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

In This Issue

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Message from the CASP President, Words from the ED Section Chair

This has been very trying year for most of us. It seems obligatory to include the weather in small talk and rigorous scientific discussions. So, here's a brief mention. We appear to be at an inflection point in the annual progression of the seasons. Winter seems to be on the wane. Hello, spring! It's now time to firm up plans for attending this year's CPA Convention to be held in Vancouver BC from June 5th through 7th. Once again, our CPA ED section has done its part to ensure that this is a banner year for the number and quality of submissions. We are proud and pleased to announce this year's Section keynote address, scheduled for the Thursday afternoon (June 5th), will be given by Shelley Hymel of UBC. Title of the talk is *Four Decades of Research on School Bullying: What have we learned?* Be sure to check the CPA website and the latest issues of *Psynopsis* for much more information, frequently updated.

I am pleased to announce that sufficient progress on the section by-laws revision has occurred to warrant presenting it at this year's Section Annual Meeting (SAM). Also, there has been a meeting of minds of the Section Awards Committee. Info will be presented at the SAM.

CASP is still in the midst of the annual membership drive. Please see the latest version of our Invitation letter and the membership application form appended to this issue of the newsletter. And keep on reading our stellar journal, *CJSP*.

Back to ED section announcements: There will be elections for some positions on the Executive committee. We need a new *Chair-Elect* to assist Juanita Mureika who will assume the role of Chair. The *student representative* slots will be open. So, too, will the *secretary-treasurer* and *newsletter editor* positions. And, we do have a vacancy for a *Member (or Members)-for-Life*. Nominations for these positions may be made up to the time of the election to be held at our SAM on June 5th. Nominators and nominees must be members of the section in good standing. Early nominations should be directed to our secretary-treasurer, **Ken Cole**, with a copy to our Past-Chair**, Don Saklofske.**

1

JOSEPH SNYDER,
Chair, CPA Psychologists in Education
President of CASP

Message from the Editor

As I sat putting this newsletter together I had to ask the question, "Am I a millennial?" The millennial is described as diverse, educated and "plugged in." As I pondered this question I looked around me. My computer is in front of me, my iPad to my left, and my phone just buzzed to let me know that I have one more thing to attend to. To top it off, I am giving serious consideration to replacing my myriad of test kits this year to try out the latest thing from Pearson, Q-Interactive. While I might miss my only form of weight training (hefting a WISC-IV kit full of protocols), I am excited about the possibilities this new technology might offer. The other part of me is wondering whether the technology will work when I need it. After all, a test booklet won't crash and a paper protocol won't ever run out of battery power. This issue is dedicated to exploring the role of technology in the life of the school psychologist. To this end we have an article from Kimberley Froese regarding the technological tools for practice. From our student voice we have an article questioning whether technology should be viewed as friend or foe. As you sit with your tablet, iPhone, or laptop reading this, I hope you find something of value and something to make you think about the role of technology in your practice.

Cheers!
Troy Janzen, Ph.D., R. Psych. (AB)
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FEATURE ARTICLE

Technological Tools for Practice: A Brief Review of Intervention-Focused Databases and Emerging Applications for School Psychologists
Kimberly Froese

This article is being reprinted with permission from the author and from Path to Pedagogy. You can find the original article at:
http://intranet.umanitoba.ca/academic_support/catl/media/Winter_2014_Path_to_Pedagogy_Volume_22_No_2.pdf.

Technology is becoming increasingly prevalent in school systems, with computers, smart boards, and iPads becoming as much part of the curriculum as pencils and textbooks. While several studies support the efficacy of classroom technology in promoting students' learning (Allsopp, McHatton, & Farmer, 2010; Carnahan, Basham, & Musti-Rao, 2009; Cihak and Bowlin, 2009; Dynarski et. al, 2007; Savage, Abrami, Hipps, & Deault, 2009; Scheeler, Macluckie, & Albright, 2010), few have reviewed the effectiveness of such tools

for school clinicians (Florell, 2008). So how can school psychologists also take advantage of burgeoning technologies? What's available to clinicians that will work, facilitate organization, promote competency, and improve efficacy in practice? I will briefly review some useful online intervention-focused resources, and then move on to discuss the potential of emerging technological applications, which were designed specifically for use by school psychologists.

Intervention-Focused Databases

The guidelines for best practice in school psychology (CPA, 2007) dictate that practitioners must maintain professional accountability, in no small part by ensuring that effective, evidence-based interventions are implemented in schools. However, Powers, Bowen, & Bowen (2011) raise an important issue: that regardless of this professional expectation, the majority of schools are not using empirically-supported programs. By taking advantage of online databases that comprehensively summarize information, provide necessary resources, and collect supporting research for programs, clinicians can more quickly and conveniently make informed decisions about interventions – all with the click of a mouse.

School Success Best Practices Database
Link: **http://www.schoolsuccessonline.com/**

The School Success Best Practices Database is an assessment and intervention resource that is publicly available and free to use. The database includes brief, yet comprehensive descriptions about a program's objectives, target ages, location (school, home, community), number and duration of sessions, cost, a list of who and what is needed for implementation, and information on how to obtain the necessary materials. Also listed are organizations that recommend use of the intervention, and a list of research references that have evaluated the effectiveness of that particular program.

A unique feature of this database includes the School Success profile (SSP). The SSP is a comprehensive, self-report assessment tool for middle and high school students. There is also an elementary version of the survey called the Elementary School Success Profile (ESSP). These surveys gather information about various factors in students' environments and how they may be promoting their functioning or putting them at academic, behavioural, or emotional risk. Individual student surveys can be conducted, or group-level reports can be generated from school-wide surveying. Purchase is required for each survey; however, all other materials needed, including training about how to administer the SSP, are available on the School Best Practices Website. The reliability and validity of this measure is supported in the literature (Bowen, Rose, & Ware, 2006), making it an effective and useful feature for both researchers and school-based practitioners.

Because this database has a focus on interventions school-aged children in specific, I believe that it is a must-have resource for any school clinician's online "toolbox". By making use of this database and its SSP/ESSP feature, school psychologists could conveniently aggregate student information and efficiently make informed-decisions about interventions that could benefit both individual students and the school system as a whole.

National Registry of Evidence-based Programs and Practices (NREPP)
Link: http://www.nrepp.samhsa.gov/AdvancedSearch.aspx

The National Registry of Evidence-Based Programs and Practices (NREPP) is a database that provides interventions and programs with a focus on substance abuse and mental illness. The Substance Abuse and Mental Health Services Administration (SAMHSA) is working to promote the NREPP system to be widely used by a variety of individuals and organizations so that informed decisions can be made about interventions that are evidence-based. SAMHSA's ultimate goal is to provide easily accessible information to a wide public audience about interventions for mental health and substance-use disorders, so that data-based programs can be more broadly implemented (Hennessy, Finkbiner, & Hill, 2006).

One of the things that stands out on the NREPP database is the ease with which users can search for programs that would be an appropriate fit for individuals. Clicking on the "Advanced Search" button on the NREPP homepage brings the user to a criteria-selection page, where the search can be narrowed-down based on factors such as gender, age, ethnicity, setting, outcome categories, and geographic location. By taking advantage of this detailed search function, it makes it a simple process for both practitioners and general public alike to pinpoint an intervention that would best suit an individual's specific needs.

Another feature that stands out is something NREPP calls a Quality Research Rating (QRR). Following a detailed description of the intervention (including outcomes, target age, funding information, cost, etc.), there is a drop-down tab labeled "Quality of Research" that can be clicked to reveal a wonderfully comprehensive and organized summary of studies that have been conducted on the intervention, their results, and then the QRR, which ranges on a scale from 0.0-4.0. These ratings are indicators of the strength of the evidence that supports a specific outcome for an intervention (e.g., impulsive behaviour, substance use, etc.), so the more compelling the evidence, the higher the QRR will be. NREPP reviewers are trained in the evaluation of interventions and calculate their ratings based on six specific criteria: 1) reliability of measures, 2) validity of measures, 3) intervention fidelity, 4) Missing data and attrition, 5) potential confounding variables, and 6) appropriateness of analysis. An intervention review usually takes several months to complete.

In observing the thoroughness of NREPP's review process for interventions and the user-friendly specificity of the advanced search function, I believe that

practitioners would find this database to be an invaluable resource when confronted with issues relating to substance abuse and mental health in schools.

What Works Clearinghouse
Link: **http://ies.ed.gov/ncee/wwc/**

A well-known database to educational professionals, the What Works Clearinghouse (WWC) was initiated by the U.S. Department of Education's Institute of Education Sciences (IES). Their vision included assisting practitioners, who are often overburdened with doing education research, by providing them with credible and reliable scientific evidence for use in making informed decisions about interventions.

This database is publicly available, and provides concise, critical reviews of the literature that supports interventions through the "Find What Works" tool on the homepage. Like the NREPP, you are able to filter your search down to specifics. While I found this search feature to be less user-friendly than that of NREPP, the selection criteria were more vast, customizable, and specifically education-focused. Further, WWC seems to be geared towards educators and clinicians, whereas NREPP was designed for use by multiple audiences. Detailed effectiveness ratings are also available and sorted by specific outcome, and are calculated using a stringent review process, with teams of reviewers contributing to specific topics in education (e.g., beginning reading, dropout prevention, English language learners, etc.).

The WCC remains a trusted source for gathering information about what works to promote success in schools. Because it is both thorough in its review of the literature and also specifically focused on school-based interventions, there is no doubt that it will continue to be a useful resource for school practitioners.

Technological Applications for School Psychologists

While most technological applications for smartphones and/or iPads have not undergone study in terms of efficacy, several applications that are emerging in the field appear to have much promise for use by practitioners of school psychology, in particular. I will briefly list and summarize these apps below, and encourage readers of this blog to add to the list if they come across any other technological applications geared towards school psychologists.

- School Psychology Tools: School Psychology Tools is, thus far, the *only* full-featured app that has been designed for and by school psychologists. It is compatible with a range of apple products, as well as androids and tablets. The primary features of this tool include observation behaviour tracking, tools that facilitate report-writing (generation of graphs, charts, history of communications, etc.), student information/parent contact logs, evaluative

"smart plans" which act as a list of next steps for action in intervention, daily checklists (events, deadlines, meetings), calendar, to-do list, age calculator, stopwatch, notes and voice memos, and a normal curve calculator.
Cost: $35
Link: **http://www.schoolpsychologytools.com/**

- iBAA (Behavioural Assessment Application): This app is intended for the convenient recording of qualitative observations, interval recording, and functional behaviour assessment. It also allows for customization of observation (i.e., behavioural categories, length of intervals, etc.). Included are features that facilitate graphic presentation of data, environment analysis, and cumulative observations of behaviour so that trends are easily detectible. Security measures also ensure the confidentiality of student data. This app is compatible with the iPad, iPhone, and iPod Touch.
Cost: $130
Link: **http://itunes.apple.com/us/app/ibaa/id383705019?mt=8**

- KeepInMind: KeepInMind is designed to act as a portable behaviour intervention plan (BIP) on the iPad, iPhone, or iPod Touch. This app can be used by psychologists, students, or teachers by functioning as a predetermined reminder to prompt and reinforce students for desirable behaviours.
Cost: $15
Link:
http://itunes.apple.com/us/app/keepinmind/id419697540?mt=8

- SOTO (Student On-Task Observation): SOTO helps conduct on-task behavioural observations for students, and is available on the iPad, iPhone, or iPod Touch. Eliminating the need for a pen, paper, pen, or clock, this app collects observation data by using a simple checkbox method. It also automatically maintains timed intervals for you throughout your observation. Another feature of this tool includes report generation, the calculation of percentage statistics, and chart/graphing of data gathered.
Cost: $10
Link: **http://itunes.apple.com/us/app/soto-student-on-task-observation/id428809608?mt=8**

I'm interested to hear your thoughts about these databases and applications. Would you use them in practice? Are there other online or technological resources not listed here that you think would be useful in adding to a school psychologist's "toolbox"? These technological innovations help eliminate the

need for school psychologists to invest countless hours of research in the selection of interventions, and also help to manage the organization of files, documents, behavioural observations, and assessments in schools. Because new technologies are increasingly emerging and being applied in educational settings, it will be interesting to see what tools will next be developed for school psychologists.

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Classroom Technology: Friend or Foe?
By Alethea Heudes and Jessica Frison

Technology is ubiquitous in the classrooms of today. One would be challenged to walk into any given classroom and not see the vast majority of students focused on some form of technology that is intended to enrich the learning environment. "Since the mid 1990's the percentage of public schools connected to the Internet exploded from 35% to 100%" (Greenhow, Robelia, & Hughes, 2009). However, is technology genuinely enriching the learning environment? Are children today benefiting from the use of technology in the classroom? And ultimately, are there undesirable effects of the pervasiveness of technology use in the classroom? For the purposes of this brief commentary the term 'technology' will be used in reference to basic technological uses such as computers, video games, social media, and personal devices. Assistive technology for use with students who have special needs will not be considered as part of the above-mentioned definition.

In order to develop a perspective about the value of technology in the classroom, or lack thereof, a brief exploration of both sides of this proverbial coin are important to consider. Most schools today have a diverse array of technology to choose from to facilitate student engagement. Young learners have access to interactive whiteboards, iPads, laptops, online programs and more. The assumption that technology is highly effective in enriching student learning in the classroom environment seems to be supported by a plethora of quantitative research about specific programs in specific subject areas. More

general research, such as Craft (2012), draws our attention to how the use of technology in the classroom can lead to increased creativity, empowered attitudes, and a greater sense of autonomy. Moreover, students become well prepared for "multiliteracies [of] the twenty-first century" (Borsheim, Merritt, & Reed, 2008). This preparation happens through the interactions between the students and their curricular content that Internet and technology provide (Eristi, Kurt, & Dindair, 2012). Without integrating technology within the learning environment students could potentially be missing out on the development of technology-specific skills necessary for the professional world today. Readers of this article need only take a moment to acknowledge the screen from which it is being read, or the personal mobile device that is likely nearby in order to appreciate the crucial role technology plays and therefore how paramount it is to the enrichment of learning in the classroom.

It's easy to recognize the magnitude of value in making technology a regular component to the educational environment. However, less obvious is the potentially hazardous impact that technology could have on children during their learning time. Not surprisingly, it is far more difficult to find any research that draws attention to the negative aspects of technology in education. Part of this difficulty may stem from the implications of empirical evidence that would strongly support technology being detrimental to child learning. Both education systems and technology companies have invested copious amounts of money into educational enrichment through the use of technology. Contradicting its value would likely cause a great deal of backlash from both parties. The limited research against technology makes some bold claims about the damage that could be happening to children. Dr. Bruce Perry (n.d.) expresses concern over the very passive nature within which technology is implemented for younger children. He explains that "[modern technologies] do not provide children with the quality and quantity of crucial emotional, social, cognitive, or physical experiences they require when they are young." Academic gains related to student engagement could, in the long term, also be affected by the ubiquitous nature of technology for learning. Like so many other new and exciting technologies that children become involved with, as time passes, the novelty wears off (National Science Board, 1998). It is well known that, among adults, extensive time spent on computers can be connected to physical stress such as eyestrain, headaches, back pain, and wrist pain. This leads one to question the impact on children "whose growing bodies are generally more vulnerable to [physical] stress" (Cordes & Miller, 2000). All of the above mentioned evidence brings to the forefront the need for greater consideration of how specifically technology in the classroom might instead be a crutch healthy childhood development.

It is very clear that technology is now permanently embedded into our everyday lives. It has made the world available to our very fingertips through outlets such as the Internet, and hand held devices. Access to literature, recipes, and 'how to' information is now only a click away. Therefore, technology in the classroom seems imperative in order for children to grow into competent adults in our current high tech society. "Young people's digital practices promise the formation of competencies that are absolutely vital to their futures, in an economic, social, and cultural sense" (Dronter, 2007, p. 167). The questions of whether technology genuinely enriches the learning environment, benefits children in the classroom, or has undesirable effects are perhaps less relevant than a more global enquiry that considers future directions of technology and education. Such as how can technology in the classroom be integrated in a manner that honours its importance to learning while minimizing the potential risks associated with it? And, where technology in the classroom is concerned, how will we know if we've gone too far?

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CASP Invitation to Psychologists

Canadian school psychology and school psychologists from the largest boards to most remote areas of Canada are facing some of the most serious challenges in our history. The Mental Health Commission of Canada has targeted children's mental health as a priority. We know that 20% of the population suffer from diagnosable mental health conditions, and most mental health problems arise during school years. Teachers are not trained to identify or intervene with these issues – but school psychologists are! Teachers rely on school psychologists to help them serve these troubled students. However, many boards are cutting psychology positions in a dangerously misguided attempt to balance budgets. Clearly, this is an era of exciting opportunities and possibilities that we can, and must, address to ensure the continuation of the critically important role of school psychology in all areas of education.

Now is the time to work together to promote our profession. School Psychologists need a national voice to protect and promote the essential services they provide in schools. The **Canadian Association of School Psychologists (CASP)** is more than 25 years old and is experiencing a much needed revival and growth. CASP is fully committed becoming truly representative of school psychologists in Canada.

We invite you to renew your membership, or to join CASP now to participate as a member of school psychology's national representation group and to become a part of the proactive and dynamic initiatives currently underway to raise the profile of our profession as we strive to serve the students, teachers, parents, and schools of Canada.

… And here are some good reasons:
- CASP is strategically placed to be a strong voice for Canadian school psychology to professionally support and advocate for school psychologists nationally and locally.
- CASP and the Psychologists in Education Section of the Canadian Psychological Association (CPA) have a close reciprocal relationship that includes the joint publication of our *Newsletter*, providing updates on Canadian issues and activities as well as input from members.
- CASP members participate in various key local and national initiatives such as the continuation of the work started by the CPA task force on publicly funded psychology in Canada, with the aim of securing positions and improving working conditions for psychologists who work in public service.

- CASP members are involved in all areas of school psychology from research to teaching, administration to practice.
- CASP is an Affiliate Member of the *International School Psychology Association*, allowing us the opportunity to work with psychologists in other countries to promote the profession globally. CASP members receive the newsletter of the ISPA, as well.
- CASP has established an electronic discussion board to enable members to exchange ideas, research articles, and concerns with the larger group – our attempt at a cross-country check-up and dialogue. Please post your views and information of interest to: http://canschoolpsych.wordpress.com/
- CASP members receive the print version of the *Canadian Journal of School Psychology*, published by SAGE 4 times a year.
- CASP is exploring future initiatives to strengthen the profession, such as national certification for school psychologists, program accreditation for our Master's graduate programs, and provincial representation on the CASP Executive.
- Member questions are often posed to provincial contacts so that the state of the profession in Canada can be better understood by all.

This is an important time to support your profession and join CASP, or renew your membership, and to participate in your national association with school psychologists across Canada as you pursue your career. Attached is the 2014 CASP membership form. Student membership price is *$50*; regular membership is *$65. Please respond as soon as possible to ensure that you receive the next issue of CJSP.* We look forward to including you as a member of your national professional school psychology association!

Best wishes,

Juanita Mureika   Don Saklofske   Joseph Snyder
Membership Coordinator   Vice-President   President

NEWS & NOTES

- Trainers in school psychology, I encourage you as well as your students to get involved and contribute to the newsletter!
- School Psychologists: Share this newsletter with your colleagues.
- **Join CASP or Renew** your Membership today! Explore the website at http://www.cpa.ca/CASP/
- CPA's 75th Annual Convention will be in Vancouver BC June 5-7, 2014 at

the Hyatt Regency. There will be another excellent program for those who are school psychologists so we'd love to see you all there! See **http://www.cpa.ca/convention/** for more details.

Application for Membership

Members can renew and new Members can join for 2014 with this one form. Just select "Renewal" or "New member for 2014". Members for 2014 will receive all 4 issues of the Canadian Journal of School Psychology published in that year.

New member? Referred by: _____

Name _____
Mailing Address _____
City _____
Province _____
Postal Code _____
Phone   (Office) _____
        (Home) _____
Fax _____
E-mail _____
Employer _____
Title _____
Registration(s) _____

Current memberships in psychological associations:

_____
_____
_____
_____

Highest degree(s) in psychology held:

_____
_____

Program and university if currently a student:

_____
_____

Indicate (X) as appropriate   ___ New Member for 2014
                                  ___ Renewal

Membership Category* (Indicate one (X))
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___ Student $50.00
___ Associate (Non-Voting) $75.00
___ Institutional Affiliate (Non-Voting) $75.00

Membership Categories

Regular Member: A person employed or trained as a school psychologist or employed by a university and engaged in work related to the field of school psychology.

Student Member: A person training to become a school psychologist.

Associate Member (non-voting): A person in agreement with the overall objectives of the organization but who does not satisfy the criteria for regular or student membership.

Institutional Affiliate (non-voting): An organization with an interest in the practice of school psychology.

*All members, regardless of category, receive a subscription to the Canadian Journal of School Psychology and additional benefits. To become a member or renew an existing membership, please mail this completed application together with a cheque for the appropriate amount to:

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