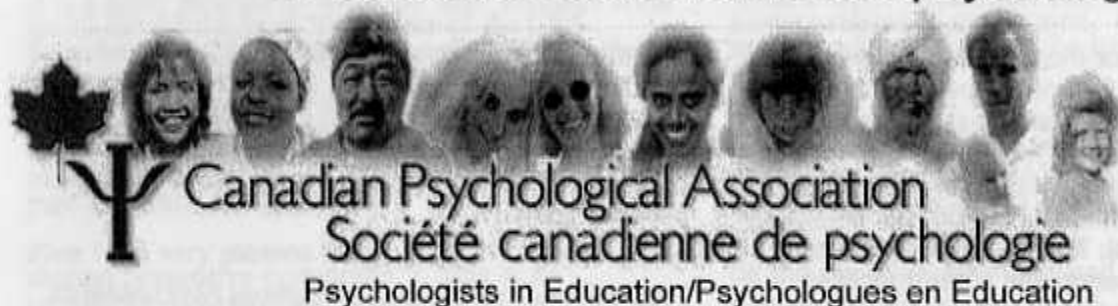


Canadian Association of School Psychologists

L'Association canadienne des psychologues scolaires



Canadian Psychological Association
Société canadienne de psychologie

Psychologists in Education/Psychologues en Education



Joint Newsletter

November 2000

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Bonjour! Welcome to the November 2000 issue of our newsletter. Yes, we do not have a new name yet. No, it's not a running gag. We hope to have a new one next issue. We do have a new President and a new Chair. And the new CPA president has added his greetings to the usual messages. All have important points to convey. We have tried to maintain a similar format but there are some differences. There is an even greater French presence. In addition to more translation, we offer an article in French submitted by a CPA Section member from the francophone milieu. This improved and enlarged edition would not have been possible without the help of the CPA Section student reps.

Merci!

The main theme of the next issue will be the CPA Convention 2000 at Laval University in Ste-Foy, Québec City. Newly adopted registration rates will make this more attractive to students and working professionals. Read this newsletter. Enjoy it. If not, please help to change future issues for the better. Submit copy for the April issue by the end of March. *Ciao!*

Your editors,

Joseph Snyder & Ted Wormeli

President's Address

Ron Martin, Ph. D.
CASP

It is a great pleasure for me to bring greetings from the Canadian Association of School Psychologists. This joint CPA/CASP newsletter is a tremendous vehicle for communicating with our respective members who have an interest in the practice of psychology in our schools. I would like to applaud our co-editors, Ted Wormeli and Joe Snyder for their dedication and commitment to producing this publication.

I would also like to take this opportunity to outline my goals as the newly-elected President of CASP. My chief goal will be to bring the practice of school psychology to a higher level of awareness across this country.

Our association is young and does not have the 23,000+ membership of NASP, but I believe that CASP does have a role and function in promoting the practice of school psychology in Canada. I would like to see an alliance with our respective provincial school psychology associations in raising our art to a higher level of public recognition and acceptance. Currently, I am editing a special issue of the Canadian Journal of School Psychology entitled *State of the Art in School Psychology Across Canada: a Ten Year Revisit*. This edition will be published in the spring and will contain ten articles from across the country addressing current issues pertaining to school psychology.

As I have read the submissions, I have noted the commonalities across the country. Many practitioners struggle with the psychometrist/consultant dichotomy. As well, there is the issue of registration as a psychologist impacting the future practice of school psychology. In my own province we faced the passage of an act to restrict the use of the title "psychologist" more than a decade ago. At that time our school psychologists were faced with a decision to accept "second-class" standing or be approved by the Newfoundland Board of Examiners in Psychology as being registered on the same scale as our colleagues in the Health Care professions. Newfoundland school psychologists accepted the challenge of

seeking further training to offset any perceived deficiencies in their training. (Interestingly, the greatest deficiency was in the area of "brain behaviour"; courses were developed to provide a background in neuropsychology for school psychologists.)

Presently, across the country school psychologists are now facing provincial legislative initiatives to monitor the practice of psychology. Decisions will eventually be made that will result in various forms of monitoring of our practice, and joining the colleges of psychology or being approved by a board of examiners is a burning issue for most, if not all, school psychologists in Canada. The entry level debate (Master's or doctoral) is another hot topic that is related to registration. Some provinces have now stipulated a master's degree, while others have raised requirements to doctoral level. Some provinces restrict title only and not the scope of practice; others restrict practice in some way.

Training programmes and recruitment seem to be also controversial issues across the country. Several provinces do not have a recognized School Psychology Programme, and those that do are seeing an erosion of their programmes. The viability and vitality of the art of school psychology will only persist with support of comprehensive training programmes, and it is imperative that national organizations, such as CASP, provide as much support as they can. No, we are not NASP, but we do require a national identity. By expanding its membership, CASP can illuminate the issues that we all face and lobby for successful resolutions to them.

Finally, I would like to extend a warm invitation to attend the CASP annual conference on the 25th and 26th of next October in St. John's, Newfoundland. I will buy a cup of coffee for any CASP member that seeks me out at that conference, and a glass of beer if you find me in a pub. Further information will be posted on the CASP homepage: <http://www.stemnet.nf.ca/casp/>. I hope to see a big turnout in North America's oldest city.

Message From the Chair Don Saklofske

It is a great pleasure to write my first 'message from the chair' for the Joint Newsletter of the CPA Section on Psychologists in Education. My initial inclination was to be very brief and to the point but there is a saying that 'university professors are never at a loss for words.' So I am aiming for a compromise!! My intent here is to present our executive committee and summarize briefly a few past and forthcoming events.

First I am very pleased to introduce our current elected "executive committee." This is an incredibly dedicated and talented group of individuals from across Canada who are collectively committed to the Section. **Juanita Mureika** (New Brunswick) agreed to assume the chair-elect position. She is a well known psychologist within CPA and across Canada and a person for whom I have the highest professional and personal regard. **Dr. Tom Gardner** (Québec) is our past-chairperson and did a stellar job over the past several years of providing leadership to the Section. **Dr. Emily Goetz** (British Columbia) held the position of past-chair and is now a member-at-large along with **Dr. Marvin Simner** (Ontario). Both are a wealth of information and provide the section with a unique blend of experience and diversity. Marvin's work on the CANSTART series has received widespread acclaim; he was elected a Fellow of the Canadian Psychological Association last year. I just heard that Emily will be recognized by the British Columbia Psychologists Association for her efforts at strengthening relationships within the B.C. psychological community. **Dr. Dick Steffy** (Ontario) returns as program chair and already has confirmed our keynote speaker for the 2001 CPA conference. **Dr. Fred French** (Nova Scotia) is our capable financial manager and record keeper (i.e., Secretary-Treasurer). **Dr. Joe Snyder** (Québec) is the 'all-around' person who is also best known for the excellent job he does co-editing this joint newsletter.

Dr. Bea Wickett (Ontario) is our inspiration and a national treasure. It was decided at the last AGM held at the CPA conference in Ottawa that Bea should be recognized for her life-long dedication to the discipline and practice of psychology and her many contributions to our Section. It was unanimously passed that Bea be awarded the honorary position "member-at-large for life." Recently, Bea experienced some health problems and has now relocated to the address listed in this newsletter. We wish you a speedy recovery, Bea.

As expected, graduate students do complete their graduate programs and move on. **Dr. Nathalie Garcin** (UQAM) was our student representative and did a great job working with Tom and Joe on the newsletter. Nathalie has taken a position at Queen's University, and we wish her every success. We are most pleased to add three new student representatives to the section who will ensure that student interests, needs, and perspectives will be well represented. Welcome **Karina Béland** (UQAM), **Kimberley Book** (U.B.C.) and **Shari Joseph** (McGill).

What a cast!! Please feel free to contact any of us on matters related to the Section. Our email and/or mailing addresses are on the back page of this newsletter

The section organized two well-attended sessions at the CPA conference held in Ottawa. **Dr. Joe Strayhorn** (Wexford, PA) presented a full day workshop on "Teaching Psychological Skills to Children." **Dr. Charles Cunningham** (McMaster) was our keynote speaker and discussed his findings on the use of student-mediated conflict programs to reduce playground aggression. **Dick Steffy** has confirmed that **Dr. Judy Wiener** (OISE) will be our keynote speaker for the 2001 CPA conference. She will share findings from her long-term research program on the social and emotional development of children with a particular focus on the friendship patterns that emerge within school classrooms. **Fred French** is currently looking into arrangements for a pre-conference workshop. We hope that many more of the Section's 121 members will attend the forthcoming CPA Annual Convention in Ste-Foy, Québec (June 21-23) and participate in our sponsored sessions and AGM.

The routine business of the Section will keep us all quite busy for the rest of this and next year. The Newsletter is an especially demanding task and our student representatives will provide Joe with some valuable assistance to ensure the continuing quality of this publication. We invite all members of the section to contribute information, news, articles, etc. to the newsletter. A much greater effort will be made to move toward a bilingual newsletter. As mentioned above, we hope to increase the number of student members in the section and ensure that they have a strong voice. We will certainly be guided by our current student representatives. A number of relatively minor but important by-law changes are in order and Tom Gardner will be drafting these changes and presenting them to the membership for approval at the next AGM. The Section's planned participation in the 2001 conference will require a great deal of time and energy. As well, we will continue to strengthen our relationship with the Canadian Association of School Psychologists. **Dr. Ron Martin** (Newfoundland) is the new president of CASP and I will be meeting with him very soon to continue to explore areas of common interest. Certainly CASP's role (and the hard work of CASP's **Dr. Ted Wormeli**, British Columbia) in publishing the joint newsletter attests to the positive result of this collaboration. We will need to work effectively both within the larger CPA context but also with the other Sections. Some sections such as Developmental and Clinical Psychology share some very common ground with us and it is to the advantage of all that we maintain close ties. Finally, I hope that our Section will continue to be proactive and creative in the support of new initiatives. CANSTART is a wonderful example of such a successful undertaking; I expect there are many more that we can encourage and actively support.

Best wishes
Don Saklofske

Le Mot du Président

Ron Martin, Ph. D.

ACPS

C'est avec grande joie que je vous transmets des mots d'accueil de l'Association Canadienne des Psychologues Scolaires (ACPS). Ce bulletin de la Société canadienne de psychologie (SPC) et de la ACSP se veut un véhicule incroyable pour faciliter la communication entre nos membres respectifs, qui ont comme intérêt commun, la pratique de la psychologie dans nos écoles. J'aimerais applaudir les co-éditeurs Ted Wormeli et Joe Snyder, pour leur dévouement envers la publication de ce bulletin.

J'aimerais aussi prendre l'occasion pour exposer les grandes lignes de mes objectifs en temps que président nouvel-élu. Mon but premier est d'augmenter la visibilité de la psychologie scolaire à la grandeur du pays.

Notre association est encore jeune et ne compte pas les 23 000 membres comme la National Association of School Psychologists (NASP), mais je crois que l'ACPS a un rôle important à jouer dans la promotion de la pratique de la psychologie scolaire au Canada. J'aimerais voir une alliance avec nos partenaires provinciaux afin d'élever la reconnaissance de notre art dans l'acceptation publique. Actuellement, je travaille sur une édition spéciale du *Canadian Journal of School Psychology* intitulée "State of the Art in School Psychology: a Ten Year Revisit." Cette édition sera publiée au printemps prochain et contiendra dix articles provenant de partout au Canada, qui adresseront des sujets d'actualité en psychologie scolaire.

En lisant les soumissions, j'ai noté les inquiétudes communes des différentes régions du Canada. Plusieurs de nous luttent avec la dichotomie de psychométricien/consultant. De plus, il y a la question d'inscription en tant que psychologue, qui a un impact sur la pratique de la psychologie scolaire. Dans ma propre province, nous avons fait face, il y a plus de dix ans, à l'acceptation d'une loi limitant l'utilisation du titre de "psychologue". À ce moment là, nos psychologues scolaires faisaient face à une décision d'accepter un rang professionnel diminué ou d'être approuver par le "Newfoundland Board of Examiners in Psychology" selon la même échelle que nos collègues de la branche médicale. Les psychologues scolaires de Terre-Neuve ont accepté le défi d'aller chercher de la formation

continue pour combler les lacunes dans leur formation initiale. (La plus grande lacune concernait "le comportement et le cerveau", et à cet effet, plusieurs sessions de formation en neuropsychologie ont été offertes aux psychologues scolaires.)

À l'heure actuelle, les psychologues scolaires à travers le Canada font aussi face à des initiatives législatives provinciales mises en place pour contrôler la pratique de la psychologie. Finalement, des décisions seront prises; décisions qui donneront naissance à différentes formes de contrôle sur notre pratique. Le choix entre le fusionnement des collèges de psychologie ou l'option d'être approuvé par une commission d'examineurs est une question brûlante pour la plupart, sinon tous les psychologues scolaires au Canada. Un autre point important dans l'inscription est le débat d'admission à la maîtrise ou au doctorat. Des provinces requièrent une maîtrise, pendant que d'autres ont augmenté les préalables au doctorat. Certaines provinces limitent le titre seulement et non l'étendue de la pratique alors que d'autres limitent la pratique d'une façon spécifique.

Les programmes de formation et de recrutement semblent aussi être des points controversés à travers le Canada. Certaines provinces ne sentent pas le besoin de reconnaître le Programme de Psychologie Scolaire, et celles qui le reconnaissent semblent subir une érosion dans leurs programmes. La viabilité et la vitalité de l'art de la psychologie scolaire persistera seulement avec le support de programmes de formation adaptés. Il est nécessaire que des organisations nationales telles que l'ACPS donnent un support soutenu. Nous ne sommes pas la NASP, mais nous avons besoin d'une identité nationale. En augmentant son nombre de membres, l'ACPS peut illuminer les inquiétudes auxquelles nous faisons face et faire pression pour les résoudre.

Finalement, j'aimerais vous inviter cordialement à la conférence annuelle de l'ACPS, le 25 et 26 octobre prochain à St-John's, Terre-Neuve. J'achèterai une tasse de café à qui me cherchera et trouvera et/ou une bière si vous me trouvez à la brasserie. Pour de plus amples renseignements, veuillez consulter le site web de l'ACPS : <http://www.stemnet.nf.ca/casp/>. J'espère de vous voir en grand nombre dans la ville la plus vieille en Amérique du Nord.

Message du Président Don Saklofske

C'est avec plaisir que j'écris mon premier "message du président" pour le bulletin d'information de la Société canadienne de psychologie, section "psychologues en éducation". Mon but est de vous présenter notre comité exécutif et de résumer les événements spéciaux futurs et passés.

Je suis très heureux de vous introduire notre exécutif. C'est un groupe de psychologues de plus talentueux et qui sont foncièrement dédiés à la Section. **Juanita Mureika** (Nouveau Brunswick) occupe la position de présidente désignée. Elle est une psychologue reconnue à la SCP et à travers le pays pour qui j'ai le plus grand respect à la fois au plan personnel et professionnel. **Dr Tom Gardner** (Québec) était notre président l'an passé et a fait un travail exceptionnel dans la section au cours des dernières années. **Dr Emily Goetz** (Colombie-Britannique) était présidente il y a deux ans et est un membre important de l'équipe. De plus, elle sera bientôt reconnue par l'Association des Psychologues de la Colombie-Britannique pour ses efforts ayant permis de renforcer les relations dans la communauté de la psychologie en Colombie-Britannique. Un autre de nos membres, **Dr Marvin Simner** (Ontario), a reçu une reconnaissance pour son travail sur le programme CANSTART et a été élu Fellow de la SCP l'an passé. **Dr Dick Steffy** (Ontario) est de retour comme président du comité de programme. **Dr Joe Snyder** (Québec) est connu pour son excellent travail comme éditeur du bulletin d'information. **Dr Bea Wickett** (Ontario) est une inspiration pour nous tous et un trésor national. Au dernier congrès de la SCP à Ottawa, il a été mentionné que Bea devrait être reconnue pour son dévouement à la discipline et à la pratique de la psychologie et pour ses nombreuses contributions à la Section. Il a été décidé de façon unanime que nous lui accordions la position d'honneur de "directrice à vie". Dernièrement, Bea a eut quelques problèmes de santé, nous lui souhaitons un prompt rétablissement.

Comme nous devons nous y attendre, les étudiants graduent et vont sur le marché du travail. **Dr Nathalie Garcin** (UQAM) était notre membre-étudiant l'an passé et nous la remercions pour son excellent travail sur le bulletin d'information en collaboration Joe et Tom. Nathalie a obtenu un emploi à l'Université Queens et nous lui souhaitons le plus grand succès dans sa nouvelle carrière. Nous sommes heureux d'accueillir trois nouveaux membres-étudiants qui pourront bien représenter les intérêts, les besoins et les points de vue des étudiants en psychologie. Bienvenue **Karina Béland** (UQAM), **Kimberley Book** (Université de Colombie-Britannique) et **Shari Joseph** (Université McGill) !

Quelle équipe !! N'hésitez pas à nous contacter si vous avez des questions concernant la Section. Vous retrouverez nos adresses postales et électroniques à l'endos de la dernière page de ce bulletin. Lors du dernier congrès de la SCP à Ottawa, la

Section avait organisé deux ateliers qui ont été très convoités par les membres. **Dr Joe Strayhorn** (psychiatre de Wexford, PA) a présenté un atelier sur l'enseignement d'aptitudes psychologiques aux enfants et le **Dr Charles Cunningham** (McMaster) a présenté les résultats de sa recherche sur les programmes de médiation de conflits visant à diminuer la violence dans les cours d'écoles. **Dick Steffy** nous a confirmé que notre conférencier principal pour le prochain congrès 2001 sera **Dr Judy Wiener** (OISE). Elle présentera les résultats de sa recherche longitudinale sur le développement social et affectif des enfants en mettant une emphase particulière sur les types d'amitiés qui se forment dans les classes à l'école. Nos espérons que vous participerez en grand nombre à la prochaine Assemblée Générale Annuelle et au prochain congrès qui se tiendra à Ste-Foy, Québec du 21 au 23 juin 2001.

La mise sur pied du bulletin d'information est une tâche exigeante. Nos membres-étudiants offrent une aide précieuse à Joe, ce qui nous permet de vous offrir un produit de qualité. Nous invitons tous les membres de la Section à contribuer au bulletin en nous envoyant vos articles, des nouvelles, etc. Dans le futur, nous nous efforcerons de vous offrir un bulletin bilingue.

Nous espérons également augmenter le nombre de Étudiants affiliés dans la Section afin de leur donner un plus grand droit de parole. À la prochaine Assemblée Générale, Tom Gardner vous présentera quelques amendements mineurs qu'il suggère que nous apportions aux règlements. Nous mettons beaucoup de temps et d'énergie à la planification de notre participation au congrès 2001 et nous désirons maintenir nos liens avec la ACPS. **Dr Ron Martin** (Terre-Neuve et Labrador) est le nouveau président de cette association et je vais le rencontrer très bientôt afin d'explorer les intérêts que nous avons en commun. La publication du bulletin d'information conjointement avec la CASP (mentionnons l'important travail de **Dr Ted Wormeli**, Colombie-Britannique) est une preuve des résultats positifs qui émanent de cette belle collaboration. Il devient de plus en plus important d'étendre et de renforcer nos relations à l'intérieur de l'association et avec les autres Sections. Nous partageons, entre autres, des intérêts en commun avec certaines Sections telles que la psychologie du développement et la psychologie clinique et c'est dans l'intérêt de tous que nous maintenons ces liens. Finalement, j'espère que notre Section va continuer d'être active et de soutenir les nouvelles initiatives. Le programme CANSTART est un superbe exemple d'une initiative qui a remporté beaucoup de succès. Je souhaite que le futur nous réserve de nombreuses autres réussites de ce genre.

Salutations cordiales,
Don Saklofske

Coming Together to Strengthen Psychology for All

James K.P. Ogloff, President
Canadian Psychological Association

It is my privilege to extend my personal greetings, and those of the Canadian Psychological Association Board, to the Psychologists in Education Section and to members of the Canadian Association of School Psychologists. By coincidence, as I write this message, I am preparing for a talk I am giving at the 2000 Washington State Association of School Psychologists and British Columbia Association of School Psychologists Fall Conference. The talk is entitled "Ethical Practices for School Psychologists with Reference to Canadian and American Legislation." The preparation for that talk has helped me further appreciate the circumstances that school psychologists face. Moreover, it has helped drive home the point that while we may work in different areas, psychologists face many of the same challenges and issues. It is those common experiences — as well as our values in education, science and the application of our work — that draws us together. In turn, then, there is a real need for psychologists to work together toward shared goals and to overcome common obstacles. It is to this then that I'd like to turn for the remainder of this message.

The CPA Board has been working, along with other groups and organizations, to strengthen psychology by establishing and cementing our ties. Most recently, for example, members voted to expand the CPA Board to include three additional seats, one for the Council of Provincial Associations of Psychology (CPAP), one for the Council of Departments of Psychology (CCDP), and one for the Canadian Society for Brain, Behaviour, and Cognitive Science (CSBBCS). Although only a beginning, this is the first concrete step in the right direction. As of this time, both CCDP and CSBBCS have accepted a board seat and will join us at our board meetings in Fredericton in November. Earlier this year, CPAP voted not to accept a board seat at this time.

The next step for Canadian Psychology will be a conference on "Organizing Psychology in Canada" that will be held in Winnipeg in May 2001. All of the national organizations of Psychologists — including the Canadian Association of School Psychologists — will be invited to attend. In addition, the provincial associations and regulatory bodies, as well as all of the CPA sections, will be invited to attend. The agenda for the conference will be to consider possible ways for reorganizing psychology in Canada to help strengthen our ability to be responsive to the needs of psychologists and to operate more efficiently — at less cost to individual psychologists.

I am guardedly optimistic about what the future holds for all psychologists in Canada. To the extent that we can work together, I believe we shall be better able to address the challenges that will face us all in the future. Please contact me at jogloff@arts.sfu.ca with any comments you may have.

Je suis heureux de présenter mes salutations personnelles, ainsi que celles du Conseil d'administration de la Société canadienne de psychologie, aux membres de la section des psychologues en éducation et aux membres de l'Association canadienne des psychologues scolaires. Par pure coïncidence, au moment où je rédige ce message, je mets également au point un exposé que je dois faire lors de la Conférence d'automne 2000 de l'Association des psychologues scolaires de l'État de Washington et de l'Association des psychologues scolaires de la Colombie-Britannique. L'exposé s'intitule « Ethical Practices for School Psychologists with Reference to Canadian and American Legislation » (Approche éthique des psychologues scolaires par rapport aux législations canadienne et américaine). En me préparant pour cet exposé, j'ai pu encore mieux me rendre compte des obstacles que doivent franchir les psychologues scolaires. Il m'a été ainsi également possible de mieux comprendre pourquoi, même si nous évoluons dans des milieux différents, les psychologues relèvent des défis semblables et se posent le même genre de questions. Ce sont ces expériences communes, de même que nos principes éducationnels, nos connaissances et l'attention que nous portons à notre travail qui nous rapprochent. Donc, il y a aussi un réel besoin pour les psychologues de travailler ensemble vers des objectifs communs pour venir à bout d'obstacles analogues. En conséquence, c'est vers ce but que j'aimerais orienter le reste de mon message.

Le conseil d'administration de la SCP a travaillé conjointement avec d'autres groupes et organisations afin de consolider la psychologie en élaborant et en fortifiant nos liens. Récemment, par exemple, des membres ont voté pour l'expansion du conseil d'administration de la SCP dans le but d'y inclure trois sièges supplémentaires, un pour le Conseil des sociétés provinciales de psychologues (CSPP), un pour le Conseil canadien des départements de psychologie (CCDP), et un autre pour la Société canadienne pour le cerveau, le comportement et la science cognitive (SCCCSC). Bien que ce ne soit qu'un premier pas, nous avançons maintenant dans la bonne direction. Jusqu'à maintenant, le CCDP et le SCCCSC ont tous deux accepté un siège sur notre conseil d'administration et ils se joindront à nous aux rencontres du mois de novembre, à Fredericton. Plus tôt cette année, le CSPP a procédé au vote et a momentanément refusé un siège sur notre conseil d'administration.

La prochaine étape pour la psychologie canadienne sera une conférence intitulée « Organizing Psychology in Canada » (Organiser la psychologie au Canada) qui aura lieu à Winnipeg en mai 2001. Tous les organismes nationaux de psychologues, incluant l'Association canadienne des psychologues scolaires, seront invités à y assister. Les associations provinciales et les autorités réglementaires, de même que tous les départements de la SCP, seront également conviés. L'ordre du jour de cette conférence aura pour but d'explorer toutes les façons possibles de réorganiser la psychologie au Canada et d'aider à consolider nos dispositions à répondre aux besoins des psychologues et à opérer plus efficacement et à moindre coût auprès des psychologues particuliers.

Je suis raisonnablement optimiste sur ce que l'avenir réserve à tous les psychologues du Canada. Dans la mesure où nous pourrions travailler ensemble, je pense que nous réussirons à relever les défis auxquels nous aurons tous à faire face prochainement. Si vous avez des commentaires, n'hésitez pas à entrer en contact avec moi au jogloff@arts.sfu.ca.

Do You Work With The APA Learner-Centered Psychological Principles?

John A. Borst

The Hall-Dennis Institute for Learner-Centred Education wants you as school psychologists more involved in the education of all learners. We believe that a big part of the answer to school reform lies in taking seriously the accumulated knowledge based on the psychology of learning and individual differences.

In 1991, the president of The American Psychological Association, Charles D. Spielberger, created the Psychology in Education Task force because he believed there had been tremendous advances in theory and research in developmental and cognitive psychology, and on the emotional, motivational, and social processes of individual learners that contribute to the dynamics of the learning process. He also believed that the transfer of this knowledge to the classroom was very limited.

The result was the creation of the Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform under co-chairs Nadine Lambert and Barbara McCombs. These can be found at:
<http://www.apa.org/ed/lcp2/homepage.html>

In a similar vain the Hall-Dennis Institute for Learner-Centred Education was founded in 1998 because of a belief that the changes in education occurring in Ontario largely ignored and sometimes explicitly rejected the "special knowledge" of the educational and psychological research communities. As a brand new not-for-profit corporation with charitable status verbally approved but awaiting official notice we are a small group of mainly university educators. The mission of the institute is "dedicated to conducting and disseminating research for the benefit of the Canadian public on learner-centred education."

In its object, the Institute took as its definition of learner-centred education a definition from McCombs and Whislers' 1997 book *The Learner-Centered Classroom and School*:

"Learner-centered" is the perspective that couples a focus on individual learners – their heredity, experience, perspectives, backgrounds,

talents, capacities, and needs – with a focus on learning – the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners." (p.9)

As you might expect the definition is an application of the learner-centered psychological principles in practice.

Briefly, the fourteen learner-centered psychological principles comprise four main areas. Principles 1-6 deal with cognitive and metacognitive factors such as the nature and goals of the learning process, the construction of knowledge, strategic thinking, thinking about thinking and the context of learning. Principles 7-9 deal with such motivational and affective factors as the motivational and emotional influences on learning, intrinsic motivation to learn and the effects of motivation on effort. Principles 10 and 11 address developmental and social influences on learning. The final three principles deal with individual differences, learning and diversity and standards and assessment.

We at the Hall-Dennis Institute are looking for educational research psychologists and school psychologists who would work with us in advancing the learner-centered psychological principles and the research upon which they are based in our nations' schools, school districts and citizenry.

If you want to learn more or discuss your involvement with us please contact me at:
jborst@dryden.lakeheadu.ca
phone 807 938 6903
or post mail at:
Site 100 Box 45 RR 1
Dryden ON P8N2Y4.

John A. Borst
Retired teacher and Director of Education
President and Acting Executive Director,
Hall-Dennis Institute for Learner-Centred
Education

A Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-wide Achievement Test Results

Marvin L. Simner,

*Chair, Canadian Psychological Association, Professional Affairs Committee
Working Group on Test Misuse*

Executive Summary

Each spring teachers throughout Canada are required to administer a series of provincially-mandated tests to the students in their classes. Approximately six months later the results are made available to the public. It is now common practice for the press to report the results, to rank the schools according to the results, and to invite the public to engage in a school-by-school comparison of the rankings. It is also common practice for the press, in commenting on the poor performances displayed by certain schools, to place the blame for these performances largely, if not solely, on the schools themselves.

Our concern over this practice is with the failure on the part of the press to acknowledge the many other factors aside from schooling that are known to influence test performance. These include, but are not limited to, family stability, parental involvement and expectations for student success in school, early and ongoing home stimulation, and student motivation, student absenteeism, as well as student capacity for learning. Because students are not randomly assigned to schools and because schools have little or no control over the majority of these factors, any attempt to place the blame for poor test performance on the schools alone without giving proper consideration to each of these other factors is problematic at best and misleading at worst. Hence, by taking such a narrow position when dealing with an issue as complex as the cause of students' test performances, we believe the public is being misinformed on a matter that is extremely important to the operation of schools and therefore to the education and well being of children.

Our greatest concern, however, is over the possibility that this singular emphasis on the schools as the cause of students' test performances could generate considerable harm by placing unwarranted pressure on teachers, administrators, and ultimately on the students themselves to increase test scores or risk losing status within the community. Indeed, there is growing evidence that such harm is already occurring in the United States from similar comments in the US press concerning the poor performance of certain schools on the state-mandated tests.

With the hope of preventing similar situations from occurring in Canada, and in line with the view expressed by the Ontario Education Quality and Accountability Office, which is responsible for the development and scoring of the Ontario exams, it is our position that it is improper for the press to invite the public to compare schools based solely on the outcome of the mandated test results. We also recommend that in any future articles that deal with the results, in order to avoid misleading the public, the press should ensure that the public is fully informed of the various factors, in addition to schooling, that are likely to account for differences that may exist among schools.

Approved by the Board of Directors of the Canadian Psychological Association, April, 2000, and by the Executive Committee of the Canadian Association of School Psychologists, July, 2000. The full position statement with supporting references may be obtained by contacting the Canadian Psychological Association, 151 Slater Street, Suite 205, Ottawa, Ontario K1P 5H3 (phone: [613] 237-2144 or [888] 472-0657; fax: [613] 237-1674; Web site: www.cpa.ca).

Énoncé de position conjointe de la Société canadienne de psychologie et de l'Association canadienne des psychologues scolaires relativement à la couverture, par la presse canadienne, des résultats des examens de compétences administrés à l'échelle de la province

Marvin L. Simner, président, Groupe de travail sur l'utilisation erronée de tests, Société canadienne de psychologie,

Résumé

Chaque printemps, on demande à tous les enseignants d'un bout à l'autre du Canada d'administrer à leurs élèves une batterie d'examens provinciale. Environ six mois plus tard les résultats sont diffusés auprès du grand public. La presse a pris l'habitude de publier les résultats, de classer les écoles en fonction des résultats qu'elles ont obtenu et d'inviter le public à comparer les écoles les unes par rapport aux autres à la lumière de leur classement. Les journalistes commentent couramment les piètres résultats obtenus par certaines écoles et n'hésitent aucunement à attribuer aux écoles la plus grande part de responsabilité, sinon la seule, de ce rendement.

Une telle pratique de la part de la presse nous amène à nous interroger sérieusement sur leur capacité à discerner les nombreux facteurs, autres que l'établissement scolaire proprement dit, qui ont une influence certaine sur les résultats aux examens de compétences. La stabilité de la situation familiale, l'engagement et les attentes parentales à l'égard de la réussite scolaire des enfants, la stimulation du milieu familial dans la petite enfance et aux phases ultérieures du développement de l'enfant, la motivation des élèves, le taux d'absentéisme des étudiants, de même que leurs aptitudes en matière d'apprentissage ne constituent qu'une partie des facteurs dont il est nécessaire de prendre en considération. En raison du fait que la répartition des élèves dans les différentes écoles ne se fait pas de façon aléatoire et que les écoles ont peu ou pas de contrôle sur les facteurs énumérés ci-dessus, toute démarche visant à attribuer la responsabilité des résultats uniquement à l'école, sans tenir compte des autres facteurs est au mieux, problématique et au pire, trompeuse. Par conséquent, nous croyons qu'en adoptant une position aussi peu étoffée sur une question aussi complexe (c'est-à-dire les causes réelles des résultats obtenus par les élèves aux examens qui leurs sont administrés), les médias privent le public d'une information juste et réaliste sur une question des plus importantes pour le fonctionnement des établissements scolaires et, par le fait même, pour l'éducation et le bien-être des enfants.

Notre plus grande préoccupation réside toutefois dans la possibilité que les professeurs, les administrateurs et ultimement, les élèves eux-mêmes subissent des pressions injustifiées pour améliorer les résultats aux examens de compétences (étant confrontés au risque de perdre leur crédibilité face à la collectivité), si l'on continue d'attribuer à l'école la seule responsabilité des résultats aux examens de compétences. De fait, il devient de plus en plus manifeste qu'un tel effet négatif se fait déjà sentir aux États-Unis à la suite de commentaires semblables dans la presse américaine relativement aux piètres résultats de certaines écoles aux examens administrés par l'état.

Dans l'espoir d'empêcher que de telles situations ne se produisent au Canada, nous affirmons, à l'instar de l'Ontario Education Quality and Accountability Office, organisme responsable de la conception des examens ontariens et des modalités de correction, qu'il est inapproprié que la presse invite le grand public à comparer les écoles en se basant uniquement sur les résultats aux examens de compétences. Nous recommandons en outre que dans tout article à venir qui abordera les résultats aux examens, la presse s'assure, dans un souci de fournir au public une information objective et complète, que le public soit pleinement renseigné sur les différents facteurs, autres que l'instruction donné par les établissements scolaires, qui ont une incidence sur les différences observées d'une école à l'autre.

L'énoncé de position a été approuvé par le Conseil d'administration de la Société canadienne de psychologie, en avril 2000, ainsi que par le Comité exécutif de l'Association canadienne des psychologues scolaires, en juillet 2000. On peut se procurer un exemplaire intégral de l'énoncé de position, accompagné d'une bibliographie des ouvrages de référence, en communiquant avec la Société canadienne de psychologie, 151, rue Slater, pièce 205, Ottawa (Ontario) K1P 5H3 (Téléphone: [613] 237-2144 ou [888] 472-0657; télécopieur: [613] 237-1674; Site Web: www.cpa.ca).

Identifying Learning Disabilities in Canada: Considerations for Practice

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School psychologists, special education teachers and special needs service providers working in Canadian schools are faced with the continuous challenge of determining the appropriate definition for children with learning disabilities (Smith, Polloway, Patton, Dowdy, & Heath, in press). The term learning disabilities, coined by Kirk (1962) is still employed throughout Canada, however over the past forty years the definition has undergone numerous revisions. The most recent definition of learning disabilities, in Canada, according to the Learning Disabilities Association of Canada (LDAC; 1987) is as follows:

Learning disabilities is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communication, reading, writing, spelling, calculation, social competence and emotional maturation.

Learning disabilities are intrinsic to the individual, and may affect learning and behavior in any individual, including those with potentially average, average, or above average intelligence.

Learning disabilities are not due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or environmental disadvantage, although they may occur concurrently with any these. (Learning Disabilities Association of Canada Definition, 1987).

Since each province has its own jurisdiction over education, the education acts and policies pertaining to special education and learning disabilities are provincially regulated (Wiener & Siegel, 1992). As such, the definition of learning disabilities varies from province to province (Smith et al., in press). As Weber (1994) notes in his book, *Special Education in Canadian Schools*, definitional variations can be explained by the fact that there are significant differences in the identification procedures used across provinces. For example, in Ontario the learning disabilities definition requires the assessment of IQ as well as a discrepancy between intellectual functioning and achievement measures. Additionally, this definition stipulates that the cause of low achievement is not due to any exceptionality.

In contrast, the Quebec definition of a "learning difficulty" states only that the student be one or two years below grade level in any achievement area (Smith et al., in press). Clearly, the Quebec definition uses less stringent criteria than the Ontario definition, resulting in a higher number of children identified with a learning disability (10.2% in Quebec vs. 3.1% in Ontario) (Canadian Council for Exceptional Children, 1988).

A further diagnostic concern specific to Quebec residents necessitates differentiating learning difficulties from problems associated with English or French as a second language. Furthermore, the administration of achievement tests that are normed on North American Anglophones is not suitable for Francophones in Quebec.

In general, professionals working within schools need to familiarize themselves with the criteria used within their respective provinces and boards (Smith et al., in press). It is also imperative that children's native language be considered when identifying learning disabilities. Accordingly, the selection of assessments, the language of administration, and the normative comparisons should correspond to the dominant language of the child.

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The Juvenile Offender: Theory, Research, and Applications

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ABSTRACT (of Bob's latest book)

This book provides a discussion of advances in our understanding of the juvenile offender. These derive from psychological and criminological theory and research on the phenomenon of youth crime and from efforts on the part of social science researchers and practitioners to develop and evaluate new approaches to prevention and treatment.

The theoretical and empirical advances relate, first, to analyses of the nature and extent of youth crime. This is reflected, for example, in various descriptive and classification systems developed for characterizing juvenile offenders. Significant advances are also being made in understanding the risk factors associated with youthful criminal activity, as well as the processes linking the risk factors with antisocial behaviors. This understanding is based on theory and research relating to the correlates and causes of delinquency.

The advances in our understanding of the nature, correlates, and causes of juvenile crime are accompanied by progress in analyzing the treatment of youth in juvenile justice systems and in developing and evaluating alternative approaches to treatment. These efforts include research on decision-making within juvenile justice systems and the development of screening and assessment tools. This also includes efforts to develop and evaluate effective prevention and treatment programs for use with youths involved in criminal activity and those at risk for this activity.

This volume reviews this material in the context of two broad theoretical models. The first derives from recent psychological models of the causes of delinquency, which stress the role of interacting individual and situational variables as causal agents. The second model stresses the importance of basing interventions with juvenile offenders on a careful matching of the intervention with the criminogenic risk and need characteristics of the young person.

The book is directed toward several audiences. The first includes psychologists, other mental health professionals, and professionals such as probation

officers and child care workers employed in juvenile justice systems. The book will be useful in informing them about the latest theoretical and empirical advances in the field. The second audience includes academic researchers and students who will find the book a useful survey of the latest developments in psychology and criminology relating to juvenile offenders.

Finally, the book may serve as a resource for legal and quasi-legal personnel in juvenile justice systems that would benefit from exposure to the contributions being made by social scientists to the understanding of youth crime.

CHAPTER OUTLINE

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|------------|--|
| Chapter 1 | Introduction |
| Chapter 2 | Defining and Measuring Youth Crime |
| Chapter 3 | The Search for the Correlates and Causes of Juvenile Crime |
| Chapter 4 | Processing Within Juvenile Justice Systems |
| Chapter 5 | Describing and Evaluating Juvenile Offender Programming |
| Chapter 6 | Screening and Assessment in Juvenile Justice Systems |
| Chapter 7 | Judicial Sanctioning Alternatives |
| Chapter 8 | Treatment Strategies |
| Chapter 9 | Treatment Applications in Community and Residential Settings |
| Chapter 10 | Primary and Secondary Prevention Programs |
| Chapter 11 | A Summary of Research, Policy and Practice Recommendations |

Editor's note: Bob is a former Chair of the CPA Section on Psychologists in Education. Bravo!

Les plaies de la réforme Legault

Normand Giroux

La réforme de l'éducation ne connaît pas que des ratés. C'est une erreur de système qu'elle introduit en éducation. Le décloisonnement des années scolaires, les mégacompetences transversales non enseignables, les macrocompétences disciplinaires masquant des vraies habiletés, le matériel didactique flasque, tout en bandes dessinées, l'évaluation formative indigente et relâchée, de facture qualitative, le peu de sommatif toléré (en fin de cycle seulement et encore, à demi-mots susurrés) et l'évitement de comparaisons entre pairs contribuent à institutionnaliser le malapprentissage. Non seulement, tout au cours du primaire, de cycle en cycle, comme une marée qui monte puis redescend laissant ses débris sur place, le régime ignorera jusqu'à la fin de chaque cycle les élèves forts mais paresseux, les lents bien que studieux, les enfants en réelle difficulté pour finalement les déposer, d'étape en étape, aux portes du secondaire. Incultes. Un vaste chantier de permissivité, de légitimisation de l'apprentissage bâclé. Au nom du rythme de chacun, à respecter. Pendant trois cycles scolaires successifs, on se sera amusé ferme en projets de toutes sortes. "Les élèves en difficulté sont plus stimulés" conclut "Oreille tendue et Plume alerte", un ex-professeur débonnaire chargé d'avaliser l'implantation de la réforme (Thibodeau, M., Une réforme peu scientifique, *La Presse*, 26 octobre, A3). En cautionnant des modèles d'évaluation et d'intervention pédagogique impropres à induire l'apprentissage, la réforme reconnaît la normalité et l'acceptabilité de l'échec. Sa solution est de ne plus l'appeler tel quel. Pudiquement, elle amortit le vocabulaire. "Élèves à risque", "performance sous les attentes", "performance en émergence", "performance en construction", tel est le nouveau jargon hermétique du cognitivisme et du

socioconstructivisme à-la-Perrenoud, un sociologue belge, appelé à la rescousse néocolonialiste. Mais si on ne nommera plus l'échec, il sera d'autant plus prégnant et perceptible. Et socialement méprisé dans le petit monde de l'école et de l'enfance. La réforme augmentera le nombre d'élèves en dérive et élargira le fossé entre classes sociales. Déjà, nous y sommes. L'hécatombe cognitiviste — et encore ici, ce sont des chiffres qui nous renseignent ; on comprend dès lors pourquoi on veut les faire disparaître du bulletin scolaire — nous lègue 68 % d'augmentation en 13 ans du nombre d'enfants en difficulté graves d'apprentissage alors que la population scolaire est décroissante. Nous avons aussi 145 % de plus de troubles de comportement dans nos écoles. Effet pervers : s'installe le culte de l'ignorance, une compétence ultratransversale qui sera désormais enseignée à nos enfants par sept ans de laxisme autorisé.

Réclamons, pour les élèves du Québec, la restitution d'un droit dérobé: celui à une éducation publique de qualité. Pour nous éviter les palmarès honteux. Et qu'on ne s'y méprenne pas : il ne s'agit pas ici de la banale fréquentation de l'institution scolaire. Il s'agit de l'éducation réussie, c'est-à-dire de l'apprentissage effectif, tangible, manifeste. Avec une pédagogie par les livres, sous un régime d'évaluation formative intégrale c.-à-d. quantitative, directe, précise et continue. Le droit aussi d'être comparés régulièrement aux autres. Le droit, enfin, de parvenir à la réussite définie comme un défi, sollicitant l'effort et le dépassement.

Normand Giroux, professeur associé,
département de psychologie – UQAM

Editor's Note: In this all-too-brief review of the extensive reforms that have bombarded the educational system of Québec under the leadership of the incumbent minister (François Legault), we are presented with a strongly-worded emotional outpouring of invective followed by a reasonable suggested plan of action. Dr Giroux – he has a recent book and other articles on this topic – warns us that in the newly non-graded elementary cycles, this mandated cross-disciplinary approach using teaching materials lacking in rigour and lax formative evaluation will lead to nothing but failure. This failure will be masked (or rather legitimized) by terms such as "students at risk" or "developing performance." And to add insult to injury, we will no longer be aware of the increasing rate of learning and behavioral difficulties that have prompted these reforms or the ensuing exacerbation of the rift between social classes. Dr Giroux suggests that we should reclaim a quality public education for the pupils of Québec. This would include effective learning with books and an integrated system of formative and normative evaluation permitting comparisons with others. Success is to be based on challenge – effort and outdoing oneself. (JS)

A Work Transcending: A book in progress

Valentin Ageyev

As reported last time, I have been engaged working on a book. This book sums up the total of my long-term research in the field of the philosophy and psychology of the development of a creative person. The working title of the book is: "Psychology of the ontogenesis of the person transcending."

The principal idea of the book is that person is a bearer of the main virtue nature itself - ability to transcend. This ability is realized owing to self-determination i.e. self-adequacy, self-causality. The higher mission of the person is to be an exponent and creator of logic of the transcending (the logic of self-development) of Nature. Nature creates in the person exactly its own self-determinacy. Due to this perception in development of Nature, thus begins the new era characterizing a new type of self-determination (self-determination by future).

In connection with that the principle, constituting the quality of the person is his self-adequacy. This quality exists as an internal human ability of transcendation i.e. ability to overcome any inward scopes, ability to overstep the inner and outer limits, the ability to exceed any of their final forms and substances.

For my standpoint it's very important to understand the deep human essence as coincident with the deep essence of Nature itself. This enables us to account for the presence of the person in Nature as not an accidental and accessory being but a bearer of higher creative logic of Nature itself. This means that under adequate conditions, the concrete human individual is capable by its own life and by proper fate to influence directly the destiny of society, other men, and Nature as a whole.

When we interpret this mission of person, we see that modern systems of education don't agree with such a person. Moreover modern comprehension of culture demands critical re-evaluation

The material (materialistic) forms of culture don't or can't bring a necessary creative vector. By its own nature these forms are intended for accumulation of functioning (reproduction) logic. But they aren't suited for accumulation of creation logic. The logic of creation exists as a genetic field of culture beginnings only.

Therefore a beginning (origin) logic of culture itself should be subject of education. This logic is a vector of the cultural trend to new quality. The form of creative logic existence isn't a cultural subject (artifact) but the continuous genetic field.

It's possible to create the genetic field as an educational space in the form of exercise disciplines whose inner logic will span the entire knowledge complication. In such an educational space we will see the problem of creative ability forming i.e. the ability to solve problems as self-production of new individualized qualities.

The transcending ability is shaped in a series of problem situations. To be successful, it's necessary that the logic of one's own evolution be a subject of one's own research. Therefore the constructive reflection (whose product is a new variant of one's own evolution logic i.e. logic of transcending) is the main form of educational activity. Students who design their own evolution logic will be able to construct their own following evolution level. They will find a required solution after a practical realization this level has a method of problem situation solution.

Editor's Note: As you may remember from last year's *Who we are ... and what we do* column, Valentin Ageyev is the CPA section member in Almaty, Kazakhstan Republic. He is an assistant professor of the cathedra of psychology at al-Pharabee National University of the Republic of Kazakhstan. As a researcher, he works in the field of theoretical (philosophical) and educational psychology. He does travel to European and North American conferences in psychology and education. He would like to make contact with Canadian psychologists working in similar areas. This is his second submission; I hope that editing has not distorted the meaning of the text. (JS)

Effective Strategies for Learning Ethics in the Practice of Psychology

Jean Pettifor and Irene Estay

This paper was presented at the XXVII International Congress of Psychology in Stockholm in July 2000. There is general agreement among dozens of theories of adult learning that the flexible use of learning styles and the integration of cognitive, emotional and personal components facilitates learning. The sparse literature on teaching professional ethics indicates two major approaches, the over-riding principle approach seeks to obey the rules, while the moral-dilemma approach seeks the best fit between competing principles and the interests of different parties.

A sample of 162 adult learners in professional ethics rated the effectiveness of different learning strategies as applied to different content areas. The strategies were 1) lectures, 2) questions and answers, 3) group discussion of vignettes,

4) group discussion of videotapes, 5) own reading of literature, 6) writing essays, 7) studying for exams. The content areas were identified as 1) philosophy and theories of ethics, 2) codes of ethics, ethical guidelines, and ethical decision making, 3) ethical sensitivity, 4) legal issues, 5) disciplinary issues, and 6) self-awareness.

Discussion of vignettes in the context of actual experiences seemed essential to learning. There was no support for either writing essays or studying for exams. However, there was considerable support for more traditional lecture and question-answer approaches provided that knowledge and skills were clearly integrated with practical applications. Adults may use a variety of learning styles depending on the context rather than only identifying their own preferred style.

We are pleased to announce that the CPA Board of Directors has unanimously passed two motions concerning convention registration rates.

STUDENT CONVENTION REGISTRATION RATES - EVERY YEAR A JUBILEE

Following the successful trial in 2000, the Board has decided to make the change to student convention rates permanent. Here are the new rates:

Student Affiliates

Early Registration:	\$ 25 (all rates +GST)
Late Registration:	\$100

Student Non-affiliates (these rates include Student Affiliate membership for the convention year)

Early Registration	\$ 77
Late Registration	\$152

Like store coupons, these discounted rates can't be combined with other reductions; these rates apply to all students (including departmental student representatives).

ONE DAY CONVENTION REGISTRATION OPTION

In recognition that some people can't attend the entire 3 days of the convention, the Board has decided to offer a one-day registration rate to Members and Non-Members. This is a two-year trial, and will be re-evaluated following the 2001 and 2002 conventions.

One-day Convention Registration		One-day Convention Registration - Workshop Discounts		
Member	Early	\$ 93	Member	\$ 80
	Late	\$133	Non-member	\$168
Non-member		\$198		

The rates are 50% of the full convention rate for each category. One-day attendees will receive the convention abstracts book and will have the right to attend all events on the day of their registration. The one-day rate is not available to groups with other discounts (Honourary Life Members, Student Affiliates, companions, exhibitors).

Flat I. Q. Scores: Their Time Has Come

Ted Wormeli

There is considerable interest, because of the interest of one of the national or putative national political parties, in a single or "flat" income tax rate. As taxpayers, many of us approve of such measures because we will find it much easier to calculate what is due to Caesar.

It seems to me that the time has come to simplify the calculation of intelligence quotients, as well. Think of how much time school psychologists spend now calculating intelligence quotients when we could be out helping children and parents and teachers with real problems. At present we sit at our desks or in the lunch room with our dog-eared tables, stained with ketchup or mustard (Grey Poupon, if you please) and bits of roast beef or chicken, squashed bread crumbs, shards of onions and pickles and figments of horseradish. We peer through our spectacles, occluded by grimy, coffee-flavoured fingerprints and attempt to read the standard score values for each raw score, add these up on our fingers, stare at the ceiling and look at another table and then another and then another to derive the major cluster scores and then calculate differences and only then compare these results to scores on other tests ad infinitum.

Now, it is true that the more cowardly or infirm amongst us use C-SAWS or something similar to shorten the time that we spend doing this and to increase accuracy in our calculations, but we still spend time entering values into these programmes, and we still spend time thinking about the results.

Imagine the increased contribution we could make to the domestic economy if each of our clients were

awarded an I. Q. score that we obtained by simply summing the raw score and multiplying the total by .17. No more agonies over item correlations or possible gender differences or anything else - everyone would have equal opportunity in this wonderfully simple system. There might be some who would say that age differences are important and that this system would be unfair to younger test takers; I say "Nuts!" Children are, after all, developmentally disabled, compared to adults, and that is the way it should be. Besides, we don't have enough children in some of our special classes. Some might argue that it is unfair to ESL students; I say that many of our practices are already unfair to ESL students; the "Flat I. Q. Rate" system would not be any worse and would be a lot cheaper. It would be a boon to test developers - we would have more and cheaper tests for all: the test development industry, unfettered by noxious limitations of item analysis and control by Central Canada's national standards, would flourish, and we would all be better off.

It is possible that some school psychologists might argue for a different value in the Flat Rate I. Q. system. But this might be unpopular among the real democrats in our midst, especially if we exclude those whose I. Q. scores are low. For even the real democrats acknowledge that a Flat Rate I. Q. should not apply to all of us.

Please send your contributions to us. We promise to print anything that is not too rude.

Editor's Note: Yet another humour column from my colleague, Ted. As before, he finishes with a request for contributions. This time he promises to print anything not too rude; after a column on personal grooming for psychologists, he promised to print anything as long as it was in good taste. Contributions have not been forthcoming. Perhaps readers were taken aback by the possible humorous irony of those final lines. Maybe we should adopt a different tactic. Instead, we should request the obscene, the obscure, the ribald, and the indelicate - all definitely in poor taste - in the hope of receiving material that will just make our day ... oops ... but not Doris! (JS)

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