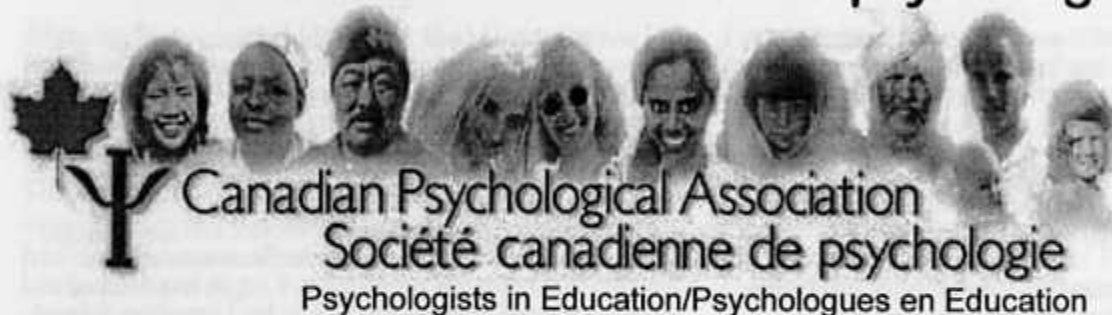


# Canadian Association of School Psychologists L'Association canadienne des psychologues scolaires



## Joint Newsletter May 2001

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*Bonjour!* Welcome to the May 2001 issue of our newsletter. Yes, we do not have a new name yet. No, it's not a running gag still. We were going to have a new one this issue. We (the true editorial we) had decided to try *Psycholog* but somehow it didn't seem right just yet. Maybe, next time, it will make its way onto the masthead! Ted has introduced a new column, *Wrinkles in Practice*. Let's hope that it will be as popular and successful as *180°*. Joe has tried to develop a column, too. It's called *Salmigondis* or *Gallimaufry*.

*Merci!*

In addition to being our resident humour columnist, Ted has set up a network of school psychology correspondents from just about every province and territory. Reports from several appear in each issue. Joe tries to solicit original articles and collect relevant news items – and does the layout. Read this newsletter. Enjoy it. If not, please help to change future issues for the better. Submit copy for the November issue by the end of September.

*Ciao!*

Your editors,

Joseph Snyder & Ted Wormeli

## Message From the CASP President

Ron Martin

Greetings to all our CASP and CPA members. To my CASP colleagues working in our school systems across the country, I hope you have had a revitalizing Easter Break. For the majority of us whose work year spans a September to June time frame, the last few months of the school year are generally the most hectic time of the year and we all need to charge our batteries before entering the home stretch.

I am pleased to announce that great strides are being made in the organization and planning of our upcoming annual conference. The conference will be held in St. John's, Newfoundland from October 24 to 26. The first day will be a full day preconference session on the combined topic of violence prevention and tragic response. The following two days will be centered around the theme of assessment. Dr. Don Saklofske has agreed to be our keynote speaker and the concurrent sessions will cover such topics as early identification of at risk learners, assessment and identification of learning disabilities in French immersion populations, assessment and programming with ESL students suffering post traumatic stress as a complicating factor, behavioural assessment and intervention as well as other assessment related concurrent sessions.

I would like to see as many members possible from Western Canada travel to our end of the country for what I guarantee will be a great professional development and social/cultural experience. I also hope to see a great turnout from our members in Ontario, Quebec, New Brunswick, Nova Scotia and P.E.I. The networking of school psychologists has to be fostered on the East coast of this country. Hopefully the fall CASP conference in Newfoundland will provide the forum to do so.

During the CASP conference, the President's Council meeting will be held. A representative from each provincial school psychology association is invited to attend a dinner meeting with CASP executive members to address issues and concerns pertaining to our discipline as well as discussing future direction for the association. With changes in provincial association executives from year to year, it is hard to keep mailing lists current. I appeal to current Provincial Association Presidents to make contact with me regarding attending the Presidents Council meeting. CASP will provide a certain degree of support with travel expenses for provincial representatives.

As national president of this association I am very excited about attending the conference on *Organizing Psychology in Canada* that will be held in Winnipeg in mid May 2001. Dr. James Ogloff, President of CPA, has outlined the focus of this conference in the fall 2000 newsletter.

As webmaster for our association's homepage at [www.stemnet.nf.ca/casp/](http://www.stemnet.nf.ca/casp/), I have an avid interest in maintaining a global perspective on the discipline of school psychology. I have been an active member of the Global School Psychology Network for the past two years and it has been a tremendous Internet forum for seeking and sharing advice with School Psychologists from all over the world. Dr. Lou Kruger from North Eastern University in Boston has spear headed this research project. Dr. Kruger has offered to set up a special area on the GSPN for Canadian School Psychologists if there was sufficient interest. More information can be found on the School Psychology Link of our homepage. I would appreciate receiving your thoughts about creating such a national link for School Psychologists on the GSPN.

Again keeping to an international perspective on the practice of School Psychology, I am pleased to announce that our association will be represented at the 24th International Colloquium on the practice of School Psychology which will be held in Dinan, France from the 25th to 29th of July this coming summer. School Psychologists from all over the world will convene to address the issues facing the practice of our art.

I am pleased to announce that the special issue of the Canadian Journal of School Psychology entitled *State of the Art in School Psychology Across Canada: A Ten-Year Revisit*, will be published this spring. Our readers will receive a perspective on the current practice of our discipline from ten provinces and the North West Territories. We hope to see a submission from the Yukon in a subsequent edition.

In closing, I want to recognize and encourage the efforts of School Psychology Practitioners as advocates for all children, families and educators. This organization (CASP) was established to consolidate members, lobby for a national identity which stresses the importance of our work and ultimately achieve a national standard for certification. I would also like to recognize the efforts of our colleagues from the CPA Psychologists in Education. Many members of this section are University professors committed to training future school psychologists as well as promoting the discipline of school psychology.

Finally, as President of CASP, I am optimistic that our association will continue to grow and develop as a truly national body representing the interests of our members. As a School Psychology organization we will be committed to promoting the distinction between the practice of "School Psychology" and the practice of "Psychology in the Schools."

Hope to see you in Newfoundland this fall. All the best.

Ron

## Message from the Chair

Don Saklofske

Alas, spring is here!! One way that Canadian psychologists keep warm during the winter is to stay very busy. Our section's activities were no exception!

Tom Gardner took suggestions from our executive members and from the last AGM and has drafted several revisions to our current by-laws. These will be voted upon at our AGM during the CPA convention in June. Which leads us to Dick Steffy who again has assured that we will have an excellent program at the CPA meeting. Judith Wiener will be presenting an invited address on the topic of *Social-Emotional Functioning of Children with Learning Disabilities: Cognition, Comorbidity or Context* to be followed by our AGM, all on **Friday, June 22, 9-11 AM**. Our section will also be represented by Marvin Simner (*Human-Figure Drawing Tests*), Tom Gardner (*Competence: A Collection of Skills or a Theme for a Paradigm*) and a symposium titled *WAIS-III: New Developments in Adult Cognitive Assessment* presented by David Tulsy, Richard Gorsuch, Colleen Patterson and Don Saklofske. These presentations are scheduled for the afternoon of **Thursday, June 21**. Dick and his committee also approved a number of posters for presentation on Saturday morning. I do encourage all members of the Section to support our section's CPA program.

Our student representatives have given us a comprehensive list of recommendations upon which to base our new *student research awards* program. Karina, Kimberley, and Shari surveyed other CPA sections on this matter, and then prepared a set of recommendations which have now been forwarded to our membership sub-committee. This group including, Joe and Juanita, will develop guidelines for implementing the student research award initiative. Joe and Juanita are currently looking at ways to increase the section's membership. Also, during a conversation with John Service, our section was encouraged to prepare a brief paper on *Psychologists in Education* that would be published and distributed by CPA. Juanita and Fred are taking the lead on this by drafting a paper which will then be forwarded to the executive members for review. Finally, our thanks to Joe and Ted Wormeli for another great Newsletter.

I represented our section at the conference on *Organizing Psychology in Canada* held in Winnipeg, May 10-13. The organizers of the conference included the Council of Provincial Associations of Psychologists, Canadian Psychological Association, Canadian Register of Health Service Providers in Psychology, Council of Canadian Departments of Psychology, and Canadian Council of Professional Psychology Programs. The purpose of the meeting is succinctly summarized in a recent memo:

"For some time now there has been discussion among psychologists regarding the current organization of psychology in Canada. Concern has been expressed that, given the relatively small number of psychologists in Canada, we may not be organized as efficiently or as effectively as possible".

The national groups listed above have coordinated the planning of this meeting and invited representatives from each of the national and provincial psychology associations (including CPA Sections) to "explore options for organizing psychology in Canada to better meet the needs of all psychologists" (and, in turn, the public we serve). I shall report the proceedings to you at our AGM.

On a personal note, I just returned from a second trip to China where I presented some lectures and workshops to the psychology students at Beijing Normal University. It is very interesting to compare the graduate programs that train psychologists and the practice of psychology in China and Canada (and the USA). The role of psychologists in education (e.g., school psychologists, counsellors in schools and universities, etc.) is much less conspicuous in China. However, there is a great deal of interest in both the discipline and practice of psychology in China and I expect that we will see many increased opportunities to collaborate and share information with our Chinese colleagues in both university and applied settings.

In all, a busy, productive, and exciting time for our section. See you all at the CPA convention in June.

Best wishes and *merci à tous*.

# Message du Président de l'ACPS

Ron Martin

Salutations à tous nos membres de l'ACPS et de la SCP à tous nos collègues qui travaillent dans le milieu scolaire à travers le pays, j'espère que le congé de Pâques fût revitalisant. Pour la majorité de nous qui travaillons durant une période déterminée, de Septembre à Juin, les derniers mois de l'année scolaire représente souvent un des temps de l'année le plus agité. Nous devons alors faire un plein d'énergie avant d'entrer dans cette période.

Il me fait plaisir de vous annoncer que de grands pas sont présentement faits dans l'organisation et la planification de la conférence annuelle qui se tiendra à St-John's, Terre-Neuve du 24 au 26 octobre prochain. La première journée sera un atelier pré-conférence qui combinera les sujets de la prévention de la violence et les réponses tragiques. Le Dr Don Saklofske a accepté de nous apporter la note dominante de notre conférence et un atelier où il abordera des sujets tels l'identification précoce des apprenants à risque, l'évaluation et l'identification des difficultés d'apprentissage dans les populations d'immersion française, l'évaluation et la programmation avec les élèves Anglais-Langue-Secondaire souffrant de traumatismes comme facteur embrouillant. Il parlera aussi des évaluations et des interventions comportementales ainsi que d'autres ateliers sur le sujet de l'évaluation.

Il me ferait plaisir de voir plusieurs membres de l'Ouest canadien venir visiter notre coin de pays; et je vous promet que votre expérience sera une opportunité fantastique de développement professionnel et de rencontres socio-culturelles. J'aimerais aussi voir une présence marquée de nos membres de l'Ontario, du Québec, du Nouveau-Brunswick, de la Nouvelle-Écosse et de l'Île-du-Prince-Édouard. Le réseau de psychologues scolaires doit être encouragé sur la côte est du pays. J'espère que la conférence de l'automne à St-John's pourra donner de l'envol à cette idée.

Durant la conférence, une réunion du Conseil du Président aura lieu. Un représentant de chaque association provinciale sera invité à assister à un souper-conférence avec l'exécutif de l'Association canadienne pour adresser leurs problèmes ou discuter de leurs inquiétudes en rapport avec notre discipline et aussi pour discuter des directions futures de l'Association. Avec des changements au niveau des exécutifs provinciaux année après année, il est souvent difficile de garder nos listes de contacts à date. Je demande donc à tous les présidents et les présidentes provinciaux de me contacter par rapport à cette réunion du Conseil du Président. L'ACPS fournira un certain support financier pour les dépenses de voyage encourues par les représentants provinciaux.

En tant que président national de l'Association, je suis excité d'avoir assisté à la conférence « Organizing Psychology in Canada » tenue à Winnipeg à mi-mai. Dr James Ogloff, président de la SCP, a précisé le sujet principal de la conférence dans son bulletin de l'automne dernier.

En tant que *webmaster* de la page hôte de l'Association ([www.stemnet.nf.ca/casp/](http://www.stemnet.nf.ca/casp/)), j'ai l'intention et le désir de conserver une perspective globale sur la discipline de la psychologie scolaire. Je suis membre de Global School Psychology Network (GSPN) depuis deux ans et le site s'est avéré être une source d'information et d'appui international, où quelqu'un puisse chercher ou partager leurs conseils. Dr Lou Kruger de l'Université North Eastern à Boston a lancé ce projet de recherche. Il a offert de placer sur le site du GSPN un endroit spécifique pour l'ACPS si l'intérêt y est assez important. De plus amples informations peuvent être trouvées à ce sujet sur la page-hôte de l'Association. J'aimerais recevoir vos points de vue à propos de créer un tel lien pour les psychologues scolaires sur le GSPN.

Gardant une perspective internationale sur la pratique de la Psychologie Scolaire, j'ai le plaisir d'annoncer que l'Association sera représentée au 24ième Colloque sur la Pratique de la Psychologie Scolaire à Dinan, en France du 25 au 29 juillet prochain. Des psychologues de partout dans le monde se rencontreront pour discuter de la pratique de notre art.

J'ai aussi le plaisir de vous annoncer que l'édition spéciale du *Canadian Journal School Psychology* intitulé « State of the Art in School Psychology across Canada : A Ten-Year Revisit » sera publié ce printemps. Nos lecteurs et nos lectrices recevront une perspective sur les pratiques courantes de notre discipline de la part de dix provinces et des Territoires du Nord-Ouest. Nous espérons toujours voir une soumission de la part du Yukon dans une édition subséquente.

En terminant, j'aimerais reconnaître et encourager les efforts des psychologues scolaires comme défenseurs de tous les enfants, leurs familles et leurs éducateurs et éducatrices. Cette organisation, souvenons-nous à été mise sur pied pour consolider ses membres, faire pression pour établir une identité nationale qui met de l'emphase l'importance de notre travail et ultime ment réalise un standard national pour la certification. J'aimerais aussi reconnaître les efforts de nos collègues de la SCP-Psychologues en Éducation. Plusieurs de ces membres sont des professeurs d'Universités dédiés à la formation de futurs psychologues scolaires et à la promotion de la discipline de la Psychologie Scolaire.

Je suis optimiste que notre association continuera à croître et à se développer en un corps national qui représente justement les intérêts de nos membres. Comme organisation de Psychologues Scolaires, nous continueront à promouvoir la distinction entre la pratique de la « Psychologie Scolaire » et la pratique de la « psychologie dans les écoles. »

J'espère avoir la chance de vous rencontrer à Terre-Neuve à l'automne.

À bientôt.

Ron

## Un message du président

Don Saklofske

Le printemps est enfin arrivé !! L'une des meilleures façons pour les psychologues canadiens de se tenir au chaud pendant l'hiver, c'est de demeurer actif ! Et notre section n'a pas fait exception à la règle !

Tom Gardner a tenu compte des suggestions de nos membres exécutifs, ainsi que de celles qui ont été soumises à l'Assemblée générale annuelle ; il a donc apporté plusieurs révisions à nos règlements généraux actuels, et elles seront soumises au vote lors de l'Assemblée générale annuelle, pendant le congrès de la SCP, en juin. Ce qui nous amène à parler de Dick Steffy qui nous a, une fois de plus, assuré de l'excellence du programme pour le congrès de la SCP. Judith Wiener abordera le thème «Fonctionnement socio-émotionnel des enfants présentant des difficultés d'apprentissage: Cognition, comorbidité ou contexte.», et l'Assemblée générale annuelle suivra, le tout se déroulant le vendredi 22 juin, de 9h00 à 11h00. Notre section sera aussi représentée par Marvin Simner (Tests de dessins de figures humaines), Tom Gardner (La compétence: une collection d'habiletés ou un thème pour un paradigme), ainsi qu'un symposium intitulé «WAIS-III: De nouveaux développements au sujet de l'évaluation cognitive des adultes», présenté par David Tulsy, Richard Gorsuch, Colleen Patterson, et Don Saklofske. Ces présentations sont prévues dans l'après-midi du jeudi 21 juin. Dick et son comité ont aussi approuvé un certain nombre d'affiches pour la présentation du samedi matin. J'encourage fortement tous les membres de notre section à appuyer notre section SCP du programme.

Les représentants de nos étudiants nous ont remis une liste détaillée de recommandations à titre de base pour notre nouveau programme de prix honorifiques en recherche étudiante. Karina, Kimberley et Shari ont fait à ce sujet une étude auprès d'autres sections de la SCP, et ont ensuite préparé une série de recommandations, celles-ci ayant été transmises aux membres du sous-comité. Ce groupe, dont font partie Joe et Juanita, mettra au point des directives pour l'implantation de la proposition de prix honorifiques en recherche étudiante. Joe et Juanita sont présentement à la recherche de moyens pour accroître l'adhésion à cette section. Aussi, lors d'une conversation avec John Service, notre section a été encouragée à préparer un bref article sur les Psychologues en Éducation qui serait publié et distribué par la SCP. Juanita et Fred tracent la voie en préparant un projet d'article, lequel sera envoyé aux membres exécutifs pour révision. Finalement, nos remerciements à Joe et à Ted Wormeli pour nous avoir présenté un excellent bulletin.

J'agis à titre de représentant de notre section à la conférence «Organiser la psychologie au Canada», tenue à Winnipeg, du 10 au 13 mai. Parmi les organisateurs de la conférence, on retrouve le Conseil des associations provinciales de psychologues, la Société canadienne de psychologie, le registraire canadien des fournisseurs en service de santé pour la psychologie, le Conseil des départements canadiens en psychologie, et le Conseil canadien des programmes de psychologie professionnelle. Le but de cette rencontre a été brièvement décrit dans une récente note de service :

“Depuis quelque temps déjà, les psychologues discutent de la façon dont s'organise actuellement la psychologie au Canada. On s'inquiète du nombre restreint de psychologues au Canada, ce qui pose un problème pour une organisation plus concrète et plus efficace.”

Les groupes nationaux énumérés plus haut ont coordonné la planification de cette rencontre, et ils ont invité des représentants de chacune des associations nationales et provinciales en psychologie (incluant les sections de la SCP) afin d'explorer les options pour organiser la psychologie au Canada, et ainsi mieux rencontrer les besoins de tous les psychologues (ainsi que ceux du public à qui nous offrons nos services). Je vous ferai part des discussions lors de notre Assemblée générale annuelle.

Personnellement, j'arrive tout juste d'un deuxième voyage en Chine où j'ai donné des conférences et animé des ateliers pour les élèves en psychologie à l'Université de Beijing. Il est très intéressant de comparer les programmes de troisième cycle visant la formation des psychologues et la pratique de la psychologie en Chine, avec ceux du Canada (et des États-Unis). Le rôle des psychologues en éducation (par exemple, les psychologues scolaires, les conseillers dans les écoles et les universités, etc.) est beaucoup moins ostensible en Chine. Cependant, il y a beaucoup d'intérêt manifesté pour la discipline et la pratique de la psychologie en Chine, et je prévois un accroissement de nos possibilités à collaborer et partager des informations avec nos collègues chinois de l'université et des pratiques en place.

En résumé, des périodes d'intense activité sont à prévoir, et elles seront des plus productives et des plus captivantes pour notre section. Au plaisir de vous voir tous, en juin, au Congrès de la SCP.

Merci et à la prochaine.

## *Being a School Psychologist in Australia - a plentiful experience.*

The job of a School Psychologist in Victoria, Australia is never dull, always diverse and pushing forward.

Victoria is located in the south-eastern corner of Australia. It has a rich mixture of cultures, landscapes and social issues; it is the second biggest in population (four million) of the six Australian states. The Victorian Government Department of Education <http://www.sofweb.vic.edu.au/index.htm> is responsible for the delivery of education to the majority of Victoria's students in both Primary schools, five- to 12-year-old children, and Secondary schools, 13- to 18-year-old students. In order to support students learning and access to the curriculum a range of students support service workers are employed such as Social Workers, Speech Pathologist and Psychologists.

I am a School Psychologist and I work closely with 16 schools to assist students, families and teachers in their pursuit of social, emotional and educational wellbeing. The traditional image of a Psychologist locked away in a clinic or interview room with a stream of clients waiting in a queue of hourly appointments is well past. My job demands are mobile, ever changing and prevention focussed. A recent Government document, *The Victorian Framework for Delivery of Student Support Services*, (see link) details a workload increasingly tilted toward the development and delivery of targeted programs to groups on topics that are known to present as issues likely to impact on students, educational, emotional and social development.

An average week is unusual, each looks and feels different because the balance between prevention, early intervention, intervention and restoration requires creative planning and a readiness to respond. One day is not the same as another. On Monday, I started my day at my office which is based in a large Secondary College at 8:15 am. I checked my email account, returned telephone calls until 9:00 am and talked with a school nurse, then I had a one hour counselling session with a depressed sixteen year old. At 10:00 am, I travelled to a small school 20 minutes drive away where I meet with parents and teacher of a child with an intellectual disability I have been working with, the aim of the meeting was to develop a suitable curriculum plan, a brief discussion with the school Principal followed about the needs of a small group of five-year-old children who are experiencing

separation anxiety we talked about ways in which the school might offer support. At 11:45, I head off to a local welfare agency to work with four other mental health professionals to further develop a classroom problem-solving program that we are designing for a class of eight-year-old children, the meeting is full of laughter and good ideas, we decide on a working lunch in conjunction with some colleagues who are planning an evening parenting program for single fathers and are hoping I might agree to present at the workshop. At 2:00 pm, I return to my office check messages and read a file that has been sent to me regarding my 2:30 appointment with a child who has autism and her mother, the family is new to the district and are seeking enrolment into a school that could best meet their needs. I will be required to write reports and may need to either conduct or arrange for some additional clinical assessments. At 3:30, I go to the local regional education office to be involved in a discussion about a new Government initiative that aims to develop fresh ways of responding to adolescent students who are not attending school, I am asked to help find research in the area and become part of a committee to plan a relevant teacher training program. The day is drawing to a close and I return to my office for brief meeting with a teacher to arrange a classroom observation of student who is has a problem with erratic behaviour. I also need to check my materials for the next day when I am facilitating a peer mediation training session with ten 15-year-old students. When my working day closes I drive home trying to decide if I will attend the local University for an evening workshop about new research into conduct disorder or go to a barbecue with some fiends.

In Victoria most school Psychologist have been teachers and are required to be able to work in a range of educational settings with a diverse client base. The growing emphasis on prevention has further encouraged close working networks with other education, health and welfare professionals. Although the new work approach is often demanding it is stimulating and supported by colleagues and management. Evaluation methods are encouraged and developed to more accurately reflect the issues of the client base.

The barbecue was a good choice a warm Autumn evening, good food and a chance to cease the day and ponder the future.

*Neil Blick is a School Psychologist with the Department of Education, Employment and Training, Ballarat, Victoria, Australia and seeking an exchange with a suitable Canadian contact: [neilblic@mail.austasia.net](mailto:neilblic@mail.austasia.net)*

## *La psychologie scolaire au Québec*

*Mars 2001*

L'Association Québécoise des Psychologues Scolaires (AQPS) a débuté un ambitieux projet de reconnaissance de la formation continue de ses psychologues scolaire. Emprunté et adapté de la NASP, ce programme encourage les psychologues scolaires à faire reconnaître à tous les trois ans 75 crédits (équivalent de 75 heures de formation). C'est avec fierté que plus de 70 psychologues scolaires ont récemment reçu une attestation qu'ils peuvent afficher pour leurs clients. Ils sont des «Psychologues scolaires accrédités» (PSA). Ce titre n'a pas de valeur légale mais est un titre qui souligne plus la fierté de se dire à jour dans son perfectionnement. Au Québec, les psychologues scolaires (environ 400) doivent être membres de l'Ordre des Psychologues du Québec (plus de 6,000 psychologues). Cependant il existe peu d'incitatif à continuer à se perfectionner après l'admission. L'AQPS souhaiterait éventuellement aller vers ce qu'à la NASP s'appelle le NSCP (Nationally Certified School Psychologist), avec examen d'admission et formation continue obligatoire. Pourquoi ne pas en faire un projet partout au Canada ?

Richard Gagné,  
Psychologue scolaire accrédité  
Secrétaire de l'AQPS

Quebec School Psychology – March 2001

The Quebec Association of School Psychologists (AQPS) has begun an ambitious program of recognition of the continuing education of school psychologists. Borrowed and adapted from NASP, the program requires that school psychologists receive 75 credits (equal to 75 hours) of continuing education every three years. Recently, AQPS proudly presented more than 70 school psychologists certificates to put on their walls. They are now "Accredited School Psychologists". This title has no legal bearing, but underscores one's pride in his up-to-date professional development. In Quebec, school psychologists (around 400) must be members of the Order of Quebec Psychologists (more than 6,000 psychologists). Accordingly, there is little motivation to continue professional development after admission. AQPS would like to eventually adopt the NASP's NSCP (Nationally Certified School Psychologist) which requires an examination and continuing education. Why not do this as a Canadian project?

Richard Gagné,  
Accredited School Psychologist  
Secretary of AQPS

### *And for a change . . .*

From: "Ken Ryba" <dice@xtra.co.nz>  
To: <caned@interchange.ubc.ca>  
Sent: Sunday, April 01, 2001 3:11 AM  
Subject: Exchange with New Zealand

Dear Ted,

I am a Canadian citizen and graduate of U of C MSc Clinical Psychology, Faculty of Education. I have resided in New Zealand for the past 22 years and am now Director of Educational psychology Training at Massey University in Auckland. Next year I am due to go on sabbatical and am interested to exchange with a Canadian Colleague or to work on a project concerned with establishment of new educational psychology training programme or as a member of staff on an existing programme. Please put me in touch with school psychology colleagues in Canada who

might be interested in an exchange or in hosting me at a Canadian University. Many thanks from

Ken Ryba, PhD, Associate Professor

Director  
Educational Psychology Training Programme  
Massey University  
Private Bag 102 904  
North Shore MSC  
Auckland New Zealand

My Massey University email is  
K.A.Ryba@massey.ac.nz

Have a look at our web page containing a description of our programme -  
<http://www.massey.ac.nz/~karyba>

## *School Psychology in New Brunswick*

There are exciting times ahead for school psychologists in New Brunswick. A new document, *Guidelines for Professional Practice for School Psychologists*, is in its final form and awaiting the approval of a provincial curriculum body before its official release in June 2001. The document looks at where we've been, and focuses on where we'd like to go. The model of service delivery we'd like to adopt is one of prevention and collaborative consultation. To do this, we'll need to change some well-established patterns of "refer-test-place" expectations for school psychologists, and encourage districts to enable their psychologists to use the full range of their skills in the service of the whole school population. It should be an interesting and challenging process of change for us!

New Brunswick has also developed procedures for setting up a private practice for school psychologists to ensure that there

is no real or perceived conflict of interest. Consultation was done with the ethics committee at CPA in developing these procedures, which are being considered as a template for all Department of Education employees.

The Department of Education consultant in School Psychology is still hoping to meet people in similar positions in other provinces. If you're out there, please contact Juanita Mureika at (506) 444-5859!

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## *Saskatchewan Educational Psychologists' news:*

The provincial Transition Council presented its latest draft of the by-laws, The Psychologist Act (1997), to government officials in February 2001, hoping that these would be approved this spring before the ITA is signed in May/June and comes into force. Unfortunately for many, government officials are still unsettled about a few items.

In the 1st issue of this year's *News and Views*, new members were welcomed, bringing membership to 161 in SEPA. The new Sask. College of Psychologists is looking to hire a full time Registrar. An interview with two key Department of Education officials looked at the directions for provincial school psychology services. At the SEPA website:

<http://www.glc.n.com/sepa/>, the full text of this interview can be found.

The annual 'Spring-Fling' was held in Regina on April 28th. Two lawyers gave a session on the legal requirements of the Health Information Act that is coming into force and the legal requirements of record keeping needed for psychologists.

On November 15 & 16th, 2001, Dr. Jack Naglieri will be speaking at the Annual fall conference. He will be focusing on the PASS Theory and the Cognitive Assessment System. Workshop information is available from Gary Halbert, Regina School Board office.



# Wrinkles in Practice

## DO WASI, DO WASI, DO WASI, DO ...

*Ted Wormeli*

As everyone else that I know who works as a school psychologist for a public school system, I always have more work than I can do. (You may remember that the inter-ministerial protocols for British Columbia in 1989 set guidelines for service ratios for school psychologists at 1:3000 - NASP recommends 1:1800 - but districts seldom attain that ratio. I am always searching for efficiencies that will help me meet the needs for assessment and consultation in my client schools in a more timely fashion.

For the past year and a half, I have been using Brief Cognitive Screening in the cluster of schools that I serve to provide limited information to requests from the School Based Team that involve queries about what a student might be expected to achieve or to validate old aptitude data or to supplement data collected by another team member or to screen a child a bit more than the level B assessment that is carried out by the Learning Assistance Teacher (who administers a PPVT-III, Canada QUIET and SSRS) in order to determine whether or not a comprehensive assessment is needed. The last is the most common reason for the BCS.

I can do four to six BCSs in the time that it would take me to perform one comprehensive assessment because all that I do is to administer either a WASI (Wechsler Abbreviated Scale of Intelligence) or a short form of the SBIV (that I limit to about an hour). I insert the results into a shell document (containing lots of caveats about the limitations of this data) that is loaded in my laptop and print out a copy for the next SBT meeting at which I interpret the results to the team and compare them to information that the LAT has collected in order to determine if further action of any kind is appropriate. I began to offer this service about two years ago in one of my schools, and now all of them take advantage of it to one extent or another. Initially, I used a short form of the SBIV because that test lends itself to such truncation, but this year, I began to use the

WASI because it is newer and because it is more compatible with the aptitude scale that I use most. The WASI can also be completed in an hour or less, and my only substantive complaints are that it does not have Canadian norms and that the directions for the first items on the Similarities subtest are not as intuitive as one might like. Because it contains only four subtests, the inferences that one might make are limited, but after administering about two dozen of them and the WISC-III to the same children, I have found that the score for the Vocabulary subtest has been within one standard score unit of the score that I obtain on the WISC-III, and the score for the Similarities subtest has been within two standard score units for almost all of them. There is more variation in the differences between the Block Design scores, but most of these are not dramatically different from each other. The other nonverbal subtest on the WASI has no counterpart on the WISC-III. I have also found that the Full Scale scores are similar; most of the Verbal scores have been within the 90 % confidence interval; the Performance scores have usually been within that interval.

When there has been an unusual difference between the Verbal and Performance scores on the WASI, there is usually a similar difference on the WISC-III, at least between that part of the Verbal scale that involves the Vocabulary and Similarities subtests and the abstract part of the Performance scale. I have administered it as a screening device to 48 children to identify those children for whom comprehensive assessment. Of those 48 children, nine have been identified as needing more assessment, and the WASI results are included in the more comprehensive assessment.

Because of these attributes, the WASI has become a useful and often used part of my assessment kit; I recommend it as a useful addition to your kits; let us hope that Canada Psychcorp will renorm it in this country.

## *Salmigondis or Gallimaufry*

If you are a little puzzled by the title of this column, perhaps after reading the hodgepodge of information, things will fall into place.

**Don Saklofske** is a co-editor (with Jac J. W. Andrews and Henry L. Janzen) of the just published *Handbook of Psychoeducational Assessment*. Academic Press has kindly complemented a copy. So look for a review in the next issue of this newsletter. Don has co-authored the three chapters on the WISC III in Jerome Sattler's *Assessment of Children: Cognitive Applications*. This fourth edition appears to be another "must have" for those involved in child assessment. The companion volume, *Assessment of Children: Behavioral and Clinical Applications*, should be out later this year. We hope to review these in a future issue, too. As you probably know, Don is a busy man. He has also co-edited the *Handbook of Psychosocial Characteristics of Exceptional Children* and the *International Handbook of Personality and Intelligence* in the past few years. Both are published by Kluwer.

**Karina Béland**, one of the CPA student reps, recently sent a memo to her fellow AQPS Board members announcing the birth of her baby! But before rumours start, let me explain that her "baby" is the highly successful website: [www.teljeunes.com](http://www.teljeunes.com), a project in collaboration with the Québec ministry of health and social services. Development from conception through a birth-like launch in February took nine months. At this site, youth can find a great amount of information, advice, and some pathways to deal with their problems e.g. peer and family relations, love, sexuality, drugs, suicide, personal problems, etc. They can ask questions and even request help. Professional staff from Tel-jeunes (prior to this Internet venture, a hot-line and referral service for Québec youth) will respond within 48 hours. There is also provision to offer help. So far, it has been a great success for the francophone clientele. It might be expanded to offer service to anglophones. You are invited to visit the site and send your comments to Karina.

For those who do read Carol Milstone's column in the *National Post*, it's hard not to follow the latest work of **Marvin Simner**. The CASP-CPA position statement on Canadian press coverage of province-wide test results, too, has had favorable continuing press coverage.

**Charles Cunningham**, of Hamilton Ontario's McMaster University, was our keynote speaker at last year's CPA Convention. Dr. Cunningham is a psychologist who has collaborated with his wife,

Lesley Cunningham, a social worker with the Hamilton-Wentworth District School Board, on the use of student mediation teams to reduce playground aggression. Their mediators resolved 90% of the playground conflicts in which they intervened. Physically aggressive playground behaviours – by direct observation – were reduced by between 51% to about 65%. These effects continued to be shown at one year follow-ups. For those intrigued by these findings, we are pleased to announce the Second Biennial Niagara Conference on evidence-Based Treatments for Childhood and Adolescent Mental Health Problems.

The conference is coordinated by the Department of Psychology of SUNY Buffalo and the Department of Psychiatry and Behavioral Neurosciences of McMaster University and Co-chaired by William E. Pelham, Jr., Ph.D., SUNY Buffalo, and Charles E. Cunningham, Ph.D., McMaster University. The goal of the conference is to provide overviews of and intensive workshops in evidence-based approaches to child and adolescent mental health problems. The baker's dozen of speakers and topics will include:

- Charles E. Cunningham, Ph.D. of McMaster University will speak on parent training and peer mediation for disruptive behavior disorders.
- George J. DuPaul, Ph.D. of Lehigh University will speak on classroom interventions for disruptive behavior disorders.
- William E. Pelham, Jr., Ph.D. of the State University of New York at Buffalo will speak on psychosocial and multimodal treatment of attention deficit hyperactivity disorder.

The conference will take place daily, 8:00 a.m. - 5:15 p.m., from July 26-28, 2001 at the Queen's Landing Inn and Conference Resort in Niagara-On-The-Lake. The cost is quite reasonable - \$150 US for early registration for the entire meeting. This cost includes attendance at all morning keynotes and one afternoon workshop per day, conference handout materials, refreshments, and continuing education credit. The conference site, Niagara-On-The-Lake, is a scenic town renowned for its fine dining, summer theatre, winery tours, and history. It is conveniently located within an hour of Pearson International Airport (Toronto) and within 35 minutes from Buffalo/Niagara International Airport. Registration can be completed and additional information on the conference can be found at <http://www.specialevents.buffalo.edu/nc.shtml> or call 716-645-3705.

*C. T. Wormeli, M. A., M. A., M. Ed., Ed. D.*

*(Oh dear, it's true; I have all of these, but I have just realized what the first two mean)*

From time to time, I have supervised the practical of graduate students in school psychology training programmes, as well as occasionally teaching some of the coursework that these students are required to take, and I have pondered in the wilderness of phenomenology: what is the fundamental reality of knowledge that is at the core of psychological training and education; in short, what is the key knowledge that is important in what should be learned by students of psychology? And in this regard, while rereading a memo that I sent to my colleagues in the school district in which I am (happily) employed, I experienced an epiphany. I reproduce the memo for your enjoyment:

Draft Procedure for Operationalizing  
Classification as a Student with a Moderate  
Behaviour Disorder

To facilitate classification as M, the school's LAT will request completion of an SSRS by the student's CT and will also administer a QUIET and PPVT-III, in addition to requesting assessment of vision and audition. These results will be brought to the SBT for consideration, and if judged to be problematic, the DP or SC will be directed to meet with the custodial parent or guardian to obtain a history and completion of a CBCL. If these results are congruent with those obtained on the SSRS, the CT may be requested to complete a TRF, especially if classification as H, rather than M, is believed to be likely. SLOR staff may also be involved at this time, especially in the creation of the IEP. These results will be shared with the parent or guardian, and either a 528 form or a 116 form will be forwarded to the director.

Yes, all my colleagues understood this paragraph, and it has dawned on me that M. A. does not really represent master of arts, it signifies Master

of Acronyms! There may be some psychologists who protest that our key knowledge involves the mastery of arcane instruments of assessment and more arcane theories of rehabilitation, but I have heard some directors state that a monkey could learn to administer a WISC (a talking monkey of course, not just any monkey – we psychologists have evolved beyond ordinary monkeys) and that a cat could carry out a behaviour modification programme (there may be some truth to this, if my own responses to our cats' meows were to be observed – and my wife is even more well-trained).

So knowledge of assessment and treatment may not be core knowledge (at least the director's jury is out on this), but have you ever heard a group of monkeys talking about the comorbidity of ODD and ADD behaviour? I think not. A group of psychologists, however, may use such terms as these every other minute, especially psychologists with OCD (thesis topic for the forthrightly introverted: prevalence of this disorder among psychologists and comparison with cats or accountants – notice that I have not bothered to reference these last three acronyms – everyone reading this who is a psychologist knows to what these refer – quod erat demonstrandum!). With the possible exception of the military, I know of no other professional group that is as obsessed with acronyms as psychologists are. I have seen reports that are filled with them; I have written reports that are filled with them; I have spent hours explaining them to befuddled clients who ask why I do not speak a recognizable English. I remind them that I am a psychologist and inform them that is how psychologists talk!

I believe that we should be proud of this; this is what really discriminates psychologists from those who have left the cave at  $p = .05$  – and TGIF!

*I hope you have enjoyed yet another fine column from Ted. However, don't regard the 180° column as reserved for Ted and Ted alone. Contributions are welcome!*

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