much a strong group of people, one which has laid a solid foundation for the well-being of school psychology in the province of Quebec for years to come.

During my term the French presence in the section has been more obvious. Recent Newsletters have included contributions from AQPS board members Nancy Turcot-Lefort and Nathalie Garcin. The new president of CASP, Serge Lacroix, is a former AQPS board member (though a non-Quebecer at the time). This improvement in communication is a gain for which the present Chair takes absolutely no credit. In fact, as far as the Newsletter goes, CASP's Ted Wormeli, of the Far West, has been one of the major facilitators. Ted and our own Joe Snyder have worked hard to include French translations of English articles.

The suggestion I made in the last issue, to look at the melding of CASP and the Section, was met by an enthusiastic response...by just one reader. Either no one else cares, or everyone doesn't want to tell me I'm way off, or..., does anyone actually read this? Thanks to Glenn DiPasquale for saying the idea was good. At least I had one reader!

The last paragraph of my previous editorial should have read, "It is also a pleasure to watch students one has worked with walk across the stage, those with various kinds of difficulties, and to work in a school where professionals are present to counsel students in need."

While I have been involved in this Section, leadership of the section has gone from persons holding positions in schools, then university, university again, and again schools. In Ottawa I will happily pass on the mantle to another university person, Don Saklofske, one very productively involved in the training of educational and school psychologists. The section is an excellent amalgam of applied, research and training interests. I hope that each of you is benefitting from your membership. Have you thought about participating in the section leadership? Your involvement will be most welcome. It is an enriching experience, and has been very beneficial to me.

Thank you all! *Merci à tous!*

# BEGINNING READING: PARENTS' BELIEFS AND BEHAVIOURS –

A Very Brief Version of the Invited Address to the Section on Psychologists in Education,  
CPA, Halifax, June 1999.

Mary Ann Evans<sup>1</sup>, University of Guelph

Let me fast forward in that talk which presented findings from my research program examining parents' involvement in children's reading development once formal schooling begins. As part of the study, parents who were representative of the demographics of south western Ontario were presented with nine domains – literacy, verbal communication, health/safety awareness, mathematics, physical fitness, knowledge of the world, creativity, computer competency, and character/moral development. They rated the importance of each domain in preparing their children for the future and the importance of parental influence on each. They also were asked to list the three domains for which the home has the most responsibility and the three for which the school has the most responsibility. Literacy received second to top ratings for importance, outranked only by character/moral development. Similarly, ratings of the importance of parental influence on literacy were second only to those for character/moral development. In contrast, while parents were virtually unanimous in listing the home as being most responsible for character/moral development and the school as responsible for mathematics, they were decidedly split when it came to literacy – 42% cited the school, 26% the home, and 32% viewed it as a shared responsibility. Given that over half of parents in this sample feel at least some responsibility for their children's literacy, it is important that we seek to understand parents views on reading, whether and how these views translate into parental practice, and whether it makes a difference to literacy development.

**Parents' views on reading.** Halfway through the kindergarten year, parents completed a questionnaire in which they rated the importance of various aspects of reading development and selected which of two descriptions, one reflecting a bottom-up/graphophonemic and the other a top-down/constructivist perspective, best captured their view of reading. Two thirds of parents vouched

for the bottom-up description, but while both bottom-up and top-down parents valued books with natural language, developing oral language, and confidence to write, they differed highly in the value they placed on phonological awareness, phonics and context cues in reading.

**How views translate into practice.** Parents were observed reading with their children and reported on the frequency with which they engaged in various literacy activities. (Tune in later for results from the painfully transcribed reading observations.) However the self-report data showed that the experiences parents provided in kindergarten modestly varied with their views in ways that might be expected. Giving higher ratings to bottom-up/graphophonemic items on the survey was associated with parents more frequently having their children trace or copy letters, look at alphabet books, work through letter/word activity books, name pictures in books, and read single words. Giving higher ratings to top-down/constructivist items on the survey was associated with giving their child alphabet blocks to play with, talking about pictures in books, reading everyday labels to their child, and having their child act out stories, and write little books.

**Influence of parental views and practices on literacy development.** Hierarchical multiple regressions were conducted to predict a variety of literacy scores in kindergarten and grade one. First entered were child characteristics (scores for age, Block Design, Peabody Picture Vocabulary Test, Rapid Automated Colour Naming, Sentence Memory, Visual Memory), then parental belief, then the activities associated with parental beliefs. Child characteristics accounted for between 17 and 48% of the outcome variance, and beliefs accounted for little outcome variance. However while the activities associated with a constructivist orientation made no contribution, activities associated with a graphophonemic perspective significantly predicted between 5 and 11% of the variance in kindergarten literacy

scores and 3 to 7% of the variance in grade one reading scores.

These findings are a mirror image of previous classroom research which treated "the home curriculum" as error variance and showed the importance of classroom experience in breaking the code of alphabetic script. They also serve to remind parents that while activities emphasizing the joy of and meaning in books and print are

rightly valued, in themselves they are not as effective in fostering beginning reading skills as parents might believe.

Note 1: Grateful thanks is extended to the Social Sciences and Humanities Research Council of Canada in funding this project and to graduate students Michelle Bell, Shelley Warnke, Maureen Fox and Deborah Shaw who assisted with the study.

Of related interest:

Canadian Journal of Experimental Psychology  
Special Issue on Early Literacy and Early Numeracy  
Jo-Anne LeFevre and Monique Sénéchal, Guest Editors  
Publication in June 2000

**Contents.**

The Development of Early Academic Skills: Introduction to the Special Issue on Early Literacy and Early Numeracy. **Jo-Anne LeFevre.**

Home Literacy Activities and their Influence on Early Literacy Skills. **Mary Ann Evans, Deborah Shaw, & Michelle Bell.**

Morphological effects in children's spelling of French words. **Monique Sénéchal.**

On subtypes of developmental dyslexia: Evidence from processing time and accuracy scores. **Liliane Sprenger-Charolles, Pascale Colé, Philippe Lacert, & Willy Serniclaes.**

Preschoolers doing arithmetic: The concepts are willing but the working memory is weak. **Juliette Klein and Jeffrey Bisanz.**

Representing quantity beyond whole numbers: Some, none, and part. **Ellen Bialystok & Judith Codd.**

Ordinal knowledge: Number names and number concepts in Chinese and English. **Kevin Miller, Susan M. Major, Hua Shu, & Houcan Zhang.**

Children's strategy use in computational estimation. **Patrick Lemaire, Mireille Lecacheur, & Fernand Farioli.**

Single copies of the Special Issue will be available through the Canadian Psychological Association at their web site: <http://www.cpa.ca/>

## CASP-CPA CONVENTION

Hello everyone! I am very pleased and excited to inform you that Dr. Joe Strayhorn has agreed to give a Pre-Convention workshop at CPA this summer. Joe is very well known in the field of child psychiatry and psychology in the states for his work on competency in children. In 1988 he published a book, *The Competent Child*, in which he advocated competence-based treatment of children. He suggested therapists should identify those competencies that children need and teach them. Joe has developed numerous exercises to teach those skills:

### Teaching Psychological Skills to Children, Wednesday, June 28

Joseph M. Strayhorn, M.D., Wexford, PA

Dr. Joe Strayhorn is a leading thinker in the field of child psychiatry and psychology. He is especially renowned for his innovative ideas about teaching psychological skills to children. In this workshop he will instruct other professionals in the methods he uses to train children in mental fitness activities. Dr. Strayhorn will cover the definition of skills; the "skills by method" matrix; the use of contingent reinforcement systems; core exercises; a "ranks and challenges system"; time factors (the case for sustained effort over time); and more. This workshop should be especially interesting to clinical psychologists working with children and to educational and school psychologists.

#### Outline of workshop:

- 1) What is meant by psychological skills? The "skills axis."
- 2) How are these skills imparted? The "methods of influence axis."
- 3) Using psychological skill-based contingent reinforcement systems.
- 4) Core exercises for psychological skills: constructing a mental fitness workout for the child. Using stories that model psychological skills, the 11-thought exercise, the two person problem solving exercise, the reflections exercise, fantasy rehearsals, the concentrate-rate-and-concentrate exercise, and others.
- 5) Using a "ranks and challenges" system with children in promoting these exercises.
- 6) Time factors in psychological skills instruction: the case for sustained effort over time.
- 7) Tailoring exercises for preschool children and adults.
- 8) Varieties of arrangements for psychological skills training: office-based private practice, telephone sessions, training in classrooms, and others.

Enrollment limited to 75 people.

Fees:	CPA/OPA Student Affiliates	\$ 60.00 + \$ 4.20 (GST)	= \$ 64.20
	CPA/OPA Members	\$ 80.00 + \$ 5.60 (GST)	= \$ 85.60
	CPA/OPA Non- Members	\$ 100.00 + \$ 7.00 (GST)	= \$107.00

Workshop fee includes a coffee break.

Register by May 8 to ensure your space and receive an additional early registration discount. Forms were in the recent *Psynopsis*.

This is a good chance to expand your horizons and enhance the section treasury at the same time! I hope to see you there.

Tom Gardner

## HIGHLIGHTS, OTTAWA, 2000

### DO STUDENT MEDIATION TEAMS REDUCE PLAYGROUND AGGRESSION?—

An Invited Address on Saturday, July 1 given by:

Charles E. Cunningham, Ph.D.,  
Professor  
Psychiatry and Behavioural Neurosciences  
McMaster University Faculty of Health Sciences  
Hamilton, ON L8N 3Z5

Lesley J. Cunningham, M.S.W.  
Department of Social Work  
Hamilton-Wentworth District School Board  
Hamilton, ON

#### Abstract

This presentation considers the impact of student-mediated conflict resolution programs on primary school playground aggression. Teams of mediators, on duty at all recess periods, intervene in episodes of conflicts, bullying, or related aggressive interactions. In a trial with multiple baselines across schools, mediators resolved 90% of the playground conflicts in which they intervened and reduced direct observations of physically aggressive playground behaviour by from 51% to approximately 65%. These effects were sustained at one year follow-ups. Teacher and mediator satisfaction questionnaires support the social validity of this program. Evidence regarding training and support benchmarks which contribute to successful mediation programs will be reviewed and the infrastructure needed to develop and sustain these programs successfully in large school systems will be discussed.

The **CASP AGM** will be held from 1:00 - 2:00 p.m. on July 1 at the Westin Hotel.

There will be a poster session, too. Check your programme for full details.

And if you are in the mood for another conference this summer:

**International School Psychology Association 23rd Annual Colloquium, July 13-17, Durham, New Hampshire, USA.**

Conference theme: *School Psychology Around the World: Many Languages, One Voice for Children.*  
Sub-themes: teaching tolerance, celebrating diversity, responding to the needs of children in crisis, violence prevention, political/public policy advocacy, conflict resolution and peer mediation.

ISPA holds a colloquium in a different country each year and attracts about 500 school psychologists from 35-40 countries throughout the world.

For more information, visit the colloquium web site at [www.nhaspweb.org](http://www.nhaspweb.org)  
or contact Peg Dawson at 1 Ladd Rd. Brentwood, NH 03833 USA  
or email her at [dawson@nh.ultranet.com](mailto:dawson@nh.ultranet.com).

# CONSULTANT IN SCHOOL PSYCHOLOGY— A New Position in New Brunswick

Juanita Mureika

The Department of Education in New Brunswick, Canada's only officially bilingual province, is divided into two separate departments, Anglophone and Francophone, under a single Minister of Education. For a number of years, the College of Psychologists of New Brunswick (CPNB) has lobbied the provincial Department of Education (Anglophone) to include a school psychologist in their group of Student Services Consultants. The Francophone sector had such a position within their group, but the Anglophone group seemed satisfied to cover those needs through a guidance consultant. CPNB wasn't satisfied that this was adequate, and met on an almost annual basis with the Department to advocate for the position, and also to serve as a consultation group in the absence of the position within the Department. I was a part of that lobby for many years, so you can imagine my surprise and delight when I was offered the chance to occupy the newly created position of Consultant in School Psychology for a two-year secondment period in April, 1999. A dream come true, I thought, accompanied by expectations from both the Department and CPNB which were sky high, so a serious challenge as well!

I began the position on a full time basis in July, having spent the last 16 years working in the front lines of both school district and social services psychology. The shift to a provincial consultant position was reasonably smooth, mostly because everyone from district student services supervisors and Department of Education staff were extremely supportive. They did everything possible to ease my considerable qualms at missing the front line work with kids and help me learn the provincial issues. And they also helped me carve out a portfolio that addressed the needs of the psychologists in the schools and enabled me to use the skill-set that I brought with me.

At this point, I am involved in a number of very exciting initiatives. Recent incidents in Columbine and Tabor spurred the development of a committee to develop a violence prevention and crisis response protocol for the province, and my background in Critical Incident Stress Response (I helped develop and continue to co-chair the provincial team) was a great asset in this endeavour. The protocol, developed in consultation with emergency services and other partner groups, is now in its final draft and we are

looking forward to doing inservice in the Districts on its implementation.

We are also developing new guidelines for the delivery of psychological services in the schools, based on the premises that schools are consumers of services and psychologists have a variety of roles they can fill effectively, including consultation, program development, teacher training and of course, comprehensive and collaborative assessment. We are looking at service delivery at the individual, school and systemic levels, and are now preparing an inservice module that can be delivered in each district in the Fall so that teachers will be aware of the skills psychologists bring to the system.

A very exciting project is the development of an early screening program for at-risk kindergarten children. At present, we are working in conjunction with one district to explore the possibilities of a pre-kindergarten screening, a summer readiness program for those identified at-risk, and a subsequent Fall kindergarten screening and program planning for those children still considered to be at risk for social, behavioral or learning difficulties. We owe a great deal to the consultation that Marvin Simner has offered us on this project, and we are looking forward to welcoming Marvin and his wife to New Brunswick this summer to present summer teacher training for us.

I have also been a part of the Guidance curriculum planning group, and in that role, I have introduced an outcome on bullying in the K-2 curriculum, and a suicide awareness and prevention course in the grade 9-10 years. Training of psychologists and counsellors who are interested in delivering the latter will be offered in the Fall. We are also partnering with the Canadian Red Cross to offer teachers, psychologists, counsellors and school social workers certification to teach the *It's Not Your Fault* abuse prevention program at the middle school level.

I also serve on several provincial committees focussed on services to children, and am now working on guidelines for sharing school information with non-custodial parents. The opportunities seem to be as wide and varied as the issues dictate, and the experience of this position to date has been incredibly



exciting and fulfilling. My only problem is that I feel lonely from time to time. Other consultants all seem to have counterparts in other provinces, providing them with a wide national perspective on their portfolios. To date, I've been unsuccessful in finding other provincial consultants in school psychology. So I am appealing to you, please, if there are others like me out there, please contact me - I'd love to share

information with you!

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## REPORT FROM BCASP *Bill Benson, President.*

BCASP like similar groups across Canada, is dealing with the interprovincial trades agreements and trying to foresee what will come of it. In BC, it is further complicated by a government review of the provincial psychology act and the exclusion clause that allows us to operate while using the title psychologist. The group reviewing the psychology act have finished their preliminary report which they took to public review and are now writing their final report which should be ready by this summer. Meanwhile the BC College of Psychologists is revising their bylaws in anticipation of being the sole college and of the other psychologists in BC who presently don't operate under the auspices, coming into or under their control. Their work is at a very early stage at this point and they have not opened formal discussions with us on how our joining their organization would look. This is one possibility that the BCASP executive are considering. We are also looking into the

possibility of forming our own college. Both options are expensive and both have their pro's and con's but at this point, until the Health Professions Council bring down their final report, all possibilities are being explored and considered.

BCASP is also busy preparing for our fall conference which we hope will be bigger and better than previous years. Our conference this year is a little earlier, Nov. 1, 2, and 3rd, and will be held in conjunction with the Washington State School Psychologists. More information will be sent out in early June as the speakers are finalized and final arrangements are set. The conference will be held at the newly renovated Bayshore hotel on the harbour besides Stanley Park. We are looking forward to seeing everyone again in beautiful Vancouver at the beginning of November.

## *Schooling Effects on Executive Function: A Cutoff Design Study* *Simon McCrea, University of Alberta*

Executive function (EF) facilitates future-orientated behavior by allowing for planning, flexible strategy employment, impulse control and organized search. Dysexecutive syndromes are implicated in a host of developmental disabilities such as FAS, ADHD, autism, mathematical and nonverbal LD. Dissociations between FSIQ and performance on EF tasks are often found and the latter are correlated with adaptive functioning of children. A recent study by McCrea et al demonstrated that schooling effects ranging in size from small to large magnitude could be demonstrated on a

number of classical EF tasks. Such EF tasks are often used in neuropsychology but are increasingly being used by school psychologists for subtyping LD. Schooling effects were both task and age-dependent suggesting schooling directly improves performance on EF tasks as opposed to indirectly through the selection effects of general ability.

McCrea, S.M., Mueller, J.H. & Parrila, R.K. (in press). Quantitative analyses of schooling effects on executive function in young children. *Child Neuropsychology*..

# PRIVATE SPORT COACHING WITH CHILDREN: SOME ISSUES

Emily Goetz, Vancouver, B.C.

I've begun to wonder what price children pay for their parents' and coaches' egos.

Too often in my private practice and in speaking with colleagues about theirs, issues surface about competitive sport. I'm talking about working with parents who have placed their children with private coaches outside school. And I have more questions than answers.

The stories range, but one theme does not vary. There are too many descriptions from parents of coaches who push and punish and kill the fun in sport. Many parents either tolerate such behavior or, worse support it.

One junior hockey coach last year had his team play 61 games in 62 days because they weren't working hard enough. Why the parents permitted this is beyond me. Another coach is known for verbally abusing young players in the locker room. When one child finally told his dad and the dad confronted the coach, the other parents ostracized the dad. One five-year-old has already quit the sport she used to love.

Stories of this ilk have led me to a couple of books and to conversation with the B.C. National Coaching Certification director, Gord May. I believe the books can be extremely helpful for therapists.

The books? *Psychology of Sport* (Butt, 1987) and *Sport Psychology for Cyclists* (Miller and Maas Hill, 1999). I recommend both highly. Susan Butt played centre court Wimbledon three times for Canada and has been on faculty in Psychology at UBC for 30 years. Her private practice is with high level performers in sport, dance, music ... . Peggy Maas Hill came to Canada as B.C.'s provincial cycling coach after being on the U.S. National team for a long time and medalling in the World Games. Both of these athletes enjoyed their performance careers and still do their sport. Listening to them talk about it is like listening to Jackie Parker talk about his piano.

Susan's researched measures indicate strongly that athletes who score higher on her cooperative and competency scales than on the aggressive and competitive ones win more. Cuba, Colombia, et al. have been using her theories for years to train their athletes. Cuba won more medals per capita in the last Olympics than any other country. Peggy's experience

and cooperative sense led her to visualization. In fact her chapter on same could be used wonderfully with any child performer, in or out of sport. Her coaching philosophy is based on cooperation and competency.: "The coach needs to adapt their style to the athlete's needs." meaning not to their parents' or to their own.

Gord May kindly sent me a copy of B.C.'s National Coaching Certification Program (NCCP) specifications. Apparently these vary across Canada. Levels 1-3 for "Developing Athletes" require 100 hours of training on three levels: Theory, Technical and Practical. Levels 4 and 5 are for coaches working with "High Performance Athletes." Also, there is a Coaching Code of Conduct which varies in form across provinces. If signed, the certified coach is accountable to his or her Provincial/Territorial Coaching Association for harmful behavior, including verbal harassment. Unfortunately, neither the certification nor the signing of the code of conduct is mandatory.

I'm aware there are many wizards out there who truly mentor children through their coaching and make performance fun. This piece isn't about them.

To the questions. As a therapist, now I ask parents if they're aware of the NCCP and of their web site which is [www.coach.ca](http://www.coach.ca). I ask if they know if their child's coach has at least Level 3 certification and has signed the Coaching Code of Conduct; then we discuss what this means. I ask them what their feelings are about letting their children continue with coaches they feel are punitive. I ask how they talk to their children about feelings regarding their sport or other performance. I guess that's how we begin.

Perhaps we'll find more ways to help parents see and understand that it takes only one bad coaching experience, in sport, music or the other arts to leave a lifetime scar.

## References:

Butt, D.S. (1987). *Psychology of sport; The behavior, motivation, personality and performance of athletes* (2nd ed.). NY: Van Nostrand Reinhold Company.

Miller, S. & Maas Hill, P. (1999). *Sport psychology for cyclists*. Boulder, CO: Velo Press.

Web site – <http://www.coach.ca>

## PERSONAL GROOMING FOR PSYCHOLOGISTS

C. T. Wormeli

This is the first in a series of articles that is intended to advise practitioners of new developments in professional personal grooming.

In a recent telephone conversation with Dr. X, by day the mild-mannered director of special programmes in a small metropolitan school district, he disclosed that he has devised a product that he believes will protect the sensibilities of parents and children in his school district and enhance the professional effectiveness of his school psychology staff. He came to understand the need for this product after a long spell of savagely hot weather, during which all staff in the school board office took turns sitting in front of the single 30 cm fan that was provided by the trustees to ameliorate the conditions inside the office. By the end of the first day of 45° C. weather, he concluded that it would be necessary to increase the effectiveness of the deodorant used by his school psychology staff.

Overnight, he discovered a blend of ingredients that he subsequently found to produce a remarkable improvement in his school psychologist's (this being a small metropolitan school district, there is only one school psychologist) ability to sit in a small room without ventilation and conduct a parent meeting without anyone taking a break for air. Not only that but he also discovered that during the first week the percentage of recommendations implemented by parents and teachers increased by 100 % -- and by another 100 % during the next week. Not only that but the incidence of terminating behaviours displayed by children during the psychologist's sessions decreased by 100 %. Dr. X has labelled this marvellous treatment: Confidence Interval.

Other staff members tried this deodorant with similar results. But we should remember that it was designed by and for school psychologists. So Dr. X designed an experiment to validate these anecdotal results. Because he only had a staff of one to experiment on, he decided to randomly assign the school psychologist to pre-intervention and intervention milieus with randomly selected

conference participants. And while the random selection of participants occasionally led to difficulties in communication, results of a t-test indicated that the intervention would successfully resolve problems of propinquity at the .50 level of significance. Not satisfied by this remarkable result, even though it was obtained about nine out of ten times, he determined to create an even stronger intervention: Confidence Interval -95! With this deodorant, he obtained a significance level of .25 and that was obtained about 95 times out of 100 whenever school psychologists met with parents (cancellations were included for this analysis).

Some critics have pointed to variations in temperature, group size, room size, age of participants, etc. which were left uncontrolled, but, as in many educational experiments, these variables have been dismissed because they were too numerous to control.

While some practitioners may disdain this new technology, those who have tried Confidence Interval or (for those who are more conservative) Confidence Interval - 95 attest to the higher ratio of successful meetings and outcomes. As well, Dr. X notes that practitioners who do not adopt this technology may be in violation of best practice guidelines that encourage the use of contemporary standards and measurements and practices.

I would like to conclude this article on a personal note: I have tried Confidence Interval and have found that parents sit closer to me, children no longer avoid me in the hallways, my test protocols stay whiter longer, my wife remains home after I arrive and (this is particularly important to district administrators and finance officers) my mileage compensation has decreased -- I spend less time by myself driving around in my car because I am now invited into staff rooms for lunch!

*The editors eagerly solicit contributions to this space. Send it, and we will print it (subject to matters of taste).*

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