



Canadian Association of School Psychologists
 L'Association canadienne des psychologues scolaires
 Canadian Psychological Association
 Société canadienne de psychologie
 PSYCHOLOGISTS IN EDUCATION / PSYCHOLOGUES EN EDUCATION

Fall 2007

Newsletter

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that that section of CPA also has a national identity for its specialty. This would seem to me a template for the relationship between the Section on Psychologists in Education and The Canadian Association of School Psychologists. The two organizations have worked together for some time. This newsletter is a good example of cooperation, and the feedback from both CASP and from the Section has been very positive about this joint newsletter. The two groups have also collaborated on Canstart. It would seem worthwhile to examine the merits of inviting CASP to join the CPA. Would CASP not benefit from the lobbying power of the larger body, especially given that some effective lobbying has been issuing from head office? Indeed, some of that activity has already been done on behalf of school psychologists with the Toronto Board of Education. Is it possible that CPA could provide some support for the Canadian Journal of School Psychology? Perhaps joining forces would create some

From the Editor

Well, we're back. It's been awhile but we are back. Some things change, some things remain the same, as they say... I responded to a Help Wanted ad in mid-1999, and, to my surprise, I became the CPA co-editor of this newsletter, then affectionately known as the Nooseletter. Since then it has remained the Joint Newsletter, but I have become the Co-editor of *CJSP*, the chair of the CPA Psychologists in Education section, and the president of CASP. And that is not only consecutively, but con-

currently as well. Normally the words from the editors would be followed by the CASP President's Message and the Message from the Chair. For the sake of efficiency, I'll present just one introduction to this special edition of the newsletter.

Tom Gardner was the CPA section chair in 1999 when I first tried my hand at editing. Part of his message from the Chair included the following:

"The Section on Industrial and Organizational Psychology has another name: The Canadian Society for Industrial and Organizational Psychology. It seems

problems as well, but I am sure that the leadership of both of our groups is composed of the flexible kind of people who could work out the glitches. I would be delighted to receive feedback from members of both groups on your thoughts about this idea.”

Needless to say that next to no feedback was received nor did any merger occur. But the issue raised

CASP: Past, Present, and Future

CASP started small in the early 1980's, but with enthusiasm, hard workers, and dreams of becoming the critically important professional organization for school psychology in Canada. For a number of years, CASP showed every indication of realizing these dreams: annual conferences were held, the Canadian Journal of School Psychology became the official journal of CASP, membership continued to grow, etc. But in the past 10 or so years, there has been a leveling off of, and now a retreat from, some of these important indicators of present/future growth, and relevance as a professional association.

While the journal continues to publish (and has been sold to SAGE Publishing), membership numbers have dropped. The newsletter and annual conferences have fallen by the wayside. Our role in continu-

ing professional education and the development of program accreditation and professional certification has not gotten off the ground. Most telling is the lack of consensus on a clearly articulated vision that would draw trainers and practitioners to CASP. Falling membership and commitment by members are evidence of a waning interest in CASP, now approaching a critical point at which the very foundations of our association are challenged.

Thus it has been a recurrent concern of ours to wonder over the past number of years, “What is the future of CASP”? It has been on our minds as we talked endlessly via email, negotiated the sale of the journal, and very recently as we were returning from the CASP meetings at the CPA Convention. Arriving home, Joe found the NASP renewal reminder in the mail. The current president

by Tom is very relevant today. In fact, it is the focus of this reborn newsletter. Read on for suggestions on how to meet the needs of school psychology in Canada. It is time that a partnership between CASP and CPA be explored. That's the serious part of this newsletter.

But we have also retained some of the features of yore: Ted Wormeli provides a 180° for levity; Wrinkles

in Practice has some helpful practical advice; and Emily Goetz, a former chair and editor, has supplied some fresh insight. So please, read on, enjoy, but do give some serious thought to the issues presented. And last but not last is a pitch for a volunteer or volunteers to continue this newsletter in the coming years.

Joseph Snyder

outlined some of the reasons to continue on as a member of NASP.

Here are 5 of those points.

- *Latest Evidence-Based Practice and Research Information* – NASP provides you with timely peer-reviewed information and practical resources through Communiqué, School Psychology Review, and NASP Announce.
- *Professional Development* – NASP offers you access to nationally recognized experts, online professional development modules, two Summer Conferences, and the annual convention in New Orleans, February 6 – 9, 2008. This year's theme is “Resilience: Building Strength for Life.”
- *Resources for Everyday Issues* – NASP provides a wealth of online, members-only resources including fact sheets, position pa-

pers, a resource library, and adaptable presentations.

- *Networking With Your Peers* – NASP Interest Groups and On-line Communities let you interact with colleagues from across the country to exchange ideas, get second opinions, and discuss new strategies.
- *Legislative Influence and Monitoring* – NASP provides a unified voice for school psychologists to influence legislators and other policy makers regarding what is best for children and for the vitality of our profession.

It seems that if CASP had the aspiration to be Canada's NASP, just how many of those membership benefits could be offered by an organization of fewer than 200 members? We do offer *CJSP*, and we may be revitalizing the quarterly member newsletter. We have an impressive, improved website. All of these accomplishments can facilitate the Canada-wide linkage of the provincial organizations. The question is not only whether we want to do more, but whether we are able to in our present embodiment.

We are so small that, with our human and financial resources, it is impossible to even begin addressing such key issues as master's program accreditation, national certification, annual conferences (although these

have been held with some success in the past), professional development workshops, advocacy, etc. Furthermore, it is but a handful of people who have given so much of their time, energy and even financial support to CASP. Perhaps we could do more in our present capacity, but eventually the question must be asked: "Do we need a CASP"? And if so, what is the best way for it to thrive and serve its purposes?

In Canada, there are more than 30 associations that represent some aspect of psychology in some arena, at some level. For school psychologists, in many cases they have a provincial school psychology association or a connection with or within the local psychology fraternal body. Thus the inevitable questions: "Do you want a national association for school psychologists; do you need it; will you support it"? If there is support for CASP to continue, it may need to be reinvented or at least positioned so that it may serve its intended useful purposes.

We have debated whether CPA might be the organization in which to house CASP, either through a merger with the Psychologists in Education section, or the creation of a new section. CPA has over 6000 members, with a functional infrastructure that serves psychologists very well. It offers a range of services similar to what NASP pro-

vides (journals, national meetings, web pages, advocacy roles, annual conference, professional workshops, accreditation, insurance, and so forth). And CPA permits its sections to have associate members who are not CPA members.

Given the above, our recommendation is that CASP explore, with all due haste and sincerity, the possibilities and mechanisms of becoming part of CPA. In this regard, we wish to consult with you, our loyal and valued members. Please let us know your concerns, questions, and reactions to the present suggestion. Please use the following email address: <caspeexec@gmail.com>

Joseph Snyder
President

Don Saklofske
Vice-President

June 27, 2007

This article was sent to CASP members by e-mail. Canada Post was used for those members who had not supplied a current email address. To date, approximately 15 replies have been received. Almost all have been supportive of a merger or partnership with CPA. We still hope for more feedback from CASP members. And, of course, CPA members are encouraged to express their views on this issue,

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An Exercise in Advocacy by School Psychologists

R. Douglas Falconer and Juanita M. K. Mureika on behalf of the New Brunswick Association of Psychologists and Psychometrists in the Schools

THEME

Role of school psychology in an inclusionary system

Psychologists have been part of the school system in New Brunswick since the early 1970s. Their original role was exclusively one of assessment, primarily of students with learning disabilities, for the purposes of accessing special education services. The inclusion of students who had previously been served in special schools into regular classroom settings created a new challenge for school psychologists in New Brunswick, as it added to their caseloads a number of additional students with highly specialized needs. The role of school psychologist changed from the traditional role of assessment to a broad-based prevention/consultation role in order to meet the more diverse needs of the current student population.

The *Guidelines for Professional Practice for School Psychologists* was developed by a committee of school psychologists and other education specialists, chaired by the provincial consultant for school psychology, and published by the Department of Education in June 2001. Following the release of this document, it was adopted by the Canadian Psychological Association

(CPA) as a professional practice document for school psychologists across Canada. *Guidelines* identifies five levels of intervention for school psychologists, that include the following approaches:

- *Student-Focused Indirect Intervention.* Consultation on behaviour management, program planning, parent contact, goal-setting based on strengths and needs, suggesting teaching strategies based on the specific nature of the student's difficulty, interagency collaboration.
- *Student-Focused Direct Intervention.* Individual counselling and therapy, group skills development, individual psychological assessment.
- *School-Wide Intervention.* Liaison with school student services teams, in-service education at the school level, prevention and intervention programs for a positive school environment, planning and implementing school-wide screening and assessment programs, providing information on best practices in children's mental health, debriefing and defusing students and staff following a tragic event, parenting programs.
- *District/System-Wide Intervention.* Inservice to district staff on child

development, behaviour management, exceptionalities and assessment; district screening programs, data collection and evaluation, developing and implementing district intervention programs for social skills, bully prevention, etc.; advocacy for exceptional children, and multi-agency collaboration.

- *Research.* Due to their training in statistical analysis and social sciences research design, school psychologists are in a unique position to design and implement research projects for a variety of purposes. School psychologists promote a scientist-practitioner model which stresses using research based interventions, research based decision making and data based decisions with proven efficacy. They are in a position to advise educators on the current state of research knowledge on a variety of topics in the field of psychology, as it relates to schools and educational practices.

The expansion of services following the move to inclusion has resulted in an increase to 25-30% of the total school population who exhibit exceptionalities, from the original 5% of students targeted for psychological services. Many school psychologists now carry an active caseload of

students, providing consultation on an on-going regular basis. A number of exceptional students, such as those in the autistic spectrum or the significantly mentally challenged, require long term consultation that often runs the course of their school career. Psychologists are part of a multi-disciplinary team of education professionals involved in the development and on-going modification of Special Education Plans for these more challenging students. Other students, such as those with serious behaviour challenges, require more short-term consultation by the school psychologist in the development of individual behaviour plans.

The New Brunswick *Guidelines for Referral For School Psychological Consultation* (Department of Education, 2004) emphasizes the consultation role of school psychologists. The four types of consultation identified include Teacher-Centered Instructional Consultation, Student-Centered Behavioural Consultation, Student-Centered Intervention, and Student-Centered Psycho-Educational Assessment. The document stresses that all student-centered referrals must follow an initial consultation with the school psychologist either directly, or at a school-based team meeting or case conference. Decisions as to whether to engage in direct intervention or to carry out a psychological assessment rest

with the school psychologist. Entry into the consultation process may be through a school-based student services team or a case conference. School psychologists provide consultation services to school based teams and upon the request of the school-based team, to individual teachers, para-professionals or school staffs. They serve the entire school population using a collaborative consultation, team based approach.

This expansion and change in role is being reflected in the school psychology literature. The Consultant for School Psychology for New Brunswick gave a presentation on this topic at the National Association of School Psychologists (NASP) Convention of April 2003, held in Toronto. An article by New Brunswick school psychologists, entitled "The Changing Role of the School Psychologist: From Tester to Collaborator", was published in the U.S. in the *Trainer's Forum, Periodical of the Trainers of School Psychologists* and in Canada in the Canadian Association of School Psychologists' newsletter.

Many others have also reflected on this topic:

School psychologists are the most highly trained mental health experts in schools. In addition to knowledge about prevention, intervention and evaluation for a number of childhood problems, school psychologists have

unique expertise regarding issues of learning and schools. It is [school psychologists'] ethical responsibility to become involved in programs aimed at problems that are broader than assessing and diagnosing what is wrong with a child. As the most experienced school professionals in this area, school psychologists must become invested in addressing social and human ills ... although [school psychologists] will not 'solve' these ills, [they] must have a role in ameliorating their impact on the lives of children (Sheridan & Gutkin, 2000).

The National Association of School Psychologists (NASP) is a U.S. based organization of school psychologists with a membership of more than 22,000, including school psychologists from Canada and Mexico. Commenting on the need for a sufficient number of school psychologists, the organization suggests the following;

In most settings, this will require at least one full time psychologist for each 1,000 children served by the L.E.A. (Local Educational Agency), and a maximum of four schools served by one school psychologist. It is recognized that this ratio may vary based upon the needs of the children served, the type of program served, available resources, distance between schools and other unique characteristics. (NASP, 1997).

Recommendations

1. To support the full role of school psychologists in New Brunswick schools, a recommended staffing ratio of 1:1000 is suggested. This staffing ratio should be independent and not tied to any other support service.

2. The crucial leadership role of the provincial consultant in school psychology needs to be recognized by the reinstatement of this position at the Department of Education. This position has been critical to the development and support of school psychology, as well as the promotion and development of school wide positive behaviour support programs in the Anglophone school system of the province.

That was then, this is now. Update, July 2007:

The above cited position paper was written by a committee of the New Brunswick Association of Psychologists and Psychometrists in the Schools (NBAPPS) in response to an independently commissioned provincial review of inclusive educational practices in 2005, led by Dr. Wayne MacKay from Halifax (“The MacKay Report”). The group also commented on practices as related to exceptionalities and other support services in the schools, and all of the recommendations made by the NBAPPS were included in the final

report (<http://www.gnb.ca/0000/publications/mackay/mackay-e.asp>).

However, the fate of the report is now in question, given that NB has had a change in government, and the new government is launching a Department of Education initiative all its own. There is no mention of school psychology in the new initiative, nor is there any suggestion that the position of psychologist at the Department of Education might be reinstated. Instead, school psychologists in New Brunswick are facing some new issues that may seriously impact the future of school psychology in the province.

In June of last year, the NBAPPS appointed a working conditions committee to look at recruitment and retention issues for school psychologists. Key to that issue was the fact that the College of Psychologists of New Brunswick, the body which licenses all psychologists in the province, had voted in May 2006 to move the licensing requirement to a single entry doctoral level in 2011. Since almost all school psychologists in New Brunswick are master’s level + 4 years supervised experience + licensing exams, the new entry level will certainly impact our ability to recruit. Currently, there are no Psy. D. programs in the province to train school psychologists, but only Ph.D. programs, which focus on clinical

or experimental training. Clearly, recruitment both within and from outside of the province will be tenuous after 2011. In addition, there are a number of the current school psychologists in New Brunswick who will be retired by 2011, thus adding to the potential numbers of vacancies to be filled. The lofty ideal of 1:1000 mentioned in the MacKay report seems to be a pipe dream at this point!

Further complicating the situation is the fact that school psychologists are non-bargaining employees of the provincial government. The recent move of mental health psychologists to the Regional Hospital Corporations resulted in a change of union membership for those psychologists, and a considerable wage increase. This, in effect, left school psychologists way below the entry level for other health professionals, including speech language pathologists, and also well below the current salary for teachers with the same number of years experience and education. New Brunswick is also below the pay scale for other Maritime provinces for school psychologists. Recruitment is difficult, to say the least, at this point, and will only become harder.

The working conditions committee is not giving up. We have communicated with the Minister of Education, however have yet to be

invited to meet with that Department. We have met with the CPA Board to discuss strategies that might be helpful to us. We are also exploring the possibility of an association with the NB teachers' union, which is often the home for school psychologists in other provinces. It is clear to us that something dramatic will have to happen for New Brunswick to be able to maintain the level of school psychology services it currently has in the face of the impending changes. It is also clear that our dream of achieving a 1:1000 ratio so that we could provide the services we believe are needed for students in this province is getting dimmer and dimmer. One of the bright lights on the horizon is the potential for a national, Canadian school psychology network under the umbrella of CPA. With a national presence, it is possible that not only New Brunswick, but all provincial school psychologists, would have a vehicle for communication and advocacy that would improve education for all Canadian students. That initiative is in the exploratory process now, and we have hopes that it will become a reality in time to help our cause in New Brunswick. After all, CPA now has national *Professional Practice Guide-*

lines for School Psychologists in Canada (2007), readily available by visiting the websites given below. Surely, it is time we put our fate in the hands of our national professional association. ■

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- We thank Juanita Mureika for supplying this abbreviated version of the submission and the timely update.*

Be sure to visit...

The new CASP website: <http://www.cpa.ca/CASP>

CPA Psychologists in Education on the web: <http://www.cpa.ca/sections/psychologistsineducation/>

180°: The Psychologist as Picketeer

Ted Wormeli

Some of you may recall the teachers' strike in British Columbia. What may not be known – that is, what may be unknown but can now be known – is that psychologists participated in this walkout, with unforeseen consequences.

Briefly, the British Columbia Teachers' Federation (BCTF) began a low key job action in late September of 2005 (e.g. by refusing to attend conferences during their lunch hours or carry administrators in sedan chairs, etc.) after a year of fruitless negotiations with the government agency charged with negotiating provincial contracts for teachers. The provincial government reacted quickly, comprehensively, and melodramatically—they extended the expired contract for another year and forbade any other job action. This overreaction by the government established the objective conditions for labour strife: the teachers walked out. And in many districts, including my own, school psychologists are part of the teachers' federation.

That is how, one morning, I found myself on a picket line outside of a school, wearing a sign on my breast that read "Standing up for Education." The first day was OK; mothers and small children brought pastries and coffee to the picketeers. (I sup-

pose some might have described me as a "picket," but that has military connotations, and I didn't feel particularly militaristic despite the negative descriptions purveyed by those media acolytes who pander to those in power - the mindless minions of misrepresentation in the press who defended the government's actions). So I decided to call myself "The Picketeer" – which seemed to me to be tinged slightly with the romanticism of "Rocketeer", but without the swanky outfit. By the third day, however, some of the general enthusiasm had subsided, and I was feeling a bit subdued.

Being a psychologist, I recognized that I was reacting to diminished interest in our cause (fewer cookies, a lowered rate of honking by occupants of passing cars, occasional derogatory gestures, my declining bank account, etc.), and I began to consider solutions to this mid-strike crisis. I recalled that researchers into communication have found that the largest part of message-based communication to which we respond as individuals is nonverbal; the next largest portion is tone, and after that, and less important, is the semantic content of the message. If that were so, then the words on our sandwich boards were of no great use to our cause. And while standing around

on a sidewalk is a kind of nonverbal communication, it seemed directionless.

I had observed some members of the public wave to us and wave again when we waved back, and I realized that this exchange might enhance nonverbal communication, so I became an "aggressive waver," and I noticed that the number of honks from cars and the number of waving drivers appeared to increase. Being a psychologist, I realized that I could design an experiment with waving as the independent variable and the numbers of honks and the number of fingers raised by passing drivers as the dependent variables. This satisfied my incipient narcissism and might, I thought, even be helpful to our cause.

For the next week and a half I waved vigorously at each approaching car. The proportion of drivers who responded positively to my gesture (that is, the proportion that raised *five* fingers) was calculated at over 90%, while the proportion that raised fewer than five fingers (which occurred in fact only once/day) or ignored me was very small. Even without performing an f-test, it was apparent that aggressive waving elicited positive responses by car occupants.

I encouraged other picketeers to wave, as well, and some began to participate in the practice. I recorded my observations and emailed them to the head of the teachers' association in my district. Seven days after I began my campaign of aggressive waving, the government backed down and provided sufficient leeway in employment provisions that the executive of the BCTF felt enabled to call for a vote, and the walkout ended two days after that.

It is evident from this history that not only can psychologist-picketeers

increase the number of positive responses from passers-by through the technique of aggressive waving (possibly especially useful to psychologists who operate sidewalk businesses), but a perfect correlation has been established between the use of aggressive waving and the moderation of governmental policy in employee disputes. It is uncertain as to what other applications aggressive waving may have, but I intend to apply for a Canada Council grant to explore its utility with regard to resolving the border dispute be-

tween Canada and the United States, as well as in diminishing the rate of refusals by small children to eat their broccoli.

These serendipitous results to my picketeering suggest that the study of this phenomenon has the potential to be a productive focus of psychological research. I further recommend that more psychologists should be walking picket lines as "picketeers." The cause is irrelevant; the experimental process is what is important! ■

School Psychology in Canada: Moving from Adolescence to Adulthood

Thomas Oakland, University of Florida

My interest in school psychology internationally is long-standing. I have been associated with school psychology for more than 35 years, and have had the privilege of working in almost all countries in which school psychology is practiced. The experiences I have had while serving as president of both the International School Psychology Association and the International Test Commission provided further opportunities for understanding some of the qualities that impact professionalism in the field internationally.

I reflected much on the status of school psychology in Canada

recently, in conjunction with the following five events: reading the *Canadian Journal of School Psychology's* special edition on school psychology in Canada (Martin, 2001b) and summarizing some essential features of the field as it is practiced here in a chapter for the *Comprehensive Handbook of Multicultural School Psychology* (2005); my attending and presenting several papers and workshops at the 2003 convention of the Canadian Psychological Association (CPA), and the executive committee meeting of its Psychologists in Education section; my plans to present a workshop at and to attend the annual meeting of the Saskatchewan Educational Psychology Associa-

tion; and my recent appointment to the Editorial Board of the *Canadian Journal of School Psychology*.

Don Saklofske graciously encouraged me to share some of the views I have as to the importance of the effort of continuing to strengthen school psychology within Canada. To this effect, my remarks focus on qualities that may characterize, now or in the future, school psychology within Canada in light of six conditions that serve to strengthen school psychology in other countries.

Conditions that Strengthen a Profession

School psychology typically is strong when the following six condi-

tions exist: a strong national professional association advocates for its interests; a large percent of potential members hold membership in the national association; national standards for the preparation of school psychologists exist and members are prepared in comparable ways; programs that credential and license practitioners exist and their standards are high, as well as respected; university-based professional preparation programs are sufficient in quality and number; and research and other forms of scholarship emanate from school psychology that help establish the basis for practice. Each of these six areas is discussed below, albeit briefly.

Strong National Professional Associations That Advocate For Their Interests Are Needed.

The presence of one or more strong national professional associations, initiated by respected members of a discipline and profession, may be the single most important condition that influences a profession's vitality and impact. For example, CPA has had an enormous impact on psychology within Canada. Professional associations representing smaller specialty interests in academic and professional psychology often emerge following the formation of a national association.

National associations representing psychologists are sufficiently strong

in 68 countries to warrant their membership in the International Union of Psychological Sciences. National associations representing school psychology are fewer in number. Twenty-three, including CASP, are affiliated with the International School Psychology Association. *[Editor's note: currently 29 associations are affiliated with ISPA; neither CASP nor the ED Section is.]*

A successful voluntary membership association requires its members give their time, talents, and money in support of association goals and related programs. In return, members can expect its association to use its resources well, to lobby on behalf of its interests, to promote collegial socialization, and to provide prestige and other privileges though membership, opportunities for leadership and service, and other services not obtained through other sources.

An infrastructure supporting school psychology emerged during the early 1980s with the formation of provincial school psychology associations in Alberta, Saskatchewan, Manitoba, and British Columbia. CASP was formed in 1985. These regional and national associations helped to establish school psychology as a legitimate specialty of psychology within Canada. The viability and impact of CASP and the Psychologists in Education section of CPA are particularly important to

national efforts to improve school psychology services and the prestige of its members.

A Large Percent of Potential Members Hold Membership in the National Association.

Strong school psychology associations are able to attract and hold a significant percent of those who see themselves as school psychologists by serving their interests and the needs of school psychology. Although CASP is intended to serve this function, its ability is limited by its small membership, reportedly less than 200 a small fraction of potential members, and just slightly more than the number of Canadian school psychologists who hold membership in the National Association of School Psychologists (NASP). Small membership limits an association's ability to acquire needed resources and thus to advocate strongly on behalf of its members. *[Editor's note: We are still under 200 but slowly approaching that number.]*

National Standards for the Preparation of School Psychologists Are Needed.

Provincial standards for professional and ethical practices in school psychology exist. However, national standards for preparation and the accreditation of school psychology programs do not exist. Some programs are consistent with standards promulgated by NASP and others by

the American Psychological Association, and are accredited by them.

Little consistency exists in the pathways taken to become a school psychologist (Bartell, 1996). As of the mid 1990s, 41% had degrees in educational psychology, 39% in clinical psychology, 32% in counseling, 25% in child/social psychology, 22% in teacher education, 19% in special education, 4% in school administration, and 18% in other areas. Only 31% came from school psychology programs. Persons with some preparation in education or limited preparation in school psychology may have been needed to provide services during school psychology's infancy. However, given the passage of time and the availability of additional programs to prepare school psychologists, efforts to establish higher national standards for preparation are warranted.

Programs that Credential and/or License Practitioners Are Needed.

When viewed internationally, programs that credential and/or license school psychology practitioners often exist at either the national or provincial/state level. Within Canada, provincial and territorial departments of education register school psychologists. Some provincial associations (e.g., the British Columbia Association of School Psychologists) are beginning to credential school psychologists.

Criteria used to certify or license school psychologists differ on such issues as undergraduate and graduate university coursework, degrees held, and need for teaching experience. Differences in criteria governing credentialing and licensure limit school psychologists' ability to work in different regions, weaken the prestige of their practices in regions with lower standards, and foster a public image that school psychology lacks a clear mission and service delivery system.

University-based Professional Preparation Programs in Sufficient Number and Quality Are Needed.

Among Canada's approximately 90 universities, at least eight offer school psychology programs. As noted previously, national standards for accrediting school psychology programs do not exist. Provincial and territorial regulations govern the practice of psychologists. Thus, in that school psychologists must meet these practice standards, provincial regulations strongly impact their preparation.

Some school psychology programs are offered at Canada's most prestigious universities and require a rigorous curriculum based on psychology. In contrast, some departments that prepare school psychologists do not consider school psychology to be a specialty or program major and

instead provide credentials obtained through coursework that lacks a programmatic and organized sequence of courses. Efforts that require school psychologists to graduate from organized school psychology programs serve to improve practice. The need to increase the number of school psychology programs is unknown.

Research and Other Forms of Scholarship from School Psychology Are Needed.

School psychology within Canada is fortunate to have a number of excellent research universities that have strong and abiding commitments to research in education and psychology. In addition, some members of CASP and the Psychologists in Education section of CPA are renowned scholars. These resources help form the basis for practice in Canada and other countries. The *Canadian Journal of School Psychology (CJSP)* together with other Canadian journals disseminates quality peer-reviewed scholarship.

However, as is true in all countries, few practicing school psychologists publish in peer-reviewed journals. Most submissions to *CJSP* come from the same persons residing in three provinces (Martin, 2001a). Efforts to increase and broaden the number of school psychologists who contribute to scholarship are likely to strengthen the profession.

Efforts to Further Strengthen School Psychology in Canada

A profession's development, like that of a person, is never continuously linear. Many descriptions of school psychology practices in the twelve articles that appear in the above-referenced special issue of *CJSP* describe early growth spurts followed by a period of relative stability.

School psychology within Canada has experienced significant growth during the last 20 years. It went from a newborn in the 1980s through childhood and now is facing late adolescence. A period of further growth and independence is required to successfully pass through adolescence and into adulthood.

Riva Bartell, Past President of CASP, is quoted as stating,

...requirements, standards, and even the professional title for the provision of school psychological services vary considerably from province to province. This frag-

mentation tends to undermine the profession and to expose its vulnerability to policy and administrative decision makers who operate under the increasing pressure of budget constraints. To address these concerns a concentrated, informative advocacy on a national basis, rather than on a provincial basis, is required (Martin, 2001a).

Bartell's comments, in part, underscore my view that the continued growth of school psychology is directly related to efforts by CASP and the Psychologists in Education section of CPA to establish a national agenda and program of action that lead to greater unification within school psychology. Thus, the growth and strength of school psychology depends, in part, on the strength of these associations. The growth and strength of school psychology also require national standards for the preparation of school psychologists, programs that credential and license practitioners, sufficient numbers of university-based professional programs that offer quality preparation, and research and other forms of

scholarship from school psychology that help establish the basis for practice. ■

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Portions of this article were presented at a conversation session at the CPA annual convention held in Montréal, June 2005.

Toward a Definition of Electronically-Induced Attention Deficit Disorder (EIADD): Some Observations

Emily Goetz of Vancouver, Former Section Chair

A few months ago a friend and colleague asked me whether I had noticed that many adults committed to e-mail,

cell phones and raspberries seem to listen differently and speak more rapidly. "Tactfully put" was my response.

We shared more observations, including having to say almost everything twice in social conversation, constant checking of cell and rasp-

berry screens at the table (!), darting eye contact and physical agitation. Not just me, I thought.

I asked about phone conversations with alleged EIADD friends and colleagues. “Brutal” was the answer, “I hear dishes clinking or computer keyboards clicking and they don’t even ASK.” Too common, I find, and, apart from rudeness, a seeming absence of what we call active listening.

Recently I heard a behavioral psychologist interviewed on CBC radio, laughing about his own addiction to checking e-mail, cell, etc. What’s funny is that he said he’s become a victim of Skinner’s classic variable interval reinforcement schedule. At least he got it, and with humor.

I wondered about other age ranges. A young friend who co-leads a Pathfinders troop told me her story. Last fall a whole new group of 13

year-olds came into the group. The leaders had to dedicate an entire meeting to talk through why the girls could not bring their cells and iPods on a traditional tenting/camping weekend.

Next I wondered about the small children of EIADD parents. So I asked a just-retired school psychologist who has worked with little people for 30 years. The response was swift and heartfelt. “They’ve few readiness skills, no one has interacted with them by talking and/or reading, no one’s taught them to print, school is boring because it doesn’t go fast enough and all their parents want them to learn is the computer keyboard.”

Now, I’m sure many parents and schools are busy exploring how to deal sensibly with teaching electronic skills, as it’s clear that they can’t and shouldn’t be ignored. (I think

neuroplasticity research has offerings here.) A huge concern of mine is obviously about the effect(s) of EIADD on social behavior across the developmental spectrum.

I’m simply suggesting that there are dozens of research questions sprinkled through even this little piece and I hope many of you will or are going for them!

And if for some reason you wish to contact me, please use the phone or Canada Post. My e-mailbox has remained full and unopened for 5 years. ■

Emily is editor emerita of this newsletter. She adds the following postscript to this piece: “Ironically, this article was written about one week before the birth of the iPhone. Beep!”

Wrinkles In Practice: Cross-Battery Assessment

Ted Wormeli

The last time I taught a Level C Assessment course in the Psycho-educational Training Centre at the University of British Columbia (a few years ago), I introduced my students to Contemporary Intellectual Assessment, edited by Dawn Flanagan, Judy Genshaft, and Patti Harrison. This was not the main text for the course, but

I thought it was important that they, as students in school psychology, be thinking about directions for assessment other than those on which the course was focused. At the time I did not believe that the process of cross-battery assessment (CBA) was sufficiently well-developed to serve as the primary paradigm for cognitive evaluation. That was then.

After attending two days of CBA workshops that were included in a recent conference of the B. C. Association of School Psychologists (BCASP) in Vancouver, I realized that, in the intervening few years, Flanagan et al. had developed a defensible procedure for this paradigm that I could begin to use in my practice.

The rudiments of CBA may be found in texts such as *The Wechsler Intelligence Scales and Gf - Gc Theory* (Flanagan, McGrew, & Oritz, 2000) and *Essentials of Cross-Battery Assessment* (Flanagan & Oritz, 2001). Either or both of these are worth reading for background on CBA (there is some repetition, but these volumes have somewhat different goals). Either serves well as a context for Flanagan's more recent effort – a collaboration with the progenitor of “intelligent testing” and the revisions of the Wechsler scales, Alan Kaufman – *Essentials of WISC-IV Assessment* (Wiley & Sons, 2004). For psychologists who use the WISC-IV, this last is a very useful, perhaps “must have,” text, even for experienced practitioners.

Until I attended the BCASP conference two Novembers ago, my cognitive assessment paradigm was based on Kaufman's “intelligent testing” routine – in which the WISC-IV (since last fall or the WISC-III before that, or the WISC-R before that, or the Stanford-Binet, form LM or the SB-IV, etc.) is the primary investigative tool that I use to determine what ever further assessment would be needed. Depending on the details of the referral, I might choose another measure or measures to administer, regardless of the results obtained with the primary battery that I was using, but to a considerable extent

I based decisions over what other measures to administer on the results that I obtained on the primary aptitude scale. Specifically, if scores for major clusters and subtests within that scale were reasonably consistent with each other, I might not attempt to measure any other cognitive ability but would start to look at non-cognitive (emotional, behavioural, environmental, or historical) issues. What I did not do was to explore in a systematic fashion all of the (stratum II) characteristics of G that are manifested in the Cattell-Horn-Carroll paradigm (most specifically in Carroll's Three Stratum theory) in order to determine if there were a cognitive issue that related to the reason for referral.

The Three Stratum theory posits an overall or general concept of intelligence (the familiar “G” - the third order factor), a second stratum (Broad Cognitive Abilities that are subsumed by G) and a stratum of Narrow Cognitive Abilities (first order factors that are subsumed by one or more second order factors (Broad Cognitive Abilities). Flanagan et al. have examined the major cognitive batteries (Wechsler scales, Woodcock-Johnson scales, Stanford-Binet scales, etc.) and a plethora of other level B and C tests (achievement tests, tests of memory, etc.) by subtest and have, either through examination of factor loadings or expert judgment,

assigned subtests in these batteries to one or more of the (second order) Broad Cognitive Abilities.

A logical and defensible procedure has been articulated to enable practitioners to screen the relevant Broad Cognitive Abilities that might be involved with a referral for learning difficulties. In brief, this involves the administration of subtests or tests that have been found to measure at least two distinct narrow cognitive abilities for each Broad Cognitive Ability that is relevant to the referral issue. If the results for the narrow ability subtests are similar, more assessment of that Broad Cognitive Ability that subsumes the narrow ability subtests is usually not performed. Guidelines are provided to assist in making that decision. If the scores for the narrow ability subtests are determined to be different, further assessment of the Broad Cognitive Ability may be undertaken (unless, for example, the scores for the narrow abilities are above average – in that event, more assessment of that cognitive ability may be set aside).

Since *Contemporary Issues in Intellectual Assessment* was published (and even before that, in the instance of the Woodcock-Johnson scales), test developers have migrated further from a unitary concept of intelligence or a two or three-factor proposition to a more sophisticated

paradigm that more closely approximates the most current theories of intelligence and reflects more completely recent research into the nature of intelligence. The third version of the Woodcock-Johnson scale has evolved the furthest in this regard; the Wechsler scales have not changed as much as the W-J scale, within the context of a single battery. However, while the third version of the W-J scale is the most comprehensive single battery with regard to offering measures of Carroll's second stratum of cognitive abilities, it does not have Canadian norms, and many of us have found the Wechsler scales easier to use and more clinically helpful, as well as briefer. In addition, the research by Flanagan et al. allows practitioners to expand the utility of the WISC-IV by including specific subtests from tests such as the Children's Memory Scale and the Comprehensive Test of Phonological Processing. The inclusion

of specific subtests from these two scales (the authors list other scales that may be sourced, such as the Kaufman Adult Intelligence Test) allows reasonable coverage of all of the Broad Cognitive Abilities in the Cattell-Horn-Carroll paradigm, as well as providing more back-up measures for further assessment of Broad Cognitive Abilities when scores for narrow abilities are too discrepant to regard as representing a unitary construct.

Recent graduates of psychology/school psychology programmes have no doubt already been trained in the CBA procedure and may be using it now, within the definitions that the Ministries of Health and Education may have established in specific provinces for diagnosing learning disabilities. For practitioners such as myself, who have been out of school for a while, the use of CBA may appear as a new wrinkle in practice that seems overly time-consuming, but I

suggest that experienced examiners have been using many of the features of CBA already, if their practice is based on "intelligent testing" or one of the other logical routines suggested in volumes by Sattler et al., CBA, as articulated by the CHC group of Flanagan, McGrew and others, provides an outline for cognitive assessment that is more comprehensive than relying on a single battery and the cognitive abilities that are assessed by single batteries, as well as assists practitioners in ensuring that more explanations for learning difficulties have been reviewed, during the process of an assessment, in a way that represents the best composite of current research and theories of intellectual ability. ■

For more resources on CBA, visit <http://facpub.stjohns.edu/~ortizs/cross-battery/> or <http://www.iapsych.com>. These sites include the references cited above, as well as others.



For more information and to submit proposals for presentations, navigate to: <http://www.cpa.ca/convention/>

The deadline for submissions is November 15, 2007.

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Bea Wickett



Member-at-Large (for life) and former section chair, Bea Wickett accepted the *CPA Award for Distinguished Lifetime Service to the Canadian Psychological Association* at CPA in Ottawa.

The then Executive Director of CPA, John Service, presented the award.

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